

Universidad Latinoamericana de Ciencia y Tecnología Bachelor of Science in Business Administration

Quality Management

13 -0081

Credits: 03

Spring 1 Quarter 2021

Professor: Luis Dumani

Purpose of the course

What is a course in quality management? How does Quality affect our lives? How can we create a Quality culture at work and at home?

Quality management will introduce you to the main concepts and principles of quality management and to study their implementation, it's a course in which students learn continuous improvement philosophies and methodologies and techniques required to improve product quality and process efficiency. You will become familiar with: The Total Quality Approach to Quality Management; Quality Management, Ethics and Corporate Social Responsibility; Education, Training and ISO 9000; Strategic management; Continual Improvement Methods with Kaizen, Six Sigma, Lean and Lean Six Sigma; Total Quality Tools; Leadership, Change and Quality Culture.

Upon completion of the course, you should be able to use quality management concepts easily and know peculiarities of evolution of quality management and its significance for the management of modern organizations. Furthermore, you will learn to analyze quality features of products and services; know principles of standardization and conformity assessment; know peculiarities of implementation, and know the usage of quality control methods for the analysis and solution of organizations' problems

English Integration Level III

ULACIT's graduates stand out for their ability to communicate in the English language, acquire knowledge and comprehend other cultures, as well as to value the nature of the language and its environment. They are capable of participating in local and around the world-multilingual communities. This course integrates the English language at an advanced level and therefore, the student must be in the capacity to comprehend and speak this language during the interaction with his professor and classmates. The student must also be able to express himself in written form in order to have a proper performance in his research duties and extra class work. The percentage assigned to these activities, corresponds to a 100% of the course evaluation.

Competences

| Units of competence | Competence elements | Performance Criteria (grade and context in which the competence is applied) |
|----------------------------|--|--|
| Disciplinary Competence | The student will be able to: | The student proves to have developed the competence in learning activities, such as: |
| Improve a company's | Analyze the correct approach to manage quality according to a customer needs . | <ul style="list-style-type: none"> • Participates in class activities and discussions showing his/her point of view on how quality should be managed in different areas and circumstances. • Writes learning reflections in which he/she analyzes modern practices and theory on quality management. |
| | Develop in a coherent way a quality improvement plan in order to achieve specific goals. | <ul style="list-style-type: none"> • Solves case studies in groups showing the ability to solve problems that arise in different areas and phases of quality management. • Prepares a quality improvement plan for a company showing the ability to administrate |
| General competences | Creative thinking | <ul style="list-style-type: none"> • Uses his/her creativity to solve problems in case studies related to the quality management. |
| | Communication. | <ul style="list-style-type: none"> • Communicates verbally, non-verbally and in writing with his/her peers, professor and general public, in a variety of forms and contexts. |
| | Collaborate. | <ul style="list-style-type: none"> • Collaborates and interacts with others with effectiveness and respect in the design of a quality management proposal. |
| | Reasoning. | <ul style="list-style-type: none"> • Uses reasoning when synthesizing information, establishing arguments, evaluating alternatives and establishing conclusions, when communicating with peers and professors. |

COURSE SYLLABUS

| | | |
|--|------------------------------------|---|
| | Use of IT | <ul style="list-style-type: none">• Uses information and communication technology to do research, to organize, evaluate and communicate information. |
| | Uses scientific methods and tools. | <ul style="list-style-type: none">• Uses scientific methods when doing research and before arriving to conclusions. |
| | Personal effectiveness | <ul style="list-style-type: none">• In his/her performance and interaction with others while the course is in progress, shows initiative, responsibility, ethics, leadership and productivity as well as efficiency, self-control and good attitude towards change. |

Contents

Teaching Methodology

In order for the course to be compatible with the needs, interests and learning styles of all students we use the flipped classroom methodology. This means that students do activities that require less cognitive effort (actions such as remembering or comprehending) outside of the class and the ones that require a greater effort are done inside the classroom, such as: applying, synthesizing or evaluating.

The course provides materials such as readings, videos, narrated presentations and others, through the on-line learning management system used at ULACIT: Blackboard. Students must prepare their class participation by studying the course theory at home. In-class sessions are designed to practice, reflect and discuss. Each class revolves around questions, controversies and real life issues. Through this active, participatory and reflective methodology, it is expected that students develop abilities to inquire, research, communicate, solve problems and collaborate inside and outside the classroom. Moreover, students are expected to develop a profound comprehension of their subject by participating in a shared-knowledge construction with their peers, professors and other members of society.

