

# Family Management Principles

## FMLY 1420

### Syllabus

Welcome to Family Management Principles. This is a fantastic course, because no matter what your educational or personal background you WILL take something away from this course that you can apply to your own daily life and relationships with others. This very practical course explores the common challenges families and individuals face every day while managing their affairs. Many individuals and families struggle with procrastination, don't quite understand where their money goes each month or why they can never quite get their message across. Others want to learn what actions they can take to protect the environment or how to better manage the stress in their lives. This course addresses all of these issues and more by covering chapters in time management, financial management, communication, managing environmental resource, and finally managing stress and fatigue. My hope, as an instructor, is that as we move through this course you will acquire tools and knowledge that will improve your personal, academic, professional and family management skills. In addition, those of you who pursue a degree in Family Social Sciences will better understand the impact of these challenges on the families you will one day work with in your careers.

### Contacting your instructor

For information on contacting your instructor as well as other important information from your instructor see the Instructor Letter link.

### Course description

The University of Manitoba Calendar's course description of FMLY 1420 is:

Managerial principles including planning, resource allocation, decision-making, goal setting, and evaluation. Effects of decisions made outside families and interaction with the environment. (Formerly 062.142).

### Course objectives

Upon completion of this course, you will be able to critically assess how families manage their resources. In addition, you will be able to apply and/or recognize theory in action in the family, media, business and student contexts. At the conclusion of this course, you should be able to:

- critically evaluate the culture concept in terms of arguments within the field of anthropology;
- analyse management principles in the home, as the primary family setting, through their focus, function, and structure; compare concepts of selfhood and personhood in cross/cultural perspective; and
- define the basic concepts and theories of family resource management;
- correctly identify examples of management concepts and appropriate concept measurements; and
- analyse how resource planning, use, and allocation impacts the internal functioning of family and the family's interaction with the outside world.

### Course materials

The text required for this course is listed below and is available for purchase at the University of Manitoba bookstore. Although, this course will rely heavily on this text for reading assignments it should be noted that it is an American text. Therefore, the relevant Canadian information and statistics will be supplemented for each unit as we move through the material together.

## Required

Goldsmith, E. B. (2013). *Resource Management for Individuals and Families*. 5<sup>th</sup> Edition. Prentice Hall.

**Please note:** It should be noted that you are expected to read the chapters assigned for each unit. In an attempt to keep the course materials for each unit a manageable length, the instructional materials in the course highlight concepts that may require clarification or outside information may be added to supplement the textbook readings. When preparing for the final exam, be aware that you need to read the textbook chapters assigned and cover the materials provided in your course.

## Online audio lectures

This online course includes recorded audio lectures for Units 3, 5, 6, and 8. These lecture files are linked in the course materials in the unit order.

## Required videos

Limited copies of the video for Unit 5, Seven Principles for Making Marriage Work, is available from the [Off-Campus Library Services](#). An audio of the same lecture, updated in 2008, is available at <http://www2.kuow.org/program.php?id=17294> (KUOW is the University of Washington's public radio station)

Videos for Units 3, 10, and 11 linked below are streamed in a Real Media format. If the link does not automatically open in your player, please access the following page for assistance. [Get Player](#) (This link will open in a new browser window.).

<a href="#">Frontline: The Merchants of Cool</a>	<p><b>Unit 3: Values</b></p> <p>Goodman, D. (Director). (27 February 2001). <i>Frontline: The Merchants of Cool</i>. Distributed by PBS.</p> <p>Today's teenagers have money and independence, their lives the object of obsessive focus by corporate America. FRONTLINE explores the culture of today's teenagers and how they view themselves and their parents. Teenage tastes, attitudes, and aspirations are endlessly sampled by marketers to determine exactly what they want, while Hollywood and Madison Avenue tell a carefully tailored version of teenage life in movies, TV, music and advertising.</p> <p>[Real Media video format] [Length: 57 minutes 22 seconds]</p> <p>© 2001. WGBH Educational Foundation. All rights reserved. FRONTLINE is a production of WGBH Boston, which is solely responsible for its content. No alteration, duplication or downloading is permitted without authorization. Reproduced with permission from McIntyre Media Inc.</p>
<a href="#">The End of Suburbia: Oil Depletion and the Collapse of The American Dream.</a>	<p><b>Unit 10: Environment</b></p> <p>Gregory Greene. (Director) (2004). <i>The end of suburbia: Oil Depletion and the Collapse of The American Dream</i>. The Electric Wallpaper Co.</p> <p>The End of Suburbia explores the American Way of Life and its prospects as the planet approaches a critical era, as global demand for fossil fuels begins to outstrip supply. World Oil Peak and the inevitable decline of fossil fuels are upon us now, some scientists and policy makers argue in this documentary.</p> <p>[Real Media video format] [Length: 1 hour 17 minutes 22 seconds]</p> <p>(Source: <a href="http://www.endofsuburbia.com/index.htm">http://www.endofsuburbia.com/index.htm</a>).</p> <p>© 2004. The Electric Wallpaper Co. All rights reserved. No alteration, duplication or downloading is permitted without authorization. Reproduced with permission from The Electric Wallpaper Co.</p>

