

# OMGT 5253 – Leadership Principles

## **Course Description:**

Fundamental historical basis of ethics and character are studied with emphasis on the origin of the factors that many cultures derive their ethical standards. Relationship of how these standards relate to operations management and business. The characteristics of leadership and the ethical qualities that make a person an effective leader in today's business and industrial environment are analyzed. The Maxwell's laws of leadership and examples of how specific leaders exhibit these laws are discussed with emphasis on individual growth as a leader in today's market.

## **One (1) Required Textbook, three (3) Required Reference books, a participant guide and videos/course pack for this course:**

- Ethics 101: What Every Leader Needs to Know; John C. Maxwell, Center Street Publishing. ISBN 9780446578097
- The 21 Irrefutable Laws of Leadership; John C. Maxwell, 1998 and 2007, Thomas Nelson Publishing. ISBN 13: 9780785288374
- Participant Guide for The 21 Irrefutable Laws of Leadership (No ISBN but this guide can be purchased online from Amazon or John Maxell.)
- Lincoln on Leadership; Donald T. Phillips, 1992, Warner Books. ISBN 10: 0446394599
- Leadership: Theory and Practice; Peter G. Northouse, 2016, SAGE Publications, Inc. ISBN 13: 9781483317533
- Videos/Course Pack

## **Course Goals/Objectives:**

1. Compare, contrast and apply leadership styles and methods as well as ethical standards to current leaders and situations.
2. Compare and analyze classical and new leadership character development theories and models, including competence and ethical development.
3. Apply leadership considerations to legal, regulatory, ethical, corporate and individual responsibility.
4. Develop an awareness of personal competencies, core values, strengths and weaknesses to identify a personal leadership style.
5. Distinguish the varieties of leadership: charismatic, situational, indirect and direct, informal, legitimate, and positional.
6. Examine historical leadership icons with contemporary leaders.

## **Course Requirements:**

Quizzes = 5 x 20 = 100pts.

Discussions = 10 x 10pts = 100 pts; points determined by quality of posts.

Mid-term Exam = 200 pts;

Final Exam = 200 pts;

Book and Video Comparative Analysis Assignments = 2 x 200 = 400 pts

Total = 1000 pts

**Exams and Quizzes:** The Mid-Term and Final Exams are Proctored exams through Proctor U. Quizzes are not proctored.

**Late Discussions, Assignments, or Quiz/Exams = 25% penalty deduction and may not be accepted if later than 1 week past the original due date.** Upload assignments into the drop box on the Blackboard Learning System site for the course.

**Midterm and Final Exams** will be proctored by Proctor U. There are only two proctored exams for this course - the Mid-Term and the Final (not quizzes).

**Proctor U Information** within the Quizzes and Tests menu item. Please review and understand these instructions When the week of the Mid-Term or Final Exam period arrives, the exam will show available in the Quizzes & Test tab on the left Blackboard menu. You have a "window" of 1 week for the exam. The exam must be taken by Sunday at midnight CST of the week it is available during the "window". **You are required to contact Proctor U and set-up the EXACT exam time at least 72 hours prior to the Mid-Term and Final Exams.** I recommend you review the Proctor U instructions for taking online exams in Blackboard 9. You must go to the Proctor U website and login prior to the testing period for the exam and the Proctor will give you the password to begin. The exams are 2 hours and you should plan to allow an additional 30 minutes prior to your planned start time to gain access through Proctor U and avoid any technical difficulties. Please note these exams are graded. The exams are closed book, closed notes, closed internet (other websites), and no other computer software is allowed during the exam. You must take the exam alone and complete the exam in the allotted time. **Exams are due by midnight CST of the due date posted.**

**Quizzes are** in the Blackboard tab titled Quizzes & Tests. This area contains all of the quizzes and exams for the course. Take the Quizzes found under the Quizzes & Tests tab. The Quizzes **are not proctored** events. Do not call Proctor U to schedule them. You can begin the quizzes when you feel you know the material and are ready. **Quizzes are due by Sundays at midnight CST.**

