App-10/16/07 07-15f.
Info. 11/6/07

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: MGMT 434 Quality Management

Instructor(s) of Record: Ramesh G. Soni, Ph.D. and Prashanth Nagendra Bharadwaj, Ph.D.

Phone: 724-357-7786 and 724-357-4880 **Email:** rgsoni@iup.edu and pnb@iup.edu

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Step One: Proposers

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline? (see attached completed Undergraduate Distance Education Review Questionnaire)
2. How will each objective in the course be met using distance education technologies? (see attached completed Undergraduate Distance Education Review Questionnaire)
3. How will instructor-student and student-student, if applicable, interaction take place? (see attached completed Undergraduate Distance Education Review Questionnaire)
4. How will student achievement be evaluated? (see attached completed Undergraduate Distance Education Review Questionnaire)
5. How will academic honesty for tests and assignments be addressed? (see attached completed Undergraduate Distance Education Review Questionnaire)

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

Received
SEP 2 1 2007
Liberal Studies

Prashanth B. N. 9/20/07
Signature of Department Designee Date

Endorsed: C. J. Shi. Kalb 9/20/07
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

Gail J Sechrist 10/16/07

Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☑ Approved as distance education course ☐ Rejected as distance education course

Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Undergraduate Distance Education Review Questionnaire

MGMT 434 Quality Management

Step One: Proposer (Provide a brief narrative rationale for items A1 – A5)

A1 How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Qualifications for Distance Education Delivery Method

Ramesh G. Soni, Ph.D.

Has used WebCT distance education delivery for MGMT 330 Production and Operations Management (ten semesters)

In addition, has used WebCT as a supportive component of MGMT 434 Quality Management classroom setting course

Prashanth Nagendra Bharadwaj, Ph.D.

Has used WebCT distance education delivery for MGMT 330 Production and Operations Management (ten semesters)

In addition, has used WebCT as a supportive component of MGMT 434 Quality Management classroom setting course

Qualifications for the Discipline (MGMT 434 Quality Management)

Ramesh G. Soni, Ph.D
Professor of Management

Ph.D., University of Texas at Arlington
Major: Operations Management

Has taught MGMT 434 Quality Management in a classroom setting for twenty semesters.

Has used WebCT as a supportive component of MGMT 434 Quality Management in a classroom setting course

Consulted with numerous businesses in the area of quality management.

Prashanth Nagendra Bharadwaj, Ph.D.
Professor of Management
Chair, Management Department

Ph.D., Rutgers, The State University of New Jersey
Operations Management

Has taught MGMT 434 Quality Management in a classroom setting for twenty semesters.

Has taught quality management at undergraduate and graduate levels since 1992

Has used WebCT as a supportive component of MGMT 434 Quality Management in a classroom setting course.

Consulted with numerous businesses in the area of quality management

Conducted significant level of training in the learning organization area which build on quality management principles

Initiated and served as the advisor for the student chapter of American Society for Quality (ASQ) at IUP

Selected for the 2003 AACSB/Keizain Koho Center Japan Study Tour (one of the only 12 U.S. faculty). The tour involved the study of quality management in top Japanese companies such as Toyota, Sharp, Canon, etc.

Relevant Publications for Ramesh G. Soni, Ph.D. and Prashanth Nagendra Bharadwaj, Ph.D.

Soni, R. and M.D. Chaubey, "An assessment of Dissemination Mechanism of TQM Philosophy to Small Business," Proceedings of the 30th Annual Conference of the Midwest Business Administration (Small Business and Entrepreneurship Track), Chicago, IL, March 16-18, 1994, p. 115-117

Nagendra, P., S. Das Upadhyhay, and **R. Soni**, "A TQM Framework for a Manufacturing Company," Decision Sciences Institute Annual Meeting Proceedings, Orlando, November, 1996.

Soni, R. and **P. Nagendra**, "Quality Function Deployment Approach for Improving Operations Management Education," Proceedings of the 33rd Conference of the Midwest Business Administration Association (POM Track), March 12-14, 1997, Chicago, IL, pp. 98-101.

Soni, R., M.D. Chaubey and J.C. Ryan, "Implementing TQM In Higher Education Institutions Strategic Management Approach," Educational Leadership Journal, Volume 4, Number 1, 2000, pp. 99-109.

Nagendra, P. and Stephen Osborne, "Professional Services Marketing: A House of Quality Approach," Journal of Professional Services Marketing, Volume 21, No.1, pp 23-44, 2000

Chaubey, Manmohan, **Ramesh Soni** and Frederick J. Slack "An Analytic Hierarchy Process Model of Arbitration," Journal of Collective Negotiations in the Public Sector, Volume 29 No. 4, July, 2001.

Soni, R., M. Brandenburg and J. Solak, "Quality Service Practices among Organizations in Belize, Central America: An Exploratory Study," Pennsylvania Journal of Business and Economics, Volume 8, Number 1, 2001, pp. 33-44.

Soni, R. G. and **P. Nagendra**, "The impact of ISO 9000 and Quality Management tools in small businesses in Western Pennsylvania," Production and Operations Management meeting, Sao Palo, Brazil, August 17-19, 2001

Nagendra, P. B. and **R. Soni**, "An Empirical Study of the Impact of ISO 9000 Quality Standards on Small Business," 7th Annual Conference on ISO 9000 & TQM, Melbourne, Australia, April 2002.

Nagendra, P., A. Amin Mohamed and Thomas Falcone, "Developing a Learning Organization: Training in a Public Sector Organization," Scientific Journal of Administrative Development, Volume 1, 2003, pp. 54-71.

Ryan, John, Frederick J. Slack and **Ramesh Soni**, "Towards a Contingency Approach of Information Center Management," DIAS Technology Review, The International Journal for Business & IT, Volume 1 No. 2, October 2004 – March 2005, pp. 8-19.

Bharadwaj, P., T. W. Falcone, and S. Osborne, "Creating Entrepreneurs from the Ranks of the Unemployed," Journal of Small Business Strategy, 2005

Bharadwaj, P. N., "The Power of Learning Organizations," PES Business Review, Volume 1, Number 2, 2006.

Bharadwaj, P. N. and **Ramesh G. Soni**, "E-Commerce Usage and Perception of E-commerce Issues among Small Firms: Results and Implications from an Empirical Study," Journal of Small Business Management, 2007.

A2 How will <u>each objective</u> in the course be met using distance education technologies?

Objective 1) It is expected that upon successful completion of the course, students will have a good understanding of the definitions and dimensions of quality and the measurement of costs of quality in different organizations. This objective will be met by students through (a) an understanding of **Chapters 1, 2, 8, 9 and 10,** (b) accessing outside internet information sources related to the field of total quality management and the cost of quality, and (c) by successful completion of an Assignment and Discussion, such as:

> **Distance Education Assignment and Discussion. Explain how the cost of poor quality can affect competitiveness.**
>
> The need to improve an organization's financial condition correlates directly with the process of making and measuring quality improvements. Lower deficiencies will lead to lower total costs. Improvements in product or service features can lead to higher market share at a better price, which means higher revenue.

Objective 2) It is expected that upon successful completion of the course, students will understand the quality philosophies of experts such as Deming, Juran, Crosby, Feigenbaum, Taguchi, and Ishikawa. This objective will be met by students through (a) an understanding of **Chapters 1, 16, 18, 19 and 20,** (b) accessing outside internet information sources related to organization behavior, and (c) by successful completion of an Assignment and Discussion related to the question:

> **Distance Education Assignment and Discussion. Contrast and compare the Deming Cycle and Juran's Three Basic Steps to Progress.**
>
> **The Deming Cycle**
>
> The Deming Cycle was developed to link the production of a product with consumer needs and focusing the resources of all departments (research, design, production, and marketing) in a cooperative effort to meet those needs.
>
> 1. Conduct consumer research and use it in planning the product (plan).
> 2. Produce the product (do).
> 3. Check the product to make sure it was produced in accordance with the plan (Check).
> 4. Market the product (act).
> 5. Analyze how the product is received in the marketplace in terms of quality, cost, and other criteria (analyze).

