**Management**

A Guide to Credit for Prior Learning

**Typical Learning Experiences of Students Earning Lower-Level Credit:**

* Hold supervisory roles in private, public or non-profit organizations.
* Attend one or more training sessions in areas such as interpersonal relations, supervision, personnel, various technical skills areas, Total Quality Management (sometimes including, but not limited to, statistical process control), diversity in the workforce, sexual harassment and other topics in the area of social responsibility and ethics.

**Typical Learning Experiences of Students Earning Upper-Level Credit:**

* Hold supervisory roles in private, public or non-profit organizations, often for more than two years.
* Attend one or more management-related training sessions and implement changes in their organization based on that training. For example, students earning upper level credit in management may have participated in the implementation of TQM or in efforts to manage diversity in their workplace.

**Discussion Topics:**

If you are familiar with some (but not necessarily all) of the following topics, you may be eligible for lower-level credit in the area of management. If you are familiar with advanced questions, you may be eligible for upper-level credit. If knowledge of some of the topics is substantial, you may consider requesting additional credit in more narrowly defined areas.

**Manager’s Roles**

Facts, definitions, concepts (lower-level):

* Describe the levels and types of managers and their jobs in organizations.
* List and discuss a variety of managerial roles.

Relationships, knowledge of discipline, methodologies (upper-level):

* Describe a theory of organizational effectiveness.
* Describe the criteria for the make-or-buy decision.

**Evolution of Management Approaches**

Facts, definitions, concepts (lower-level):

* What is the TQM view of the importance of continuous improvement?

Relationships, knowledge of discipline, methodologies (upper-level):

* Explain the idea of an open system and its value in understanding an organization.
* Explain the importance of the behavioral school in building a more comprehensive theory of management practice.

**Strategic Management**

**Subtopic: Decision Making**

Facts, definitions, concepts (lower-level)

* Explain what a decision is and the role of the manager in making a decision.

Relationships, knowledge of discipline, methodologies (upper-level)

* Relate the rational decision-making process to a specific management decision support system with which you are familiar.

**Subtopic: Strategic Management**

Facts, definitions, concepts (lower-level)

* Define strategic management and explain why it is important.
* Describe the steps of the strategic management process.
* Explain how the steps of the strategic management process are interrelated.

Relationships, knowledge of discipline, methodologies (upper-level)

* Explain the importance of the concept of customer value in strategic management.
* Describe an application of SWOT analysis.

**MIS/Control**

**Subtopic: Management Information Systems**

Facts, definitions, concepts (lower-level)

* Define MIS and why it is important.
* Describe some of the steps in planning, developing and implementing a management information system.

Relationships, knowledge of discipline, methodologies (upper-level)

* Describe the special characteristics of an expert system and how they depend upon artificial intelligence.
* Describe the impact of information networks on decision making and organizational hierarchy.

**Subtopic: Process/Quality Control**

Facts, definitions, concepts (lower-level)

* What is a standard and how do managers use them?
* Define statistical process control.

Relationships, knowledge of discipline, methodologies (upper-level)

* Describe at least two methods of statistical inference.

**Subtopic: Operations Management**

Facts, definitions, concepts (lower-level)

* List factors that would go into the decision to locate a new facility.
* Define just-in-time inventory control.

Relationships, knowledge of discipline, methodologies (upper-level)

* Describe continuous process manufacturing.
* Describe at least one forecast model.

**Organizations**

**Subtopic: Organizational Structure and Design**

Facts, definitions, concepts (lower-level)

* Describe the difference between functional and divisional organizational structures.
* Define downsizing and reengineering.

Relationships, knowledge of discipline, methodologies (upper-level)

* What is the effect of downsizing and reengineering on organizational structure and culture?

**Subtopic: Organizational Change and Learning**

Facts, definitions, concepts (lower-level)

* List several reasons why people resist change.
* List a few types of interventions by managers to bring about change.

**Subtopic: Organizational Culture**

Facts, definitions, concepts (lower-level)

* Define organizational culture.
* Describe some human needs that are met by organizational cultures.

Relationships, knowledge of discipline, methodologies (upper-level)

* Explain how culture is related to the behavior of employees and organizational performance.
* Describe why TQM is associated with flexible organizational cultures.

**Subtopic: Human Resource Management**

Facts, definitions, concepts (lower-level)

* Describe a performance appraisal.
* Identify the steps in a staffing decision.

Relationships, knowledge of discipline, methodologies (upper-level)

* Why is it important to align an organization’s strategy with its human resource planning?
* Explain the impetus behind managing diversity in the workplace.

**Cultural Processes**

**Subtopic: Leadership**

Facts, definitions, concepts (lower-level)

* List three or more bases for power in organizations.
* Distinguish between transactional and transformational leadership.

Relationships, knowledge of discipline, methodologies (upper-level)

* Describe the main components of two or more theories of leadership (e.g., trait theory and/or situational leadership theory) and how those components guide management behavior.

**Subtopic: Motivation**

Facts, definitions, concepts (lower-level)

* Define motivation and say why it is important to managers.

Relationships, knowledge of discipline, methodologies (upper-level)

* Describe and contrast content from process theories of motivation.

**Subtopic: Communication**

Facts, definitions, concepts (lower-level)

* Why is communication important to organizations?
* Give examples of different communication channels and their messages.

Relationships, knowledge of discipline, methodologies (upper-level)

* Explain the connection between communication practices and TQM.

**Subtopic: Teambuilding**

Facts, definitions, concepts (lower-level)

* What is a team and what roles may it play in an organization?
* What factors influence the effectiveness of teams?

Relationships, knowledge of discipline, methodologies (upper-level)

* Why do different levels of team autonomy exist?
* Describe what managers can do to minimize resistance to organizational change.

**International Management**

Facts, definitions, concepts (lower-level)

* List the activities in which an international manager is involved.
* Identify at least three forms of international investment.

Relationships, knowledge of discipline, methodologies (upper-level)

* Explain the importance of international growth for the health of some organizations.

**Business Ethics**

Facts, definitions, concepts (lower-level)

* Explain the connection between ethics and the law.

Relationships, knowledge of discipline, methodologies (upper-level)

* What are the issues relevant to the manager’s task of balancing social responsibility with the needs of the organization’s stakeholders?