1. **What is quality?**
2. **Quality and global competitiveness.**
3. **Strategic management.**
4. **Quality management.**
5. **Customer satisfaction.**
6. **Employee empowerment.**
7. **Effective communication.**
8. **ISO Standards and Total Quality.**
9. **Total quality tools.**
10. **Problem solving.**
11. **Quality function deployment.**

COURSE SYLLABUS

- 12. Statistical Process Control.
- 13. Six Sigma, Lean
- 14. Benchmarking

Evaluation Methodology

The grading in this course is assigned according to the following chart:

| Activity | % |
|---|-------------|
| Individual Participation | 15% |
| Discussion Forum- Case Resolution and Presentations | 40% |
| 4 Cases 10% each | |
| Final Project-One Case Resolution | 30% |
| Final Project-One Case Presentation | 10% |
| | |
| Course evaluation (CEPA) | 5% |
| Total | 100% |

- **Class participation.15%**

This activity is evaluated with the following rubric:

| Rubric for class participation | | | | | |
|---|---|---|---|---|---|
| Interpretation criteria: 5 excellent, 4 very good 3 good, 2 regular, 1 needs serious improvement | | | | | |
| Evaluation criteria | 5 | 4 | 3 | 2 | 1 |
| 1. The student is always on time during the academic term. | | | | | |
| 2. Comes prepared to class, having done all the readings previously assigned. The student asks questions and interacts effectively with others. | | | | | |
| 3. Contributes with relevant and theory-based comments. | | | | | |
| 4. Demonstrates respect and interest when listening to the comments of others. | | | | | |
| 5. Cooperates with others showing leadership, and negotiation skills, as well as other interpersonal abilities. | | | | | |
| 6. Brings creative and innovative points of view to the class. | | | | | |
| 7. His or her arguments are based on the readings of the course or other relevant material. | | | | | |
| 8. Shows great oral skills and uses the course terminology as expected. | | | | | |
| 9. Shows great time management and responsibility during class activities. | | | | | |
| 10. Formulates questions that show interest to learn more about the topics of the course | | | | | |
| TOTAL | | | | | |

Team Case Studies 40% Total for 4 Cases

Your instructor will randomly form a group of and provide you with a case to be analyzed. All members of the team will present the case to the class.

Case resolution and Presentation (10%) EACH Case

All team members will present the case findings. Everyone in the class will judge the team presentation. In order to get full credit for the Case, the student must be present.

Case presentation rubric

CASE RESOLUTION AND PRESENTATION

TEAM:10%

| Item | 100% | 50% | 0% |
|---|--|---|---|
| Findings and Discussion Total: 4% Awarded (2% First Case) | The team clearly presented the problems faced by the Organization. When there was more than one problem, the team found and discussed the problems in priority. | The team clearly presented the problems faced by the Organization. There were more than one problem, but the team did not rank the problems in priority. | The team did a poor job presenting the problem of the Organization. |
| Introduction and Background Total: 2% Awarded (1% First Case) | The team clearly presented the background of the company. | The team presented the background of the company, but the information was not clear. | The team did not present the background of the company. |
| Conclusions Recommendations and Bibliography Total: 2% Awarded (1% First Case) | The team presented at least three <u>specific</u> C o n c l u s i o n s a n d Recommendations for organization to | The team presented recommendations, but they were extremely generic and lacked depth. | The team did not present any recommendations for the organization. |

COURSE SYLLABUS

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| <p>Presentation Skills in Power point and Communication Total: 2% (1% First Case)</p> | <p>All team members have excellent presentation skills: good voice projection, good posture, good command of the stage. The presenter did not have to read the slides.</p> | <p>Only one of the team members has excellent presentation skills: good voice projection, good posture, good command of the stage. The presenter read the slides, sometimes.</p> | <p>None of the team members have excellent presentation skills: bad voice projection, bad posture, bad command of the stage. The presenters read the slides most of the time.</p> |
|--|--|--|---|

Team work (10%)

Case presentation rubric

FINAL CASE PRESENTATION

TEAM:40%

| Item | 100% | 50% | 0% |
|---|---|---|--|
| Introduction and Background Total: 5% | The team clearly presented the background of the company. | The team presented the background of the company, but the information was not clear. | The team did not present the background of the company. |
| Findings and Discussion Total: 15% | The team clearly presented the problems faced by the Organization. When there was more than one problem, the team found and discussed the problems in priority. | The team clearly presented the problems faced by the Organization. There were more than one problem, but the team did not rank the problems in priority. | The team did a poor job presenting the problem of The Organization |
| Conclusions, Recommendations and Bibliography Total: 5% | The team presented at least three <u>specific</u> C o n c l u s i o n s and Recommendations for organization to follow. | The team presented recommendations, but they were extremely generic and lacked depth. | The team did not present any recommendations for the organization. |
| Presentation Skills in Power Point and Communication. Total: 10% | All team members have excellent presentation skills: good voice projection, good posture, and good command of the stage. The presenter did not have to read the slides. | Only one of the team members has excellent presentation skills: good voice projection, good posture, and good command of the stage. The presenter read the slides, sometimes. | None of the team members have excellent presentation skills: bad voice projection, bad posture, and bad command of the stage. The presenters read the slides most of the time. |

