

**MIDSTATE COLLEGE**  
**411 W. NORTHMOOR RD. PEORIA IL 61614**  
**(309) 692-4092 (800) 251-4299**  
**Spring 2018**

**Course:** MGT 370 Quality Management

**Credit:** 4 Quarter Hours

**Method of Delivery:** eLearning

**Course Description:** A study in the theory, history, and management of quality management programs in the United States and in foreign countries; including how quality control is designed, implemented and measured in manufacturing and service organizations. Many TQM improvements implemented in the last few decades are also covered.

**Prerequisite:** MGT 360 Operations Management

**Text(s):** Quality and Performance Excellence, 7<sup>th</sup> Edition

**Author(s):** Evans James R.

**Publisher:** Cengage Learning, 2014

**Topics:**

1. Leadership
2. Customer Satisfaction
3. Employee Involvement
4. Continuous Process Improvement
5. Supplier Partnership
6. Performance Measures
7. Benchmarking
8. Information Technology
9. Quality Management Systems

**Learning Objectives:** Upon completion of this course, the student will be able to:

1. Define the main theories of Quality Management; critique these theories and determine which theories should apply to various situations.
2. Create quality improvement systems by analyzing existing systems and suggesting methods for improvement.
3. Define Customer Satisfaction and formulate continuing process improvement methods.
4. Illustrate Statistical Process Control methods and design Quality systems through experimentation and implementation.
5. Contribute to quality circles and formulate ideas to enhance group success.

**Midstate Grading scale:**

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

**Midstate Plagiarism Policy:**

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, The College promotes the use of an electronic resource that compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and Instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

### **Student Success:**

The Office of Student Success is available to students seeking tutoring for individual classes or who need assistance with writing assignments. Information is also available on test taking techniques, how to take notes, developing good study skills, etc. Contact the student success department at [studentsuccess@midstate.edu](mailto:studentsuccess@midstate.edu).

### **Instructor: Dr. Brian Young**

Midstate e-mail: [bjyoung@midstate.edu](mailto:bjyoung@midstate.edu)

Office hours: Monday 5:00-6:00 p.m.

Please call for an appointment

### **Participation Requirements/ Policies and Procedures:**

1. All work is to be completed on time. You are expected to use your class outline to plan for assignments and tests. If you miss a test or paper, you may make it up within a week, but you will receive a reduced grade. Discussions, summaries, & worksheets will not be accepted late.
2. You are expected to learn independently. That means you must read the material and do the assignments as indicated on the syllabus and website.
3. Excessive grammar and spelling errors will hurt your grade. Managers are expected to be able to communicate on paper. Read questions carefully. **Write down your thoughts in complete sentences and proof read them to make certain you do not leave out material.** If it isn't written down, I don't think you know it.
4. Academic dishonesty is never tolerated and will be promptly referred to the Dean of the College. This includes plagiarism.

5. Participation in discussion forum is **NOT** optional. Classroom discussion is expected from everyone to obtain your weekly credit. Online learners must post two times. One must be an original thought and the second must be an insightful response to a peer. **You are expected to post your initial post by WED of the week. Failure to do so will result in a reduced grade. This is to allow your peers to respond to your posts in a timely fashion.** I will not accept agreement with others' postings as "original thinking".

**Instructor's Grading Scale:** Grading for the course will be based upon the following work:

Discussion questions	20%
Case studies	30%
Project	25%
Creativity/research assignments	25%
<b>Total</b>	<b>100%</b>

### Course Outline

#### Week 1 –

Lecture:	Chapters 1 & 2
Topics:	Introduction to Quality and Performance Excellence Frameworks for Quality and Performance Excellence
Objectives:	<ul style="list-style-type: none"> <li>• Explain the concepts of quality and performance excellence</li> <li>• Provide reasons why attention to these concepts should be part of every organization and culture and management system</li> <li>• Describe quality in manufacturing, service, health care, education, and government organizations</li> <li>• Provide an overview of the Malcolm Baldrige Award and other related award programs, ISO 9000, and Six Sigma as frameworks for quality and performance excellence</li> </ul>
Assignments:	<ul style="list-style-type: none"> <li>• Read Chapters 1 &amp; 2</li> <li>• Case Studies</li> <li>• Application assignment</li> <li>• Discussion question</li> <li>• Project description</li> </ul>
Discussion:	<p><b>Discussion 1</b> Tell the class about yourself. Why are you attending school? Are you employed outside of the home? What are your pet peeves in regards to customer service?</p> <p><b>Discussion 2</b> How could you apply Juran's Quality Trilogy to improve your personal approach to study and learning?</p> <p><b>**Participate in the discussion posts (either in class or online).</b></p> <ul style="list-style-type: none"> <li>○ <b>If posting online, you MUST post your INITIAL post by day THREE (WED) of the week. If you submit your initial post after day three, you will not receive full credit for that posting. Don't forget to respond to discussion postings to receive full credit!</b></li> </ul>

