

**BUSI 4302A**  
**Management of Quality**  
**Winter 2017**

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| <b>Instructor</b>                             | <b>Mohammad Rahmatian</b><br>DT 1009A<br><a href="mailto:mohammad.rahmatian@carleton.ca">mohammad.rahmatian@carleton.ca</a> ( <i>only means of online communication</i> )  |
| <b>Class Times:</b>                           | Tuesdays 6:05 pm - 8:55 pm      Room: Mackenzie Building 4332  |
| <b>Office Hours:</b>                          | By appointment only on Tuesdays between 5:00pm and 6:00pm.<br><i>Email for appointment.</i>  |
| <b>Course Objectives:</b>                     | <p>In recent history an emphasis on quality led the Japanese industries to displace their North American counterparts in both domestic and international markets. These events triggered revolutionary reactions at the firm, industry, and political levels that emphasized quality as an essential competitive weapon in the marketplace.</p> <p>Various profitable and not-for-profit organizations remain immensely interested in implementing and maintaining various quality management systems including the Malcolm Baldrige Quality Award criteria for performance excellence, ISO 9000 standards and Six Sigma systems, which can create interesting opportunities for students of this course.</p> <p>Against this backdrop, the objective of this course is to introduce the notion of quality, its history, concepts, philosophies, management systems, and impact on competitive advantage and financial returns.</p> <p>Practice the technical issues, tools, and techniques that underpin Six Sigma and process improvement, product design, and process control.</p> <p>Explain the management system of quality which is concerned with planning the organizational systems for performance excellence, focusing on customer needs, managing the change in organizational culture towards quality, and leading and sustaining performance excellence efforts.</p> <p>In summary, it will cover:</p> <ul style="list-style-type: none"> <li>✓ Quality concepts and methods surrounding the definition, mapping, implementation, improvement of a business processes in organizations and global supply chains.</li> </ul> |
| <b>Calendar description and Prerequisites</b> | <p>Quality concepts and methods surrounding the definition, mapping, implementation, improvement of business processes in organizations and global supply chains.</p> <p><b>Prerequisite:</b> Third-year standing, BUSI 2301 with a grade of C or higher and STAT 2606 with a grade of C- or higher.</p>   |
| <b>Course Material</b>                        | <p>Textbook: James R. Evans and William K. Lindsay, <i>Managing for Quality and Performance Excellence</i>, 9th Ed, South-Western Cengage Learning, Mason, OH, 2011.<br/><b>ISBN: 1-285-06946-3.</b></p>   |

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| <b>Course Evaluation</b>   | <p><b><u>Grade Distribution</u></b></p> <table border="0"> <tr> <td>Class Attendance</td> <td>5%</td> </tr> <tr> <td>Term Project</td> <td>20% (15% report + 5% class presentation)</td> </tr> <tr> <td>Mid-Term Exam</td> <td>20%</td> </tr> <tr> <td>Final Exam</td> <td>55%</td> </tr> </table> | Class Attendance | 5% | Term Project | 20% (15% report + 5% class presentation) | Mid-Term Exam | 20% | Final Exam | 55% |
|  | Class Attendance   | 5%               |    |              |  |               |     |            |     |
| Term Project   | 20% (15% report + 5% class presentation)   |                  |    |              |  |               |     |            |     |
| Mid-Term Exam  | 20%  |                  |    |              |  |               |     |            |     |
| Final Exam   | 55%  |                  |    |              |  |               |     |            |     |
| <p><b><u>Class Attendance</u></b></p> <p>Class attendance is essential for engaging with the course material and interacting with the instructor and classmates, which creates the class experience. Attendance will be assessed via means of an attendance sheet, which will be circulated in the class.</p> <p>Participating in class activities is not assessed in this course but is essential for the individual's and collective learning experience and so is highly encouraged. Participation can be in the form of discussing issues and questions raised by the instructor or classmates, generating ideas related to the readings, responding to others' ideas constructively (that could mean respectfully disagreeing and explaining why), questioning, keeping discussion flow, commenting, and building on others' contributions. For the sake of positive participation, it is recommended to study the readings before class.</p> <p><b><u>Term Project:</u></b></p> <p>In groups of two to three students identify a publicly owned firm that has earned the Malcolm Baldrige Quality Award on or before 2015. It must be a publicly owned firm in order to facilitate finding important data that is needed for this project. Using archival data and reports you need to write at least 15-page single space report on the following:</p> <ul style="list-style-type: none"> <li>• Company profile: business description, primary industry(ies) noting SIC or NAICS codes, primary product(s) and/or service(s)</li> <li>• Identify the direct competitors of this firm. Explain your methodology of finding these direct competitors.</li> <li>• Discuss the key facets of quality in the firm's product or service market.</li> <li>• Discuss the key competitive priorities for success in this industry or in the industry segment of the firm.</li> <li>• Are there any quality aspects that are part of these competitive priorities? If yes explain each of these aspects in the context of the specific firm's industry. Are these quality aspects product (design /manufacturing) and/or service related. How important are these quality aspects in shaping the competitive landscape for this firm and in this industry?</li> <li>• Download all announcements that refer to quality related problems in this firm. Craft a story out of these news announcements that describe the evolution of the state of quality at this firm prior to the award.</li> <li>• In the announcements seek to know the cost of quality problems and defects? How did that affect the bottom line?</li> <li>• How do you describe the nature and number of quality related announcements before and after the quality award?</li> <li>• Describe the state of quality management in the firm's direct competitors. Did competitors have any quality certification already at the time of the award?</li> <li>• Discuss the firm's application to the Malcolm Baldrige Quality Award taking into consideration the course topics including strategic management of quality, improvements through leadership, customer oriented operations, design/process management of quality, measurement and analysis of quality projects, etc.</li> <li>• Assess the cost that the firm incurred to comply with the award criteria for performance excellence.</li> </ul> |  |                  |    |              |  |               |     |            |     |

