

**MBA 711C-11 (MBA 652)**  
**IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT**  
**FALL 1995**

**PLACE**

All class sessions will be held at 206 Joseph M. Bryan School of Business and Economics.

**TIME**

6:30 p.m. to 9:20 p.m. on every Thursday.

**INSTRUCTOR**

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**APPOINTMENT TIME**

9:00 a.m. to 10:30 a.m. on Tuesdays and 9:00 a.m. to 10:30 a.m. and 2:00 p.m. to 5:00 p.m. on Thursdays. You are encouraged to stop in during office hours to talk about any problems or suggestions you may have concerning the course, careers, benefits of taking other courses in operations management, or things in general. If you want to talk to the instructor and find the appointment hours to be inconvenient, feel free to schedule any other appointment time.

**CATALOG DESCRIPTION**

An in-depth study of the implementation of quality management in organizations. The course includes an organization-based project to understand the strategic, and operational details of building quality for enhancing competitiveness.

**DETAILED COURSE DESCRIPTION**

This course is an in-depth study of the implementation of concepts, principles, and theories of managing quality in organizations. Throughout the course, emphasis will be placed on the managerial processes underlying quality management in both service-providing and goods-producing organizations. The course will use an organization based project to study the strategic, and operational details of building quality as a competitive weapon in the marketplace. Specific topics to be covered include the role of customer focus, continuous process and product improvement, total employee involvement, and practices and processes in managing quality in organizations. The topics are integrated using a systems approach to managing and implementing quality improvement programs in organizations. Specifically, the Malcolm Baldrige National Quality Award framework will be used in evaluating the implementation of Total Quality Management in organizations.

**PRE-REQUISITE COURSE**

MBA 650. The concepts, principles, and theories of managing quality in organizations will not be covered in MBA 711C-11. However, their application in organizations will be dealt with in this course. For a student to do well in MBA 711C-11, it is important that the student should be able to:

- 1) Describe the historical progression of the Quality Movement.

- 2) Elaborate on the role of quality in the competitiveness of nations and organizations.
- 3) Describe the contributions made by the "quality pioneers" (Deming, Juran, Fiegenbaum, Crosby, Ishikawa, and Ohno).
- 4) Explain the important elements (and their inter-relationships) of Total Quality Management.
- 5) Understand the linkage between customer focus and the quality function.
- 6) Elaborate on the important aspects and issues of continuous process improvement.
- 7) Understand the inter-relationships between quality and other measures of performance such as productivity, effectiveness, efficiency, profitability, etc.
- 8) Explain the factors that make a service quality more difficult to manage as compared to quality in a manufacturing organization.
- 9) Understand the role of Quality Circles in enhancing performance.
- 10) Use Graphs, Pareto Diagrams, Cause-and-Effect Diagrams, Check Sheets, Histograms, Stratification, Data Distributions, Process Capability, Control Charts, and Scatter Diagrams and Correlation in managing quality.
- 11) Understand the role of Total Employee Involvement in enhancing quality.
- 12) Explain the significance of vendor/customer relationships in quality management.
- 13) Explain the role played by the Malcolm Baldrige Award, the Deming Prize, and ISO 9000 in enhancing global quality.

#### **TEXT AND SUPPLEMENTARY MATERIAL**

Bounds, G., Yorks, L., Adams, M., and Ranney, G. (1994). Beyond Total Quality Management: Toward the Emerging Paradigm New York, NY: McGraw-Hill, Inc.

Implementation of Total Quality Management. Supplementary material prepared by the instructor.

#### **GRADING**

The course grade is based on a term project, and class participation and contribution. Grades are based on the following "absolute" scale (i.e., there will not be any "curving").

	<u>Points</u>
In-Class Participation and Contribution	100
Term Project Report	200
Term Project Presentation	100
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TOTAL	400
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A > 359; A- > 346; B+ > 333; B > 319; B- > 306; C+ > 293; C > 280; C- > 266; F < 266.

One of the above-mentioned grades will appear in your transcript but the following grades will be used in the computation of the Grade Point Average (GPA):

<u>Grade on Transcript</u>	<u>Grade for Computation of GPA</u>
A and A-	A
B+, B, and B-	B
C+, C, and C-	C
F	F

## TERM PROJECT ASSIGNMENT

Each student group (consisting of two students) is to write a paper analyzing and evaluating the implementation of total quality management in an organization (or part of a large one). You may need to interview line managers or staff personnel in the organization to obtain an understanding of the quality function and how it is managed. The interview process must include a visit to the facility. The paper should use the MBA711D-11 course outline as a guide in organizing the analysis. All major topics in the courses that are applicable to the organization should be addressed. Specifically, the Malcolm Baldrige National Quality Award criteria should be used in the analysis and evaluation. If some of the topics in the course are not applicable to the organization, the reasons for the same should be provided. The analysis should make use of the concepts presented in the courses with respect to the various topics. Where appropriate, it should also draw upon concepts presented in the textbook, or current journals (such as Wall Street Journal, Fortune, Quality Progress, etc.).

