

PLAR

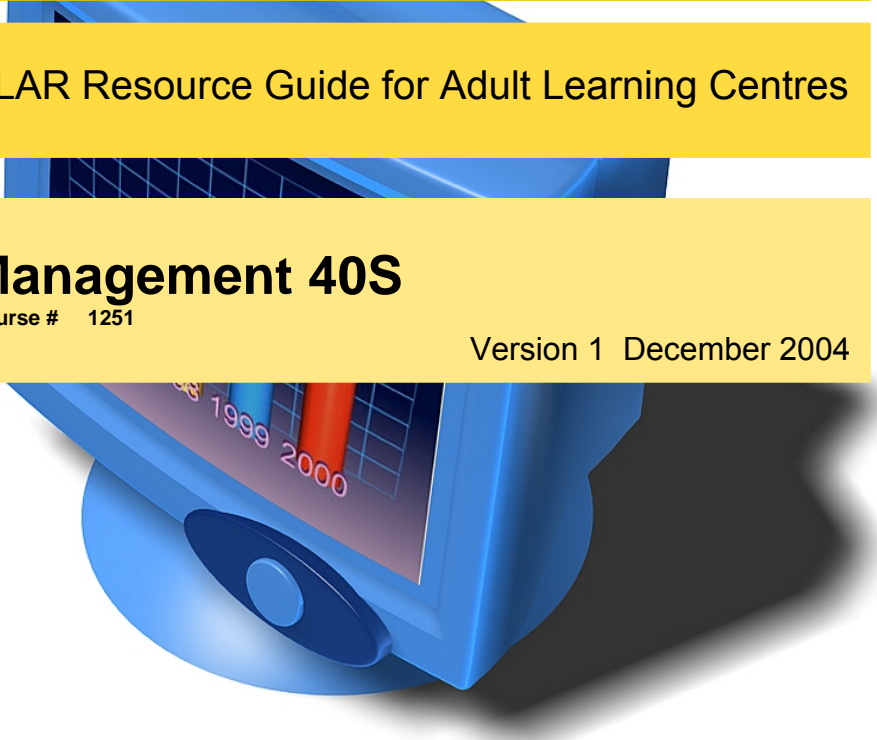
Prior Learning Assessment and Recognition (PLAR)

PLAR Resource Guide for Adult Learning Centres

Management 40S

Course # 1251

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PLAR Skills
Assessment
Learning
Knowledge
Recognition
Prior
Change Skills
Prior
Change Learning
Assessment
Prior Learning
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Change
Skills Recognition
Knowledge
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INTRODUCTION

The Marketing cluster comprises of five courses, one of which is Management 40S.

Management 40S introduces leadership principles and practices in the management cycle of planning, organizing, directing, and controlling to students. The course provides a systematic approach to handling routine activities in business and personal life and is suited to any student in the school.

Depending on your background and experience you may already have acquired many or all of these skills and challenging the credit through the PLAR process is an option which you may want to consider.

The general topics covered:

- Communication skills
- Developing and writing objectives
- Ethical concerns in the workplace
- Decisions making skills
- Planning skills as a function of management
- Organizing skills as a function of management
- Directing skills as a function of management
- Controlling skills as a function of management
- Leadership skills as a function of management

This document contains specific course learning outcomes for Management 40S along with a self-assessment checklist. After completing the checklist, you will be able to determine if you have enough prior learning to go through the PLAR process for this course. There are four assignments included at the end of the document to give you a clearer idea of the level of thinking and skill required for success in this course.

The PLAR process for Management 40S is outlined in this document. By completing the PLAR process in its entirety and achieving the minimum standard, you can receive credit without taking the course.