Juran's three Basic Steps to Progress.

These are broad steps that, in Juran's opinion, companies must take if they are to achieve world-class quality. He also believes there is a point of diminishing return that applies to quality and competitiveness.

1. Achieve structured improvements on a continual basis combined with dedication and a sense of urgency.
2. Establish an extensive training program.
3. Establish commitment and leadership on the part of higher management

Objective 3) It is expected that upon successful completion of the course, students will have a good grasp of the traditional and modern tools of quality as well as the principles of benchmarking, kaizen and quality function deployment. This objective will be met by students through (a) an understanding of **Chapters 17, 19 and 20,** (b) accessing outside internet information sources related to benchmarking, kaizen and quality function deployment (QFD), and (c) by successful completion of an Assignments and Discussions related to the following questions:

Distance Education Assignment and Discussion – 3a. Define Benchmarking and why is it necessary that top management be committed as a prerequisite to benchmarking?

Benchmarking is the process of comparing and measuring an organization's operations or its internal processes against those of a best-in-class performer from inside or outside its industry. Benchmarking goes beyond competitive analysis to compare how the product is engineered, manufactured, distributed, and supported. Benchmarking is not so much interested in what the product is and what it costs1 but rather in the underlying processes used to produce, distribute, and support it.

Benchmarking requires a great deal of time from key people, and money must be available for travel to the benchmarking partners' facilities. Both of those require management's approval. You expect to gain information from your benchmarking partner for which they will expect payment in kind, namely information about you and your processes. This can be authorized only by management. Finally, the object of benchmarking is to discover processes to replace yours or at least to make major changes to them. Such changes cannot be made without management's approval. Without a mandate from top management, there is no point in attempting to benchmark. Several benchmarking considerations require management's approval before the process can start: commitment to change, funding, personnel, disclosure, and involvement.

Distance Education Assignment and Discussion – 3b. Define Quality Function Deployment (QFD).

QFD is a practice for designing your processes in response to customer needs. QFD translates what the customer wants into what the organization produces. It enables an organization to prioritize customer needs, find innovative responses to those needs, and improve processes to maximum effectiveness. QFD is a practice that leads to process improvements that enable an organization to exceed the expectations of the customer.

Distance Education Assignment and Discussion – 3c. Explain the concept of kaizen.

Kaizen is the name given by the Japanese to the concept of continual incremental improvement. Kai means change and Zen means good. Kaizen, therefore, means making changes for the better on a continual, never-ending basis. The improvement aspect of Kaizen refers to both people and processes. If the Kaizen philosophy is in place, all aspects of an organization should be improving all the time. The underlying value system of Kaizen can be summarized as continual improvement of all things, at all levels. In a total quality setting, quality is defined by the customers. Regardless of how customers define quality, it can always be improved and it should be, continually. Kaizen is a broad concept that promotes quality from the all-encompassing Big Q perspective.

Objective 4) It is expected that upon successful completion of the course, students will comprehend the importance of adhering to International Quality Standards (ISO 9000, CE mark, FDA's Quality System Requirements, QS 9000, etc.) and using the criteria for prestigious Quality Awards (Malcolm Baldrige National Quality Award, etc.). This objective will be met by students through (a) an understanding of **Chapter 14,** (b) accessing outside internet information sources related to ISO 9000 and various quality awards, and (c) by successful completion of an Assignment and Discussion related to the following question:

Distance Education Assignment and Discussion. Explain the origins of ISO 9000 and total quality.

ISO 9000 and total quality originated independently of each other, for different reasons, in different parts of the world, and at different times. You are already familiar from other chapters with the post-World War II origins in Japan of the total quality movement. The ISO 9000 series of standards was developed in response to the need to harmonize dozens of national and international standards then existing throughout the world. To that end the International Organization for Standardization (ISO) a worldwide federation of

national standards organizations from 110 nations, formed Technical Committee 176.

Although generally considered to be a European standard (certainly the impetus came from Europe), ISO 9000 was developed by an international team that includes the American National Standards Institute (ANSI), the U.S. member of ISO. ANSI was represented by the American Society for Quality (ASQ), its affiliate responsible for quality management and related standards. The first version of ISO 9000 was released in 1987. By this time, the total quality movement was more than 35 years old. A revised version of ISO 9000 was released in 1994. As a result of this standard, suppliers of products and services are able to develop and employ a quality system that is recognized by all their customers.

Objective 5) It is expected that upon successful completion of the course, students will be able to discern the importance of synergy and coordination among an organization's suppliers, employees, managers, and customers for successful TQM implementation. This objective will be met by students through (a) an understanding of **Chapter 5**, (b) accessing outside internet information sources related to corporate and project management partnerships, and (c) by successful completion of an Assignment and Discussion related to the following question:

Distance Education Assignment and Discussion. Describe each step in the partnering model.

1. Develop a Partnering Briefing
Partnering is about creating cooperative alliances. Before trying to establish such an alliance, make sure everyone involved understands partnering as a concept.

2. Identify Potential Partners
Any external or internal supplier or customer is a potential partner. Choose partners in an order determined by how much value the partnership can have toward enhancing quality, productivity, and competitiveness.

3. Identify Key Decision Makers
In every organization (unit, department, etc.) there are key people whose support is needed to make an initiative involving their organization work. Identify these key decision makers in any organization considered a potential partner. Their support will have to be won if a successful partnership is to be formed.

4. Conduct a Partnering Briefing
Call a meeting of the decision makers in both organizations, yours and the potential partners. Present a briefing explaining the partnering concept, with

time built in for discussion and questions. This briefing should answer such questions as 1) How can we mutually benefit from a partnership? and 2) What is expected of each partner?

5. Determine the Level of Commitment.
After the key decision makers have been briefed, gauge their level of commitment. Are they willing to commit to the partnership for the long term? Are they willing to make any and all procedural and/or philosophical changes that may be necessary in order for the partnership to work?

6. Decide If There is Sufficient Commitment
If the key decision makers show noticeable reluctance, they are not likely to make a full commitment to the partnership. There is no need to proceed any further with potential partners who seem reluctant. The better course of action in such a case is to break off further involvement and begin the process again with another external partner.

7. Identify Key Operational Personnel
If the level of commitment is sufficient to proceed with the partnership, who are the key people from both organizations needed to put it into operation? Are personnel needed from Marketing? Purchasing? Engineering? Manufacturing? Receiving? Accounting? Identify the people needed to put into action the commitment made by executive-level decision makers.

8. Form the Partnership Team
The key people identified as necessary to putting the partnership into operation should be formed into a team. This means more than just naming them to the team. They must be given opportunities to get to know and trust each other. The success of the partnership will depend in great measure on the willingness and ability of these team members to work together.

9. Develop a Mission Statement
The partnership team needs a clear and concise mission statement so that everyone involved understands what the team is supposed to do. The mission statement should be developed by executive-level decision makers from both organizations.

10. Develop Objectives
The mission statement is written in general terms. It is translated into more specific terms by objectives. These objectives should be developed by the partners and ratified by the executive-level decision makers of both partnership organizations. Well-written objectives are stated in measurable terms.

11. Prioritize and Begin
It will typically take several objectives to completely translate the mission statement into measurable action. The importance of these objectives is relative. Although all are important, the objectives should be prioritized and listed in order from the most important to the least. After priorities have been established and confirmed by executive-level personnel, the work necessary to accomplish them begins Results should be monitored and appropriate action taken when problems arise.

A3 How will instructor-student and student-student, if applicable, interaction take place?