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## Week 2

Lecture:	Chapter 3
Topics:	Tools and Techniques for Quality Design and Control
Objectives:	<ul style="list-style-type: none"> <li>Describe approaches to designing products and services to achieve better customer satisfaction</li> <li>Illustrate the application of some tools used for process design and control</li> <li>Describe principles of statistical thinking as a basis for effective management</li> </ul>
Assignments:	<ul style="list-style-type: none"> <li>Read Chapter 3</li> <li>Case Study (25 points): Read The State University Experience case study on Pg. 143 &amp; 144. Answer the Discussion Questions on Pg. 144.</li> </ul>
Discussion: <b>**See week one for discussion posting requirements!</b>	<p><b>Discussion 1 (10 Points):</b> Explain how a control system works and at least two examples in your daily life.</p> <p><b>Discussion 2 (10 Points):</b> Provide some examples of standardized processes with which you are familiar. How are they controlled?</p>

## Week 3

Lecture:	Chapter 4
Topics:	Tools and Techniques for Quality Improvement
Objectives:	<ul style="list-style-type: none"> <li>Explain the philosophy and approaches to continuous improvement</li> <li>Describe systematic improvement processes used by many organizations</li> <li>Illustrate the application of a variety of tools for process improvement, including those used in Six Sigma and Lean Six Sigma</li> <li>Discuss breakthrough improvement and the importance of creativity and innovation</li> </ul>
Assignments:	<ul style="list-style-type: none"> <li>Read Chapter 4</li> <li>Case Study (25 points): Refer back to The State University Experience case study on Pg. 143 &amp; 144. Answer the Discussion Questions on Pg. 190 for the second part of this case.</li> </ul>
Discussion: <b>**See week one for discussion posting requirements!</b>	<p><b>Discussion 1</b> Why must processes be repeatable and measurable in order to improve them?</p> <p><b>Discussion 2</b> Identify a problem in your life. Outline a plan for using the Deming Cycle to improve it.</p>

## Week 4

Lecture:	Chapter 5
Topics:	Competitive Advantage and Strategic Management for Performance Excellence
Objectives:	<ul style="list-style-type: none"> <li>Examine the relationships between quality and profitability</li> <li>Discuss cost leadership, differentiation, and people as principal sources of competitive advantage, and their relationship to quality</li> <li>Describe the importance of quality in meeting customer expectations in product design, service, flexibility and variety, innovation, and rapid response</li> <li>Describe the role of quality in strategy formulation and implementation</li> </ul>
Assignments:	<ul style="list-style-type: none"> <li>Read Chapter 5</li> <li>Case Study (25 points): Read The Bama Companies, Inc. case study on pg. 247 and 248. Answer the discussion questions on Pg. 248.</li> </ul>

Discussion: <b>**See week one for discussion posting requirements!</b>	<b>Discussion</b> Discuss ways in which Midstate College might use policy deployment.  <b>Discussion</b> Discuss how quality affects profitability and give an example.
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### Week 5

Lecture:	Chapter 6
Topics:	Quality in Customer-Supplier Relationships
Objectives:	<ul style="list-style-type: none"> <li>• Demonstrate the importance of customer-supplier relationships (CSRs) to achieving performance excellence</li> <li>• Identify the principles and practices of quality CSRs</li> <li>• Give examples of effective partnerships between customers and suppliers</li> <li>• Compare a quality-focused approach to customers and suppliers to conventional organizational theories</li> </ul>
Assignments:	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Case Study (25 points): Read the Case of the Missing Reservation on Pg. 285 and answer the discussion questions following the case.</li> </ul>
Discussion: <b>**See week one for discussion posting requirements!</b>	<p><b>Discussion 1</b> What is the difference between customer satisfaction and customer loyalty? Why is it important to distinguish between these two concepts?</p> <p><b>Discussion 2</b> Give an example of a time you experienced poor service, how did this deviate from the expectations you had? How did this experience deviate from the company's mission?</p>

### Week 6

Lecture:	Chapter 7
Topics:	Designing Organizations for Performance Excellence
Objectives:	<ul style="list-style-type: none"> <li>• Discuss issues related to choosing organizational structures</li> <li>• Describe the functional structure, the most common structure used in a business</li> <li>• Show how many aspects of the functional structure stand in the way of quality and what changes are necessary to create organization structures that support quality and high performance</li> </ul>
Assignments:	<ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• Case Study (25 points): Read the case – Modern Ad Agency on Pg. 322 and 323 and answer the discussion questions following the case.</li> </ul>
Discussion: <b>**See week one for discussion posting requirements!</b>	<p><b>Discussion</b> Describe what high performance work is. Can you think of a company that exemplifies this type of work environment? What makes it successful? Do employees genuinely “enjoy” going to work every day?</p> <p><b>Discussion</b> Explain the differences between job enlargement, job enrichment, and job rotation. Give some examples from your own experience.</p>

### Week 7

Exam:	
Lecture:	Chapter 8
Topics:	Quality Teamwork
Objectives:	<ul style="list-style-type: none"> <li>• Explain the importance of teams in a quality environment</li> <li>• Identify the different types of teams used in organizations</li> <li>• Explain some of the factors associated with the successful use of teams</li> <li>• Give examples of effective teams in action</li> <li>• Relate the use of quality-focused teams to organizational behavior theories</li> </ul>