MANAGEMENT 40S COURSE LEARNING OUTCOMES

After completing the Management 40S Course, the students will be able to:

I. Introduction to Management

- Trace and explain the chronological development of scientific management:
 - a) Evaluate the impact of the Industrial Revolution
 - b) Identify the contributions of the pioneers of management
 - c) Identify and explain other factors influencing the development of management
 - d) Identify and discuss the demographic changes in Canada
 - e) Demonstrate an awareness of psychographic dimensions in Canadian society
- Identify the various emphases of management
- Identify and give examples of management schools of thought
- Construct a communication model:
 - a) Identify the various areas where communication may break down and
 - b) Apply the model to both business and personal communication

II. Objectives

- Understand the need for and the importance of objectives
- Compose objectives to develop logical thought patterns:
 - a) Write valid, reliable, measurable, and attainable objectives
- Evaluate objectives

III. Ethics

- Define and explain ethics
- Identify areas of ethical concerns
- Identify and examine factors influencing value systems
- Evaluate objectives in terms of probable outcomes and ethical implications
- Explain individual and social responsibilities in decision making

IV. Decision Making

- Identify and explain the steps in decision making:
 - a) Identify problems
 - b) Gather data
 - c) Identify alternatives
 - d) Select an alternative
 - e) Test and evaluate the selected alternative
 - f) Execute the alternative
 - g) Re-evaluate the results of the decision
- Identify other means of making decisions
- Develop an awareness of the application of decision-making theory to creativity in problem solving
- Understand the need for communication in the decision-making process



MANAGEMENT 40S COURSE LEARNING OUTCOMES

V. Functions of Management

- Define management
- Identify the components of the management cycle

VI. Planning

- Identify planning as a function of the management cycle
- Define planning
- Identify and explain the various types of plans
- Identify costs to implement plans
- Estimate expected dollar returns on investment
- Prepare cost analyses
- Prepare plans with time lines
- Estimate the probability of reaching goals
- Assess plans for their effect on people
- Evaluate plans for their ethical implications
- Identify procedures, policies, and methods in existence
- Research the outcomes if no plans were made

VII. Organizing

- Identify organizing as a function of the management cycle
- Define organizing
- Identify and explain the various formal organizational structures
- Diagram and discuss the various types of formal organizational structures
- Identify and explain informal structures in an organization
- Identify and discuss ways in which the informal structures function in an organization
- Explain the purposes of a systems approach in organizing
- Identify and explain the criteria for a systems approach to organizational management
- Identify and explain Theory “X”
- Identify and explain Theory “Y”
- Identify and explain Theory “Z”
- Explore modern theoretical models
- Identify and explain a communication model
- Diagram the flow of information in an organizational chart



MANAGEMENT 40S COURSE LEARNING OUTCOMES

VIII. Directing

- Identify directing as a function of the management cycle
- Identify and explain delegation
- Understand and explain the relationship between authority and responsibility
- Appreciate the need for accountability
- Understand the importance of unity of command
- Define motivation
- Identify the techniques of motivation
- Identify and rank personal goals
- Identify and explain organizational goals
- Explain the relationship between personal and organizational goals
- Develop an awareness of ways in which to evaluate the effectiveness of the directing function of management

IX. Controlling

- Identify controlling as a function of the management cycle
- Identify systems and procedures for controlling basic business operations
- Research systems and procedures for controlling basic business operations
- Prepare systems and procedures for controlling basic business operations
- Understand the relationship between management objectives and performance
- Compare current performance to the management objectives
- Define standard
- Understand the importance of standards in the controlling process
- Identify laws and codes that provide guidelines for controls
- Understand the need for and the importance of ethics
- Discuss the purpose of corrective action
- Evaluate systems and procedures used in the controlling process
- Determine the acceptability of results
- Replan to correct ineffective systems and procedures
- Identify types of support information for the control function
- Identify and understand the importance of budgetary and non-budgetary control supports

X. Leadership

- Understand the need for and the importance of leadership
- Identify the qualities of a leader
- Identify and explain various leadership styles



COURSE RESOURCES

The following is a list of resources and references used in this course:

Manitoba Education and Training Curriculum Guide, Management 40S, September 1982

Burrow, Jim and Kenneth Everard. Business Principles & Management, Ninth Edition. South-Western Publishing Co., 1990.

Burrow, Jim and Kenneth Everard. Business Principles & Management – Study Guides and Problems, Ninth Edition. South-Western Publishing Co., 1990.

Gillespie Karen R., Joseph C. Hecht, and Carl F. Lebowitz. Retail Business Management, Third Edition. McGraw-Hill, 1983.



PLAR SELF-ASSESSMENT CHECKLIST

Course: Management 40S
Course Number: 1251

The following checklist correlates to all the outcomes of the Management 40S. Use it to self-assess your abilities in this course, in order to identify what skills you already have and what you need to develop and demonstrate. Note, in the right hand column you can place a check mark when you know you can provide documentation or demonstrate your knowledge and skill.