Assignments/Discussions (Threaded Discussions and Chat Rooms)
A variety of topics will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

Typically, the length of a completed assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.

Students earn grades on Assignments/Discussions by (1) submitting a completed assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the assignment period or within 24 hours after the assignment submission deadline. That is, students may comment on other assignment submissions during the assignment period and also may comment on assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the assignments/discussions is 24 hours longer than the assignment submission period.

The only way to earn a total of 10 points on a given assignment is by submitting a thorough assignment and by commenting on the submission of at least one other student in the course by replying to the assignment within the assignment/discussion icon.

The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the discussion phase.

A4 How will student achievement be evaluated?

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	Total 400 points

The final grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The grading scale for the course is:

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

Examinations

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

Assignments/Discussions

There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

A5 How will academic honesty for tests and assignments be addressed?

Examinations

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Placement of the questions will randomly vary based upon the WebCT Test tool. Also, questions pertaining to specific assignments and discussions submitted by students will be included in the test.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day. Students will be allocated two and one-half hours (approximately 150 minutes) to complete 100 questions. In addition, the physical layout of the exam is white lettering on a black background, thus decreasing the likelihood that a student, completing an exam at the beginning of the examination period, will print a copy of the test and provide it to a fellow classmate.

Undergraduate Distance Education Review Questionnaire

MGMT 434 Quality Management

A3 How will instructor-student and student-student, if applicable, interaction take place?

The final grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)	200 points
Online participation [10 Case Analysis Assignments (including 2 Group Case Assignments) at 10 points each with Interactive Discussions]	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	Total 400 points

The final grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The grading scale for the course is:

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

Examinations

There will be two 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

Case Analysis Assignments and Group Case Analysis Assignments/Interactive Discussions

There will be ten case analysis assignments/interactive discussions with each case analysis assignment/interactive discussion being worth 10 points. Two of the case analysis assignments will be Group Case Analysis Assignments. The groups of approximately 3 – 4 students will be selected by the instructor. All case analysis assignments and interactive discussions will be initiated by the instructor.

Case Analysis – Term paper (Culminating Activity)

Throughout the semester, current quality management examples will be discussed electronically by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current quality management example (relevant to Chapters 13 – 21) using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the day of the final exam period (week 15) and is to be submitted on WebCT to the instructor.

SYLLABUS OF RECORD

MGMT 434 Quality Management **3c-0l-3sh**
Ramesh G. Soni, Ph.D. and Prashanth Nagendra Bharadwaj, Ph.D.

I. Catalog Description

Emphasizes the philosophy that quality is an organization-wide phenomenon that influences every aspect of its operations. An overview of current quality management philosophies and tools and techniques for managing quality in any organization. Prerequisite: MATH 214 Probability and Statistics for Business Majors.

II. Course Outcomes/Objectives

Upon successful completion of this course students will:

1) have a good understanding of the definitions and dimensions of quality and the measurement of costs of quality in different organizations;

2) understand the quality philosophies of experts such as Deming, Juran, Crosby, Feigenbaum, Taguchi, and Ishikawa;

3) have a good grasp of the traditional and modern tools of quality as well as the principles of benchmarking, kaizen and quality function deployment;

4) comprehend the importance of adhering to International Quality Standards (ISO 9000, CE mark, FDA's Quality System Requirements, QS 9000, etc.) and using the criteria for prestigious Quality Awards (Malcolm Baldrige National Quality Award, etc.), and;

5) be able to discern the importance of synergy and coordination among an organization's suppliers, employees, managers, and customers for successful TQM implementation.

III. Detailed Course Outline

1. Chapter 1: The Total Quality Approach to Quality Management
(Week 1: 3 academic hours)

After studying this chapter, students should be able to:
1) define the term quality;
2) list and explain the key elements of total quality;
3) explain the rationale for the total quality approach to doing business;
4) describe the following concepts:
Deming's Fourteen Points
The Deming Cycle
The Seven Deadly Sins; and,
5) list and explain Juran's main contributions to the quality movement.

2. Chapter 2: Quality and Global Competitiveness (Week 2: 3 academic hours)

After studying this chapter, students should be able to:
1) explain the relationship between quality and competitiveness;
2) explain how the cost of poor quality can affect competitiveness;
3) describe the evolution of the rebuilding effort undertaken by Japan and Germany following World War II;
4) explain the actions of U.S. manufacturers during the same period on which Japan and Germany were rebuilding following World War II; and,
5) describe three important current trends that are increasing the level of globalization in business.

3. Chapter 3: Strategic Management: Planning and Education (First half of Week 3: 1.5 academic hours)

After studying this chapter, students should be able to:
1) list the steps in the strategic planning process;
2) describe SWOT analysis; and,
3) list and explain ten principles for achieving revolutionary strategy making.

4. Chapter 4: Quality Management, Ethics, and Corporate Social Responsibility (Second half of Week 3: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define the term ethics;
2) list and explain five tests that can be used to determine if a choice or a certain behavior is ethical;
3) explain the three personality measures that can influence a person's ethical behavior;
4) describe the role trusts play in a total quality setting; and,
5) describe and differentiate among the following approaches to ethics best-ratio, black-and-white ratio, and full-potential ratio.

5. Chapter 5: Partnering and Strategic Alliances (First half of Week 4: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define the term partnering;
2) describe each step in the partnering model;
3) list and explain the stages of development in supplier partnerships;
4) describe a manufacturing network and what role mutual need plays in manufacturing networks; and,
5) list and explain the most widely practiced network activities.

6. Chapter 6: Quality Culture: Changing Hearts, Minds and Attitudes (Second half of Week 4: 1.5 academic hours)

   After studying this chapter, students should be able to:
   1) define the expression quality culture;
   2) explain why the implementation of total quality requires cultural change;
   3) identify the characteristics shared by companies that have a quality culture;
   4) describe the paradigm that should be adopted by advocates of change; and,
   5) list and describe the strategies that can be used to overcome resistance to change.

7. Chapter 7: Customer Satisfaction and Retention (First half of Week 5: 1.5 academic hours)

   After studying this chapter, students should be able to:
   1) explain the contemporary concepts of customer and supplier;
   2) describe how the contemporary view of customers and suppliers differs from the more traditional view;
   3) explain the six-step strategy for identifying customer needs;
   4) explain briefly the concept of QFD and how it relates to customer satisfaction; and,
   5) describe the customer loyalty model.

8. Chapter 8: Employee Empowerment (Second half of Week 5: 1.5 academic hours)

   After studying this chapter, students should be able to:
   1) define the term empowerment being sure to distinguish between involvement and empowerment;
   2) give a brief rationale for empowerment;
   3) list three inhibitors of empowerment and how they can be overcome;
   4) explain the various root causes of management resistance to empowerment; and,
   5) describe management's role in empowerment.

9. Chapter 9: Leadership and Change (First half of Week 6: 1.5 academic hours)

   After studying this chapter, students should be able to:
   1) define the term leadership;
   2) describe and debunk three common myths about leadership;
   3) list and briefly explain the principles of leadership;
   4) explain the leadership characteristics that build and maintain followership; and,
   5) describe how the concept of servant leadership/stewardship differs from traditional leadership philosophies.

10. Chapter 10: Team Building and Teamwork (Second half of Week 6: 1.5 academic hours)

After studying this chapter, students should be able to:
1) describe what is a team and why teams are they important;
2) explain the strategies for being an effective team leader;
3) list and explain the Ten Team Commandments;
4) describe how to promote diversity in teams; and,
5) list and describe four common structural inhibitors of teamwork in organizations.

11. Chapter 11: Communication and Interpersonal Relations (Week 7: 3 academic hours)

After studying this chapter, students should be able to:
1) list and explain four levels of communication;
2) list and briefly explain six inhibitors of communication;
3) list and briefly explain five inhibitors of good listening;
4) explain four strategies for improving listening skills; and,
5) explain the steps for improving written reports.