<p><a href="#">Frontline: Secret History of the Credit Card</a></p>	<p><b>Unit 11: Financial Management:</b></p> <p>Rummel, D. (Director). (2004). <i>Frontline: History of the Credit Card</i>. WGBH Educational Foundation. Distributed by PBS.</p> <p>The average American family today carries eight credit cards. Credit card debt and personal bankruptcies are now at an all-time high. With no legal limit on the amount of interest or fees that can be charged, credit cards have become the most profitable sector of the American banking industry; more than \$30 billion in profits last year alone. FRONTLINE and The New York Times examine how the credit card industry became so pervasive, so lucrative, and so politically powerful.</p> <p>[Real Media video format] [Length: 57 minutes 33 seconds]</p> <p>(Source: <a href="http://www.pbs.org/wgbh/pages/frontline/teach/credit/">http://www.pbs.org/wgbh/pages/frontline/teach/credit/</a>)</p> <p>© 2004. WGBH Educational Foundation. All rights reserved. FRONTLINE is a production of WGBH Boston, which is solely responsible for its content. No alteration, duplication or downloading is permitted without authorization. Reproduced with permission from McIntyre Media Inc.</p>
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## Required hardware and software

You require the following items for your computer for this course:

- Headset or speakers to hear audio in the video files.

## Course overview

This course has 11 Units. The online course manual is intended to supplement or clarify your reading assignments; therefore it is expected the assigned readings are completed before working through the online class materials and activities. Please see below a brief description of each unit in this course. You will find a list of the assigned textbook reading after the unit objectives at the start of each unit.

Unit #	Unit Description
Unit 1	<p><b>Introduction to Management</b></p> <p>This first unit introduces you to the basics of the management process model that will serve as a foundation for the entire course. The questions of who, how, and why individuals and families manage their resources will be explored.</p>
Unit 2	<p><b>Management History &amp; Theories</b></p> <p>Unit 2 provides a brief history of family management and describes the changes that the field has seen over the last century. A short review of the purpose and function of theoretical perspectives will be followed by an exploration of several theories that help us better understand the management behaviour of families.</p>
Unit 3	<p><b>Values, Attitudes, &amp; Goals</b></p> <p>Values and attitudes shape our view of the world. Unit 3 examines how values and attitudes influence our relationships, priorities, lifestyles, behaviour, and most importantly our goals. These beliefs not only impact the goals we set, but how we approach them or if we accomplish them. This unit begins our step by step review of the management process model introduced in Unit 1.</p>
Unit 4	<p><b>Resources, Decision Making &amp; Problem Solving, Planning, Implementing, &amp; Evaluating</b></p> <p>After identifying resources, Unit 4 will cover the remainder of the management process, introducing the steps used in decision-making and problem solving. Next, the chapter will discuss the role of planning and implementation in goal attainment. Finally, we will discuss the last step in the model and learn how evaluation and feedback gives us the opportunity to review our performance and learn from both our successes and mistakes.</p>

