

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT TE. MARIE, ONTARIO, CANADA

COURSE OUTLINE

COURSE TITLE: BUSINESS POLICY AND
DECISION MAKING/CONTINUOUS QUALITY
IMPROVEMENT

COURSE CODE: BUS231

PROGRAM: BUSINESS

SEMESTER: FOUR

DATE: JANUARY 3, 1997

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NEW: _____ REVISION: X

APPROVED: Joseph C. Kuehler DATE: 97 01 07
DEAN

TOTAL CREDITS: 5
PREREQUISITES: none
LENGTH OF COURSE: 4 hrs/wk
TOTAL CREDIT HOURS: 60

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I. COURSE DESCRIPTION:

Our next generation of managers will need to understand Continuous Quality Improvement (CQI) principles and how to put them into action. As much as organizations might wish and even desire a universally acceptable method of management the reality is that we must embrace complexity and effectively customize problem-solving methods to suit the situation. Students who understand the principles of teamwork, informed decision making, continuous quality improvement, and the relentless focus on customer satisfaction will likely fare well in today's job market. This course will integrate concepts and theories previously studied in human resource courses with the principles of CQI.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

A. Learning Outcomes

1. Define Continuous Quality Improvement (CQI) and distinguish it from other management approaches.
2. Describe the evolution of management theories and practices.
3. Understand why CQI focuses on the management of processes rather than people
4. Describe the relationship of CQI and sound ethical management.
5. Describe the relationship between empowerment and delegating decisions.
6. Explain the relationships between processes and cross-functional teams.
7. Identify the external and internal forces for change.

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B. Learning Outcomes and Elements of the Performance

Upon completion of this course students will be able to demonstrate the ability to:

1. Define Continuous Quality Improvement (CQI) and distinguish it from other management approaches.

Potential Elements of the Performance

- explain what an organization is and the role of organizations in an economy
- describe the levels and types of managers and their jobs in an organization
- explain what it means to view an organization as a system
- discuss the value of CQI in dealing with the new management challenges and skills

2. Describe the evolution of management theories and practices.

Potential Elements of the Performance

- discuss the evolution of management prior to the twentieth century through the following schools of management: classical, behavioural, quantitative, and systems.
- identify the strengths and weaknesses of management science.
- describe how CQI evolves from the open systems idea and its emphasis on continuous improvement and customer value
- discuss the criticisms of CQI
- explain CQI and the contingency view of management.

3. Understand why CQI focuses on the management of processes rather than people.

Potential Elements of the Performance

- demonstrate an understanding of Deming's 14 principles of CQI

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- explain the logic behind the CQI approach to managing systems
- explain why finding root causes is important in continuous improvement
- discuss why CQI emphasizes teamwork and empowering employees to make organizations operate efficiently and effectively.

4. Describe the relationship of CQI and sound ethical management.

Potential Elements of the Performance

- understand the cultural dimensions when entering a market in another country
- explain why ethics and social responsibility are important concerns for managing an organization successfully.
- list and explain the four main bases on which managers can approach issues surrounding social responsibility
- list and describe three general classifications of ethical decision situations that should be of concern to managers.

5. Describe the relationship between empowerment and delegating decisions.

Potential Elements of the Performance

- explain what a decision is and the role of managers in making decisions
- list and explain the six steps in the rational decision making process
- relate the rational decision making process with the PDCA (Plan, Do, Check, Act) improvement cycle

6. Explain the relationships between processes and cross-functional teams.

Potential Elements of the Performance

- discuss what a team is and its specific role in an organization
- describe levels of team autonomy and why these levels exist

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- list and explain factors that influence the effectiveness of groups and the success of teambuilding.
- apply the tools used in CQI for making group decisions

7. Identify the external and internal forces for change .

Potential Elements of the Performance

- list and explain the external and internal forces of organizational change
- list different types of interventions by managers and others to bring about organizational change
- discuss reasons why people resist change and what managers can do to minimize resistance.
- explain what a learning organization is and how it relates to CQI

III. TOPICS

1. Managers and organizations today
2. The evolution of Management
3. Managing systems: The principles of CQI
4. International management
5. Social responsibility and ethics
6. Decision making and CQI
7. Strategic management
8. Group dynamics and teambuilding
9. Organizational change and learning
10. Statistical quality control for customer value
11. ISO9000 certification

V. REQUIRED TEXT:

Management: A Total Quality Perspective, Bounds, Dobbin, Fowler,
Cincinatti, Ohio, South-Western Publishing , 1995.