12. Chapter 12: Education and Training (Week 8: – 3 academic hours)

After studying this chapter, students should be able to:
1) define training and explain how it differs from education;
2) explain the total quality philosophy of training;
3) describe the traditional attitude of corporate America toward training;
4) list and explain five strategies for maximizing training resources; and,
5) list and explain the principles of learning.

13. Chapter 13: Overcoming Politics, Negativity and Conflict in the Workplace (First half of Week 9: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define internal politics and explain the role organizational structure can play in promoting internal politics;
2) list and briefly describe the most commonly used methods of internal politics;
3) describe how managers can control internal politics in an organization; and,
4) explain the strategies for overcoming territorial behavior.

14. Chapter 14: ISO 9000 and Total Quality: The Relationship (Second half of Week 9: 1.5 academic hours)

After studying this chapter, students should be able to:
1) explain the origins of ISO 9000 and total quality;

2) list six statements that summarize the competitive scope of ISO 9000 and total quality;
3) list three appropriate reasons for implementing ISO 9000; and,
4) describe how you would use ISO 9000 as an entry into total quality.

15. Chapter 15: Overview of Total Quality Tools (Week 10: 3 academic hours)

After studying this chapter, students should be able to:
1) explain the purpose of a Pareto Chart;
2) describe the origin and use of cause-and-effect diagrams;
3) explain the purpose of the scatter diagram;
4) contrast and compare run charts and control charts; and,
5) give an example of how a survey might be used in a modem production setting.

16. Chapter 16: Problem Solving and Decision Making (Week 11: 3 academic hours)

After studying this chapter, students should be able to:
1) define decision making as it relates to total equality;
2) explain how to evaluate decisions in a total quality environment;
3) describe the PDCA Cycle;
4) describe the Toyota method for problem solving;
5) name and describe three problem-solving tools; and,
6) define the decision making process and explain each step in it.

17. Chapter 17: Quality Function and Deployment (QFD) (First half of Week 12: – 1.5 academic hours)

After studying this chapter, students should be able to:
1) define Quality Function Deployment (QFD);
2) describe the basic structure of a QFD matrix;
3) explain QFD as a process; and,
4) list and briefly describe the steps in the implementation of QFD.

18. Chapter 18: Optimizing and Controlling Processes through Statistical Process Control (SPC) (Second half of Week 12: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define the concept of statistical process control;
2) explain briefly the rationale for SPC;
3) describe how seven tools are used when implementing SPC;
4) list the various steps that should be followed when implementing SPC; and,
5) list and briefly explain the major inhibitors of SPC.

19. Chapter 19: Continual Improvement (Week 13: – 3 academic hours)

After studying this chapter, students should be able to:
1) explain the rationale for continual improvement;
2) describe the steps involved in developing an improvement plan;
3) list and explain three widely used improvement strategies;
4) explain the concept of kaizen; and,
5) describe Gold raft's Theory of Constraints.

20. Chapter 20: Benchmarking (First half of Week 14: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define benchmarking;
2) explain the difference in objectives for continual improvement and benchmarking;
3) list five factors that lead organizations to benchmarking; and,
4) list and discuss the eight obstacles to successful benchmarking.

21. Chapter 21: Just-in-Time Manufacturing (JIT) (Second half of Week 14: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define Just-in-Time (JIT) Manufacturing;
2) explain the difference between the traditional production system and JIT in terms of placement of production control;
3) describe the bases for production scheduling for mass production systems and for JIT;
4) list the seven wastes;
5) identify the two pillars of the Toyota Production System; and,
6) describe JITs objectives relative to inventory and WIP.

IV. Evaluation Methods

The final grade for the course will be determined as follows:

50 % Tests. Two tests consisting of multiple choice and essay questions, with each examination worth 100 points and comprising 25% of the final course grade. Make-up tests based upon excused absences will be administered at an agreed upon time.

25 % Assignments and Attendance. Each student is expected to participate actively in class activities and come to class prepared by keeping up with the assigned readings and completing homework and in-class assignments. Students are not to have more than 3 academic hours of unexcused absence during the semester. Excessive absenteeism (i.e., more than 3 academic hours during the semester) will result in a loss of 5 points per unexcused absence toward the 100 points Assignments and Attendance grade. Fifteen percent (60 points) of the

overall course grade is based on class assignments and 10% (40 points) on attendance for a total of 100 points.

25 %--Case Analysis – Term paper. Throughout the semester, current quality management examples will be discussed by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current quality management example using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the day of the final exam period (week 15).

V. Example Grading Scale

The evaluation for the course will be determined through examinations, submission of assignments, attendance and the completion of a culminating activity, that is, a case analysis – term paper, as in the following example:

Examinations (2 exams at 100 points each)	200 points
Class Participation and Attendance	100 points
Case Analysis – Term Paper	100 points
	Total 400 points

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The final grading scale for the course is:

90	-	100	points	A
80	-	89	points	B
70	-	79	points	C
60	-	69	points	D
0	-	59	points	F

VI. Undergraduate Course Attendance Policy

The University expects all students to attend class. Students are not to have more than three academic hours of unexcused absences during the semester. The instructor monitors attendance on a regular basis. Excessive absenteeism (i.e., more than three academic hours of unexcused absences during the semester) will result in a reduced class assignment and attendance grade of 5 points per unexcused absence.

VII. Required Textbook, Supplemental Books and Readings

Goetsch, D. L. and S. B. Davis, Quality Management (Fifth Edition), Upper Saddle River, NJ: Pearson-Prentice Hall, Inc. 2006. ISBN-10: 0131189298

Students are expected to be prepared to discuss assigned text chapters, including supportive materials and assigned readings.

VIII. Special Resource Requirements

Computer hardware and software needed for analysis will be provided through the PC lab.

IUP has instituted a communication policy regarding email. The policy reads in part:

Indiana University of Pennsylvania provides email services to all students and employees as an official method of communication. Students have a responsibility to read their IUP email accounts, and, if responding to or sending email about IUP business, use their IUP email accounts to do so. The policy can be viewed in its entirety at: http://www.iup.edu/techzone/email/iupuseofemailpolicy.pdf

IX. Bibliography

Berry, L. L., Zeithaml, V. A. and P. Parasuraman, "Quality Counts in Service, Too," Business Horizons, 28 (3), 1985, 44-52.

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Eberly College of Business & Information Technology
Department of Management
MGMT 434 (Distance Education)
Quality Management
3 Credit Hours
Spring Semester 2008

Instructors:	Ramesh G. Soni, Ph.D.	Prashanth Nagendra Bharadwaj, Ph.D.
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Office Hours:	Monday: 10:30 – 11:30 a.m. 2:00 – 4:00 p.m. Wednesday: 2:00 – 3:00 p.m. Friday: 10:30 – 11:30 a.m.	Tuesday: 10:30 – 11:30 a.m. 2:00 – 4:00 p.m. Wednesday: Noon – 1:00 p.m. Thursday: 10:30 – 11:30 a.m.

IMPORTANT

This is a distance education section. Since your contact with the instructors is limited to mostly electronic communication, there is a need to pay particular attention to the procedures established in this syllabus. Please read this syllabus in detail as soon as possible and communicate any questions to the instructors in a timely fashion. Common student errors include: improper timing of exams, not submitting assignments/discussions by the due date, not staying current of communications from the instructor, and not developing a routine for regular involvement. Please note procedures related to these issues below.