**Discussions** are assigned and due by midnight on Sundays CST of the week they are posted in Blackboard.

### **Book and Video/Course Pack Comparative Analysis**

**Assignments:** You are required to read and summarize key points and your thoughts from various leadership books and compare the styles, ideas or philosophies. A minimum of 10 pages and a maximum of 15 pages are required for these assignments. This is a comparative analysis, not a summary. Use other resources such as the other books to help formulate your opinion. **Follow APA format. A great resource is the Purdue online writing lab at: <https://owl.english.purdue.edu>. Refer to the due dates for Assignments in Blackboard, but generally they are due by midnight CST on Sundays of the week they are due in Blackboard.**

#### **Evaluation Procedures:**

Grading Scale

A = 90-100%

B = 80-89%  
C = 70-79%  
D = 60-69%  
F = below 60%

### **Course Calendar:**

Classes 3/4/15 through 4/30/2015

Mid-Term Exam: 4/7/2015 by midnight CST

Final Exam: 4/29/2015 by midnight CST.

Refer to Blackboard for other Discussion Assignments, Book Comparative Assignments, and other due dates.

### **Course rationale**

This Leadership Principles course for the Operations Management Program that studies the topic of Leadership and Ethics. Students will cover subject matter that is foundational for future success in the OM leader within the OM career field.

### **Pre-requisites**

None

### **Conduct of the Course**

This Blackboard based course presents an up to date view of character-based leadership within operations management. That is, topics that are relevant to leading and adding value to the organization are explored and surveyed. Additionally, assignments, quizzes, and exams will be given to test the students understanding of the readings.

### **Late Policy on Assignments/discussions/Exams**

**Late discussions and exams will be assessed a 25% late penalty and may not be accepted after 1 week past the due date.**

### **Class Procedures**

- Individual motivation to complete the readings assignments, discussions, quizzes and exams. Best results will be achieved by pacing yourself on a weekly basis such that the workload is evenly distributed throughout the term. Initiative in contacting the instructor/facilitator with questions, comments and thoughts about the class and the content and/or meaning of the assignments.
- Participation in Discussion Questions dealing with topics emphasizing material covered in the course is expected on a regular, if not daily basis. **You must have one initial and two substantive responses to each post. "I agree" or "Good Point" are not substantive posts.**
- Completion of weekly online Quizzes. These are used so that you can see how you are progressing and will count toward your course grade.
- Successful completion and passing scores on Mid-term and Final exams.
- Book synopses assignments
- Strict adherence to the Academic Honesty Policy.

## Leadership Books<sup>1</sup>

### Suggestions for Further Reading

1. Maxwell, John C., *Leadership Gold: Lessons I've Learned from a Lifetime of Leading*, Thomas Nelson Inc., Nashville, TN, 2008. (ISBN 13-978-0-7852-1411-3), 255 pages, approx.. \$18
2. Kouzes, James M. and Barry Z. Posner, *The Leadership Challenge*, 4<sup>th</sup> edition, John Wiley & Sons, Inc., New York, NY, 2007. (ISBN 978-0-7879-8492-2) 388 pages, approx. \$15
3. Sun Tzu, *The Art of War*, Barnes & Noble Classics, New York, NY, 2003. (ISBN 978-1-59308-016-7) 275 pages, approx. \$5
4. Walton, Sam and John Huey, *Sam Walton: Made In America*, Doubleday, New York, NY, 1992. (ISBN 0-553-56283-5) 346 pages, approx. \$8
5. Blanchard, Ken, *Leading at a Higher Level*, Revised and Expanded Edition, FT Press, Upper Saddle River, NJ, 2010. (ISBN 0-13-701170-9) 361 pages, approx. \$17
6. Blanchard, Ken and Spencer Johnson, *The One Minute Manager*, William Morrow and Company, New York, NY, 1982. (ISBN 0-688-01429-1) 111 pages, approx. \$14
7. Blanchard, Ken, Susan Fowler, and Laurence Hawkins, *Self Leadership and the One Minute Manager*, HarperCollins Publishers, New York, NY, 2005. (ISBN 0-06-079912 - 155 pages, approx. \$14
8. Blanchard, Ken and Phil Hodges, *The Servant Leader: Transforming Your Heart, Head, Hands & Habits*, Thomas Nelson, Nashville, TN, 2003. (ISBN 978-0-8499-9659 -125 pages, approx. \$11  
Blanchard, Ken and Mark Miller, *The Secret: What Great Leaders Know and Do*, 2<sup>nd</sup> Edition, Berrett-Koehler Publishers, Inc., San Francisco, CA, 2009. (ISBN 978-1-60509-268-3) 129 pages, approx. \$15
9. Bradford, David L. And Allan R. Cohen, *Managing for Excellence: The Guide to Developing High Performance in Contemporary Organizations*, John Wiley & Sons, New York, NY, 1997. (ISBN 978-0-471-12724-8) 313 pages, approx. \$25
10. Burns, James MacGregor, *Leadership*, HarperCollins Publishers, New York, NY, 1978

