

Course Outline

Building & Construction Trades/Marketing, Sales, & Service

REVISED: February/2023

Job Title

Maintenance Supervisor

Career Pathway:

Residential and Commercial
Construction
Professional Sales

Industry Sector:

Building and Construction Trades
Marketing, Sales, and Service

O*NET-SOC CODE:

49-1011.00

CBEDS Title:

Residential and Commercial
Construction
Professional Sales

CBEDS No.:

5502 & 4130

79-75-85

Maintenance Supervisor: Supervisory Practices

Credits: 5

Hours: 60

Course Description:

This competency-based course provides training in principles of supervision, inspection of buildings and grounds, record keeping, and management of personnel. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

None.

NOTE: For Perkins purposes this course has been designated as an **concentrator/capstone** course.

It is recommended that students in the Maintenance Supervisor program complete the following courses in the given sequence: Building and Grounds Worker (Fundamentals) (79-75-50), Maintenance Supervisor: Computer Essential Practices (75-50-65), Maintenance Supervisor: Scheduling Practices (79-75-80), and Maintenance Supervisor: Supervisory Practices (79-75-85).

This course **cannot** be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-14

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Building and Construction Trades Industry Sector

Marketing, Sales, and Services Industry Sector

Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Marketing, Sales, and Services academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment.

7.0 Responsibility and Flexibility

Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales, and Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions, when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the DECA career technical student organization.

Building and Construction Trades & Marketing, Sales, and Services Pathway Standards

D. Residential and Commercial Construction Pathway

The Residential and commercial Construction pathway provides learning opportunities for students interested in preparing for careers in construction and building design, performance, and sustainability. The standards focus on the manner in which residential and commercial structures are built (Class B California License).

Sample occupations associated with this pathway:

- ◆ Plumber
- ◆ Electrician
- ◆ Building Inspector
- ◆ Estimator
- ◆ Carpenter

- D1.0 Recognize the impact of financial, technical, environmental, and labor trends on the past and future of the construction industry.
- D2.0 Apply the appropriate mathematical calculations used in the construction trades.
- D3.0 Interpret and apply information from technical drawings, schedules, and specifications used in the construction trades.
- D4.0 Demonstrate techniques for proper site preparation.
- D5.0 Demonstrate foundation layout techniques to include setting forms, placing reinforcements, and placing concrete according to construction drawings, specifications, and building codes.
- D6.0 Demonstrate carpentry techniques for the construction of a single-family residence.
- D7.0 Demonstrate proper installation techniques of interior finish materials and protective finishes.
- D8.0 Demonstrate the application of exterior finish materials and protective finishes in building construction.
- D9.0 Understand, integrate, and employ sustainable construction practices in the building trades.
- D10.0 Demonstrate skills necessary to complete a plumbing system in a single-family residence in accordance with accepted industry standards.
- D11.0 Demonstrate skills necessary to complete an electrical system in a single-family residence in accordance with accepted industry standards.

A. Marketing Pathway

Use both creative and systems processes, develop marketing concepts and principles and their practical application in marketing and management. Subject matter includes market research, economics, marketing budgets, creative development and design, and marketing foundations/functions with emphasis on public relations, advertising, branding, promotion, product/service management, pricing, and distribution. Specialized programs of study in this field may include sports marketing, hospitality marketing, advertising, or market research.

Sample occupations associated with this pathway:

- ◆ Customer Service Representative
- ◆ Retail Salesperson
- ◆ Sales Manager
- ◆ Real Estate Broker
- ◆ Fashion Buyer