To access the Web course:

- **Go to www.iup.edu/webct**
- **Your WebCT username, as well as your initial password is the same as your four-character IUP email name (if you have used WebCT before, you must continue to use the password from the past). It is highly recommend that first-time WebCT users reset their passwords.**
- **Should you have difficulty accessing WebCT, please refer to the IT Support Center at www.iup.edu/itsupportcenter or email: it-support-center@iup.edu**

After you have accessed the course on WebCT, please pay particular attention to the Calendar regarding course assignments, discussions, chat rooms, and Examinations.

I. CATALOG COURSE DESCRIPTION

Emphasizes the philosophy that quality is an organization-wide phenomenon that influences every aspect of its operations. An overview of current quality management philosophies and tools and techniques for managing quality in any organization.

Prerequisite: MATH 214 Probability and Statistics for Business Majors. There will be absolute enforcement of every prerequisite requirement for the coursework offered by the Eberly College of Business & Information Technology. This means that students cannot postpone prerequisites and take them after the course in question.

The Dean's Office of the Eberly College of Business & Information Technology is responsible for monitoring course prerequisites. Students who manage to register for coursework even though they do not have the appropriate prerequisites, will be subject to unilateral withdrawal after the course has commenced. At that time, no appeal will be accepted and adding a different class after the official registration period will not be approved.

The university individual course withdrawal deadline date of **Friday, March 28, 2008,** will be enforced. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Eberly Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructors noting advisement to the student to postpone withdrawing pending an additional test or assignment.

II. COURSE OUTCOMES/OBJECTIVES

Upon successful completion of this course students will:

1) have a good understanding of the definitions and dimensions of quality and the measurement of costs of quality in different organizations;

2) understand the quality philosophies of experts such as Deming, Juran, Crosby, Feigenbaum, Taguchi, and Ishikawa;

3) have a good grasp of the traditional and modern tools of quality as well as the principles of benchmarking, kaizen and quality function deployment;

4) comprehend the importance of adhering to International Quality Standards (ISO 9000, CE mark, FDA's Quality System Requirements, QS 9000, etc.) and using the criteria for prestigious Quality Awards (Malcolm Baldrige National Quality Award, etc.), and;

5) be able to discern the importance of synergy and coordination among an organization's suppliers, employees, managers, and customers for successful TQM implementation.

III. DETAILED COURSE OUTLINE

A. Chapter 1: The Total Quality Approach to Quality Management (Week 1: 3 academic hours)

After studying this chapter, students should be able to:

1) define the term quality;
2) list and explain the key elements of total quality;
3) explain the rationale for the total quality approach to doing business;
4) describe the following concepts:
   Deming's Fourteen Points
   The Deming Cycle
   The Seven Deadly Sins; and,
5) list and explain Juran's main contributions to the quality movement.

B. Chapter 2: Quality and Global Competitiveness (Week 2: 3 academic hours)

After studying this chapter, students should be able to:

1) explain the relationship between quality and competitiveness;
2) explain how the cost of poor quality can affect competitiveness;
3) describe the evolution of the rebuilding effort undertaken by Japan and Germany following World War II;
4) explain the actions of U.S. manufacturers during the same period on which Japan and Germany were rebuilding following World War II; and,
5) describe three important current trends that are increasing the level of globalization in business.

C. Chapter 3: Strategic Management: Planning and Education (First half of Week 3: 1.5 academic hours)

After studying this chapter, students should be able to:

1) list the steps in the strategic planning process;
2) describe SWOT analysis; and,
3) list and explain ten principles for achieving revolutionary strategy making.

D. **Chapter 4: Quality Management, Ethics, and Corporate Social Responsibility** (Second half of Week 3: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define the term ethics;
2) list and explain five tests that can be used to determine if a choice or a certain behavior is ethical;
3) explain the three personality measures that can influence a person's ethical behavior;
4) describe the role trusts play in a total quality setting; and,
5) describe and differentiate among the following approaches to ethics best-ratio, black-and-white ratio, and full-potential ratio.

E. **Chapter 5: Partnering and Strategic Alliances** (First half of Week 4: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define the term partnering;
2) describe each step in the partnering model;
3) list and explain the stages of development in supplier partnerships;
4) describe a manufacturing network and what role mutual need plays in manufacturing networks; and,
5) list and explain the most widely practiced network activities.

F. **Chapter 6: Quality Culture: Changing Hearts, Minds and Attitudes** (Second half of Week 4: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define the expression quality culture;
2) explain why the implementation of total quality requires cultural change;
3) identify the characteristics shared by companies that have a quality culture;
4) describe the paradigm that should be adopted by advocates of change; and,
5) list and describe the strategies that can be used to overcome resistance to change.

G. **Chapter 7: Customer Satisfaction and Retention** (First half of Week 5: 1.5 academic hours)

After studying this chapter, students should be able to:
1) explain the contemporary concepts of customer and supplier;
2) describe how the contemporary view of customers and suppliers differs from the more traditional view;
3) explain the six-step strategy for identifying customer needs;

4) explain briefly the concept of QFD and how it relates to customer satisfaction; and,
5) describe the customer loyalty model.

H. Chapter 8: Employee Empowerment (Second half of Week 5: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define the term empowerment being sure to distinguish between involvement and empowerment;
2) give a brief rationale for empowerment;
3) list three inhibitors of empowerment and how they can be overcome;
4) explain the various root causes of management resistance to empowerment; and,
5) describe management's role in empowerment.

I. Chapter 9: Leadership and Change (First half of Week 6: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define the term leadership;
2) describe and debunk three common myths about leadership;
3) list and briefly explain the principles of leadership;
4) explain the leadership characteristics that build and maintain followership; and,
5) describe how the concept of servant leadership/stewardship differs from traditional leadership philosophies.

J. Chapter 10: Team Building and Teamwork (Second half of Week 6: 1.5 academic hours)

After studying this chapter, students should be able to:
1) describe what is a team and why teams are they important;
2) explain the strategies for being an effective team leader;
3) list and explain the Ten Team Commandments;
4) describe how to promote diversity in teams; and,
5) list and describe four common structural inhibitors of teamwork in organizations.

K. Chapter 11: Communication and Interpersonal Relations (Week 7: 3 academic hours)

After studying this chapter, students should be able to:
1) list and explain four levels of communication;
2) list and briefly explain six inhibitors of communication;
3) list and briefly explain five inhibitors of good listening;
4) explain four strategies for improving listening skills; and,
5) explain the steps for improving written reports.

L. **Chapter 12: Education and Training** (Week 8: 3 academic hours)

After studying this chapter, students should be able to:
1) define training and explain how it differs from education;
2) explain the total quality philosophy of training;
3) describe the traditional attitude of corporate America toward training;
4) list and explain five strategies for maximizing training resources; and,
5) list and explain the principles of learning.

M. **Chapter 13: Overcoming Politics, Negativity and Conflict in the Workplace** (First half of Week 9: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define internal politics and explain the role organizational structure can play in promoting internal politics;
2) list and briefly describe the most commonly used methods of internal politics;
3) describe how managers can control internal politics in an organization; and,
4) explain the strategies for overcoming territorial behavior.

N. **Chapter 14: ISO 9000 and Total Quality: The Relationship** (Second half of Week 9: 1.5 academic hours)

After studying this chapter, students should be able to:
1) explain the origins of ISO 9000 and total quality;
2) list six statements that summarize the competitive scope of ISO 9000 and total quality;
3) list three appropriate reasons for implementing ISO 9000; and,
4) describe how you would use ISO 9000 as an entry into total quality.

O. **Chapter 15: Overview of Total Quality Tools** (Week 10: 3 academic hours)

After studying this chapter, students should be able to:
1) explain the purpose of a Pareto Chart;
2) describe the origin and use of cause-and-effect diagrams;
3) explain the purpose of the scatter diagram;
4) contrast and compare run charts and control charts; and,
5) give an example of how a survey might be used in a modem production setting.

