



This course supports the assessment for BMA1. The course covers 4 competencies and represents 3 competency units.

Introduction

Overview

The study of leadership and management may be one of the most interesting and important subjects during your study of business. Focusing on the successful operation and existence of any and all business entities – for-profit and non-profit alike - within a functional market, the management of organizations and processes leading to the exchange of services and products for monetary rewards (revenue and profit) is a complex and challenging undertaking. It requires, at minimum, an understanding that decisions made within the business entity will impact not only the immediate personnel and customers of the business but also the surrounding human and geo-economic system, visible or not to a manager.

Watch the following video for an introduction to this course:

Competencies

This course provides guidance to help you demonstrate the following 4 competencies:

- **Competency 304.1.3: Cost-Quality Relationship**
The graduate understands the relationship between costs and quality.
- **Competency 304.2.1: Graphical Charts**
The graduate understands the types and uses of graphical charts in operations management.
- **Competency 304.4.4: Managing Innovation**
The graduate is knowledgeable about managing innovation.
- **Competency 304.6.3: Working With Individuals and Groups**
The graduate is knowledgeable about strategies for working with individuals and groups in an organization.

Course Mentor Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!



Preparing for Success

The information in this section is provided to help you become ready to complete this course. As you proceed, you will need to be organized in your studies, competent in the indicated areas, and ready to pass the final assessments.

Learning Resources

The learning resources listed in this section will be required to complete the activities in this course. Follow the instructions provided to access these resources as early as possible in order to give yourself time to become familiar with them.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- Bateman, T., and Snell, S. (2010). *Management: Leading & collaborating in the competitive world* (9th ed.). New York: McGraw-Hill. ISBN-13: 978-0-07-813724-2
- Kreitner, R., and Kinicki, A. (2009). *Organizational behavior* (9th ed.). New York: McGraw-Hill. ISBN-13: 978-0-07-353045-1
- Stevenson, W. (2008). *Operations management* (10th ed.). New York: McGraw-Hill ISBN-13: 978-0-07-337784-1

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

SkillSoft and Books 24x7

You will access SkillSoft items at the activity level within this course. For more information on accessing SkillSoft items, please see the "[Accessing SkillSoft Learning Resources](#)" page.

Pacing Guide

As you complete this course, you can refer to the pacing guide to help you plan your studies. The pacing guide outlines important activities in the course and suggests a weekly structure to pace your completion of learning activities. The pacing guide is provided as a suggestion and does not represent a mandatory schedule.

The following pacing guide is available as a reference to help you plan your studies as you engage with the activities in this course:



- [BMA1 Business Management](#)

The Costs of Quality

Quality management is a strategy aimed at integrating quality initiatives into and throughout an organization with the intent to improve performance. The quality management approach is centered on using quality programs to ensure long-term success through increased customer satisfaction.

Six Sigma or lean manufacturing processes are being adopted by many different types of businesses. These processes are no longer used just for manufacturing facilities. Service providers like hospitals and hotels have also adopted these strategies in an effort to provide quality service to customers.

Quality Management and Cost/Benefit Analysis

A good example of quality control comes from the iterative process students use to submit a research paper for grading. Typically a draft is written, read, and reread; changes are made; and another draft is written. Each time the paper moves through a step in the iterative process, the paper improves, and at some point the student makes the decision that the quality of the paper is ready for grading.

A similar iterative process is used in manufacturing and in the service industry. As manufactured products move through the iterative process, they improve, as does the quality of services offered by service companies, with customer satisfaction being the end result in both examples.

This section covers various aspects of quality control. Your goal is to build a general understanding of this important concept. Look for ways to connect with what you are studying, and as you go through the activities, consider the following questions:

- Can you find examples of quality control tools being used at your place of employment?
- Have you discovered a new tool that you can use today?

This topic addresses the following competency:

- **Competency 304.1.3: Cost-Quality Relationship**

The graduate understands the relationship between costs and quality.

Quality Control Reading

Read the following chapter in *Operations Management*:

- [chapter 10 \("Quality Control"\)](#)

Your goal is to understand the basic elements of the quality control process.

As you read, identify how continual improvement increases the quality of a product or service.

If there is something in this chapter you do not understand, take your questions to the course



mentor and to your peers through the message board.

