

COURSE MAM2010: MANAGING FOR QUALITY

Level:	Intermediate
Theme:	Business Management Systems and Strategies
Prerequisite:	None
Description:	Students demonstrate basic managerial skills, by assuming roles and responsibilities of management to coordinate all available resources to achieve quality results.

Parameters: No specialized equipment or facilities.

Supporting Course: MAM1010 Management & Marketing Basics

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and outline quality management systems and strategies used to improve quality analyze the roles of managers and strategies used by managers to improve quality 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a report or presentation consisting of: <ul style="list-style-type: none"> the role of customers, employees and managers in managing for quality the role of teams and collaboration who makes decisions in quality organizations how quality is measured. <p><i>Assessment Tool</i> <i>Presentations/Reports: Managing for Quality (MAM2010-1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	10
	<ul style="list-style-type: none"> an analysis of four case studies using videos, magazine articles, books and/or newspaper clippings. Discuss strategies used by managers to plan, organize, lead, monitor and communicate to improve quality. <p><i>Assessment Tool</i> <i>Presentations/Reports: Managing for Quality (MAM2010-1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	30

COURSE MAM2010: MANAGING FOR QUALITY (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply management systems and strategies • identify, through research, a current management system, and describe its effect on the organization • identify personal interests and opportunities as they relate to careers in management • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a management analysis report that identifies an area that needs improvement, defines the problem, clarifies goals/rationale for changing the system, develops strategies for change, and plans, implements and monitors the change. 	30
	<p><i>Assessment Tool</i> <i>Presentations/Reports: Managing for Quality (MAM2010-1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	20
	<ul style="list-style-type: none"> • a critical review of a current management system consisting of a summary of the practice including an overview, strategies used, pros and cons, and personal views regarding the system. <p><i>Assessment Tool</i> <i>Presentations/Reports: Managing for Quality (MAM2010-1)</i> <i>Standard</i> <i>Rating of 2 in each applicable task</i></p>	10
	<ul style="list-style-type: none"> • a career profile that includes job descriptions, education/qualification requirements, employment opportunities, advancement potential and salary range. <p><i>Assessment Tool</i> <i>Assessment Task: Career Profiles (MAMCARE)</i> <i>Standard</i> <i>Three career profiles, all sections completed</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

COURSE MAM2010: MANAGING FOR QUALITY (continued)

Concept	Specific Outcomes	Notes
Quality Systems and Strategies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the role of the customer in managing for quality • describe the role of front-line employees in managing for quality • describe the role of managers in managing for quality • describe how groups/teams can be used effectively • describe decision-making processes when working in teams • describe how quality is measured. 	<p>Planning, organizing, leading, monitoring, communicating.</p> <p>Team size/type, team leader role, team decision.</p> <p>End of line versus during production.</p>
Strategies for Planning	<ul style="list-style-type: none"> • research <i>planning</i> as one of the basic management roles and elaborate on the importance of planning for quality: <ul style="list-style-type: none"> – establishing objectives – developing a mission statement and setting goals – determining how objectives will be met • compare management planning with team planning • explain similarities and differences in forecasting/planning at the three management levels (strategic, tactical, operational) • explain why contingency planning is vital. 	<p>Increased market share, profit, social responsibility.</p> <p>Creating a vision.</p> <p>Coordinating the organization's resources, personnel, finances, information, materials, facilities and what activities are required.</p>
Strategies for Organizing	<ul style="list-style-type: none"> • research <i>organizing</i> as one of the basic management roles and elaborate on the importance of organizing for quality • compare directing with facilitating • explain how people working for a common objective can be organized for efficiency • describe and provide examples of: <ul style="list-style-type: none"> – organizational charts – centralized versus decentralized control – power, authority, responsibility, accountability, delegation. 	<p>Identify who is involved, who is in charge, what resources are required, and how communication will flow.</p> <p>Synergism.</p>

COURSE MAM2010: MANAGING FOR QUALITY (continued)

Concept	Specific Outcomes	Notes
Strategies for Leading	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research <i>leadership</i> as a basic management role and elaborate on the importance of leading for quality • describe the different styles of leadership • compare controlling with empowering • explain how “power” is obtained and used and the relationship of “power” and “authority” • describe motivations and factors that affect individual motivational levels: <ul style="list-style-type: none"> – individual differences (attitudes, needs) – job characteristics (task and its significance, skill levels, autonomy, feedback, communication) – organizational policies and practices (rules, intrinsic/extrinsic rewards) • describe how effective leaders influence others to act: <ul style="list-style-type: none"> – share influences and motivate individuals – match individual aspirations with organization goals – apply intuition, anticipate change, assess, respond – vision—identify different/better ways of proceeding – self-understanding—recognizing one’s own strengths and weaknesses • compare the types of groups that exist in an organization and explain how group development/processes can be encouraged. 	<p>How does a leader differ from a manager?</p> <p>Authoritarian, democratic.</p> <p>For example, team planning, collaboration, shared decision-making.</p>
Strategies for Monitoring	<ul style="list-style-type: none"> • research <i>monitoring</i> as a basic management role and elaborate on the importance of monitoring for quality • explain how technology can be used to help monitor data, information, organizational activities • describe ethical issues of monitoring and control of employees. 	

COURSE MAM2010: MANAGING FOR QUALITY (continued)

Concept	Specific Outcomes	Notes
Strategies for Communicating	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research <i>communicating</i> as a basic management role and elaborate on the importance of communicating for quality: <ul style="list-style-type: none"> – relationship between communication, action and quality results • identify reasons for conflict and stress • describe how a managers can deal effectively with conflict resolution. 	Coordinate action between managers and workers.
Applying Quality Management Systems and Strategies	<ul style="list-style-type: none"> • use quality management systems and strategies in a group environment • evaluate current management systems and strategies used by managers to increase quality. 	For example, managing change, learning organizations, restructuring, downsizing, re-engineering, bionomics.
Career Exploration	<ul style="list-style-type: none"> • analyze a variety of career opportunities related to management • identify personal interests and experiences as they relate to careers in management. 	Define key terms to career path/ladders, entry-level positions, mid-management, upper management.