P. **Chapter 16: Problem Solving and Decision Making** (Week 11: 3 academic hours)

After studying this chapter, students should be able to:
1) define decision making as it relates to total equality;
2) explain how to evaluate decisions in a total quality environment;
3) describe the PDCA Cycle;
4) describe the Toyota method for problem solving;
5) name and describe three problem-solving tools; and,
6) define the decision making process and explain each step in it.

Q. **Chapter 17: Quality Function and Deployment (QFD)** (First half of Week 12: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define Quality Function Deployment (QFD);
2) describe the basic structure of a QFD matrix;
3) explain QFD as a process; and,
4) list and briefly describe the steps in the implementation of QFD.

R. **Chapter 18: Optimizing and Controlling Processes through Statistical Process Control (SPC)** (Second half of Week 12: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define the concept of statistical process control;
2) explain briefly the rationale for SPC;
3) describe how seven tools are used when implementing SPC;
4) list the various steps that should be followed when implementing SPC; and,
5) list and briefly explain the major inhibitors of SPC.

S. **Chapter 19: Continual Improvement** (Week 13: 3 academic hours)

After studying this chapter, students should be able to:
1) explain the rationale for continual improvement;
2) describe the steps involved in developing an improvement plan;
3) list and explain three widely used improvement strategies;
4) explain the concept of kaizen; and,
5) describe Gold raft's Theory of Constraints.

T. **Chapter 20: Benchmarking** (First half of Week 14: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define benchmarking;
2) explain the difference in objectives for continual improvement and benchmarking;
3) list five factors that lead organizations to benchmarking; and,
4) list and discuss the eight obstacles to successful benchmarking.

U. **Chapter 21: Just-in-Time Manufacturing (JIT)** (Second half of Week 14: 1.5 academic hours)

After studying this chapter, students should be able to:
1) define Just-in-Time (JIT) Manufacturing;
2) explain the difference between the traditional production system and JIT in terms of placement of production control;
3) describe the bases for production scheduling for mass production systems and for JIT;
4) list the seven wastes;
5) identify the two pillars of the Toyota Production System; and,
6) describe JITs objectives relative to inventory and WIP.

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	Total 400 points

Examinations

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Students are to read the assigned chapters in the book, thoroughly and in a timely manner. Recognize that during on-line assignments and discussions it is not possible to cover everything in the book that will be on the exam. It is expected that the student will take responsibility for the majority of book learning. Note that make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

You will be allocated two and one-half hours (approximately 150 minutes) to take each exam (block the time off from interruptions so that you may complete the exam

comfortably and efficiently within the 30-hour window). Mark your calendar now for the following schedule:

- **Exam 1 (Chapters 1 – 6) starts at 6 p.m. (E.S.T.) Thursday, 2-7-08, and ends on Friday, 2-8-08, at 11:55 p.m. (E.S.T.)**

- **Exam 2 (Chapters 7 – 12) starts at 6 p.m. (E.S.T.) Thursday, 3-6-08, and ends at 11:55 p.m. (E.S.T.) Friday, 3-7-08.**

- **Exam 3 (Chapters 13 – 21) starts at 6 p.m. (E.D.T.) Thursday, 5-8-08, and ends at 11:55 p.m. (E.D.T.) Friday, 5-9-08.**

<u>Assignments/Discussions</u>

A variety of topics will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

Typically, the length of a completed assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.

Students earn grades on Assignments/Discussions by (1) submitting a completed assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the assignment period or within 24 hours after the assignment submission deadline. That is, students may comment on other assignment submissions during the assignment period and also may comment on assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the assignments/discussions is 24 hours longer than the assignment submission period.

The way to earn a total of 10 points on a given assignment is by submitting a thorough assignment and by commenting on the submission of at least one other student in the course by replying to the assignment within the assignment/discussion icon.

All electronic correspondence should be professional and "...should be properly punctuated and capitalized; ...sprinkled with emoticons and IM-standard acronyms like LOL and JK isn't exactly perceived as professional." (USA Today, 8-15-2005).

The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the discussion phase.

V. EXAMPLE GRADING SCALE

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	Total 400 points

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

While physical attendance for regular class sessions is not required for this distance education learning course, students will need to take part in activities for the course each week. As a distance education course, students are to participate electronically through the submissions of Assignments and Discussions during regularly scheduled time periods. Assignments and Discussions submitted after the scheduled time period will be subject to a two point reduced score for each day in which the Assignment or Discussion has not been submitted.

VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required Textbook

Goetsch, D. L. and S. B. Davis, Quality Management (Fifth Edition), Upper Saddle River, NJ: Pearson-Prentice Hall, Inc. 2006. ISBN-10: 0131189298 | ISBN-13: 9780131189294

Supplemental Texts

Richardson, T. L., Total Quality Management, ITP.

Tenner, A. R. and I. J. DeTero, Total Quality Management (Twelfth Edition), New York: Addison-Wesley, Inc. 2007.

Van Matre, J. G. Foundations of TQM: A Reading Book, New York: The Dryden Press. 2007.

Students are to monitor (on a regular basis) the Calendar provided on the WebCT course site for email messages and Assignments and Discussions. Students are expected to be prepared to discuss electronically, assigned text chapters, including supportive materials available on WebCT, and assigned readings.

VIII. SPECIAL RESOURCE REQUIREMENTS

Routine access to computer hardware and software is needed for participation in this online course.

In addition to information provided on WebCT, students may access the chapter powerpoint handouts on the IUP I Drive by accessing: I Drive, rgsoni, Spring 2008 MGMT 434 or pnb, Spring 2008, MGMT 434.

To access the I: Drive you will need to visit, **www.acad.iup.edu** and follow these steps:

1. Click on the I: Drive option.

2. Once the Log On popup displays, in the space where it requests User name, enter in IUPMSD\your IUP user ID – usually four letters. Then enter in your network Password.

Should you require additional assistance to access the I Drive, please contact:

IT Support Center
(724) 357-4000 Monday – Friday, 7:00 a.m. – 6:00 p.m.
Email: it-support-center@iup.edu
Website: www.iup.edu/itsupportcenter

IX. BIBLIOGRAPHY

Berry, L. L., Zeithaml, V. A. and P. Parasuraman, "Quality Counts in Service, Too," Business Horizons, 28 (3), 1985, 44-52.

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Zeithaml, V.,A., Berry, L.,L. and P. Parasuraman, Delivering Quality Service: Balancing Customer Perceptions and Expectations, New York: Free Press, 1990.

Spring Semester 2008 – Tentative Course Schedule

Date	Topic	Assignment
Week 1	The Total Quality Approach to Quality Management	Chapter 1
Week 2	Quality and Global Competitiveness	Chapter 2
	1. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 1-23-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-24-08	
Week 3	Strategic Management: Planning and Execution	Chapter 3
	Quality Management, Ethics, and Corporate Social Responsibility	Chapter 4
	2. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 1-30-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-31-08	
Week 4	Partnering and Strategic Alliances	Chapter 5
	Quality Culture: Changing Hearts, Minds and Attitudes	Chapter 6
End of Week 4	**Exam 1** **Exam 1 starts at 6 p.m. (E.S.T.) Thursday, 2-7-08, and ends at 11:55 p.m. (E.S.T.) Friday, 2-8-08**	**Chapters 1 – 6**
Week 5	Customer Satisfaction and Retention	Chapter 7
	Employee Empowerment	Chapter 8
	3. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-13-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-14-08	
Week 6	Leadership and Change	Chapter 9
	Team Building and Teamwork	Chapter 10
	4. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-20-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-21-08	
Week 7	Communication and Interpersonal Relations	Chapter 11
	5. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-27-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-28-08	
Week 8	Education and Training	Chapter 12
End of Week 8	**Exam 2** **Exam 2 starts at 6 p.m. (E.S.T.) Thursday, 3-6-08, and ends at 11:55 p.m. (E.S.T.) Friday, 3-7-08**	**Chapters 7 – 12**
3/10-3/16	**Spring Break**	**No On-line Activities**