Unit 5	<p><b>Communication</b></p> <p>Unit 5 begins the second phase of the course, which explores a variety of resources that families and individuals find challenging to manage. In each of the remaining units common problems are identified and suggestions for improvement are offered. This unit begins with a review of how communication works and then addresses common challenges, such as listening skills, family conflict, cultural differences, and group discussion.</p>
Unit 6	<p><b>Managing Human Resources</b></p> <p>Unit 6 begins by taking a step back and looking at society through a broad (macro) lens, identifying population shifts that impact how resources are used and needs are met at the societal level. Then we shift gears to explore how both these societal trends and the normal life stage transitions (i.e., marriage or retirement) influence families' resource management.</p>
Unit 7	<p><b>Managing Time</b></p> <p>Finding it hard to switch off the TV and get motivated to study? You are not alone. Many people struggle with procrastination, managing their time or the perception that they don't have enough time to get everything done. Time management can be stressful, especially when it is in short supply. This unit discusses common challenges in time management and makes suggestions for using time effectively.</p>
Unit 8	<p><b>Managing Work &amp; Family</b></p> <p>Work and family represent the two main spheres in one's life; however the expectations and responsibilities of one sphere can often conflict with the expectations and responsibilities of the other. Managing this conflict can be stressful, especially for parents. Workplace practices and employment trends that help employees better manage the relationship between work and family are discussed.</p>
Unit 9	<p><b>Managing Stress and Fatigue</b></p> <p>Although everyone experiences stress, the source of that stress may vary. In Unit 9 common sources of stress and our emotional and physical reactions to it are explored. There are many ways to manage stress and minimize its negative impact. A variety of stress management tactics are discussed in this unit.</p>
Unit 10	<p><b>Managing Environmental Resources</b></p> <p>Environmental concerns, such as global warming, are receiving an increasing amount of attention in the media. This unit discusses how individual and family decision-making has an impact on and is directly linked to such environmental concerns. Five key environmental problems and their respective solutions are addressed.</p>
Unit 11	<p><b>Managing Finances</b></p> <p>We conclude the course with one of the most important management challenges facing individuals and families: money. This unit discusses ways families might stretch their hard earned money a little further using financial management tools such as budgets. In today's economy a crucial part of financial management is understanding and learning to manage credit responsibly; therefore credit card policies, practices, and debt will be discussed.</p>

## Learning strategies for students

As far as is possible, set regular time aside for this course and stick to your schedule. Use studying and learning strategies that work for you. If you are uncertain how best to study it is worth noting that, for many students, a useful way to read text content is to employ the SQRRR strategy. This strategy is noted below.

**Survey:** Acquire an overview of the text chapter by focusing on any introductory and concluding comments and by using headings and subheadings as reference points.

**Question:** Look over the reading a second time, thinking about what you are reading in greater detail; as you read, question the content, taking notes or marking the text as you choose.

**Read:** Read in detail; many of us are tempted to do this first but it is usually a good idea to delay this stage. You acquire a more detailed understanding once you have the larger context that is provided by working through the first two stages.

**Recite:** Read the key ideas aloud, again asking questions.

**Review:** Accomplish a final reading to make sure that you have grasped both the key ideas and the needed factual content.

Note that there is a 'How to proceed' section near the beginning of each unit that incorporates this SQRRR approach. Of course, as noted, the important thing, as you work through this course, is that you adopt studying and learning strategies that work for you.

## How to proceed

In studying each unit, we suggest that you proceed as follows:

1. Read the description of the unit in the online course, including any suggestions that we may have provided for studying the unit. Look at the learning objectives for the unit and the assignments. Identify the assigned readings in the text and study guide.
2. Read the required material in the text. Read the study notes or listen to and view the lecture in the online course materials. On your first reading don't worry about the details. Just try to get an idea of what the material is about, and how the unit is structured.
3. Make a list of new terms as you read the text or the unit study notes. Use the glossary in the textbook to check the meanings.
4. Read the sections in the online course materials pertaining to the unit.
5. Try the reflection questions in the course materials. The Reflection activities are not assignments, but rather a chance for you to think of how you personally relate to the material in each unit and help you to prepare for the final exam.
6. Now read the online group discussions and participate in the assigned online discussions. Check the discussion schedule below for when the discussions start and end.
7. Reread and review sections in the textbook or unit notes that you found challenging. You can discuss any problems you experience with others in your class or your instructor using the online discussion tools.
8. Check the assignment due dates. At the appropriate time in the term you need to start assignment 2 so that you can submit by the due date.

## Evaluation and grading

The evaluation for this course will be comprised of participation in online discussions, one assignment, and a final exam. The discussions, assignment, and exam will cover the text, study notes, and any other information covered during the course of the class.