Costs and Quality Websites

Visit the following web pages:

Cost - Benefit Analysis

- "[Cost Benefit Analysis aka The Running Numbers](#)"
- "[Cost-Benefit Analysis](#)"

Quality Management

- "[CDC Unified Process Practices Guide](#)"
- "[Quality Management Practices Guide](#)"

Take notes on how costs and quality are related. After reviewing the web pages, you should understand how to quantitatively evaluate a course of action.

Improving Quality

Complete the following SkillSoft modules:

- [OPER0401: The Who, What, and Why of ISO 9000:2000](#)
- [OPER0141: Six Sigma: Reducing Variation to Improve Quality](#)

Note: Each module has an estimated duration of two hours.

Once you have completed these SkillSoft modules, answer the following questions and summarize what you have learned in your journal:

- How has this exercise increased your understanding of quality?
- Do you have a better understanding of the processes used to improve quality?

Quality Improvement and Costs of Quality

Consumers are always trying to get the best value for their money. Typically, quality is equated to costs. Companies want to increase long-term success through increased customer satisfaction. Customer satisfaction hinges on increasing the quality of products and services provided to customers.

As a consumer, consider how a company's attitude toward costs and quality affects the products and services that you purchase in the marketplace. The quality management approach is centered on using quality programs to ensure long-term success through increased customer satisfaction.

This topic addresses the following competency:

- **Competency 304.1.3: Cost-Quality Relationship**



The graduate understands the relationship between costs and quality
Management of Quality

Read the following chapter in *Operations Management*:

- [chapter 9 \("Management of Quality"\)](#)

Your goal is to understand what lies under the TQM umbrella.

- Do you know what the quality philosophy of "zero defects" means?
- What are the determinants of quality?

The Cost of Poor-Quality Information

Record notes in your journal as a tool to refresh your memory during performance tasks.

Complete the following SkillSoft modules:

- [OPER0403: Quality Minded Management](#)
- [OPER0406: Continued Quality Improvement](#)

Note: Each module has an estimated duration of two hours.

Consider the following questions:

- How has this exercise increased your understanding of quality and customer satisfaction?
- Do you have a better understanding of the processes used to improve quality?

Leadership Toolbox: Quality

Reflect on what you have learned from the previous activities. Write a summary of what you have learned in your journal.

Have you discovered a new tool to add to your toolbox?

Checking the Message Board Posts on Quality

Take a moment and look at the course mentor's and your peers' postings about quality on the message board. You may want to comment on what you have read.

Share one of your new tools by posting it on the message board.

Operations Management

Using knowledge-based tools such as cause-and-effect diagrams, the project evaluation review technique (PERT), and control charts, helps operations managers track the progress of creating and distributing the services and products they design.



Operations management deals with the transformation of inputs and outputs. The process is dynamic and requires feedback in order to increase the value of the outputs during the transformation phase. To improve quality, operations managers look to manage the operations process just described to eliminate errors. In order to manage this process, operations managers use a systems approach.

Using diagrams helps managers visualize where they are in the process, test outcomes, and measure performance as they look for efficiencies that can reduce costs as well as improve the quality of the product.

Cause-and-Effect Graphical Charts

Cause-and-effect diagrams assist in the search for causes of problems. One cause-and-effect diagram commonly used is the fishbone diagram, in which materials, equipment, people, and methods are examined in context with the problem.

This topic addresses the following competency:

- **Competency 304.2.1: Graphical Charts**

The graduate understands the types and uses of graphical charts in operations management.

Quality Tools

By reviewing chapter 9 in *Operations Management*, you will see a compendium of quality tools toward the end of the chapter:

- [chapter 9 \("Management of Quality"\)](#)

Using a cause-and-effect diagram, find a problem from your work or home and identify the causes.

Share your experiences on the message board and record relevant notes in your journal.

Cause-and-Effect Diagrams

Visit the following web pages:

- ["Cause & Effect Diagram"](#)
- ["Cause and Effect Diagram Training Video \(aka Fishbone Diagram & Ishikawa Diagram\)"](#)

After looking at the web pages, do you have a better understanding of how this type of diagram can be used?

Share what you have learned on the message board and record your thoughts in your journal.

Affinity Diagrams

Visit the following web page:



- "[Basic Tools for Process Improvement: Module 4: Affinity Diagram](#)"

Watch the following video:

Note: View the video in full screen at 720p for best results.

After reviewing the web page and watching the video, do you have a better understanding of how this diagram can be used?