### Academic Honesty Policy:

- As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](https://www.uark.edu/honesty)' at [honesty.uark.edu](https://www.uark.edu/honesty). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor
- Plagiarism is often misunderstood. It can be defined as submitting someone else's work as your own. It is not permissible to "cut and paste" and then just cite another's work. In writing for homework or projects, you should read and learn, process through your mind, relate ideas, and then express what you learned **in your own words**. Cite the references where you found your information. If you do use someone else's words, you must use quotation marks **and** cite. You should not overuse quotes – save them for a rare occurrence.

A complete statement of the U of A's Academic Honesty Policy is available in the UA Student Handbook and the UA Graduate Catalog.

### **Family Educational Rights and Privacy Act (FERPA)**

The *Family Educational Rights and Privacy Act* (FERPA) protects a student's academic and other educational records from unauthorized access. This protection extends to email correspondence between a student and the University of Arkansas faculty and staff.

To provide reasonable assurance that emails are from the student, all university or class related emails must be sent from the student's uark.edu email account. Additionally, university or class related emails must be sent to the student's uark.edu email account.

This means that I cannot acknowledge emails sent from your personal or work email accounts, and I cannot send emails to your personal or work email accounts.

### **University of Arkansas Academic Policy Series 1520.10**

*University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).*

### **Changes to syllabus:**

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Check the online Syllabus for most current revision.

## **COURSE LEARNING MODULES**

### **Week 1 Objectives:**

1. Compare, contrast and apply leadership styles and methods as well as ethical standards to current leaders and situations.
2. Compare and analyze classical and new leadership character development theories and models, including competence and ethical development.

### **Week 1 - Reading Assignments:**

- Ethics 101: What Every Leader Needs to Know, by John C. Maxwell - Ch. 1-7
- Leadership by Northouse – Chapter 1-4
- The 21 Irrefutable Laws of Leadership, by John C. Maxwell - Ch. 1, 2 & 3
- Video and Course Pack on Twelve O'Clock High

Complete Blackboard Quizzes, Discussions and Assignments

**Week 2 Objectives:**

1. Compare, contrast and apply leadership styles and methods as well as ethical standards to current leaders and situations.
2. Compare and analyze classical and new leadership character development theories and models, including competence and ethical development.

**Week 2 - Reading Assignments**

- Leadership by Northouse – Chapter 5-8
- The 21 Irrefutable Laws of Leadership, by John C. Maxwell - Ch. 4, 5, & 6
- Video and Course Pack on Twelve O’Clock High

Complete Blackboard Quizzes, Discussions and Assignments

**Week 3 Objectives:**

1. Compare, contrast and apply leadership styles and methods as well as ethical standards to current leaders and situations.
2. Compare and analyze classical and new leadership character development theories and models, including competence and ethical development.

**Week 3 - Reading Assignments:**

- Leadership by Northouse – Chapter 9-11
- The 21 Irrefutable Laws of Leadership, by John C. Maxwell - Ch. 7, 8, & 9
- Video and Course Pack on Twelve O’Clock High

Complete Blackboard Quizzes, Discussions and Assignments

**Week 4 Objectives:**

1. Students will develop an awareness of their competencies, core values, and themselves, and will develop a personal approach– a “personal voice”– in relation to leadership.
2. Students will understand the process of leadership, how it involves both leaders and followers, and the connections and resonances between them.