The total possible score is 50 checkmarks. If your score is:

35 or more: You have a good chance of succeeding the PLAR process.

25 – 35: You could proceed with the challenge processes after self study to improve in weak areas, or you could challenge specific parts of the course.

Less than 25 Take Management 40S as it would be unlikely you would be successful in the PLAR process.

PLAR Challenge Assessment Process

Once you have completed the self-assessment and have decided that you are ready to challenge Management 40S or specific sections, go directly to the assessment section which outlines different assessment procedures that you might go through in order to receive recognition for this course (or a section) through the PLAR process.

Note: Individual adult learning centers may have additional requirements. Speak to the PLAR advisor for more information.

SELF-ASSESSMENT CHECKLIST

Circle the number that best represents your knowledge for the answers to the questions below. Make a check in the right hand column if you able to provide or demonstrate the skill. Count the number of check marks.

I. Introduction to Management:

Function	To a Great Extent 2	Moderate Extent 1	Not at All 0	Place a \checkmark if you can prove or demonstrate
1. Can you describe the impact on North American businesses as a result of the industrial revolution?	2	1	0	
2. As Canada becomes more cultural diverse, can you explain how this effects the way business is carried out in Canada?	2	1	0	
3. Management has changed with the times; Can you describe management theories behind this change?	2	1	0	
4. Are you able to name the most common channels used in business for communicating and describe major barriers for these types of communication?	2	1	0	
5. One management expert has stated that 80% of poor management decisions are a result of poor communication. Can you explain the causes of this?	2	1	0	
6. Are you familiar with nonverbal messages and verbal messages?	2	1	0	

SELF-ASSESSMENT

II. Objectives:

Function	To a Great Extent 2	Moderate Extent 1	Not at All 0	Place a \checkmark if you can prove or demonstrate
1. Can you explain the importance of business objectives?	2	1	0	
2. In your employment/school, have you been encouraged to write objectives for your personal/career growth or for the organization?	2	1	0	
3. Can you describe the business objectives in the organization you work or have worked for?	2	1	0	
4. Are you able to identify between a goal and an objective?	2	1	0	
5. If you are an effective manager, would you design objectives a great deal higher than an employee could actually achieve?	2	1	0	
6. In your current job or jobs you have worked, can you describe the specific objectives for your job requirements?	2	1	0	

SELF-ASSESSMENT CHECKLIST

III. Ethics:

Function	To a Great Extent 2	Moderate Extent 1	Not at All 0	Place a \checkmark if you can prove or demonstrate
1. Are you able to define and explain an ethical situation in your workplace/school?	2	1	0	
2. Do you think that ethics is really too complicated and personal of an issue to be of any practical use in a complex business environment?	2	1	0	
3. Can you identify key behaviors needed to be included in a code of ethics?	2	1	0	
4. What does the term "socially responsible mean? And, can you provide an example of a business that is socially responsible?	2	1	0	
5. When an entrepreneur gives a sizeable "cash" donation to city officials with hope that special favors are needed, can you explain if this is ethical or an unethical request?	2	1	0	

SELF-ASSESSMENT CHECKLIST

IV. Decision Making:

Function	To a Great Extent 2	Moderate Extent 1	Not at All 0	Place a \checkmark if you can prove or demonstrate
1. Can you list at least four steps in problem solving?	2	1	0	
2. Are you able to describe a technique that will help to identify the real problem rather than to identify a symptom of the problem?	2	1	0	
3. At your job/school describe how you handled making a major decision?	2	1	0	
4. Describe why it is so important that communication be part of decision making?	2	1	0	
5. When problem solving, do you think that it is best for a manager to implement several possible solutions rather than attempting to identify the best solution?	2	1	0	

V. Functions of Management:

Function	To a Great Extent 2	Moderate Extent 1	Not at All 0	Place a \checkmark if you can prove or demonstrate
1. Are you able to define functions of management?	2	1	0	