Share what you have learned on the message board and record your thoughts in your journal.

Leadership Toolbox: Operations Management

Reflect on what you have learned from the previous activities.

Write a summary of what you have learned in your journal. Have you discovered a new tool to add to your toolbox?

Message Board Posts on Operations Management

Take a moment and look at the course mentor's and your peers' postings for operations management on the message board. You may want to comment on what you have read.

Share one of your new tools by posting it on the message board.

Innovation and Entrepreneurship

It has been said that change is the one constant force in this world. With change comes new opportunity. Innovation is one of the keys to success in capturing the opportunities that evolve from change.

Organizational Change and Innovation

Whatever initiates change, the common element is the recognition that change is needed. Innovation occurs when an organization begins learning and applying ways of doing things differently. Creating new policies and procedures in response to new approaches is an example of innovation during times of change.

This section covers managing organizational change.

This topic addresses the following competency:

- **Competency 304.4.4: Managing Innovation**

The graduate is knowledgeable about managing innovation.

Change Management

Read the following chapter in *Organizational Behavior*:

- [chapter 18 \("Managing Change and Stress"\)](#)



Carefully study Kotter's eight steps for leading organizational change (p. 588).

Your goal is to become familiar with the conditions and methodologies that help leaders and managers manage the change process.

- How and why do organization change initiatives fail?
- Who is responsible, and what can be done to avert failure?

Don't forget to record your thoughts on change management in your journal.

Innovation and Entrepreneurship

Read the following chapters in *Management: Leading and Collaborating in the Competitive World*:

- [chapter 7 \("Entrepreneurship"\)](#)
- [chapter 17 \("Managing Technology and Innovation"\)](#)

Your goal as you read through these chapters is to identify how organizational change occurs and is managed when technology is involved, and to study the influence of entrepreneurship and change in the organizational setting.

There will be concepts that jump out at you. Write these down in your journal and consider sharing your ideas on the message board.

Visit the following web page:

- ["Entrepreneurial Organization"](#)

View the following videos:

- [CNBC Video](#)
- [Kauffman Sketchbook - "Three Things"](#)
- [2014 State of Entrepreneurship Address: Fostering a Faster-Growing Entrepreneurial Economy](#)

Why is an understanding of organizational entrepreneurship important to your understanding of change management?

Share what you have learned on the message board and record your thoughts in your journal.

Turning to innovation, watch the following video:

- [Steven Johnson: Where Good Ideas Come From](#)

Complete the following SkillSoft modules:



- [PD0030: Creativity and Innovation in the Workplace Simulation](#)
- [PD0031-34: The Foundations of Creativity and Innovation](#)

(Note: The simulation has a duration of about half an hour. Modules PD0031-34 have an estimated duration of 4.5 hours each.)

Consider the following questions:

- How has this exercise increased your understanding of innovation?
- What is the relationship between change and innovation?

Leadership Toolbox: Innovation and Entrepreneurship

Reflect on what you have learned from the previous activities.

Write a summary of what you have learned in your journal, or leadership toolbox. Have you discovered a new tool to add to your toolbox?

Message Board Posts

Take a moment and look at the course mentor's and your peers' postings about innovation on the message board. You may want to comment on what you have read.

Share one of your new tools by posting it on the message board.

Working With Individuals and Groups

Much of what happens in organizations involves sending and receiving messages. The behavior of organizations is in large part controlled by how those messages are perceived and whether the intended meanings from messages are translated into the intended actions.

Managers have an arsenal of communication strategies they can use to enhance their ability to effectively communicate and manage information within the organization. With today's explosion of the use of technology, the greatest challenges lie in the management of information within an organization.

Managerial Communications

To be an effective manager, it is essential that you understand the complexities of communication. This section explores managerial communication issues, theories, and models and the barriers that prevent message senders from communicating effectively. Your goal is to find a general understanding of the dynamics of organizational and interpersonal communications within the working environment.

This topic addresses the following competency:

- **Competency 304.6.3: Working With Individuals and Groups**

The graduate is knowledgeable about strategies for working with individuals and groups in an organization.

Organizational and Interpersonal Communications



Read the following chapter in *Management: Leading and Collaborating in the Competitive World*:

- [chapter 15 \("Communicating"\)](#)

Read the following chapter in *Organizational Behavior*:

- [chapter 14 \("Communicating in the Digital Age"\)](#)

Read the following *Lecture Notes (Class Overheads and Teaching Notes PDFs)* about "[Management Communication for Undergraduates](#)" as provided by MIT Open Courseware.