**Week 4 - Reading Assignments:**

- The 21 Irrefutable Laws of Leadership, by John C. Maxwell - Ch. 10, 11, & 12
- Lincoln on Leadership
- Video and Course Pack on Other Video

Complete Blackboard Quizzes, Discussions and Assignments

### **Week 5 Objectives:**

**If you have not taken the Midterm, it is due before the end of Week #5 (April 7<sup>th</sup> at midnight CST)**

1. Compare, contrast and apply leadership styles and methods as well as ethical standards to current leaders and situations.
2. Compare and analyze classical and new leadership character development theories and models, including competence and ethical development.
5. Distinguish the varieties of leadership: charismatic, situational, indirect and direct, informal, legitimate, and positional.
6. Examine historical leadership icons with contemporary leaders.

### **Week 5 - Reading Assignments:**

- Leadership by Northouse – Chapter 12-14
- The 21 Irrefutable Laws of Leadership, by John C. Maxwell - Ch. 13, 14, & 15
- Video and Course Pack on Other Video

Complete Blackboard Quizzes, Discussions and Assignments

### **Week 6 Objectives:**

1. Compare, contrast and apply leadership styles and methods as well as ethical standards to current leaders and situations.
2. Compare and analyze classical and new leadership character development theories and models, including competence and ethical development.
3. Apply leadership considerations to legal, regulatory, ethical, corporate and individual responsibility.
4. Develop an awareness of personal competencies, core values, strengths and weaknesses to identify a personal leadership style.
5. Distinguish the varieties of leadership: charismatic, situational, indirect and direct, informal, legitimate, and positional.
6. Examine historical leadership icons with contemporary leaders.

### **Week 6 - Reading Assignments:**

- Leadership by Northouse – Chapter 15-16
- The 21 Irrefutable Laws of Leadership, by John C. Maxwell - Ch. 16, 17, & 18
- Online references in Blackboard on legal and regulatory requirements

Complete Blackboard Quizzes, Discussions and Assignments

### **Week 7 Objectives:**

1. Compare, contrast and apply leadership styles and methods as well as ethical standards to current leaders and situations.

2. Compare and analyze classical and new leadership character development theories and models, including competence and ethical development.
3. Apply leadership considerations to legal, regulatory, ethical, corporate and individual responsibility.
4. Develop an awareness of personal competencies, core values, strengths and weaknesses to identify a personal leadership style.
5. Distinguish the varieties of leadership: charismatic, situational, indirect and direct, informal, legitimate, and positional.
6. Examine historical leadership icons with contemporary leaders.

**Week 7 - Reading Assignments:**

- The 21 Irrefutable Laws of Leadership, by John C. Maxwell - Ch. 19, 20, & 21
- Video and Course Pack on other Video

Complete Blackboard Quizzes, Discussions and Assignments

**Week 8 Objectives:**

1. Compare, contrast and apply leadership styles and methods as well as ethical standards to current leaders and situations.
2. Compare and analyze classical and new leadership character development theories and models, including competence and ethical development.
3. Apply leadership considerations to legal, regulatory, ethical, corporate and individual responsibility.
4. Develop an awareness of personal competencies, core values, strengths and weaknesses to identify a personal leadership style.
5. Distinguish the varieties of leadership: charismatic, situational, indirect and direct, informal, legitimate, and positional.
6. Examine historical leadership icons with contemporary leaders.

Complete Blackboard Quizzes, Discussions and Assignments



# OMGT 5373 Quality Management

## Instructor

### NAME

479-

[EMAIL@uark.edu](mailto:EMAIL@uark.edu)

### Instructor Response Times

The best way to reach me is by \_\_\_\_\_. I will respond to emails/questions within 24-36 hours.

I try to grade assessments as soon as possible, however, grades should be returned within 3 – 5 days after the due date, or before the next similar assignment.

## Course Description

**Introduces students to quality management concepts and their use in enhancing organizational performance and profitability. History of the quality movement, its broad application in key economic sectors, and philosophical perspectives of major quality leaders will be discussed. Focus is on continuous process improvement, using data and information to guide organizational decision-making. The Six Sigma approach and associated statistical tools, supporting process improvement, are also covered. Prerequisite: OMGT 4333.**

## Course Goals/Objectives

Upon completion of this course students will be able to:

1. Define quality and compare and contrast this definition from a variety of perspectives
2. Discuss the application of quality in the various organizations; manufacturing, service, healthcare, and education
3. Compare and contrast the philosophies of Deming, Juran, and Crosby
4. Discuss the role that quality management frameworks such as the Malcolm-Baldrige, ISO-9000, and Six Sigma play in improving an organization's quality performance
5. Discuss the role of the customer, the importance of building customer relationships, and the strategies for measuring customer satisfaction
6. Discuss the role of quality leadership in strategic planning and high performance human resource practices
7. Discuss the scope of process management and specific process improvement techniques
8. Discuss the scope of performance measurements and their impact on the cost of quality within the organization
9. Discuss culture change and the associated barriers to creating a culture of performance excellence
10. Define and discuss the Six-Sigma problem solving process
11. Understand and explain the various tools available for process improvement
12. Explain the use of statistical process control and its impact on process improvement

## Required Materials

### Textbook

Managing for Quality and Performance Excellence; Evans 9th ed 2014 Southwestern Publishers  
ISBN 13: 9781285069463

**Correct textbook must be ordered and in hand by the first day of class. Utilizing expedited shipping option may be required. Ensure you order the textbook with the correct ISBN. International or Flexible textbooks are not supported by the instructor. Failure to order the correct textbook in a timely manner will adversely affect your success and your grade in class.**

### Software

- Word processing and presentation software that saves files in Microsoft Office formats such as:
  - [Microsoft Word](#) and [Microsoft PowerPoint](#) (also available in MS Office suites)
- Latest versions of [Adobe PDF Reader](#), [Adobe Flash Player](#), and [Apple QuickTime](#) to view certain files
- Latest version of [Java](#) to use required applications

**Note:** *Documents must be submitted in Microsoft Office format (e.g. doc, docx, ppt, pptx, etc.)*

Check the [UA Computer Store](#) for student discounts on software.

## Activities and Assignments

## Course Outline

## Grading

- ➔ A = 90-100%
- ➔ B = 80-89%
- ➔ C = 70-79%
- ➔ D = 60-69%
- ➔ F = < 60%

Grades of “I” are awarded for emergency situations ONLY as identified by the University Handbook. Hard copy documentation must be provided in such instances. Incomplete grades automatically turn into an “F” after a certain date. Consult the registrar’s office for more information.

## Policies

### Late Work Policy

### Academic Honesty

I am committed to the principle of academic honesty, and I expect each student in my class to maintain a high standard of academic integrity. My commitment to you, the student, is to provide a learning environment that promotes academic honesty in and out of the classroom.

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘[Academic Integrity Policy](#)’ at [honesty.uark.edu](http://honesty.uark.edu). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

Plagiarism is often misunderstood. It can be defined as submitting someone else’s work as your own. It is not permissible to “cut and paste” and then just cite another’s work. In writing for homework or projects, you should read and learn, process through your mind, relate ideas, and then express what you learned **in your own words**. Cite the references where you found your information. If you do use someone else’s words, you must use quotation marks **and** cite. You should not overuse quotes – save them for a rare occurrence.

### Academic Appeals

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and

confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). A [flow chart](#) is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the [Undergraduate Catalog of Studies](#) or the [Graduate Catalog of Studies](#) for appeals structures and formal procedures for academic grievances.

### **Computer Access Policy**

This course is offered as an online course and it is assumed that you have the minimum system requirements to participate (see the START HERE section of the course). It is your responsibility to ensure that you can access all course materials, participate in discussions and upload or download materials and software used for this course. In addition, care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you contact me immediately so that proper assistance might be provided.

### **Netiquette**

Netiquette is a set of rules for behaving properly online. It is important that all participants in online courses be aware of proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences.
- Use proper spelling and grammar.
- Avoid idioms and slang.
- Do not use obscene or threatening language.

Remember that the university values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

### **CAPS**

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

### **Accommodations under the Americans with Disabilities Act**

*University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit [cea.uark.edu](http://cea.uark.edu) for more information on registration procedures).*

### **Equal Treatment for All**

The UA "Catalog of Studies" reports that the Campus Council supports equal treatment for all. It "does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual

orientation in any of the activities conducted on this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, when assigning seating within the classroom, when selecting groups for laboratory experiments, and when assigning student work. The University faculty, administration, and staff are committed to provide an equal educational opportunity to all students."

Our class work will conform to the principle of equal treatment.