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|---------------------------|--|
|                           | <ul style="list-style-type: none"> <li>• Present the following firm’s financial data: annual sales, operating costs, operating costs/annual sales, return on sales, and return on assets for each year prior and after the year of the award up to five years. What does the data tell?</li> <li>• What do you think was the most likely motivation for the firm to pursue the Award? Why? Can the data you gathered up to this point adequately answer this question? If not, what other data did you need to gather to answer this question?</li> <li>• Present and discuss any findings about the firm that interested you.</li> </ul> <p><b><u>Midterm Exam:</u></b></p> <p>This will be in class exam. The exam is closed book and closed notes. A strict policy towards exam deferral is imposed. Deferring a midterm exam requires a formal application process through the undergraduate students’ office no later than five (5) calendar days after the midterm date.</p> <p><b><u>Final Exam</u></b></p> <p>The exam will be closed book and closed notes. The final exam will be comprehensive but will place greater emphasis on post mid-term topics. Both quantitative and qualitative questions can be expected. The date, time, and location of the final exam will be announced by the university. The scheduling office will determine the student’s eligibility for a deferred final examination. However, students who do not obtain at least 50% average on their term work for the course (i.e. Attendance and Midterm and project combined) may be refused by the instructor the privilege of a deferred final examination. In such case, a FND grade will be assigned to the student. Students are advised that exam papers will not be returned back to them after being marked. They will be available for consultation only at the instructor’s office during office hours.</p> |
| <b>General Guidelines</b> | <ul style="list-style-type: none"> <li>• Relying solely on the presentation slides for studying will not lead to adequate understanding of the subject. For that you need to thoroughly read the topics from the textbook. This will significantly increase the chance of doing well in this course.</li> <li>• Students should use their Cmail account and not any other email accounts to communicate with the instructor or the TA.</li> <li>• All forms of communication (cell phones, social networks, etc) are prohibited in class.</li> </ul>   |

### Tentative Schedule:

| Wk       | Date              | Topic   | Note                                  |
|----------|-------------------|---|---------------------------------------|
| 1        | 01/10/2017        | <ul style="list-style-type: none"> <li>• Chapter 1 - Introduction</li> </ul>  |                                       |
| 2        | 01/17/2017        | <ul style="list-style-type: none"> <li>• Chapter 2 - Foundations of Quality Management</li> </ul>   |                                       |
| 3        | 01/24/2017        | <ul style="list-style-type: none"> <li>• Chapter 3 – Customer Oriented Operations</li> <li>• Chapter 7 – Design for Quality</li> </ul>                              |                                       |
| 4        | 01/31/2017        | <ul style="list-style-type: none"> <li>• Chapter 5 – Process Focus</li> <li>• Chapter 6 – Tools and Techniques</li> </ul>   |                                       |
| 5        | 02/07/2017        | <ul style="list-style-type: none"> <li>• Chapter 8 – Performance Measurement</li> </ul>   |                                       |
| 6        | 02/14/2017        | <b>In-class Mid-Term Exam</b>   |                                       |
| <b>7</b> | <b>02/21/2017</b> | <b>Winter Break: Classes Suspended</b>  |                                       |
| 8        | 02/28/2017        | <ul style="list-style-type: none"> <li>• Chapter 9 – Lean &amp; Process Improvement Methodologies</li> </ul>  | <b>Project: Organization Selected</b> |
| 9        | 03/07/2017        | <ul style="list-style-type: none"> <li>• Chapter 10 – Baldrige Framework</li> </ul>   |                                       |
| 10       | 03/14/2017        | <ul style="list-style-type: none"> <li>• Chapter 13 – Leadership for Performance Excellence</li> <li>• Chapter 4 – Human Resources Management of Quality</li> </ul> |                                       |
| 11       | 03/21/2017        | <ul style="list-style-type: none"> <li>• Chapter 12 – Measurement and Knowledge Management</li> <li>• Chapter 11 – Strategic Management of Quality</li> </ul>       |                                       |
| 12       | 03/28/2017        | <ul style="list-style-type: none"> <li>• Term Project Presentations</li> <li>• Chapter 14 – Building and Sustaining Quality</li> </ul>                              | <b>TERM PROJECT DUE</b>               |
| 13       | 04/04/2017        | <ul style="list-style-type: none"> <li>• Review for Final Exam</li> </ul>   |                                       |
|          | TBA               | <b>FINAL EXAM</b>   |                                       |

#### **Course Sharing Websites**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

#### **Required calculator in BUSI course examinations**

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

## Group work

The Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

|  |                                 |             |             |
|--|---------------------------------|-------------|-------------|
| A+ = 90-100  | B+ = 77-79                      | C+ = 67-69  | D+ = 57-59  |
| A = 85-89  | B = 73-76                       | C = 63-66   | D = 53-56   |
| A - = 80-84  | B - = 70-72                     | C - = 60-62 | D - = 50-52 |
| F = Below 50   | WDN = Withdrawn from the course |             |             |
| ABS = Student absent from final exam   |                                 |             |             |
| DEF = Deferred (See above)   |                                 |             |             |
| FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam |                                 |             |             |

### Academic Regulations, Accommodations, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### Requests for Academic Accommodations

#### Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

\*\*The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2017 exam period is March 10, 2017.

#### *For Religious Obligations*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

#### *For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in

Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure in the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <http://carleton.ca/studentaffairs/academic-integrity>.

### **Assistance for Students:**

Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

### **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you’re having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/support-services/>

Be in the know with what’s happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

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### **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean’s approval.
  - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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