### Distribution of marks

Evaluation	Percentage
Online discussions	35 %
Family expense analysis	30 %
Final examination	35 %
Total	100 %

## Grading scale

Letter grade	Percentage	Description
A+	95–100	Exceptional
A	85–94.5	Excellent
B+	80–84.5	Very good
B	70–79.5	Good
C+	65–69.5	Satisfactory
C	60–64.5	Adequate
D	50–59.5	Marginal
F	less than 50	Failure

**Please note: All final grades are subject to departmental review.**

## Assignments

### Online discussion

Students will participate in a weekly online discussion forum. Your instructor will post questions that relate to the current unit.

### Essay assignment

The family expense analysis is an essay assignment in which students will investigate and examine specific economic and non-economic costs associated with major purchases or expenses.

### Assignment due dates

Assignment	Sept.–Dec.	Jan.–Apr.	May–Aug.
1 Weekly discussions	See Course Schedule for Assignment 1 due dates	See Course Schedule for Assignment 1 due dates	See Course Schedule for Assignment 1 due dates
2 Essay assignment	November 15	March 15	July 9
Final exam	See University of Manitoba Final exam schedule	See University of Manitoba Final exam schedule	See University of Manitoba Final exam schedule

**Note:** Review the guidelines on assignment due dates in the *Student Handbook*. If you are unable to submit an assignment on time, contact your instructor well in advance of the due date. We cannot guarantee that the instructor will accept late assignments.

## Examination

The final exam will be conducted at the University of Manitoba, Fort Garry campus or at an alternate location off-campus. **All students must declare an exam location.** The Registrar's Office is responsible for scheduling the final exam. Once finalized, the exam date and time information will be posted on the University of Manitoba Exam site.

This exam will be cumulative, and will cover textbook chapters 1-12, all online readings, and required videos. The final exam may have a combination of the following multiple choice, short answer, or fill-in-the-blank questions. More specific information regarding the number and type of questions on the final exam will be provided in the first few weeks of class. You can review the sample exam for examples of each type of questions that may be used on the exam.

**Please note:**

The instructor must be notified of absence 24 hours prior to the exam or a grade of zero will be assigned for the missed exam. See the instructor's letter of introduction for contact information or call the Distance Education Student Services number.

In all cases a **valid, original** medical certificate or **documentation/evidence** of a compassionate reason must be provided **within 48 hours** of the absence. No photocopies are accepted and all documentation must include a phone number. The information in these documents may be verified and discussed with the Faculty of Human Ecology. **Failure to write a scheduled exam**, without valid documentation, will result in a **grade of zero** on that exam. Please contact your instructor if you do miss an exam to review your specific case.

Only in documented cases where the absence is legitimate and has been appropriately documented and verified, will tests be rescheduled.

## Exam preparation tips

### A word of caution about the assignments and the final examination:

Some students find that they sometimes do very well on the assignments, but do not do nearly as well on the final examination. This is largely because the exam is written under very different circumstances than those under which you completed your assignments.

As the assignments are open-book, they do not require the amount of memorization that a closed book examination requires nor are they limited to small chunks of content. Some students have discovered that, based on the high marks they received on the assignments, they were overconfident and underestimated the time and effort needed to prepare for the final examination.

Please keep all this in mind as you prepare for the examination. Use the sample final exam to practice for the examination by setting a time limit and not having any books available. Pay careful attention to the description of the type of questions that will be on your final examination. Do not underestimate the stress involved in writing a time-limited examination.

## Plagiarism, cheating, and examination impersonation

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

## Distance and Online Education (DE) Student Resources

In your course website there are links for the following:

- Contacting Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

# Acknowledgments

**Content specialist:**

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**Rachael Pettigrew**, MS, holds a BA in Child and Family Studies and a MS from the University of Tennessee, Knoxville in Family Studies with a Master's minor in Human Resources. Her thesis research was titled *Work Satisfaction Indicators for Women in Dual Income Marriages*. After several years of practical experience as a manager in the corporate world, she began teaching as a sessional instructor at the University of Manitoba. She is currently an Individual Interdisciplinary PhD student and her program of study combines work in three departments: Family Social Sciences, Sociology, and Management with a research interest in work and family issues. Her proposed dissertation research will investigate the use of parental leave and the organizational barriers employees face when making the decision to take leave. Rachael is currently involved with research projects investigating both topics in immigration and how work arrangements impact the perception of work and family balance.

Rachael also teaches *Family Issues Across the Lifespan (FMLY 1020)* and *Work and Family Issues (FMLY 4480)*. In addition, Rachael completed her CHET (Certification in Higher Education Teaching) Certificate in April 2007.

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