

UNIVERSITY OF GUELPH
Department of Marketing & Consumer Studies
MCS*3010: Quality Management

COURSE OUTLINE (Fall 2010)

Instructor

Dr. Trevor Smith
Office: MINS 255
trsmith@uoguelph.ca

Teaching Assistant

Office hours: Tues. & Thurs. 1:00-2:00

Course Description

Lectures will include general concepts and expectations of quality assurance from consumer, government, managerial and technological points of view and discuss the relationship of national and international groups concerned with quality assurance. Seminars apply concepts to selected products and services.

Course Goals

This course is an introduction to the vocabulary, management techniques, standards, and statistical methods that apply to quality assurance in modern product and service industries. The central theme of the course is the great variety of strategies that can be used to meet consumer and government expectations of quality and reliability ("consumer satisfaction") in virtually all segments of the manufacturing, processing and service industries.

Behavioural Objectives

At the end of the course, you will be able to:

1. Correctly use the vocabulary of quality assurance/management.
2. Differentiate the terms performance excellence, quality management, quality assurance, quality control, reliability and maintainability and also understand their interrelationships.
3. Discuss the importance of standardization at local, national and international levels, as well as consumer involvement in standardization.
4. Explain the basic concepts of service quality.
5. Evaluate the impact of consumer and government insistence on quality in manufacturing, processing and service industries.
6. Evaluate the strategies used by organizations to leverage quality improvement throughout the whole enterprise and thereby achieve continual and sustained success.

Textbook¹

Evans, J.R. and Lindsay, W.M., Managing for Quality and Performance Excellence, 8th edition, South-Western Publishing (Thomson Learning), 2010.

¹*One copy of the textbook will be on 2-hour reserve at the University of Guelph Library. Please keep in mind that, because of the class size, it will probably be very difficult to access as midterm and final exams approach.*

Teaching Strategy

The core concepts of quality management are explained in a series of traditional lectures using examples and case studies from a variety of "real world" situations. Guest lecture presentations will supplement the lectures. The seminar component in class will guide you in the development and execution of a project in which the tools of quality will be applied in a "real world" situation.

Guest Lecture Presentations:

In this course, guest lecturers will discuss applications of quality management. You will be responsible for knowing the content of the guest lecture presentations for the final examination.

Seminars:

The purpose of this course is to introduce you to the theory and practice of quality management and to demonstrate the important role that quality considerations have in successful business operations. While an effort has been made to include as many 'real-life' examples as possible in the lecture material, there is no substitute for personal experience. To that end, it is the objective of the seminar time is to assist you in applying the lecture material so you can gain a clear understanding of how various topics are interpreted, implemented, and maintained in organizations. During the seminars you will be analyzing case studies as well as working on a major (group) project.

Seminars will form a component of the classes on Tuesdays and Thursdays. At one session, time will be devoted to case studies that expand on lecture material. The other class will include a greater amount of time devoted to developing and working on the major course project.

Your major course project is one that will be of direct relevance to quality management practitioners and organizations' senior leadership: "**Quality seen as a differentiator**". In today's world you will find that most organizations will say that Quality is critical to their business. What is more difficult to find is examples where Quality is marketed as a differentiator by companies to drive growth and to succeed over the competition. We believe that what you will learn in this course should guide in the development of such a quality marketing strategy that makes a significant difference to a company. The organization may be in the *service* or *manufacturing* sector, and be a large multinational or small enterprise.

In your project you will first need to define what constitutes the base quality level for the good or service you provide (some call this "table stakes"). Then take a look at what would make the quality level for the organization stand out (or differentiated from other company offerings), giving it outstanding

"value" that results in projected increased market share, increased profits, increased customer satisfaction, and business growth.

The differentiator could be in the operational model and culture of the organization, communications strategies, public image, how customers' needs are assessed and measured, how customer service is handled and how issues relating to other aspects of relationships with customers and stakeholders are dealt with. (Often forgotten is the presence of robust processes to deal with issues when things go wrong!)

You are being challenged to think "outside the box" and be innovative when designing this marketing plan, implementation and communication strategy. You then need to "sell" the idea to management and stakeholders. Draw from course material and information you are able to research from the Internet. It is important to provide an integrated solution that shows the true value of quality and business practitioners working together on an organizational objective. Although most of you have marketing knowledge, the project will be marked considering how well the quality dimension is drawn out.

Students will work in groups of 3-4 students. Each group will be provided with suggested organizations (their profile, type of product offering and business challenges) to help tailor their project. The submitted written material should incorporate the following:

- A report describing approach of new strategy and summarizing solutions (*20 pages: double spaced/12point*)
- A "Creative Brief" memo to management (*sample provided*). This is a précis of your 20 page proposal which clearly summarizes what is to be accomplished through the new marketing strategy and how it will be advertised to convince customers/clients of your superior product/service offering.
- A PowerPoint presentation to the shareholders of the organization (*maximum: 8 slides*)
- Each group will present the highlights of its project to the class [like the show "Dragon's Den" you will compete for judges' approval of your quality strategy idea]