Identify the models, barriers, and challenges that managers encounter in communicating and disseminating their decisions, policies, and procedures.

Share your ideas on the message board.

Internet Exercise: Communication Barriers

To learn more about the barriers to effective communication, explore the following websites:

- [Overcoming Barriers to Communication](#)
- [Overcoming Communication Barriers](#)

Take a moment and continue your exploration of this subject by doing an Internet search using keywords like:

- communications barriers
- organizational communications barriers
- interpersonal communications barriers
- gender communications barriers
- diversity communications barriers

Follow your curiosity for a few minutes and explore this exciting subject with your own keyword searches.

Record any new ideas in your journal.

Share a website of interest on the message board.

Communication

Complete the following SkillSoft module.

- [COMM0023: Improving Your Cross-cultural Communications](#)



Note: The estimated duration is three hours.

Consider the following questions:

- How has this exercise increased your understanding of the communication process?
- What do managers need to know about organizational communications?

Leadership Toolbox: Communication

Reflect on what you have learned from the previous activities.

Write in your journal, or leadership toolbox, a summary of what you have learned. Have you discovered a new tool to add to your toolbox?

Message Board Posts on Communication

Take a moment and look at the course mentor's and your peers' postings about communication on the message board. You may want to comment on what you have read.

Share one of your new tools by posting it on the message board.

Performance Tasks

This section has you complete each of your four performance assessments. Do not hesitate to contact your course mentor if you have questions about the content of this course. Remember that you are completing an assessment, so your work must represent your individual effort. You should not collaborate with peer learners as you work through these tasks. If you have difficulty using TaskStream, contact your mentor for assistance.

This topic addresses the following competencies:

- **Competency 304.1.3: Cost-Quality Relationship**
The graduate understands the relationship between costs and quality.
- **Competency 304.2.1: Graphical Charts**
The graduate understands the types and uses of graphical charts in operations management.
- **Competency 304.4.4: Managing Innovation**
The graduate is knowledgeable about managing innovation.
- **Competency 304.6.3: Working With Individuals and Groups**
The graduate is knowledgeable about strategies for working with individuals and groups in an organization.

Pertinent Assessment Information

As you complete each performance task, consider ordering your work with the following steps:

1. Read Task

Read the questions associated with the task, the scoring rubric, and the APA instructions. This is your opportunity to become acquainted with the task. Keep in mind that this is an assessment, so you will want to understand exactly what is required to



complete the task.

2. **Outline Task**

After reading the task, outline your paper by organizing your subject headings in the order in which the questions are presented in the task. By doing this, you are also aligning your task with the scoring rubric.

Write your responses under each subject heading. Use the APA instructions provided in TaskStream. As you work on your performance task, go over the following checklist:

- Is your paper double-spaced?
- Do all in-text citations have references at the end of the paper?
- Have you checked your paper for spelling and grammar errors?
- Consider having someone read the paper back to you aloud. How does the word usage sound?

3. **Self-Evaluate Task**

Each performance task comes with a scoring rubric. Did you know that the graders use the same scoring rubric to grade your assignment? This is probably the best-kept secret at WGU.

Use the rubric to grade your work and to guide you as you make corrections to your performance task as needed.

4. **Submit Task**

The instructions for submitting your performance task in TaskStream are described in the section "Preparing for Success" at the beginning of this course.

Review the process, and if you need assistance, contact your mentor.

304.1.3-04 Performance Task

Complete the following task in [TaskStream](#):

- Management: 304.1.3-04

304.2.1-10 Performance Task

Complete the following task in [TaskStream](#):

- Management: 304.2.1-10

304.4.4-01 Performance Task

Complete the following task in [TaskStream](#):



- Management: 304.4.4-01

304.6.3-07 Performance Task

Complete the following task in [TaskStream](#):

- Management: 304.6.3-07

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

The WGU Library

The [WGU Library](#) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](#):

- [WGU: Accessing the Library](#)
- [WGU Library: Finding Articles, Books, & E-Reserves](#)

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)

ADA Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU's ADA policy



and process can be viewed in the student handbook at the following link:

- [Policies and Procedures for Students with Disabilities](#)