Standard Course Outline

Managing Quality for Productivity

I. General Information

Course Number  MGMT 413
Title           Managing Quality for Productivity
Units           3
Prerequisites   MGMT 300, IS 301; Recommended: IS 310
Course Coordinator Dr. Philip Chong
SCO Prepared by Dr. Philip Chong
Date prepared/revised October 2012
Updated         February 2015

II. Catalog Description

Relationship between productivity and quality. Examination of the quality-assurance function, statistical quality control, and lot inspection. Relationship between productivity improvement, product quality, and manufacturing strategy. Letter grade only (A-F).

III. Curriculum Justifications

This course introduces the concepts for analysis of the relationship between productivity and quality. It provides an overall understanding of the Total Quality Management system as a strategic management paradigm in modern organizations. Students will learn how the fundamental principles of TQM have taken root in US businesses over the past several decades, and how they have become seamlessly integrated into basic management practice and continue to represent an effective approach for achieving business success. Embedded in the specific subject matter of the course is an appreciation of the following CBA undergraduate learning goals:

- Critical Thinking (General)
- Ethics (General)
- Business Functions (Management-Specific)
- Domestic & Global Environment (Management-Specific).
IV. Course Objectives

Critical thinking: Students will demonstrate conceptual learning, critical thinking, and problem-solving skills.

Specific Learning goals for MGMT413: (a) Students will recognize and analyze the role of total quality management/ performance excellence practices in an organization and (b) Students will conduct research and evaluate the practices of an existing company based on the MBNQA standards.

Assessment methodology: objective test questions, oral presentation, and written report.

Ethics: Students will demonstrate awareness of ethical, social responsibility, and citizenship issues and the necessity and obligation to apply them in decision making in the local, regional, and global workplace.

Specific Learning goals for MGMT413: (a) Students will demonstrate that they are aware of the ethical and social responsibility issues in management and (b) Students will prepare to make management decisions in the future using ethical, legal, and socially responsible choices in a managerial context.

Assessment methodology: objective test questions, oral presentation, and written report.

(Management Specific) Business functions: Students will demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.

Specific Learning goals for MGMT413: (a) Students will demonstrate that they can design, deploy, continuously improve and integrate key processes in a business organization, and (b) demonstrate how these processes produce the outcomes as represented by a balanced scorecard of performance measurements important to key stakeholders.

Method of assessment: objective test questions, oral presentation, and written report.

(Management Specific) Domestic & Global Environment: Students will be able to demonstrate knowledge of today’s domestic and global business environment (e.g., legal, regulatory, political, cultural, and economic).

Specific Learning goals for MGMT413: Students will demonstrate that they understand the complexity in today’s domestic and global business environment (legal, regulatory, political, cultural and economic), and (b) Students will demonstrate that they understand the importance of customer and supply chains involving distributors, suppliers, and partners around the world.

Assessment methodology: objective test questions, oral presentation, and written report.
V. Outline of Subject Matter

The topic outline for the course is the following:

<table>
<thead>
<tr>
<th>Topics</th>
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<tr>
<td>History and Importance of Quality</td>
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<td>Total Quality in Organizations</td>
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<td>TQM Philosophies and Frameworks</td>
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<td>General and Task Environments of Organizations</td>
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<td>Strategic Focus for Performance Excellence</td>
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<tr>
<td>Focusing on Customers</td>
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<td>High Performance Workforce Management</td>
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<td>Operations Management</td>
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<td>Performance Measurement and Information Management</td>
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<td>Leading, Building, and Sustaining Performance Excellence</td>
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<td>Six Sigma and Process Improvement</td>
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<td>Statistical Process Control</td>
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<td>Optional additional topics include: Design for Quality and</td>
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<td>Product Excellence, Statistical Thinking and Applications,</td>
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<td>ISO 9000, to be included at the discretion of the instructor</td>
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VI. Methods of Instruction

a) Instructors should use appropriate instruction methods that are consistent with the course description stated in Section II and serve the course objectives listed in Section IV of this SCO. Examples of instruction methods for the course include:
   - Class lecture/examples/discussion
   - Short case analyses/exercises/software
   - Written assignments
   - Simulation
   - Team projects applying widely used TQM standards such as MBNQA or ISO 9000/Team presentations/Team written reports

b) Instructors should use appropriate text books that are consistent with the course description stated in Section II and serve the course objectives listed in Section IV of this SCO. Currently, no single textbook provides the necessary breadth of topics. The following is illustrative:
   - Evans and Lindsay. Managing for Quality and Performance Excellence, Cengage
   - 2011-2012 Criteria for Performance Excellence (222.baldrige.nist.gov)
   - Instructors may use a custom book. Additional readings and cases may be selected.

VII. Instructional Policy Requirements

a) Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.

b) Instructors should enforce policies regarding to plagiarism, withdrawal, absences, etc., that
are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Attendance, Course Syllabi, Final Course Grades, Grading Procedures, Final Assessments, and Withdrawals. If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.

c) All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.

d) **Students with Disabilities.** Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.