- B1.0 Understand the interrelationships between economic and marketing concepts and selling.
- B2.0 Analyze and evaluate legal, moral, and ethical issues affecting selling and sales management.
- B3.0 Analyze customer/client behavior in the selling process.
- B4.0 Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.
- B5.0 Examine different types of sales pathways.
- B6.0 Analyze the support activities of sales staff and management.
- B7.0 Complete a strategic plan that includes establishing individual and company sales goals to guide the activities of the sales staff.
- B8.0 Access and use marketing information to enhance sales opportunities and activities.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Maintenance Supervisor: Supervisory Practices Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. SUPERVISION DEFINED</p> <p>Identify the responsibilities and duties of a maintenance supervisor.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Understand the skills and tools necessary to be an effective maintenance supervisor. 2. Describe the components of the Los Angeles Unified School District (LAUSD) Plant Manager Class Description. 	<p>Career Ready Practice: 1, 2, 3, 5, 7, 8</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.2, 2.3 Career Planning and Management: 3.1 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Responsibility and Flexibility: 7.3 Ethics and Legal Responsibilities: 8.1</p> <p>CTE Pathway: A1.2, A1.8, A2.1, D1.2, D9.2</p>
<p>B. DEVELOPING SUPERVISORY SKILLS</p> <p>Identify the components for briefing new employees.</p>	<ol style="list-style-type: none"> 1. Understand the orientation procedure for a new employee. 2. Understand salary and benefit programs. 3. Identify the lines of authority. 4. Understand employee’s rights. 5. Understand employee’s responsibility as it relates to child abuse. 6. Understand and demonstrate safety practices. 7. Understand LAUSD ethics policy. 8. Describe the role of a supervisor including myths vs. reality. 9. Understand the need to transition from subordinate to supervisor. 	<p>Career Ready Practice: 1, 2, 3, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.2, 2.3 Career Planning and Management: 3.1, 3.2, 3.6, 3.9</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		<p>Communications: 2.1, 2.3, 2.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.2, 7.3 Ethics and Legal Responsibilities: 8.1, 8.3 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: A2.7, A5.1, A5.2, A5.3, D2.3, D9.6,</p>
<p>E. PERFORMANCE REPORTS</p> <p>Identify the duties of a custodial supervisor to performance evaluation of subordinate employees.</p>	<ol style="list-style-type: none"> 1. Identify factors necessary to evaluate an employee. 2. Identify frequencies of evaluating a probationary employee. 3. Identify frequencies of evaluating a permanent employee. 4. Demonstrate the proper use of the LAUSD evaluation form. 5. Demonstrate the proper methods of presenting an evaluation to the employee. 	<p>Career Ready Practice: 1, 2, 3, 5, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4 Career Planning and Management: 3.1, 3.2 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.8 Leadership and Teamwork: 9.1, 9.2, 9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		Demonstration and Application: 11.1 CTE Pathway: A1.2, A1.8, A2.11, A3.3, A5.2, A5.3, D9.6
F. SITE REPAIRS Identify the proper procedures for reporting and logging needs for maintenance and equipment repairs.	<ol style="list-style-type: none"> 1. Identify who to call for various repairs. 2. Demonstrate proper procedure for logging repair calls. 	Career Ready Practice: 1, 2, 4, 5, 7, 10 CTE Anchor: Academics: 1.0 Communications: 2.2, 2.3 Technology: 4.1, 4.3 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.4 Demonstration and Application: 11.1 CTE Pathway: A5.1, A5.2, A5.3, D3.4, D7.1
G. OVERTIME AND VANDALISM Identify the duties of a custodial supervisor as they relate to reporting overtime and vandalism.	<ol style="list-style-type: none"> 1. Identify how to obtain overtime authorization. 2. Demonstrate proper use of the LAUSD overtime verification forms. 3. Demonstrate proper use of the LAUSD vandalism report. 	Career Ready Practice: 1, 2, 4, 5, 7, 10 CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>custodial supervisor.</p> <p>(1 hour)</p>		<p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.3, 5.4 Responsibility and Flexibility: 7.2</p> <p>CTE Pathway: A1.2, A1.8, D1.2, D9.2</p>
<p>J. UTILITIES</p> <p>Identify the responsibilities of a custodial supervisor as they relate to electrical, gas, water, and fire sprinkler systems.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify water shut off valves. 2. Identify gas shut off valves. 3. Identify fire sprinkler system valves. 4. Identify electrical panels. 5. Demonstrate ability to prepare a plot plan of all utility shut off valves or circuits. 6. Understand current conservation laws and policies. 	<p>Career Ready Practice: 1, 2, 4, 5, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Health and Safety: 6.2, 6.7 Ethics and Legal Responsibilities: 8.1, 8.2 Technical Knowledge and Skills: 10.2, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: A5.2, A5.3, D1.2, D3.4, D9.2, D9.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>K. DISCIPLINARY PROCEDURES</p> <p>Identify progressive disciplinary procedures.</p> <p>(14 hours)</p>	<ol style="list-style-type: none"> 1. Understand the components of LAUSD Personnel Commission Rules 901, 902, 903, and 904. 2. Demonstrate the ability to conference and/or counsel an employee. 3. Demonstrate the ability to write a formal conference letter. 4. Demonstrate ability to maintain supervisor's notes (employee file). 5. Understand LAUSD Facilities Services Division Attendance Policy. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: Academics: 2.1, 2.3, 2.4 Career Planning and Management: 3.2 Technology: 4.1, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.1, 8.4, 8.5, 8.6, 8.8 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: A1.2, A1.8, A3.3, A7.1, D9.6</p>
<p>L. REVIEW AND EVALUATION</p> <p>Review and be examined on competency areas.</p>	<ol style="list-style-type: none"> 1. Demonstrate ability to pass an objective exam based on minimal competency areas. 	<p>Career Ready Practice: 1, 2, 5, 8, 10</p> <p>CTE Anchor: Academics: 1.0</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		Communications: 2.3, 2.4 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Ethics and Legal Responsibilities: 8.4, 8.5 Demonstration and Application: 11.1 CTE Pathway: A1.2, D9.2