COURSE SYLLABUS



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|---|---|------------------------|----------------------|-------------------|
| Great writing relevant excellent use of APA system. Total : 5% | Grammar, skills, sources, use of | Excellent presentation | Regular presentation | Poor Presentation |
|---|---|------------------------|----------------------|-------------------|

Team work (40%)

Course evaluation (CEPA): 5%

As an integral activity of the course, the student will have the opportunity to evaluate it in its different components: the didactic competences of the professor, the quality of the materials, the learning environment, the competences of ULACIT's graduates, the effective use of Blackboard as a supporting-learning tool, the evaluation system and the challenge level the course presented to them. As a central element of ULACIT's educational model: Teaching for Understanding, the student will have a space called Questionnaire for the Course Evaluation (known for its acronym in Spanish as CEPA) to reflect about his peers' performance during the course. (co-evaluation), as well as his /her own (self- evaluation). This intellectual exercise allows the student to identify his strengths and weaknesses and take actions to continuously improve his learning processes. When the student evaluates his/her peers he or she is assuming an active role as a member of the learning community who is committed with his academic responsibilities. Therefore, being this a space for self-reflection within the course and because of its importance for the university's academic decision making- processes, this activity is given a value of 5% of the final grade. To obtain the complete percentage it is expected that the student takes his /her time to analyze responsibly each question and answer the questionnaire completely.

Academic dishonesty policy

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes make up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

Attention to diversity

The curricular approach at ULACIT focuses on the development of competencies through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact diversidad@ulacit.ac.cr

Creating a culture of respect

At ULACIT we establish high behavior standards for all the members of our learning community. Therefore, we emphasize the value of mutual respect and expect that everybody treat others as they would like to be treated. We define respect as the consideration and affection that we can show others without showing any signs of favoritism for a specific group. Based on this, we do not accept disruptive actions such as:

- Being late to class or leaving early without a valid justification
- Interrupting the class constantly by leaving your seat
- Talking on the phone during class time
- Eating and drinking in class
- Reading material unrelated to the course
- Packing your belongings before the professor finishes his/her lesson
- Using mobile devices for purposes that are unrelated to the course, causing distraction among the group
- Sleeping in class
- Making negative comments about partners or professors, as well as mocking others.
- Interrupting others while they speak
- Attending class without having done the readings or homework that was previously assigned
- Showing unwillingness to listen to others
- Using vulgar language in the campus

We ask our academic leaders to take disciplinary measures in order to guarantee that everybody can learn in an environment where they feel mutually respected and can develop habits of respect, which are crucial for personal and academic growth. At the beginning of each course the students must discuss with their professor any specific rules for the course, as well as the penalties for noncompliance.

Educational Resources

The course has the following education technology to continuously support the teaching-learning process:

1. On-line education platform Blackboard, which includes tools for synchronic and asynchronous communication between the professor and the students, as well as areas to make available to students' grades, files, web pages and evaluations.
2. Printed resources in the Alberto Cañas Escalante Library.
3. Virtual EBSCO Library, from which it is possible to access scientific papers in full text for research papers.
4. Fixed visuals like whiteboard and markers.
5. A multimedia center where overhead projectors, slide projectors, recorded media like audio and video tapes, videodisc, cameras, CDs and DVDs are available.
6. Computer laboratories with Internet access and software for doing projects.

Bibliography

- Goetsch D. and Davis S. (2017) *Quality Management for organizational Excellence* (8th Ed) , Pearson, Essex, England
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6ta. Ed.). Washington, D. C.: APA.

Other sources

- **Oakland, J. (2014) Total Quality Management Text with Cases, (4th Ed). Butterworth-Heinemann,**

Course Timetable by Session Week SPRING 2019

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|------------|-------------------------------------|
| Session 1 | What is quality? |
| Session 2 | Quality and global competitiveness. |
| Session 3 | Strategic management. CASE 1 |
| Session 4 | Quality management. |
| Session 5 | Customer satisfaction. |
| Session 6 | Employee empowerment. CASE 2 |
| Session 7 | Effective communication. |
| Session 8 | ISO Standards and Total Quality. |
| Session 9 | Total quality tools. CASE 3 |
| Session 10 | Six Sigma, Lean Manufacturing |
| Session 11 | Quality function deployment. |
| Session 12 | Benchmarking CASE 4 |
| Session 13 | Six Sigma, Lean manufacturing |
| Session 14 | HOLIDAY |
| Session 15 | Final Project Presentations |