



COURSE OUTLINE

BUS 202
Course Number

Total Quality Management: A Customer Orientation
Course Title

3/0
Credits

3/0
Class/Laboratory Hours

15 Weeks
Length of Semester

Course Description:

Students will learn to view quality from a variety of functional perspectives and in the process, gain a better understanding of the problems associated with improving quality, also quality tools utilized in service and international/environments.

Prerequisites: BUS 118 or prior experience.

Required Text Title: Managing Quality- An Integrative Approach
Author: S. Thomas Foster
Publisher: Prentice Hall
Edition: Second

Last revised: 11/04

Information Resource: Customized web site: [http:// www.prenhall.com/foster](http://www.prenhall.com/foster) for students organized by chapter for: training slides, quality topics, etc.

Other learning resources: Student CD-Rom with; excel files for text examples, active models, and video clips to illustrate chapter topics.

Course Requirement:

The student must:

- research at least five reaction papers pertaining to the topic of TQM and customer service. The due dates for these reaction papers will be announced.

Article Preparation:

- The topic must be as current as possible (within 2 calendar years).
- The topic should be summarized in the student's own words and must also be critiqued; that is to say, the author's main ideas should be brought to bear relative to their implications to TQM. (See attached format.)

Course Grade Evaluation

3 Hourly Exams (date to announced)	50%
Reaction Papers	25%
Quizzes	20%
Attendance/class participation	<u>5%</u>
	100%

Exam Schedule

1 st exam	Chapters 1-4
2 nd exam	Chapters 5-9
3 rd exam	Chapters 10-15

Numerical Grade Equivalents:

Letter Grade	Nominal %
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
F	00-59

Required Format

Name: _____

Section: BUS 202

Date: _____

A REACTION PAPER

Title of Article:

Source and Date:

Author:

Summary of Article:

Reaction/Recommendations

Course Goals:

The student will be able to:

- manage quality improvement teams and projects.
- compare and contrast the various tools used in quality management.
- comprehend the concepts of customer's value and the role.
- discuss the emerging tendencies toward global competitiveness and the role of the customer.
- to summarize the different perspectives on quality.
- comprehend six-sigma management and its tools.
- to demonstrate how to design quality into product and services.
- explain and illustrate various statistically-based quality improvement for variables.
- describe the importance of developing a strategic plan for total quality management.
- explain the significance of customer-driven quality.
- discuss the importance of "benchmarking", as a means of identifying the choice of the market.

Chapter 1

Learning Objectives:

The student will be able to:

- briefly discuss Garvin's eight dimensions of quality.
- explain the difference between service quality and product quality.
- compare and contrast the engineering perspective and the marketing concept of quality.
- describe the "system view" that underlines modern quality management thinking..
- explain why planning is an important part of the quality management process.
- discuss the meaning of the phrase "cost of quality".
- describe the three spheres of quality.
- discuss the value-added perspective on quality
- explain the application of the contingency theory to quality management.
- define the multiple dimensions of quality perspectives, and how it can lead to improved product and service designs.

Chapter 2

Learning Objectives:

The student will be able to:

- define theory and why theories are important
- describe the difference between inductions and deductions
- compare and contrast Deming's, Juran's, and Crosby's, perceptively of quality of management.
- explain Tagandini's perspective of ideal quality
- discuss why, according to Hammel and Chapmy, reengineering programs fail 70% of the time.

Chapter 3

Learning Objectives:

The student will be able to:

- identify and describe the advantages and disadvantages of globalization.
- list and discuss what motivates U.S. firms to compete for the Malcolm Baldrige National Quality Award. (MBNQA).
- describe how firms can use lean production to improve quality.
- define how the concept of visibility in the context of the Japanese total quality approaches.
- discuss why it is a good idea for workers to inspect their own work.
- assess the appropriateness of using the criteria for quality awards as a framework for organizational improvement and changes.
- identify the major substantive difference between the quality awards discussed in the chapter and ISO 9000-2000.

Chapter 4

Learning Objectives:

The student will be able to:

- discuss why commitment is an important variable in quality improvement initiatives.
- contrast the difference between external and internal failure costs. Is one more important than the other? Explain.
- discuss the difference between “ strategy content” and “ strategy process”. Provide examples of each.
- describe the benefits of strategic planning.
- define the concept of catch ball.
- explain whether you agree or disagree with Juran, who argues that both increment and break through improvements are necessary in a strategic framework. Explain.

Chapter 5- The voice of the Customer

Learning Objectives:

The student will be able to:

- describe the difference between internal and external customers of a business organization
- identify and discuss some of the pit falls of customer-driven quality
- discuss in detail how firms can gain on overall understanding of their market segments.
- describe the basics idea behind a focus group.
- explain the difference between hard and soft date.
- differentiate between actively vs. actively solicited customer feedback.
- explain the concepts of reliability an validity.
- explain the importance of having open-ended questions in survey instruments.