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VI. EVALUATION PROCESS/GRADING SYSTEM:

METHODOLOGY:

Since this course endeavours to apply the principles of Continuous Quality Improvement through a variety of techniques including discussion, case studies, video presentations, and guest speakers, it is essential that students attend classes to maximize learning.

Students will be assigned end of chapter questions and/or case studies in class for presentation and defense in a subsequent class. These assignments will be part of the participation mark indicated below. Failure to present and defend without an acceptable (to the professor) explanation, will result in a zero grade.

FORMAL CASE ANALYSIS:

There will be one full, formal case analysis. This case will have two parts. The first part will be a formal typewritten report which will be an individual effort. The second part will be the presentation and defense of the case analysis; this will be a team effort. Teams will be appointed and cases will be assigned as the course progresses. Dates for submitting the formal typewritten report and for the presentation and defense will be determined with some input from students. Whatever dates are determined, the written report must be submitted 48 hours before the presentation and defense.

Students who have not submitted their formal report as required will not be permitted to participate in the presentation and defense of the case analysis. Further, students will not be permitted to submit the formal case analysis after the presentation and defense. In such cases, students will be assigned a mark of zero for both parts of the case analysis and will be required to repeat the course.

At the conclusion of the presentation, the students must be prepared to defend their analysis and recommendations by responding to questions and/or comments from the class. Other students must be sufficiently prepared to discuss the relevant points in the case and the recommendations suggested by the presenters.

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The success of this approach requires that each student read and reflect on the assigned material prior to class and that ALL STUDENTS COME TO THE CLASSROOM PREPARED TO PARTICIPATE FULLY. This is essential in order to make the class sessions as meaningful as possible and to enhance student development.

The required cases will be assigned as the semester progresses and additional instructions will be distributed at that time.

FINAL GRADE REPORTING

A+	90% - 100%	Consistently Outstanding
A	80% - 89%	Outstanding Achievement
B	70% - 79%	Consistently Above Average
C	60% - 69%	Satisfactory
R	Below 60%	Repeat - objectives have not been met

CR	Credit exemption	
X	A temporary grade, limited to extenuating circumstances, giving a student additional time to complete course requirements.	

NOTE: Students may be assigned a "Repeat" grade early in the course for unsatisfactory performance.

FINAL GRADE:

Students will be evaluated on the following basis:

4 tests	50%
Formal case analysis:	
20% for written report	
10% for presentation and defense	30%
Attendance & participation	<u>20%</u>
TOTAL	100%

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PLAGIARISM/ACADEMIC DISHONESTY:

Students should refer to the definition of "academic dishonesty" in the Student Rights and Responsibilities.

Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, **up to and including expulsion from the course. This will apply to any and all parties.**

GUIDELINES RE GRADING:

ASSIGNMENTS: 100% completion of all assignments is expected. No extension will be given unless a valid reason is provided **in advance**.

TESTS: If a student is not able to write a test because of illness or a legitimate emergency, that student must contact the professor **prior** to the test or as soon is possible and provide an explanation that is acceptable to the professor. In cases where the student has contacted the professor and the reason is not classified as an emergency, i.e., slept in, forgot, etc., the highest achievable grade is a "C". **MISSED TESTS WILL BE WRITTEN AT THE END OF THE SEMESTER. STUDENTS WILL NOT BE ALLOWED TO WRITE MORE THAN MISSED TWO TESTS. THERE WILL BE NO REWRITES OF INDIVIDUAL TESTS OR ASSIGNMENTS.** In cases where the student has not contacted the professor, the student will receive a mark of "0" on that test

VII. SPECIAL NOTES

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the professor. Students may also contact the Special Needs Office in Room E1204 so that support services can be arranged.

The professor reserves the right to modify the course as deemed necessary to meet the needs of students.