SELF-ASSESSMENT CHECKLIST

VI. Planning:

Function	To a Great Extent 2	Moderate Extent 1	Not at All 0	Place a \checkmark if you can prove or demonstrate
1. Can you describe the difference between strategic planning and operational planning?	2	1	0	
2. Are you able to list and describe different types of planning tools used in a business?	2	1	0	
3. Can you explain how a schedule is used to help a manager plan? Your explanation could be a schedule for staff or material resources?	2	1	0	
4. In your work/school projects have you been involved with calculating costs to implement a plans or budgets for project?	2	1	0	
5. Have you ever written a business plan?	2	1	0	

SELF-ASSESSMENT CHECKLIST

VII. Organizing:

Function	To a Great Extent 2	Moderate Extent 1	Not at All 0	Place a \checkmark if you can prove or demonstrate
1. Why should all employees in a company be familiar with the company's organizational chart?	2	1	0	
2. Why do small businesses use a line organization rather than a line-and-staff organization?	2	1	0	
3. What do broken lines in an organizational chart mean?	2	1	0	
4. Can you describe what problems are likely to result when responsibilities are assigned to an employee, but that employee is given no authority to carry out the assigned responsibilities?	2	1	0	
5. Can you describe what could happen if an employee reports to more than one supervisor?	2	1	0	
6. Are you able to illustrate what it means to be a centralized or decentralized organization?	2	1	0	

SELF-ASSESSMENT CHECKLIST

VIII. Directing:

Function	To a Great Extent 2	Moderate Extent 1	Not at All 0	Place a \checkmark if you can prove or demonstrate
1. Can you define directing in your workplace or part-time job?	2	1	0	
2. It has been stated that employees get a great deal more out of a job and it is not just money and fringe benefits; can you elaborate on this?	2	1	0	
3. Are you able to identify three ways in which a supervisor could improve employee performance?	2	1	0	
4. Are you able to describe team building techniques and why is it used in so many businesses?	2	1	0	
5. Can you explain how on the job training motivates employees?	2	1	0	
6. Can you describe a method of monitoring staff performance that is effective?	2	1	0	

SELF-ASSESSMENT CHECKLIST

IX. Controlling:

Function	To a Great Extent 2	Moderate Extent 1	Not at All 0	Place a \checkmark if you can prove or demonstrate
1. Can you list three types of controls that are usually given the most attention in business?	2	1	0	
2. Can you describe how the Just-In-Time (JIT) method used in controlling production lines reduces inventory costs?	2	1	0	
3. Can you describe three major types of standards used in a business for the use of control?	2	1	0	
4. Can you describe why budgets are used not only for a source of planning but as a primary source of cost control?	2	1	0	
5. Are you able to explain why a manager must have a specific set of goals and plans in place in order to do an effective job of controlling?	2	1	0	
6. When setting a quality standard, can you describe situations when perfection – having no errors – is appropriate?	2	1	0	

SELF-ASSESSMENT CHECKLIST

X. LEADERSHIP

Function	To a Great Extent 2	Moderate Extent 1	Not at All 0	Place a \checkmark if you can prove or demonstrate
1. Can you list five characteristics of effective leaders?	2	1	0	
2. Are you able to provide two examples of two very different leaders and describe their leadership styles?	2	1	0	
3. Are you able to list some reasons that the best employee in a job may not make the best supervisor for other people in that job?	2	1	0	
4. Can you explain why managers should treat all employees in the same way?	2	1	0	

SCORING

Total the number of \checkmark checkmarks from your self-assessment.

\checkmark = _____

Total possible number of checkmarks is 50.

Discuss your results with an Adult Learning Centre PLAR Advisor

SUGGESTED COURSE OF ACTION

35 or More \checkmark	25 to 36 \checkmark	Less than 25 \checkmark
You have a good chance of succeeding in the PLAR process.	You could proceed with the challenge processes after self study to improve in weak areas, or you could challenge specific parts of the course.	Take Management 40S as it would be unlikely you would be successful in the PLAR process.



PLAR CHALLENGE PROCESS

If you feel that your current skills and knowledge match or exceed what is being taught in the Management 40S course, you can move ahead with the PLAR process. You can expect any or all of the following to demonstrate or verify that you have fulfilled the outcomes of the course. The assignments are some assessment tools that can be used by PLAR assessors, however; individual learning centers may use other evaluation methods.