### **Inclement Weather or Technical Problems**

Weather is unlikely to force cancellation of any online classes or activities. If a known weather event is approaching, it is good practice for students to turn in work early in case of local power outages

If you notice that the course is experiencing technological problems you should contact Blackboard Support at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the Support tab in Blackboard. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

# OMGT 5463 Economic Decision Making

## Instructor

### NAME

479-

[EMAIL@uark.edu](mailto:EMAIL@uark.edu)

### Instructor Response Times

The best way to reach me is by \_\_\_\_\_. I will respond to emails/questions within 24-36 hours.

I try to grade assessments as soon as possible, however, grades should be returned within 3 – 5 days after the due date, or before the next similar assignment.

## MSOM Students

“In order to graduate, a student must earn a “B” grade or higher in all required courses. (This course is a “core” required course) If a student earns a “C” grade or below on a required course, the course must be repeated as soon as possible as determined by program administration and can only be repeated once.”

## Course Description

**Principles of economic analysis with emphasis on discounted cash flow criteria for decision-making. Comparison of criteria such as rate of return, annual cost, and present worth for the evaluation of investment alternatives. Required course (may substitute OMGT 5123). Prerequisite: OMGT 4323.**

## Course Goals/Objectives

Upon completion of this course students will be able to:

1. Describe the role and fundamental concepts of economic decision making
2. Be able to conduct an economic decision analysis
3. Use Excel spreadsheet functions to solve economic decision making problems
4. Be able to apply the concept of time value of money,
5. Make economic calculations for interest rates and cash flows,
6. Compare mutually exclusive alternatives on a present worth, annual worth, and future worth basis
7. Understand and perform rate of return analyses
8. Conduct benefit/cost analysis
9. Compare multiple alternatives economically using multiple attributes
10. Perform an economic replacement analysis
11. Analyze independent alternatives when there is a capital investment limit
12. Understand the concept and applications of depreciation methods and perform after-tax cash flow analysis

## Required Materials

### Textbook

Fundamentals of Engineering Economic Analysis; White, John A., Grasman, Kellie S., Case Kenneth E., LaScola Needy, Kim, Pratt, David B., 1st ed, Wiley Inc.  
ISBN 13: 9781118659687

**\*\* Students are required to purchase the WileyPlus resources that are associated with this textbook.**

**!IMPORTANT NOTE! This textbook & resource package can NOT be purchased through Amazon. It is recommend that students purchase this text & resource package through the University of Arkansas Bookstore.**

**Correct textbook must be ordered and in hand by the first day of class. Utilizing expedited shipping option may be required. Ensure you order the textbook with the correct ISBN. International or Flexible textbooks are not supported by the instructor. Failure to order the correct textbook in a timely manner will adversely affect your success and your grade in class.**

### Software

- Word processing and presentation software that saves files in Microsoft Office formats such as:
  - [Microsoft Word](#) and [Microsoft PowerPoint](#) (also available in MS Office suites)
- Latest versions of [Adobe PDF Reader](#), [Adobe Flash Player](#), and [Apple QuickTime](#) to view certain files
- Latest version of [Java](#) to use required applications

**Note:** Documents must be submitted in Microsoft Office format (e.g. doc, docx, ppt, pptx, etc.)

Check the [UA Computer Store](#) for student discounts on software.

## **Activities and Assignments**

## **Course Outline**



## Grading

- ➔ A = 90-100%
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### **Computer Access Policy**

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## OMGT 5433 – Cost Estimation Models

### *Instructor*

Name:

Phone:

UARK Email:

Office Hours:

### **Course description**

Examination of methodologies for estimating and forecasting product and service costs. Topics include labor and material cost analysis; accounting analysis including financial statements, depreciation, budgeting, and overhead allocation; forecasting techniques; general cost estimating methods; operations estimating and analysis; product cost estimating, including pricing approaches; measuring after tax cash flows and utilizing breakeven models (same as INEG 5433). Prerequisite: OMGT 4323 and OMGT 4333, or consent.