Spring Semester 2008 – Tentative Course Schedule
(continued)

Date	Topic	Assignment
Week 9	Overcoming Politics, Negativity and Conflict in the Workplace	Chapter 13
	ISO 9000 and Total Quality: The Relationship	Chapter 14
	6. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 3-19-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 3-20-08	
Week 10	Overview of Total Quality Tools	Chapter 15
	7. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 3-26-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 3-27-08	
Week 11	Problem Solving and Decision Making	Chapter 16
	8. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-2-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-3-08	
Week 12	Quality Function and Deployment (QFD)	Chapter 17
	Optimizing and Controlling Processes through SPC	Chapter 18
	9. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-9-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-10-08	
Week 13	Continual Improvement	Chapter 19
	10. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-16-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-17-08	
Week 14	Benchmarking	Chapter 20
	Just-in-Time Manufacturing (JIT)	Chapter 21
Finals Week	**Exam 3 (Culminating Activity)**	**Chapters 13 – 21**
	Exam 3 starts at 6 p.m. (E.D.T.) Thursday, 5-8-08, and ends at 11:55 p.m. (E.D.T.) Friday, 5-9-08	

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)	200 points
Online participation (10 Case Analysis Assignments – **including 2 Group Case Analysis Assignments** – at ten points each with Interactive Discussions)	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	Total 400 points

Examinations

There will be two 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. This is a lot of material for each exam, so don't fall behind and you should prepare yourself mentally for the challenge. A standardized test bank will be used for the majority of questions. It's up to you to read the assigned chapters in the book, thoroughly and in a timely manner. Recognize that during on-line case analysis assignments and discussions it is not possible to cover everything in the book that will be on the exam. It is expected that the student will take responsibility for the majority of book learning. Note that make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

You will be allocated two and one-half hours (approximately 150 minutes) to take each exam (block the time off from interruptions so that you may complete the exam comfortably and efficiently within the 30-hour window). Mark your calendar now for the following schedule:

- **Exam 1 (Chapters 1 – 6) starts at 6 p.m. (E.S.T.) Thursday, 2-7-08, and ends on Friday, 2-8-08, at 11:55 p.m. (E.S.T.)**
- **Exam 2 (Chapters 7 – 12) starts at 6 p.m. (E.S.T.) Thursday, 3-6-08, and ends at 11:55 p.m. (E.S.T.) Friday, 3-7-08.**

Case Analysis Assignments/Group Case Analysis Assignments/Interactive Discussions

A variety of topics will be assigned and discussed during the semester. These interactive discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten case analysis assignments/interactive discussions with each case analysis assignment/interactive discussion being worth 10 points. **(Please note that two of the case analysis assignments will be Group Case Analysis Assignments. The groups of**

approximately 3 – 4 students will be selected by the instructor.) All case analysis assignments and interactive discussions will be initiated by the instructor.

Typically, the length of a completed case analysis assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.

Students earn grades on Case Analysis Assignments/Interactive Discussions by (1) submitting a completed case analysis assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the case analysis assignment period or within 24 hours after the case analysis assignment submission deadline. That is, students may comment on other case analysis assignment submissions during the case analysis assignment period and also may comment on case analysis assignments up to 24 hours after the case analysis assignment deadline has past. Therefore, the interactive discussion component of the case analysis assignments/interactive discussions is 24 hours longer than the case analysis assignment submission period.

The only way to earn a total of 10 points on a given case analysis assignment is by submitting a thorough case analysis assignment and by commenting on the submission of at least one other student in the course by replying to the case analysis assignment within the case analysis assignment/interactive discussion icon.

All electronic correspondence should be professional and "...should be properly punctuated and capitalized; ...sprinkled with emoticons and IM-standard acronyms like LOL and JK isn't exactly perceived as professional." (USA Today, 8-15-2005).

The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the interactive discussion phase.

<u>Case Analysis – Term paper (Culminating Activity)</u>

- **Case Analysis – Term Paper (Culminating Activity) (Chapters 13 – 21) may be submitted anytime after 6 p.m. (E.D.T.) Thursday, 5-8-08, but prior to 11:55 p.m. (E.D.T.) Friday, 5-9-08.**

Throughout the semester, current quality management examples will be discussed electronically by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current quality management example (relevant to Chapters 13 – 21) using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the final exam period (week 15) and is to be submitted on WebCT to the instructor.

V. EXAMPLE GRADING SCALE

The final grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)	200 points
Online participation (10 Case Analysis Assignments – **including 2 Group Case Analysis Assignments** – at ten points each with Interactive Discussions)	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	Total 400 points

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

MGMT 434 Quality Management (distance education) Lesson Plan

Chapter 1 The Total Quality Approach to Quality Management
Week 1 (3 academic hours)

Course Objective 2: It is expected that upon successful completion of the course, students will understand the quality philosophies of experts such as Deming, Juran, Crosby, Feigenbaum, Taguchi, and Ishikawa.

Distance Education will be utilized in this chapter to meet the following course objective: It is expected that upon successful completion of the course, students will understand the quality philosophies of experts such as Deming, Juran, Crosby, Feigenbaum, Taguchi, and Ishikawa.. This objective will be met by students through (a) an understanding of **Chapter 1, The Total Quality Approach to Quality Management,** (b) accessing outside internet information sources related to total quality management, and (c) by successful completion of Assignments and Discussions related to exploring the field of total quality management.

At the end of Chapter 1 there are suggested exercises and ideas for researching the world wide web on total quality management (TQM) topics.

Chapter 1 – Learning Objectives

After studying this chapter, students should be able to:

1. define the term quality;
2. list and explain the key elements of total quality;
3. explain the rationale for the total quality approach to doing business;
4. describe the following concepts:
   Deming's Fourteen Points
   The Deming Cycle
   The Seven Deadly Sins; and,
5. List and explain Juran's main contributions to the quality movement.

CHAPTER OVERVIEW

1. Define the term quality.

   Quality is a dynamic state associated with products, services, people, processes, and environments that meets or exceeds expectations.

2. Describe what is total quality

   Total quality is an approach to doing business that attempts to maximize the competitiveness of an organization through the continual improvement of the quality of its products, services, people, processes, and environments.

3. List and explain the key elements of total quality.

Customer Focus
In a total quality setting, the customer is the driver. This applies to both internal and external customers.

Obsession with Quality
This means all personnel at all levels approach all aspects of the job from the perspective of "How can we do this better?" When an organization is obsessed with quality, good enough is never good enough.

Scientific Approach
While it is true that people skills, involvement, and empowerment are important in a total quality setting, they represent only a part of the equation. Another important part of the equation is the use of the scientific approach in structuring work and in decision making and problem solving that relates to the work.

Long-Term Commitment
Organizations that implement management innovations after attending short-term seminars often fail in their initial attempt to adopt the total quality approach. This is because they approach total quality as just another management innovation rather than as a whole new way of doing business that requires a whole new corporate culture.

Teamwork
Internal competition tends to use energy that should be focused on improving quality, and, in turn, external competitiveness.

Continual Improvement of Systems
In order to continually improve the quality of products or services: which is a fundamental goal in a total quality setting. It is necessary to continually improve systems.

Education and Training
Education and training are fundamental to total quality because they represent the best way to improve people on a continual basis. In a total quality organization, everyone is constantly learning.

Freedom through Control
Involving and empowering employees is fundamental to total quality as a way to simultaneously bring more minds to bear on the decision making process and increase the ownership employees feel in decisions that are made. The freedoms enjoyed in a total quality setting are actually the result of well-planned and carried out controls.

