University of Cincinnati

I. Course Information:

Title: Quality Management  
Course #: OM 4075  
Credit Hours: 3  
Term: Spring 2017  
Prerequisites: 22-OM-3080

II. Instructor Information:

Name: Prof. Wilson J. Vélez  
Title: Adjunct Professor OBAIS  
Office Information: LCB, Room 106  
Office: (513) 225-4311  
Fax:  
Email: velezwj@ucmail.uc.edu  
Office Hours: Mon-Wed 9-10:30 AM EST (and by appointment)  
Communication Policy: Students are encouraged to contact me anytime via email or phone. A response will be given within 36-48 hours except on weekends. Virtual office hours will be held using Adobe Connect (see Bb for more information).

III. Link to Pace:

This course aligns with PACE, the Lindner College of Business platform for developing the total business professional.

P – Professionalism

- Enhance oral & written communication, express ideas clearly, logically and persuasively.
- Develop and practice teamwork skills through group projects and exercises.
- Practice professional habits of punctuality, preparation, respect and participation.

A – Academics

- Develop foundational knowledge of core business functions and their interactions within firms.
- Begin applying functional and cross-functional knowledge to critically analyze business problems; for example applying techniques for business plan development.
C – Character

- Learn and apply leadership techniques for project management (plan, brief, execute, debrief).
- Build an understanding and initial skills of managing diversity, including understanding cultural differences, and challenges and opportunities of global business.
- Understand importance of ethics and social responsibility in business and personal settings.

E – Engagement

- Build understanding of importance and practices of networking through interactions with business professionals and guest speakers.
- Develop awareness and appreciation of involvement in social organizations, community service, and professional group opportunities.

IV. Course Materials

**Required**


**Optional**

- N/A

*Options for Purchasing the Text Include:*

- N/A

V. Course Description:

Introduction of Quality Management is a course designed for Operations Management/Industrial Management majors or those who may be on a career path involving the quality of operations and measurement of quality within an organization. See the course schedule for a listing of topics covered in this course.

VI. Student Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

- Learn the foundation principles of quality management and impact on processes, tools, people, customers;
- Use tools and techniques to drive support design, control and improvement of quality;
- Understand the need and impact of organizational capabilities and needs to drive quality performance excellence.

VII. Instructional Methods (Including Description about Bb):

The following course utilizes the Blackboard (Bb) Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. Through a variety of instructional methods (e.g. discussion boards, video lectures, readings, online assessments, etc.) the learner will become immersed and engaged in the learning process. If you are not familiar with these tools, please visit [https://kb.uc.edu/kbarticles/blackboard-landing.aspx](https://kb.uc.edu/kbarticles/blackboard-landing.aspx).
VIII. Course Communication:

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please see the attached Student Email Policy for more information: http://www.uc.edu/content/dam/uc/infosec/docs/general/Policy_StudentEmail.pdf.

IX. Course and Grading Policies:

1. Course Structure: Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard. All assignments will be submitted via Blackboard using a Word document, PDF document or an Excel document. When completing discussion board assignments please make sure to abide by the rules of netiquette which are posted under course documents.

2. Academic Integrity: As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignment of incentives, the Lindner College of Business has implemented a “Two Strikes Policy” regarding Academic Integrity that supplements the UC Student Code of Conduct (see: http://www.uc.edu/conduct/Code_of_Conduct.html)

   - All academic programs at the Lindner College of Business use this “Two Strikes Policy”; Any student who has been found responsible for two cases of academic misconduct may be dismissed from the College.
   - All cases of academic misconduct (e.g., copying other students assignments, failure to adequately cite or reference, cheating, plagiarism, falsification, etc.) will be formally reported by faculty; and
   - Students will be afforded due process for allegations as outlined in the policy.

3. Disability: Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. http://www.uc.edu/aess/disability.html

4. Counseling Services, Clifton Campus: Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

5. Title IX: Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the
University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website www.uc.edu/titleix or contact the office at 556-3349.

6. **Missed and/or late examinations, quizzes, and graded exercises:**
If you fail to take an exam on the specified date without adequate justification and prior notice, you will automatically receive a score of 0 (zero) on the exam. If you cannot take an exam due to adequately justified and unforeseen circumstances, you must provide adequate written documentation of your reason for not taking the exam as soon as possible in order to be considered for accommodation.

7. **LCB Weather Related Protocol:**
When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule 3361:10-55-01 and declare an emergency closing.

The Lindner College of Business will observe the university emergency closing protocol for all on-campus classes. During a university emergency closing, all college offices will be closed.

Students should clarify with their course instructors how the closure will affect assignments and deadlines, and whether class information from the missed session(s) will be posted on Blackboard, and/or if the class will meet virtually during the closure.