### **Required Textbook:**

Cost Analysis and Estimating for Engineering and Management, Phillip F. Ostwald and T.S. McLaren, Pearson/Prentice-Hall, ISBN10: 0-13-142127-1, ISBN13: 978-0-13-142127-1

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### **Course Goals/Objectives:**

**The course objective is to provide fundamental concepts and principles that will increase the managerial/operational effectiveness of the student and to facilitate student learning in the following areas:**

- 1. Describe how labor and material costs affect selling price, profit margins, and breakeven analysis.**
- 2. Discuss the concept of an accounting analysis to include financial statements, depreciation methods, budgeting concepts, and overhead allocation.**
- 3. Discuss different methods of forecasting techniques – Including linear regression, projects, and learning curve.**
- 4. Apply cost and time estimating relationships and apply general cost and operations estimating methods and analysis**
- 5. Demonstrate the use of product cost estimating and pricing approaches used in breakeven and profit estimation calculations**
- 6. Discuss the importance of after tax cash flows and utilizing breakeven models**
- 7. Describe decision making including rate of return, payback period**
- 8. Discuss methods/concepts with respect to time value of money.**

## Activities and Assignments

### Course Outline

### Grading

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- C = 70-79%
- D = 60-69%
- F = < 60%

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### Policies

#### Late Work Policy

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### **Changes to syllabus:**

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## OMGT 5783 – Project Management for Operations Managers

### *Instructor*

Name:

Phone:

UARK Email:

Office Hours:

### **MSOM Students:**

“In order to graduate, a student must earn a “B” grade or higher in all required courses. (This course is a “core” required course) If a student earns a “C” grade or below on a required course, the course must be repeated as soon as possible as determined by program administration and can only be repeated once.”

### **Course description**

An introduction to the Critical Path Method and Program Evaluation and Review Technique. Covers project planning and control methods; activity sequencing; time-cost trade-offs; allocation of manpower and equipment resources; scheduling activities; and computer systems for PERT/CPM with emphasis on MS Project. Case studies include topical issues combining methodologies and project management soft skills, such as conflict management, negotiation, presentations to stakeholders, and team building.

### **Required Textbook:**

Project Management- With 2 CD's; Gray, Clifford & Larson Erik 6th ed, 2014 McGraw Hill

ISBN 13: 978-1259186400

\*\*CD's are optional

\*\*\*Active MSOM/MSE students can obtain free MS Project for Windows through this website: [elms.engr.uark.edu](http://elms.engr.uark.edu). Log in with your uark email ID (without the @uark.edu) and password-- If you are not able to gain access, contact your site manager

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### **Course Goals/Objectives:**

1. Describe the major characteristics of a project and defend the importance of project management
2. Apply project initiation techniques
3. Apply scope management techniques
4. Apply scheduling techniques
5. Apply budgeting techniques
6. Develop a risk management plan
7. Conduct progress measurements and evaluations to determine project status
8. Develop a framework for project closure
9. Evaluate case studies, scenarios, or current events in terms of professional and ethical responsibilities.
10. Use Project Management Software to plan, schedule, and control a project



11. Develop a life-cycle project plan including scope, schedule, budget, and risk

### **Activities and Assignments**

### **Course Outline**

## Grading

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- F = < 60%

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### **Changes to syllabus:**

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## OMGT 5873—Organizing for Change

### ***Instructor***

Name:

Phone:

UARK Email:

Office Hours:

### **Course description:**

Provides a framework for managing organizational change within an enterprise. Strategies are examined for transitioning organizations from current state operations to desired future state operations. Topics include linking strategic goals to organizational structure, the impact of culture on change success, gaining executive commitment and stakeholder engagement, developing organizational readiness and implementing and sustaining organizational change.

### **Required Textbook:**

Management: Leading and Collaborating in the Competitive World; Bateman, 11th ed, 2013 McGraw Hill

ISBN 13: 9781259282546

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### **Course Objectives:**

1. Create change strategies that support strategic organizational goals.
2. Describe how the organization's culture affects its response to the elements of a competitive environment and its ability to implement change.
3. Select methodologies to develop executive level commitment to lead change within an organization.
4. Determine ways to build stakeholder engagement that involves each layer of the organization.
5. Create an organizational readiness and change management plan.
6. Describe how integration of the world business environment affects the manager's role
7. Discuss the role entrepreneurs and disruptive technologies have in forcing change in organizations.
8. Describe the elements of organizational structure and how each impacts the ability to successfully implement organizational change.

