

OM 475 Quality Management – Winter 2010

Monday-Wednesday 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.

I don't check my office voice mail very often, but I check email almost continuously when I am available. I try to respond as soon as I can.

Office Hours: Monday and Wednesday 8:30-9:30 and 2-3:45 unless I have a meeting or some other conflict. For other times, contact me to schedule a time to meet. I can probably answer most of your questions via email, so try that first.

Text: Evans and Lindsay, *Managing for Quality and Performance Excellence, 8th Edition*, Cengage/South-Western, 2008. **DO NOT BUY THE INTERNATIONAL (PAPERBACK) EDITION; IT IS DIFFERENT.** The 8th edition is significantly different from the 7th edition. If you have the wrong book, you will not be able to follow the material or do the assignments correctly. You will need access to the student Premium Website that contains additional material; access codes are included with a new book or may be purchased separately.

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 Premium Website. 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: 60% (two exams 30% each)

Daily Blog and Assignments: 25%

Project: 15%

QUALITY BLOG AND DAILY ASSIGNMENT You are to submit a “quality blog” after each class unless instructed not to. **This must 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. In addition to the blog, I will assign a short assignment each day to answer a question or case in the book. Please staple your response on a separate page with your blog. Late assignments will not be accepted.

PROJECT You will be 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. Show specific applications, compare to practices in the book, etc.
- 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 Feb 3, I would like a brief proposal of what you plan to do for my approval. If I don't approve it, you risk getting a poor grade. The projects are due on the last day of class.

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: there is no class on Jan 18 for Martin Luther King day)

Class	Date	Topic	Reading Reference	Recommended Practice Problems	Premium Website Readings	Homework Assignment (to include with blog due next class)
1	Jan 4	Introduction to Quality	Chapter 1		Summary of Key Points – Chapter 1	Chapter 1 Discussion Question #9
2	Jan 6	TQ in Organizations	Chapter 2		Recommendations of the President’s Advisory Commission on Consumer Protection and Quality in the Health Care Industry Summary of Key Points – Chapter 2	Explain how the 12 President’s Advisory Commission recommendations in health care relate to the principles and practices of TQ as discussed in Class 1
3	Jan 11	Quality Philosophies	Chapter 3 to page 111			Chapter 3 Discussion Question #10
4	Jan 13	Quality Frameworks	Chapter 3 page 111 to end		Baldrige Application Review and Scoring Process Baldrige and Six Sigma Are We Making Progress? (in Baldrige Materials folder) Summary of Key Points – Chapter 3	Print a copy of Are We Making Progress? from the Baldrige Documents folder on the Premium Website and complete it, thinking of your current or a past job you have had.
5	Jan 20	Customer Focus	Chapter 5		Summary of Key Points – Chapter 5	Pauli’s Restaurant and Microbrewery case in Chapter 5
6	Jan 25	Process Management: Design	Chapter 7		Supplier and Partnering Processes	Chapter 7 Discussion Question #1
7	Jan 27	Process Management: Control and Improvement	Chapter 7		Process Control in the Food Industry Summary of Key Points – Chapter 7	Chapter 7 Discussion Question #22
8	Feb 1	Performance Measurement	Chapter 8 to page 392	1, 3	Summary of Key Points – Chapter 8	Chapter 8 Problem #8

9	Feb 3	Review for Exam 1				
10	Feb 8	EXAM #1				
11	Feb 10	Statistical Thinking	Chapter 10	1, 7	Probability Distributions	Chapter 10 Problems #2, 10
12	Feb 15	Design of Experiments	Chapter 10		Summary of Key Points – Chapter 10	Calculations of main effects and interactions for your helicopter experiment
13	Feb 17	Six Sigma	Chapter 11	1, 4	Six Sigma Body of Knowledge	Chapter 11 Problem #2
14	Feb 22	Process Improvement	Chapter 11		Summary of Key Points – Chapter 11	Chapter 11 LT, Inc. case
15	Feb 24	Design for Quality and Product Excellence	Chapter 12			Chapter 12 Problem #1
16	Mar 1	Design Optimization and Verification	Chapter 12	6, 12, 23, 27	Measuring Instruments Summary of Key Points – Chapter 12	Chapter 12, Problems #13, 24, 26, 38
17	Mar 3	Statistical Process Control Basics	Chapter 13	5		Chapter 13 Problem #11
18	Mar 8	Advanced SPC Concepts	Chapter 13	30, 42	Summary of Key Points – Chapter 13	Chapter 13 Problem #45
19	Mar 10	Review for Exam 2				
	Exam Week	EXAM #2				