Grading of Seminar Participation: Your active and ongoing participation in the seminar is required if you are to learn from the project and cases which were designed/selected to demonstrate the practical applications of quality management. For this reason, the seminar instructor will generally award higher grades for contributions that demonstrate depth of understanding of the project/topic, originality (not merely re-phrasing of what has been previously stated), and/or other relevant alternative perspectives. (Note: Contributions to your own small group's work will be monitored and rewarded accordingly). More specifically, the participation grade will be determined based upon the following grading scheme:

Seminar Participation ¹	Grade that will be assigned
Quality – <i>provided insightful thought that incorporated the course material and relevant observations. Questions to others and follow-up answers to questions were excellent and demonstrated competence in the topic.</i> Quantity – <i>showed good judgment in the number and length of comments.</i> Timing – <i>participated during the scheduled seminar times and project meeting times (as established by student group).</i> Etiquette/Courtesy - <i>respected colleagues' viewpoints, did not try to dominate the seminar/project, encouraged thought and turn taking. Participant supported or challenged colleagues' ideas in an appropriate fashion.</i> Added Value – <i>provided new material or critical insight or demonstrated reflective thought when necessary.</i>	8-10
Participation was good, but input was insufficient in two or three of the above areas.	4 – 7
Participation was not acceptable or insufficient and/or comments lacked in more than three of the above areas.	0 – 3

¹*Seminar participation will count for 25% of your final grade.*

Course Website:

Class notices will be posted on line, as will Powerpoint slides of lecture material. Please note that the Powerpoint slides posted on line will be less detailed than those used in class. Grades will be posted on Desire-to-Learn as they are available, so you are encouraged to consult the course website regularly throughout the semester. At the end of the semester, course evaluations will also be available on line.

Method of Evaluation*

Seminar project:	25%*
Preliminary presentation of “idea” [Week 3 – 5%]	
‘Creative Brief’ [Week 5 – 5%]	
End of semester presentation [10%]	
Final Paper [5%]	
Case analyses and class participation	25%
Midterm exam (Oct 19 in class)	20%
Final exam (Dec 6: 8:30-10:30; location TBA)	30%
Total	100%

**The ability to meet course deadlines is a reflection of quality. Hence, the following late policy will be strictly enforced. Marks will be deducted if any component of the seminar project is submitted after the due date for that component without acceptable documentation. Twenty percent (20%) will be deducted for each class day that any component of this assignment is late, and 15% for each weekend or part thereof. There will be a similar 10% per class day deduction for an executive summary that is submitted late without acceptable documentation.*

By the time students reach their third year of university, it is expected that they will contribute their fair share to group projects. Unfortunately, this is not always the case. For this reason, peer evaluations will be performed in the middle of the semester and then again at the end of the term. These evaluations are mandatory and will be used to adjust students’ project grades when deemed necessary. In extreme circumstances, a student may be removed from a group because of lack of contribution.

If a student misses a required element of this course but provides acceptable documentation, the grades from that component will be applied to the final exam.

University Regulations and Procedures

You are strongly encouraged to familiarize yourself with all aspects of Undergraduate Degree Regulations and Procedures. Particular attention should be paid to the section on Academic Misconduct, and procedures for dropping and adding courses.

University Grading Scheme

This course follows the grading scheme outlined in the University of Guelph Calendar*:

A+	90-100%	Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
A	85-89	
A-	80-84	
B+	77-79	Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
B	73-76	
B-	70-72	
C+	67-69	Acceptable: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
C	63-66	
C-	60-62	
D+	57-59	Minimally acceptable: A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
D	53-56	
D-	50-52	
F	0-49	Fail: An inadequate performance.

* http://www.uoguelph.ca/undergrad_calendar/index.shtml

Course Schedule*

<u>Date</u>	<u>Lecture Topic</u>	<u>Readings**</u>	<u>Seminar Topic</u>
Sep. 9	What is quality? History/importance of quality	pp. 1-38	Case 1
Sep. 14-16	Management system standards & Six sigma Management system standards (cont'd.)	pp. 128-135 ISO standards	Case 2
Sep. 21-23	Quality philosophies: Deming, Juran & Crosby	pp. 89-111	Student presentations
Sep. 28-30	Quality philosophies: Deming, Juran & Crosby; Quality in manufacturing	pp. 47-56; 71-73	Case 3
Oct. 5-7	Quality in services	pp. 56-71	Student presentations
Oct. 12-14	Quality awards Customer satisfaction	pp. 111-128 pp. 189-226	Case 4
Oct. 19-21	Guest Lecture (Counterfeiting)		MID TERM EXAM
Oct. 26-28	Quality culture Process management;	pp. 421-447; 245-294 pp. 329-422	TA presentation #2
Nov. 2-4	Performance measurement	pp. 305-395	Case 5
Nov. 9-11	Basic tools for quality improvement	pp. 527-567	TA presentation #3
Nov. 16-18	Statistical process control	pp. 659	Case 6
Nov. 23-25	Sustaining a total quality system	-	Student presentations
Nov. 30	Review		Student presentations
Dec. 6	FINAL EXAM		

**Please note that this schedule is accurate as of the time of preparation of this course outline. Both lecture and seminar schedule are subject to change as guest lecturers confirm their presentation dates.*

***Additional readings may be assigned throughout the semester.*

Please note that you are responsible for, and expected to attend, all scheduled lectures and seminars. Additional Powerpoint slides that may be used in lecture will not be available to students who miss class.