In addition to analyzing the quality of the product and process as it exists in the organization, the paper should make recommendations for improvement where appropriate. In general, the report should be written from the point of view of an objective quality management consultant, who is writing for an audience that is familiar with the principles, concepts, decision/problem areas, and techniques of quality management (at the level of MBA 650/MBA 711C-11), but is not familiar with the specific organization being analyzed and evaluated.

Each group is encouraged to develop the outline of each section of your paper as we cover the various topics in the course. This approach will not only reinforce your learning in preparation for the exam, but also distribute the work associated with the term project more evenly over the 8-week module. Student groups should neither seek nor receive help from friends and family in completing the term project. Feel free to discuss your term project with the instructor as it is being developed. The paper must be typed, and double-spaced on 8.5" by 11" paper. The size of the lettering must not exceed 12 point (using the Word Perfect software). No minimum or maximum length are specified, although the papers are typically 25 to 30 pages long. Cover the topics thoroughly, but efficiently. Do not add verbiage for the sake of length. Feel free to include diagrams, films, photos, sketches, or other types of illustrations in your written analysis. Oversized charts or drawings should be folded to the 8.5 " by 11" format. In preparing the written analysis, write from an objective view, in third person. Do not use the words "I", "We", or "You". Use subheadings to correspond with specific issues posed for the two cases. It should be noted that appropriate credit will be given for those groups which are in a position to integrate their analysis with readings presented outside the case/text/reading material. Each member of the group should attest that "WE HAVE ABIDED BY THE ACADEMIC HONOR POLICY ON THIS ASSIGNMENT" on the cover page of the written report.

The project report and presentation will be graded on organization, thoroughness, insightfulness of analysis/recommendations, written communication and class presentation skills. Any member of the group could be called upon to make the presentation in class. That is, each and every single member of a group should be in a position to make the class presentation. The term project report and a set of your presentation transparencies should be submitted to the instructor at the beginning of the class session on December 1, 1994. Late submissions will not be accepted. The deadline should be met irrespective of the scheduled time and day of your presentation. Copies of your transparencies should be made available to all the members of the class on the specific day of your presentation. Feel free to invite any member of the organization to your class presentation. For each class session an overhead projector and screen will be provided. If any of the presenting groups would like to use any other kind of audio-visual equipment, the instructor should be notified one week prior to the date of the presentation for making the appropriate arrangements.

## CLASS PARTICIPATION AND CONTRIBUTION

Each student should be prepared for an insightful discussion of all aspects of the material assigned for each class session, be it text/supplementary material and/or the case study. Students should be prepared to answer questions and raise issues when called upon to do so in the class. Students will be evaluated at each session on the quality (not quantity) of their participation/contribution. Class contribution/participation points will be accumulated based on how perceptively a student analyzes the situation being studied, the usefulness of the observations and suggestions made by the student, and the student's ability to put across ideas with clarity and conviction. Class attendance alone will not directly count towards the points to be accumulated through class participation/contribution. However, poor attendance will dramatically reflect in a student's participation/contribution grade. That is, a student cannot participate/contribute if absent from the class. The assignment of filling in the appropriate sections of the Application Scorebook for any given session as listed in the syllabus should be turned in to the instructor at the beginning of that class session. This is mandatory. Please retain a copy of your submissions.

## WITHDRAWAL

The last date to withdraw and receive a "W" (if doing passing work) is November 14, 1995 (Tuesday).

## PEDAGOGIC APPROACH

Lecture presentations, video films, and a case (Colony Fasteners Case Study) will be used in imparting the course material. The "lecture" sessions will rely on the socratic method to the extent possible. Each student should be prepared to discuss the assigned readings for each class session. The last 45-60 minutes of sessions 2 through 6 will be devoted by the individual groups to work on their term project assignments. The course syllabus provides a general plan for the course; deviations may be necessary.

## COGNITIVE COURSE OBJECTIVES

Upon completing the course, the student should be able to:

- 1) **Explain** how the important elements of Total Quality Management can be implemented.
- 2) **Operationalize** the linkage between customer focus and the quality function.
- 3) **Understand** how Quality Circles are put in place in enhancing performance.
- 4) **Develop** a process by which continuous improvement is designed into the system.
- 5) **Propose** a method to measure and control quality in an organization for making continuous improvements.
- 6) **Assess** the extent of Total Employee Involvement in enhancing quality.
- 7) **Evaluate** the significance of vendor/customer relationships in quality management.
- 9) **Describe** the systems that need to be in place to apply for the Malcolm Baldrige National Quality Award.
- 10) **Acquire** a good understanding of Total Quality Management and the inter-relationships between the quality function and the primary areas of the organization (such as engineering, operations, marketing, finance, accounting, etc.) so as to be an active participant in continuous quality improvement program.

## SCHEDULE OF SESSIONS

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SESSION #	DATE	TOPICS
1	10/19	<p>IN SEARCH OF THE HOLY (QUALITY) GRAIL! Video Film: Kurt Manufacturing (30 minutes).</p> <ol style="list-style-type: none"> <li>1) Illustrate how the different measures of performance (quality, efficiency, effectiveness, productivity, and innovation) impact the profitability of the firm.</li> <li>2) "In Search of the Holy (Quality) Grail is a myth." Take a position and defend.</li> <li>3) Making use of the facts presented in the video film on Kurt Manufacturing, identify the primary tenets of implementing Total Quality Management.</li> <li>4) What are the factors that contribute to the successes and failures of TQM implementation programs.</li> </ol>
2	10/26	<p>BALDRIGE OR BALONEY?</p> <p>Articles: Main, J. (1991). Is the Baldrige Overblown? <i>Fortune</i>, (July 1): 62-65. Garvin, D. A. (1991). How the Baldrige Award Really Works. <i>Harvard Business Review</i>, November-December: 80-93. MBQNA: 1995 Award Criteria.</p> <ol style="list-style-type: none"> <li>1) Winning the "Baldrige" has not been the "quality elixir" for many organizations. Explain.</li> <li>2) Explain how the "Baldrige" is an agent for transforming business.</li> <li>3) What are the important facets of the Baldrige framework?</li> </ol>

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SESSION #	DATE	TOPICS
3	11/02	<p>TAKING THE BULL BY THE HORNS AND LEADING THE CHARGE Colony Fasteners Case Study: Pp. 1-6. Application Scorebook: Pp. 1-11.</p> <p>1) Fill in pages 1-11 of the Application Scorebook and submit at the beginning of the class session.</p> <p>EMPOWER OR INFO-POWER? Colony Fasteners Case Study: Pp. 7-14. Application Scorebook: Pp. 12-17.</p> <p>1) Fill in pages 12-17 of the Application Scorebook and submit at the beginning of the class session.</p>
4	11/9	<p>THE STRATE" GEM" OF QUALITY Colony Fasteners Case Study: Pp. 15-20. Application Scorebook: Pp. 18-21.</p> <p>1) Fill in pages 18-21 of the Application Scorebook and submit at the beginning of the class session.</p> <p>HUMAN POWER: THE QUALITY RESOURCE Colony Fasteners Case Study: Pp. 21-32. Application Scorebook: Pp. 22-29.</p> <p>1) Fill in pages 22-29 of the Application Scorebook and submit at the beginning of the class session.</p>

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SESSION #	DATE	TOPICS
5	11/16	<p>THE DEVIL IS IN THE DETAIL            Colony Fasteners Case Study: Pp. 33-45.            Application Scorebook: Pp. 30-37.</p> <p>1) Fill in pages 30-37 of the Application Scorebook and submit at the beginning of the class session.</p> <p>TRIALS AND TRIBULATIONS IN ACHIEVING RESULTS            Colony Fasteners Case Study: Pp. 46-56.            Application Scorebook: Pp. 38-43.</p> <p>1) Fill in pages 38-43 of the Application Scorebook and submit at the beginning of the class session.</p>
6	11/30	<p>THE CUSTOMER IS ALWAYS RIGHT            Colony Fasteners Case Study: Pp. 57-70.            Application Scorebook: Pp. 44-58.            Article: Hill, R. C., and Freedman, S. M. (1992). Managing the Quality Process: Lessons from a Baldrige Award Winner. <u>Academy of Management Executive</u>, 6(1): 76-88.</p> <p>1) Fill in pages 50-64 of the Application Scorebook and submit at the beginning of the class session.            2) Elaborate on the "Wallace" experience.</p>
7	12/07	<p>TERM PROJECT PRESENTATIONS</p> <p><b>Due date for all term project reports and presentation transparencies.</b></p>
8	12/14	<p>TERM PROJECT PRESENTATIONS</p>

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