Chapter 6

Learning Objectives:

The student will be able to:

- discuss the pros and cons of becoming a benchmark firm.
- compare and control process benchmarking, product benchmarking, and strategic bench marking.
- describe how a firm's key business factors help direct its bench marking program.
- describe the concept of 5w2h.
- briefly explain camp's 10-step process to bench marking.
- identify several examples of the type of measures that are often gathers in bench marking studies.

Chapter 7

Learning Objectives:

The student will be able to:

- list and briefly explain some examples of external and internal that are used in the process of product idea generation for designing a product.
- discuss the concept of consumer needs projection.
- describe the over-the- wall syndrome, and how can it be avoided.
- identify the eight steps required to perform a fault-tree analysis.
- discuss the importance of product trace ability and recall procedures.
- describe the concept of document engineering and its relevance to product design process.
- briefly describe the role of computer-aided design (CAD) in the product design process.
- explain what is meant by design for manufacture.

Chapter 8

Learning Objectives:

The student will be able to:

- discuss the ways in which services are unique in comparison with manufactured foods, and how the differences affect the management of service quality.
- list the advantages and disadvantages of customer co production for service providers.
- discuss the distinction between voluntary and involuntary services.
- identify the advantages of the "servqual" instrument.
- explain the purpose of developing customer benefits packages in a service context.
- discuss the unified theory for service management developed by Dr. Scott Sampson.

Chapter 9

Learning Objectives:

The student will be able to:

- discuss the value of a supply chain.
- explain how single sourcing can help firms meet their quality objectives.
- describe how electronic data interchange facilitated the supply chain process.
- contrast the concept of supplied partnering and how it differs from the traditional form of supplied customer relationship.
- explain how QS 9000 differs from ISO 9000:2000.
- discuss the concept of accepting sampling and when it should be utilized.
- explain the function of an operation characteristics curve in the quality management process.

Chapter 10- The Tools of Quality Management

Learning Objectives:

The student will be able to:

- discuss the importance of pursuing quality management from a systems perspective.
- explain why continual improvement is necessary for a business organization.
- identify and briefly describe the seven basic tools of quality.
- describe the purpose of a part chart, and the three basic rules for construction.
- explain the purpose of; and demonstrate the ability to utilize the following quality tools:
 - a) cause-and effect diagram
 - b) check chart
 - c) scatter diagram
 - d) flow chart
 - e) control chart
 - f) affinity diagram
 - g) interpretation chip diagram
 - h) prioritization grid
 - i) matrix diagram
 - j) histogram

Chapter 11-Managing Quality Improvement Teams and projects

Learning Objectives:

The student will be able to:

- briefly describe the five stages of the life cycle of a team.
- differentiate between routine work and knowledge work.
- contrast the relationship between employee empowerment and teamwork
- describe the principal attributes of Heresy and Blachard's Situation Leadership Model.
- discuss the purpose of a process improvement team.

- explain what is meant by team building.
- identify the primary sources of conflict in work teams and some methods of resolving team conflict.
- describe what is meant by virtual teams.
- describe the critical path method for organizing work projects and when the use of this method is used.

Chapter 12-Statistically-based quality improvement for variables

Learning Objectives:

The student will be able to:

- explain random variation, and is it always uncontrollable
- construct the following control charts, and indicate for what purpose they are used:
 - a) NP
 - b) P
 - c) \bar{X}
 - d) \bar{X}
 - e) S
 - f) R

Chapter 13-Statistically-based quality improvement for attributes

Learning Objectives: The student will be able to:

- identify some of the key attributes you expect in a high-quality college
- list and explain some examples of the following attributes; structural sensory, performance, temporal and ethical
- demonstrate an understanding of the following attributes charts:
 - a) NP
 - b) P
 - c) \bar{X} -MR
 - d) \bar{X} -R
 - e) A
 - f) Median
 - g) \bar{X} -S

WEEK 15

Student Activities:

1. Final Exam
2. Final reaction paper due

Academic Integrity Statement:

“A student who knowingly represents work of others as his/her own, uses or obtains unauthorized assistance in the execution of any academic work, or gives fraudulent assistance to another student is guilty of cheating. Violators will be penalized.” (Student Handbook)

Classroom Conduct Statement:

It is the student’s responsibility to attend all of their classes. If they miss a class meeting for any reason, students are responsible for all content that is covered, for announcements made in their absence, and for acquiring any materials that have been distributed in class. If students walk into a class after it has begun, it is expected that they choose a seat close to where they entered the room so that they do not disrupt the class meeting.

Students are expected to follow ordinary rules of courtesy during class sessions. Engaging in private, side conversations during class time is distracting to other students and to the instructor. Leaving class early without having informed the instructor prior to class is not appropriate. Unless there is an emergency, leaving class and returning while the class is in session is not acceptable behavior. Disruptive behavior of any type, including sharpening pencils during class while someone is speaking, is not appropriate.

The college welcomes all students into an environment that creates a sense of community of pride and respect; we are all here to work cooperatively and to learn together.