Title of Course: Integrative Management

I. CATALOG DESCRIPTION AND CREDIT HOURS OF COURSE:

Utilizing applied projects, six organizational components—leadership, strategic planning, customer focus, information, human resources, processes—are analyzed as parts of an overall system. (3)

II. PREREQUISITE(S): ADMISSION TO THE MBA PROGRAM OR CONSENT OF MBA DIRECTOR

III. PURPOSES OR OBJECTIVES OF THE COURSE:

Upon completion of this course, students will:

A. understand the concept of a system.

B. understand the Baldrige model and its use in improving competitiveness in an environment of change.

C. understand how the areas of leadership, strategic planning, customer focus, information and analysis, human resource management, and process management integrate into an organizational system for performance excellence.

D. have demonstrated their mastery of the above concepts through applied class projects.

IV. EXPECTATIONS OF STUDENTS AND LEARNING GOALS:

Students are expected to be fully participating members of this course, including discussions, individual and team projects and other class assignments. As stated in the Graduate Bulletin, “The University policy on academic honesty applies to graduate students. At all times, graduate students are expected to maintain high ethical standards in their course-work and independent research.”

LEARNING GOALS FOR HARRISON MBA STUDENTS

The Harrison business faculty has identified five critically important learning goals for those pursuing the Masters of Business Administration degree offered by the Donald L. Harrison College of Business. A student receiving the Harrison MBA degree should:

1. Demonstrate proficiency in effective communication and team work by writing a clearly focused, organized and mechanically correct business document, creating and delivering a professional presentation on a relevant
business problem with substantive content, organization and delivery; recalling work related information and exhibiting effective team work.

2. **Demonstrate advanced knowledge** of accounting, finance, business law, management, marketing, management information systems, and economics by using business related terms, concepts, theories and principles appropriately.

3. **Demonstrate the ability to apply critical thinking skills and advanced research skills** to business problems and ethical dilemmas by identifying a problem or ethical issue, presenting and evaluating relevant information; evaluating alternatives; and resolving the problem or ethical dilemma with a justification based on general principles, discipline-specific understanding and professional judgment.

4. **Demonstrate upper-level management and leadership skills in a diverse environment** by providing evidence of understanding of individual management styles, evidence of adapting to a diverse environment and other cultures.

5. **Demonstrate executive management level knowledge (mastery) of technology** by using the Internet, business computer applications, statistical software, and presentation software when creating and making presentations.

V. **COURSE CONTENT OR OUTLINE**

A. **Introduction**
   1. Managing change
   2. Competitiveness
   3. Systems concepts
   4. The Baldrige model

B. **Leadership**
   1. Organizational Leadership
   2. Public Responsibility and Citizenship
   3. Class Project

C. **Strategic Planning**
   1. Strategy Development
   2. Strategy Deployment
   3. Alignment of human resource plans to overall strategic plans
   4. Class Project

D. **Customer and Market Focus**
   1. Selection of customer groups and/or market segments
   2. Determination of key product and service features and their relative value to customers
   3. Customer relationship management
4. Determination of customer satisfaction
5. Class project

E. Information and Analysis

1. Selection and use of information and data
   a. Alignment with key company processes and goals
   b. Deployment to users
   c. Reliability and rapid access
   d. Hardware and software quality
   e. Evaluation and improvement of selection and use of information and data

2. Selection and use of comparative information and data
   a. Determination of needs and priorities
   b. Criteria for selection
   c. Setting stretch targets
   d. Evaluation and improvement of selection and use of comparative information and data

3. Analysis of information and data to assess performance in key areas
   a. Customer-related performance
   b. Operational Performance;
   c. Competitive Performance;
   d. Financial and Market-Related Performance.

4. Class project

F. Human Resource Management

1. Addressing the critical factors of
   a. Changes in work design to improve effectiveness
   b. Employee development, education and training
   c. Changes in compensation, recognition, and benefits
   d. Employee well-being and satisfaction
   e. Recruitment

G. Process Management

1. Design processes
   a. Addressing changing customer requirements & technology
   b. Addressing quality & operational performance requirements

2. Production/Delivery processes
   a. Coordination of design processes and production/delivery processes
   b. Process integrity
   c. Evaluation and improvement of processes

3. Support processes
   a. Determining key requirements
   b. Design to meet performance requirements
   c. Process integrity
   d. Evaluation and improvement of processes
4. Business processes  
a. Determining key requirements  
b. Design to meet performance requirements  
c. Process integrity  
d. Evaluation and improvement of processes  

5. Class project  

H. Results  
1. Customer focused  
2. Financial and market  
3. Human resource  
4. Organizational effectiveness  

J. Class Project Integrating Sections B, C, D, E, F and G  

VI. TEXTBOOK(S) AND/OR OTHER REQUIRED MATERIALS OR EQUIPMENT:  

A. Student Textbook(s)  

B. References  

C. Periodicals  
1. Academy of Management Journal  
2. Administrative Science Quarterly  
3. Business Week  
4. Decision Sciences  
5. Harvard Business Review  
6. Human Resource Management  
7. Industrial Marketing Management  
8. Journal of Quality and Participation  
9. Production and Operations Management Journal
VII. BASIS FOR STUDENT EVALUATION:

A. Individual assignments demonstrating mastery of basic competencies (e.g. systems concepts; competitiveness; leadership; strategic planning; customer focus; managing change; selection, analysis and use of information; process design and improvement; communication; teamwork; etc.)

B. Team projects

C. Class participation

D. Term Paper

(Percentage assigned to these individual areas will be decided by the faculty teaching the course.)

VIII. Grading Policy:
The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

IX. ACADEMIC POLICY STATEMENT:
Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to: http://www6.semo.edu/judaffairs/code.html

X. STUDENT WITH DISABILITIES STATEMENT:
If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

Graduate Council Approved 04-15-03