Meet with an assessor

- Provide documentation showing you have the knowledge or skills required of the course.
- Have documents verified as authentic by the assessor.
- Demonstrate competence in a specific skill required of the course.
- Liaise with a teacher of the course and/or attend class to complete missing sections of this course.
- Discuss with the assessor what knowledge and skills your documents demonstrate.

PLAR Challenge Process

Examples of documents, etc., you may have created:

- Business plan
- Staff appraisals
- Budgets
- Setting up an accounting system
- Staff schedule
- Organizational charts
- Project management
- Employee training programs
- Board of directors minutes
- Research paper
- Personal/Career goals and objectives
- Policy and procedure manuals
- Project management – using decision making
- Job descriptions and specific objectives
- Cost analysis
- Related course evaluations
- Ethics training



PLAR CHALLENGE PROCESS

Examples of demonstrations:

- Explain ethical concerns in your workplace.
- Describe various methods of communication styles in your workplace which you have been involved in.
- If you are a manager, illustrate your planning, organizing, directing, controlling, and leadership styles. Include any power point presentations that you have made regarding management functions.
- Identify how your organization you work for is socially responsible; provide concrete examples (brochures produced by your employer).
- Describe an example, in detail, how you handled decision making in your work/school place when there was a difficult problem/issue.
- Identify various types of motivational techniques used in business.
- Describe communication break-downs in your work/school environment and how they were handled.
- Were you ever involved in the planning of a function at work, organizing a major sports event or community event? If so, demonstrate how you handled each phase of the management cycle. A letter of reference would be helpful.

ASSESSMENT TOOLS

Assignment # 1

Objectives/Organization

In the city where you live, you are noted to be one of the top entrepreneurs which can turn a business around within a one to two year period. You have just bought over a major manufacturing company that was having financial difficulties due to lack of direction. The first task that you undertake is to understand the structure of the organization. The *chart below* describes ten positions within the company, whether they are line or staff positions, and their responsibilities. After reviewing the information, draw a line-and-staff organizational chart showing the relationships between the ten positions. The second task for you is to write specific, objectives (3 each) for the two vice-presidents (marketing and sales). Please note that the criteria for an objective are that each objective should be attainable, understandable, valid, reliable, terminal and measurable.

POSITION	LINE OR STAFF	RESPONSIBILITIES
1. President	Line	Direct the company
2. Vice-President of Manufacturing	Line	Reports to the President
3. The Company Attorney	Staff	Advises President and Vice-President
4. Chemist – tests raw materials purchased	Staff	Works with production management
5. Direct sales manager	Line	Reports to Vice-President of Sales
6. Advertising specialist	Staff	Works with marketing personnel
7. Supervisor of production	Line	Reports to plant superintendent
8. Vice-President of sales	Line	Reports to President
9. Personnel Manager	Staff	Works with Vice-President
10. Superintendent of manufacturing plant	Line	Reports to Vice-President of manufacturing

ASSESSMENT TOOLS

Assignment # 2

Ethics

Assume you are an entrepreneur and you have developed a successful small business. Develop a set of operating rules and procedures for your business that will demonstrate to the citizens of the community that you are concerned about their feelings, ethical practices and have a sense of social responsibilities. In your answer use examples that would consider the use of resources (people, equipment etc), pollution, ethical concerns for cross cultural influences, and quality of work.

Assignment # 3

Decision making

Identify problems that you have or will have faced in operating your own business or in your work environment. Complete the steps in problem solving to develop an appropriate solution. As you analyze possible solutions, identify several sources of useful information, including business research.

Assignment # 4

Functions of Management

Develop a chart with four headings: planning, organizing, directing, controlling, and leading. Under each heading list the activities you need to manage your business effectively.

Under the activities developed above, estimate (1) how much time you will need to devote to each activity, and (2) when each activity during a typical month will be completed. Then develop a sample monthly calendar on which you schedule these management activities.



THE NEXT STEP

Now that you are confident in proceeding with the challenge process for Management 40S, it is time to apply for and complete the challenge assessment.

1

Complete an application at your adult learning centre.

2

After your application has been processed, you will be contacted with the date and time available for you to complete your PLAR assessment.

3

Once you have committed to that date, you are responsible for completing your evaluation/testing.

4

You will receive written notification of your PLAR results.