*In the event of inclement weather and the university is closed, the closure will not affect online courses. All course assignments and activities will remain as scheduled in the course syllabus.*

8. **Criteria for letter grades:**
Your course grades will be based on your performance on the following:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Project</td>
<td>250 points</td>
<td>29%</td>
</tr>
<tr>
<td>Exam I (I-V)</td>
<td>100 points</td>
<td>12%</td>
</tr>
<tr>
<td>Exam II (IX-VI)</td>
<td>100 points</td>
<td>12%</td>
</tr>
<tr>
<td>Final (X, XI, XIV)</td>
<td>100 points</td>
<td>12%</td>
</tr>
<tr>
<td>Homework I</td>
<td>50 points</td>
<td>6%</td>
</tr>
<tr>
<td>Homework II</td>
<td>100 points</td>
<td>12%</td>
</tr>
<tr>
<td>Others (Quizzes/Pres) (VII, VIII, Speakers)</td>
<td>150 points</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Estimated Total** 850 points 100%

**Grading Scale**

94% and above = A, 90%-93% = A-, 87%-89% = B+, 84%-86% = B, 80%-83% = B-, 77%-79% = C+, 74%-76% = C, 70%-73% = C-, 69%-67% = D+, 64%-66% = D, Below 60% = F
8.1 Exams will be a series of short answer, problems, true and false and multiple choice questions. Exams are clearly listed on the syllabus, plan ahead! The exams will cover assigned reading materials (text, supplemental materials), and material discussed in class, including guest speakers. Unless otherwise noted, the exams will be held in the same classroom as the class sessions.

8.2 Description of Major Assignments

8.2.1 Class Project: (250 pts.)

A Project will be required for this course. The key to a good project is obtain data to analyze with quality techniques we learn. Some suggestions include:

- Utilize the Six Sigma Continuous Improvement process phases you’ve and are learning in class for a firm in which your co-op, internship, or work or a business of your choice selected for this class project.
- Apply the tools that we have learned during this course to a real problem including a company, student organization, church or non-profit organization.
- A series of due dates are being established to deliver specific project work through the semester
- 50% of the points come from meeting the scheduled assignment portion and due dates.
- The objective of this project is not to make you a process master but to learn the process hands on and get coaching through the semester to improve the learning experience and points award.

This is a research paper that must be written in third person and include a bibliography page of resources and interviews. Projects should include text material and can also use course slides as a resource. All resources must be properly documented with sources and page # either through footnotes or in the body of the text.

Projects may vary in length, but should be approximately 10 – 15 pages to adequately cover your topic. Application of course material is a must!! These are group projects.

Final score is by individual. Your project score will be a maximum of 250 points * your percent participation score as communicated by your team members. For example, 250 points * 100% (full participation), 50% (partial participation / contribution) or 0% (no contribution to the project). The contribution percentage will be determined based on your team member’s evaluation of your work. Lack of participation and contribution to the final paper could be evaluated a 0% and your paper score will be 0, (250 * 0).
Class Project Deliverable

- Executive Summary
- Define
  - Issue / Problem Statement, Business Impact – Opportunity (Goal), Project Scope, Team Members, Schedule, Learnings, Next Steps
- Measure
  - Current Process Map, Baseline Process Performance (Run Charts / Histograms, Trends), Learnings, Next Steps
- Analysis
  - What is causing the quality errors
    - Pareto Analysis, Fishbone, SPC Charts, Learnings, Next Steps
- Improve
  - Significant X’s & Potential Solutions, Improvement Identification, Future Process Map, Learnings, Next Steps
  - Brainstorming
  - Suggested New Process
- Conclusion
- Learnings

Guidance to Follow – Prof. Vélez Lean - Six Sigma Black Belt Project

Well Graded Examples (Fall 2016)

Missed Deliverable (Fall 2016)
8.2.2 **Homework Assignments** (See Attached Rubric Below):  
(1 @ 50 and @ 100 points)

- There will be a series of assignments that you need to turn in using Black Board. Please show all of your work for full credit. Please be sure that you hand in an assignment prior to the start of class time on the due date. This is a 400 level course – independent work is expected… no group work!! Any violations of this policy will result in a zero grade for that assignment.
- Individual work

<table>
<thead>
<tr>
<th>Homework I (Chapter I-V)</th>
<th>Homework II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
<td><strong>Quality Impact</strong></td>
</tr>
<tr>
<td>Topics of Interest</td>
<td>-People (Workforce)</td>
</tr>
<tr>
<td></td>
<td>-Customers (Needs &amp; Requirements)</td>
</tr>
<tr>
<td></td>
<td>-Processes</td>
</tr>
<tr>
<td></td>
<td>-Product / Service</td>
</tr>
<tr>
<td>Points</td>
<td>-50 points</td>
</tr>
</tbody>
</table>

**Homework I**  
(50 points)

- You are required to locate, summarize and present a current news article based on Managing for Quality and Performance Excellence topic. One of the keys to success here is finding an interesting article on the subject been discussed in class and describe impact to the Quality Management topic; Leadership, Equity (Brand Impact), Cost and Service, Performance Measurement, Manufacturing, Supply Chain Management, Processes
- **Deliverables**
  - Identify Quality Topic (event / article)
  - Issue problem statement identified
  - