

OM 475 Quality Management – Autumn 2009
Tuesday – Thursday 10:00 – 11:45

Professor James R. Evans
526 Lindner

Ways to contact me (in order of preference):

Email: james.evans@uc.edu

Send a text message to my cell 513-375-8770 (standard messaging rates apply!)

Call my cell (last resort please)

On class days, call my office phone 556-7152

Office Hours: Tuesday and Thursday 9-10; 12-1

Text: Evans and Lindsay, *Managing for Quality and Performance Excellence*, 7th Edition, Cengage/South-Western, 2008. ISBN 0324382278 DO NOT BUY THE INTERNATIONAL (PAPERBACK) EDITION; IT IS DIFFERENT. If you buy a used book, make sure you have the CD included. You are responsible for ensuring that you have it.

Course Expectations

Making this an effective course is a shared responsibility. Below is a summary of the things I have designed into the class and my expectations of you!

- We will use a variety of approaches in class: traditional lectures, problem sessions, videos, demonstrations, and exercises. ***Expectations: Take appropriate notes. Tell me when you don't understand something or if I use terminology you aren't familiar with.***
- We will start *promptly* on time. I will try to move at a pace that is good for you. If I'm going too fast; it's your responsibility to let me know. ***Expectations: Attend all classes. Be in class on time. Pay attention. Prepare for class discussions.***
- Scheduled office hours are listed above. However, I encourage you to contact me either by phone or e-mail (preferred) anytime you have a question or wish to make an appointment to see me at another time. I will return your e-mail as soon as possible. ***Expectations: Contact me if you are having problems.***
- Besides having written the book, I have been very actively involved in quality management activities. I was on the Board of Examiners for the Malcolm Baldrige National Quality Award program for 8 years and also served 3 years as a Judge for the Award. I am also active in the Ohio Partnership for Excellence, and have consulted with several organizations. These experiences have been incorporated into the text extensively. I will share my experiences throughout the course. ***Expectations: Freely share any personal experiences that you may have had in your jobs.***
- I like to ask a lot of questions and expect a lot of discussion; it makes the classes much more interesting. However, this requires your willingness to share your ideas. Except for the quantitative material, there are no right answers! ***Expectations: Respond to questions in class. Participate in exercises and demonstrations. Display teamwork and cooperation. Demonstrate a willingness to learn. Provide honest feedback about the course. Assess and improve your own learning habits.***
- Any material or examples we do in class as well as assigned problems should be considered as "important." However, attending class is not a substitute for reading the book!

Expectations: Ensure that you can answer the assigned review questions at the end of each chapter. Pay attention to the examples in class. Understand not just the mechanics of solving a problem, but the fundamental concepts on which they are based.

- My (and your) learning objectives are two-fold. First, you should be able to ***define and explain*** all of the major concepts that we discuss in class or are included in the readings. Summaries of key points and terminology from each chapter can be found on the CD-ROM with the book. Study these! Second, you should leave this course with some basic quantitative skills that would be valuable in an entry-level job in operations management. Thus, our second focus will be on solving problems. The exams will also include quantitative problems. ***Expectations: Do all assigned work. Focus on learning, not grades. Go beyond minimal requirements.***

Grading:

Quizzes and Exams: 50% (two exams 20% each; two shorter quizzes 5% each)

Daily Blog: 10%

Project: 20%

Assignments: 10%

Class Participation: 10%

QUALITY BLOG You are to submit a “quality blog” in each class (beginning with the second class). This should be typed, single-spaced (12 point font) and at least one-half page in length. You should include personal reflections on the material covered in the previous class – for example, what you learned that was new or surprising to you, examples of how you’ve seen the concepts or philosophies practiced in your jobs (either good or bad), discussion of interesting articles or news items about quality that you read in the newspaper or business magazines, and so on – something that shows me that you’ve thought about the ideas and how they apply in your life and work.

PROJECT Each student is required to submit a term project that you may begin immediately. This can be one of many different things. Some suggestions (but you are not limited to these – be creative; if you aren’t sure about it, discuss it with me):

- Develop a well-written and well-researched case similar to the Quality in Practice cases in the chapters of the book that addresses a topic related to the course. This might be based on literature or real experiences with the company you’ve worked for, a family business, etc. Choose a topic you are interested in!
- Summarize the quality practices at a local company in which you co-op, internship, or work, or contrast different firms in the same industry.
- Apply quality tools that we learn during the course to a real problem at a company, student organization, church or other nonprofit organization. These might include process improvement tools or other Six Sigma tools that we discuss.
- Check out the Projects, Etc. sections of the book for other ideas.

Project write-ups should include text material as a resource and be properly documented with a page # either through footnotes or in the body of the text, and complete citations for any other articles or web resources that you might use. Projects may vary in length, but generally should be 5-10 pages to adequately cover your topic. These are independent projects, not group projects.

By Nov 3, I would like a brief proposal of what you plan to do for my approval. The projects are due on the last day of class Dec 3.

ASSIGNMENTS

Two major homework sets will be assigned and are due on the classes before exams. We will review them and also answer any questions to prepare for the exams. I will also assign various other homework in class. Late assignments will not be accepted. This is a 400 level course – independent work is expected! Attempt and effort are of major importance. Making mistakes is OK – I want you to learn from doing assignments, not from submitting the right answers if you didn't work them yourself. Please show all of your work, not just a final answer.

CLASS PARTICIPATION

Attendance and class participation is an important part of this course. Much of our learning will take place during class discussions and we will have various demonstrations, videos, and activities during classes.

BOILERPLATE

Quiz/Exam Policy: Exams and quizzes can be made up for excused absences only, if both of the following conditions are met: (1) the instructor has been informed in advance and (2) the instructor has provided his written approval to miss the exam. Written approval will not be granted until the instructor and student have agreed on how the exam will be made up. Unexcused absences will result in a grade of zero. **BECAUSE OF THE CURRENT FLU ISSUES, IF YOU ARE SICK DON'T COME TO CLASS BUT PLEASE NOTIFY ME. WE WILL WORK AROUND ANY EXAMS OR HOMEWORK.**

Incomplete Policy: The university policy is: The I grade will be given only if a student, through no fault of his/her own, is unable to complete the course and has an excused absence from the instructor. Students receiving an I grade must contact the instructor during the first week of the immediately following quarter to arrange a procedure for completing the course.

Withdrawal policy: The college withdrawal policy will be followed.

Course Honor Policy: The submittal of an assignment or exam is an implicit statement that the work is that of the student submitting the material. Any violations of this policy will result in a zero grade for that assignment or exam and a report to the Assistant Dean for Undergraduate Programs.

Course Outline and Schedule

Note: answers to practice (even-numbered) problems are available on the CD with the book. I strongly encourage you to work these as exam questions will also be based on these as well as other course material. Contact me if you have difficulty with them.

Class	Date	Topic	Readings	Practice Problems
1	24-Sep	Introduction	Chapter 1	
2	29-Sep	Total Quality in Organizations	Chapter 2	
3	1-Oct	OUT OF TOWN AT A CONFERENCE		
4	6-Oct	Quality Philosophies	Chapter 3	
5	8-Oct	Quality Frameworks	Chapter 3	
6	13-Oct	QUIZ; Customer Focus	Chapter 4	
7	15-Oct	Process Management	Chapter 7	
8	20-Oct	Statistical Thinking	Chapter 11	2, 4, 6, 8
9	22-Oct	Design of Experiments	Chapter 11	20
10	27-Oct	Homework and exam review		
11	29-Oct	Exam #1		
12	3-Nov	Project proposal due; SPC	Chapter 14	2, 4, 8, 10, 12 26, 28, 32, 40,
13	5-Nov	SPC	Chapter 14	42
14	10-Nov	Process Improvement	Chapter 13	2, 4, 8, 10, 12
15	12-Nov	Process Improvement	Chapter 13	
16	17-Nov	OUT OF TOWN AT A CONFERENCE		
17	19-Nov	QUIZ; Six Sigma	Chapter 10	2, 4
18	24-Nov	Design for Six Sigma	Chapter 12	2, 4, 6, 8, 10, 14 20, 22, 24, 26, 34, 40
19	1-Dec	Design for Six Sigma	Chapter 12	
20	3-Dec	Homework and exam review		
		EXAM #2		