### **Course Requirements:**

Grades for this course will be based upon mastery of course concepts as demonstrated by successfully completing:

- Assigned readings from text, articles and case studies
- Written assignments
- Case study analysis

- Guided discussions
- Midterm exam
- Final exam

**Evaluation Procedures:**

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = below 69%

**Weekly Topics:**

Week	Focus Area
Week 1	Introduction to Strategic Organizational Change Management
Week 2	Understanding the Organization's strategy
Week 3	Managing Technology/Innovation
Week 4	Organization Structure/Agility
Week 5	Building Stakeholder Engagement/Communications
Week 6	Conducting Change Impact Analysis
Week 7	Organizational Change Readiness
Week 8	Implementation / Sustainability

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### **Changes to syllabus:**

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# OMGT 5983 Advanced Project Management

## Instructor

Name:

Phone:

UARK Email:

## Course description:

This course builds upon the project management for operations managers' course and offers students an opportunity to apply advanced project management tools to manage troubled projects. Topics include determining the project status using the schedule baseline, cost estimations, and earned value management techniques. Students will learn how to perform a project assessment/audit and will create a troubled project recovery plan. The course includes presentations of case study assignments to gain experience in communicating the status and recovery of failed and troubled projects.

## Course Objectives:

1. Evaluate the status of a troubled project
2. Interpret Earned Value Management results and make recommendations for corrective action
3. Use advanced estimation techniques
4. Apply schedule compression and cost reduction techniques to meet project requirements
5. Evaluate and apply an alternate scheduling philosophy
6. Develop an Integrated Change Control Plan to catalog and communicate change
7. Develop a troubled project recovery plan
8. Use Project Management Software to plan, schedule, and control a project

## Course Requirements/Calendar:

Week 1: Project Management Reorientation

Week 2: Project Awareness: What is project success and how do you know if you are doing it?

Week 3: Is your project out of control? Determining project status

Week 4: Analyze the work – Project management recovery

Week 5: Analyze the network: Schedule management recovery

Week 6: Analyze the budget – Cost Management recovery and Procurement Management recovery

Week 7: Minimize the risk of future failure - Risk Management recovery, Quality Management recovery, & Human Resource Management recovery.

Week 8: Stakeholder Acceptance & the Rebaseline – Communications Management recovery and Stakeholder Management recovery

## Required Textbook:

Larson, E. W., & Gray, C. F. (2014). *Project Management: The Managerial Process* McGraw Hill.

Student membership to the Project Management Institute (pmi.org). NOTE: PMI membership affords the student access to the library of standards. The students will be using these resources as required reading.

**\*\*Active MSOM/MSE students can obtain free MS Project for Windows through this website: [elms.engr.uark.edu](http://elms.engr.uark.edu). Log in with your UARK email ID (without the @uark.edu) and password-- If you are not able to gain access, contact your site manager**

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**Inclement Weather Policy:**

**Office Hours:**

**Changes to syllabus**

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- As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](http://honesty.uark.edu)' at [honesty.uark.edu](http://honesty.uark.edu). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor
- Plagiarism is often misunderstood. It can be defined as submitting someone else's work as your own. It is not permissible to "cut and paste" and then just cite another's work. In writing for homework or projects, you should read and learn, process through your mind, relate ideas, and then express what you learned **in your own words**. Cite the references where you found your information. If you do use someone else's words, you must use quotation marks **and** cite. You should not overuse quotes – save them for a rare occurrence.

A complete statement of the U of A's Academic Honesty Policy is available in the UA Student Handbook and the UA Graduate Catalog.

**Family Educational Rights and Privacy Act (FERPA)**

The *Family Educational Rights and Privacy Act* (FERPA) protects a student's academic and other educational records from unauthorized access. This protection extends to email correspondence between a student and the University of Arkansas faculty and staff.

To provide reasonable assurance that emails are from the student, all university or class related emails must be sent from the student's uark.edu email account. Additionally, university or class related emails must be sent to the student's uark.edu email account.

This means that I cannot acknowledge emails sent from your personal or work email accounts, and I cannot send emails to your personal or work email accounts.

**University of Arkansas Academic Policy Series 1520.10**

*University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to*

*make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).*