NOTE: This course is not designed for transfer credit.

Catalog Course Description:

A study of planning, organizing, lending, and controlling as it relates to credit union operation.

Entry Level Standards:

None

Prerequisites:

None

Textbook(s) and Other Course Materials:

The Managerial Job, by Schrieber and Forrest, Kendall/Hunt Publishing.

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Defining Management, Approaches to Managing and the Management Job.</td>
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<tr>
<td>2</td>
<td>Organizational Objectives, Fundamentals of Planning and the Organizational Process.</td>
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<tr>
<td>3</td>
<td>The Board's Role in Managing the Credit Union, Problem Solving and Decision Making. Quiz 1</td>
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<tr>
<td>4</td>
<td>Types of Planning and Plans and Planning Tools.</td>
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<td>5</td>
<td>Fundamentals for Organizing and Organizing for Performance</td>
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<tr>
<td>6</td>
<td>Organizing the Activity of Individuals and Delegation of Responsibility and Authority Quiz 2</td>
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<tr>
<td>7</td>
<td>Providing Appropriate Human Resources for the Organization, Managing Conflict, and the Work Environment</td>
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<tr>
<td>8</td>
<td>Review and Midterm</td>
</tr>
<tr>
<td>9</td>
<td>Changing an Organization and Managing Change and Innovation.</td>
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<tr>
<td>10</td>
<td>Fundamentals of Influencing and Communication and Leadership.</td>
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</tbody>
</table>
II. Course Objectives*:

A. Demonstrate thorough understanding of the planning function of management. I, II

B. Demonstrate thorough understanding of the organizing and leading function of management. I, II

C. Summarize the basic management theories. I, II

D. Relate management theory to credit union operations. I, II

*Roman numerals after course objectives reference goals of the Business and Community Services department.

III. Instructional Processes*:

Students will:

1. Take part in course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research; etc. to help develop teamwork, leadership, and followership skills. Communication Outcome, Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

2. Perform course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentation; Internet research; etc. to help develop critical thinking, problem solving, goal setting, and planning skills. Communication Outcome, Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

3. Practice elements of the work ethic such as professionalism, preparedness, punctuality, honesty, cooperation, dependability, contribution, effectiveness, and good manners. Personal Development Outcome, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:

1. List and define the basic functions of management. A,B,C
2. Discuss the importance of organizational objectives. A
3. Describe the major differences between the role and function of the board and of credit union management. D
4. Define both strategic planning and strategy. A
5. Develop a working knowledge of the relationship between division of labor and coordination. B
6. Know the differences among line authority, staff authority, and functional authority. B
7. Discuss the relationship among recruitment efforts, and open position, sources of human resources, and the law. B,C
8. Identify the relationship between planning, change and the management function. B
9. Develop understanding of interpersonal communication and the importance of nonverbal communication. C
10. Discuss the importance of motivation organization members and list several motivational strategies. B
11. Discuss various kinds of control and how each can be used advantageously by managers. C
12. Understand the importance of a management information system to an organization. B,C

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Minimum of three major tests recommended

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
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VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Accommodations for Disabilities

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/. 

Below 60 F