Unity of Purpose
In order to apply the total quality approach, organizations must have unity of purpose. Collective bargaining is about wages, benefits, and working conditions, not about corporate purpose and vision. Employees should feel more involved and empowered in a total quality setting than in a traditionally managed situation, but the goal of total quality is to enhance competitiveness not to eliminate unions.

Employee involvement
The basis for involving employees increases the likelihood of a good decision1 a better plan, or a more effective improvement by bring more minds to bear on the situation: not just any minds, but the minds of the people who are closest to the work in quest. It also promotes ownership of decisions by involving the people who will have to implement them. Empowerment means not just involving people but involving them in ways that give them a real voice.

4. Explain the rationale for the total quality approach to doing business.

   Total quality is not just one individual concept. It is a number of related concepts pulled together to create a comprehensive approach to doing business. Many people contributed in meaningful ways to the development of the various concepts that are known collectively as total quality.

5. Describe the following concepts:

Deming's Fourteen Points
Fourteen points which describe what is necessary for a business to survive and be competitive today. They summarize what a company must do to effect a positive transition from business-as-usual to world-class quality. They contain the essence of all of Dr. Deming's teachings and are the heart of his philosophy.

1. Create constancy of purpose toward the improvement of products and services in order to become competitive, stay in business, and provide jobs.
2. Adopt the new philosophy. Management must learn that it is a new economic age and awaken to the challenge, learn their responsibilities, and take on leadership for change.
3. Stop depending on inspection to achieve quality. Build in quality from the start.
4. Stop awarding contracts on the basis of low bids.
5. Improve continuously and forever the system of production and service, to improve quality and productivity, and thus constantly reduce costs.
6. Institute training on the job.

7. Institute leadership. The purpose of leadership should be to help people and technology work better.
8. Drive out fear so that everyone may work effectively.
9. Break down barriers between departments so that people can work as a team.
10. Eliminate slogans, exhortations, and targets for the workforce. They create adversarial relationships.
11. Eliminate quotas and management by objectives. Substitute leadership.
12. Remove barriers that rob employees of their pride of workmanship.
13. Institute a vigorous program of education and self-improvement.
14. Make the transformation everyone's job and put everyone to work on it.

The Deming Cycle

The Deming Cycle was developed to link the production of a product with consumer needs and focusing the resources of all departments (research, design, production, and marketing) in a cooperative effort to meet those needs.

1. Conduct consumer research and use it in planning the product (plan).
2. Produce the product (do).
3. Check the product to make sure it was produced in accordance with the plan (Check).
4. Market the product (act).
5. Analyze how the product is received in the marketplace in terms of quality, cost, and other criteria (analyze).

The Seven Deadly Sins

The Seven Deadly Sins summarize Dr. Deming's views on what can inhibit the transformation from business-as-usual to world-class quality.

1. Lack of constancy of purpose to pan products and services that have a market sufficient to keep the company n business and provide jobs.
2. Emphasis on short-term profits; short4erm thinking that is driven by a fear of unfriendly takeover attempts and pressure from bankers and shareholders to produce dividends.
3. Personal review systems for managers and management by objectives without providing methods of resources to accomplish objectives. Performance evaluations, merit ratings, and annual appraisals are all part of it - its disease.
4. Job hopping by managers.
5. Using only visible data and information in decision making with little or no consideration given to what is not known or cannot be known.
6. Excessive medical costs.
7. Excessive costs of liability driven up by lawyers that work on contingency fees.

6. List and explain Juran's main contributions to the quality movement.

Juran's three Basic Steps to Progress.

These are broad steps that, in Juran's opinion, companies must take if they are to achieve world-class quality. He also believes there is a point of diminishing return that applies to quality and competitiveness.

1. Achieve structured improvements on a continual basis combined with dedication and a sense of urgency.
2. Establish an extensive training program.
3. Establish commitment and leadership on the part of higher management

Juran's Ten Steps to Quality Improvement

Ten steps which overlap with Deming's Fourteen Points. They mesh well with the philosophy of quality experts whose contributions are explained later in this chapter.

1. Build awareness of both the need for improvement and opportunities for improvement.
2. Set goals for improvement.
3. Organize to meet the goals that have been set.
4. Provide training.
5. Implement projects aimed at solving problems.
6. Report progress.
7. Give recognition.
8. Communicate results.
9. Keep score.
10. Maintain momentum by building improvement into the company's regular systems.

The Pareto Principle

According to this principle, organizations should concentrate their energy on eliminating the vital few sources that cause the majority of problems. This principle is sometimes called the 80/20 rule. 80% of the trouble comes from 20% of the problems. Though named for turn-of-the-century economist, Vilfredo Pareto, it was Dr. Juran who applied this idea to management. Dr. Juran advises us to concentrate on the vital few sources of problems and not be distracted by those of lesser importance.

The Juran Trilogy

The Juran Trilogy summarizes the three primary managerial functions. They are: Quality Planning, Quality Control, and Quality Improvement

7. Explore as to why some quality initiatives fail.

   When organizations approach total quality as just another management innovation or, even worse, as a quick fix, their efforts are doomed to fail from the start.

8. Describe the contributions to the quality movement of which Philip B. Crosby is known for.

   Philip B. Crosby is best known for his advocacy of zero-effects management and prevention as opposed to statistically acceptable levels of quality. He is also known for his Quality Vaccine and Crosby's Fourteen Steps to Quality Improvement. Crosby's Quality Vaccine consists of 1) Determination, 2) Education, and 3) Implementation. Crosby's Fourteen Steps to Quality Improvement are as follows:

1. Make it dear that management is committed to quality for the long term.
2. Form cross-departmental quality teams.
3. Identify where current and potential problems exist
4. Assess the cost of quality and explain how it is used as a management tool.
5. Increase the quality awareness and personal commitment of all employees.
6. Take immediate action to correct problems identified.
7. Establish a zero defects program.
8. Train supervisors to carry out their responsibilities in the quality program.
9. Hold a Zero Defects Day to ensure all employees are aware there is a new direction.
10. Encourage individuals and teams to establish both personal and team improvement goals.
11. Encourage employees to tell management about obstacles they face in trying to meet quality goals.
12. Recognize employees who participate.
13. Implement quality councils to promote continual communication.
14. Repeat everything to illustrate that quality improvement is a never-ending process.

9. Summarize the most common errors made when starting quality initiatives.

   Senior management delegation and poor leadership
   Team mania
   Deployment process
   Taking a narrow dogmatic approach
   Confusion about the differences among education, awareness, inspiration, and skill building.

10. Review Six Sigma and it relates to total quality.

    The central core of the Six Sigma concept is a six-step protocol for process improvement.

    1. Identify the product characteristics wanted by customers.
    2. Classify the characteristics in terms of their criticality.
    3. Determine if the classified characteristics are controlled by part and/or process.
    4. Determine the maximum allowable tolerance for each classified characteristic.
    5. Determine the process variation for each classified characteristic.
    6. Change the design of the product, process, or both to achieve a Six Sigma processes performance.

11. Explain the trends that are affecting the future of quality management are as follows:

    Demanding global customers. Today's customers share two common characteristics: 1) they are part of regional trade alliances and 2) they expect both high quality and added value.

Shifting customer expectations. Customers want an excellent product or service from an organization that also provides accurate billing, reliable delivery, and after purchase support.

Opposing economic pressures. The global marketplace exerts enormous unrelenting pressure on organizations to continually improve quality while simultaneously reducing the prices they charge for goods and services.

New approaches to management. Companies that succeed in the global marketplace have learned that you manage budgets, but lead people.

Distance Education Assignment and Discussion. Contrast and compare the Deming Cycle and Juran's Three Basic Steps to Progress.

The Deming Cycle

The Deming Cycle was developed to link the production of a product with consumer needs and focusing the resources of all departments (research, design, production, and marketing) in a cooperative effort to meet those needs.

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