Assignments:	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Case Study (25 points): Read the case – The Power of Leadership Teams on Pg. 357 and 358 and answer the discussion questions following the case.</li> </ul>
Discussion: <b>**See week one for discussion posting requirements!</b>	<p><b>Discussion:</b> Donald Peterson, former CEO of Ford, said “No matter what you are trying to do, teams are the most effective way to get the job done.” Do you agree? Why or why not?</p> <p><b>Discussion:</b> Think of a team that you are on or have been on recently. How does it stack up against the criteria for quality teamwork?</p>

### Week 8

Lecture:	Chapter 9
Topics:	Engagement, Empowerment, and Motivation
Objectives:	<ul style="list-style-type: none"> <li>• Explain the scope of employee engagement</li> <li>• Explain the importance of empowerment and principles of successful empowerment</li> <li>• Provide examples of firms practicing employee engagement</li> <li>• Link engagement and empowerment to theories of motivation</li> </ul>
Assignments:	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Case Study (25 points): Read the case – The Dysfunctional Manager on Pg. 388 and 389 and answer the discussion questions following the case.</li> </ul>
Discussion: <b>**See week one for discussion posting requirements!</b>	<p><b>Discussion 1:</b> Have you ever experienced fear in the workplace? What impact did it have on your performance? In your opinion, do you think a little bit of fear is a good thing for motivating performance?</p> <p><b>Discussion 2:</b> While attending a conference I once overheard a leader telling his employees that they should, as a rule of thumb, write someone up at least once a day in their job. His explanation was that it helps to motivate them and keep them from slacking off. Do you agree with this tactic? Why or why not?</p>

### Week 9

Lecture:	Chapter 10
Topics:	Leadership for Performance Excellence
Objectives:	<ul style="list-style-type: none"> <li>• Discuss the importance of leadership for quality</li> <li>• Describe the role of leaders in performance excellence</li> <li>• Provide some examples of leaders who have inspired their organizations</li> <li>• Provide examples of leadership practices in high-performing organizations</li> <li>• Compare the Total Quality (TQ) view of leadership to several prominent leadership theories</li> </ul>
Assignments:	<ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• Case Study (25 points): Read the case – Leadership at Advocate Good Samaritan Hospital on Pg. 424 and 425 and answer the discussion questions following the case.</li> </ul>

<p>Discussion:  <b>**See week one for discussion posting requirements!</b></p>	<p><b>Discussion 1:</b> State some examples in which leaders you have worked for have exhibited leadership practices discussed in this chapter. Can you provide examples for when they have not? How did their behavior affect your coworkers?</p> <p><b>Discussion 2:</b> Can you think of an example where an aspect of an organization's culture or structure could keep managers from leading effectively?</p>
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### Week 10

Lecture:	Chapter 11
Topics:	Performance Excellence and Organizational Change
Objectives:	<ul style="list-style-type: none"> <li>• Explain the importance and scope of organizational change to achieving performance excellence</li> <li>• Explore how organizations build a strong quality culture, sustain performance, and continually improve organizational effectiveness</li> <li>• Provide some examples of firms undertaking these changes and the approaches they use</li> <li>• Explain how Total Quality (TQ) perspectives on organizational change relate to organizational theory</li> </ul>
Assignments:	<ul style="list-style-type: none"> <li>• Project due</li> </ul>
Discussion: <b>**See week one for discussion posting requirements!</b>	<p><b>Discussion 1:</b> In your opinion, will an organization's culture be the same throughout or will it vary from department to department? Why?</p> <p><b>Discussion 2:</b> Describe the culture of an organization you have worked in or are familiar with. What is valued in this culture? Do you think this culture provides fertile ground for TQ? Why or why not?</p>

### Week 11

Discussion: <b>**See week one for discussion posting requirements!</b>	<p><b>Discussion 1:</b> What have you learned from this course? What are your biggest takeaways?</p>
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### Week 12 – May 11<sup>th</sup>

	To be determined
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**Final Project: (30% of your grade!) DUE WEEK 10**

## **Quality Management Project:**

The student will do research on a project regarding “The Gurus of Total Quality Management and their Contributions to American and European Corporations”. The essay will need to address tangible benefits accomplished by international corporations during the implementation of Quality Management Techniques. 8-10 Page report double spaced not including references.

- Need to discuss successful and not successful strategies used by corporations to implement a change in philosophy, a change in technology or a change in organizational culture.
- Need to be very specific when providing examples
- Need to be able to explain the tactics used by the American and European companies to implement quality management techniques.
- Need to explain why you think the quality management systems were successful or unsuccessful.
- Finally, explain the strategy that you think is the optimal strategy and defend your position of why you would choose this strategy.
- At least 10 outside references should be used and the references should be well documented. Apply your knowledge gained by reading the text, reading the lectures, and completing your homework with outside references to form a strategy that you feel would be most effective. The project is due in week 10.

Grading will be based on the following criteria:

20% - Clarity

20% - Conceptual Understanding

20% - Content

20% - Writing (see rubric)

20% - Analysis