

Catawba College
School of Evening and Graduate Studies

MGT 2000 – Organizational Management and Leadership
A Quality Perspective for Business, Education and Health Care

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Course Description

Organizational management and leadership concepts that can be universally applied to all organizations. Topics presented include quality factors and conditions that influence decision making in the workplace, the process of rational decision making, and stimulating creativity. Emphasis is given to employee empowerment in the problem solving process and the development of critical thinking skills through use of quality-based information and data. The aforementioned will be surrounded by total quality concepts related to leadership, process analysis, problem solving through tools, and subsequent decision making concepts.

Course Performance Objectives

Upon completion of MGT 2000, the student will be able to:

1. Demonstrate the importance of quality decision making concepts
2. Compare quality-focused management with traditional approaches
3. Understand the various approaches to quality decision making
4. Understand the importance of profound knowledge for decision accuracy
5. Apply various total quality decision-making tools via case development
6. Appreciate the need for quality in customer-supplier relationships
7. Focus on processes in the design of organizations for quality
8. Effectively deal with ensuring quality through organizational change
9. Understand the effectiveness of teams for quality where applicable
10. Utilize the concepts that ensure employee empowerment and motivation
11. Appreciate the need for quality leadership in all aspects of organizations
12. Understand the importance of quality and competitive advantage
13. Implement strategy with a total-quality based design for ultimate success
14. Integrate organizational Vision, Mission, Values, and Core Competencies

Required Text:

Quality and Performance Excellence - Management, Organization, and Strategy, Seventh Edition, Cengage Learning, James R. Evans, 2013.

Teaching Method:

The student will be involved in class lectures and demonstrations, self analysis of text material, video tape reviews with reactionary comments, special case study completion, and completion of written examinations.

Expectations:

The individual student is fully expected to assume responsibility for all assigned readings, case study completions, video reviews, reactionary comments, and final case project completion. All written assignments must be word processed, double-spaced, and proofed for grammatical correctness. The student is encouraged to use Microsoft Word, 12-point pitch, in Times New Roman. All assignments are to be identified with the student's name, course title, case identification, video review information, etc.

Case study assignment completion is not predicated on any particular minimum length of response. Rather, it is expected that the student's response will properly summarize the case and **adequately answer** the questions and/or address the issues through inclusion of comments related to the chapter contents or video themes. In short, the student must demonstrate understanding of the concepts through the text readings and avoid opinionated answers/responses. Overall evaluation by the instructor will include grammatical correctness, concept accuracy, appropriateness, and adequacy.

Performance Evaluation:

1. Case study analysis	30%
2. Video reactionary comments	20%
3. Examinations	<u>50%</u>
Total	100%

Grading Scale:

- A = 90% minimum
- B = 80% minimum
- C = 70% minimum
- D = 60% minimum
- F = <60%

Assignment Schedule .

<u>Readings Completed</u>	<u>Topic</u>	<u>Video</u>
Session 1	Introductions/Background Sharing Chapter 1-Quality and Performance Excellence	TBA
Session 2	Chapter 2 - Frameworks for Quality and Performance Excellence	
Session 3	Chapter 3 – Tools and Techniques for Quality Design And Control	TBA
Session 4	Mid-term Examination	
Session 5	Video Reviews Due Chapter 4 – Tools and Techniques for Quality Improvement	
Session 6	Chapter 7 – Designing Organizations for Performance Excellence	TBA
Session 7	Chapter 10 – Leadership for Performance Excellence	
Session 8	Chapter 11 - Performance Excellence and Organizational Change	TBA
Session 9	Video Reviews Due Final Examination	

Special note to the student:

This course is designed with a balance of critical thinking concepts and quality-related aspects for the management and leadership within organizations. As a former National Quality Examiner with our country's Malcolm Baldrige National Quality Award, and 30 years of Quality Management Consulting, I draw upon that training and experience in this course design. While critical thinking theory and organizational behavior theory are valid ingredients in the student learning process, it is noted that theory without understanding of proper management/leadership application will soon be an exercise in futility.

**Douglas R. Anderson, Ph.D.
Certified Quality Manager/Auditor**