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Gambrill, Eileen and Theodore J. Stein. Supervision: A Decision-Making Approach. Sage Publications, Latest Edition.

Radde, Paul O. The Supervision Decision! Employee Guide to Choosing a Supervisory Position. John Wiley & Sons, Inc., Latest Edition.

MULTI-MEDIA

Los Angeles Unified School District Personnel Commission. Plant Manager Class Description.

Los Angeles Unified School District. Custodial Inspection form.

Los Angeles Unified School District. Verification of Custodial Overtime form.

Los Angeles Unified School District. Vandalism Report form.

Los Angeles Unified School District. Supply Requisition.

Los Angeles Unified School District. Personnel Commission Rule 901, 902, 903 & 904.

Los Angeles Unified School District. Benefit Cards.

Los Angeles Unified School District. Personnel Procedures Training Manual.

Los Angeles Unified School District. Employee Orientation Packet. Maintenance & Operations, District A or District B.

RESOURCES

Employer Advisory Board members

CDE Model Curriculum Standards for Marketing, Sales, and Services
<http://www.cde.ca.gov/ci/ct/sf/documents/mktsaleservices.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Demonstration and lecture
- B. Individualized instruction
- C. Role playing
- D. Group activities
- E. Homework

EVALUATION

SECTION A – Supervision Defined– Pass all assignments and exams on supervision defined with a minimum score of 80% or higher.

SECTION B – Developing Supervisory Skills– Pass all assignments and exams on developing supervisory skills with a minimum score of 80% or higher.

SECTION C – Schedules – Pass all assignments and exams on schedules with a minimum score of 80% or higher.

SECTION D – Inspections – Pass all assignments and exams on inspections with a minimum score of 80% or higher.

SECTION E – Performance Reports – Pass all assignments and exams on performance reports with a minimum score of 80% or higher.

SECTION F – Site Repairs– Pass all assignments and exams on site repairs with a minimum score of 80% or higher.

SECTION G – Overtime and Vandalism – Pass all assignments and exams on overtime and vandalism cleaning with a minimum score of 80% or higher.

SECTION H – Supplies and Equipment – Pass all assignments and exams on supplies and equipment with a minimum score of 80% or higher.

SECTION I – Key Controls – Pass all assignments and exams on key controls with a minimum score of 80% or higher.

SECTION J – Utilities – Pass all assignments and exams on utilities with a minimum score of 80% or higher.

SECTION K – Disciplinary Procedures – Pass all assignments and exams on disciplinary procedures with a minimum score of 80% or higher.

SECTION L – Review and Evaluation – Pass all assignments and exams on review and evaluation with a minimum score of 80% or higher.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
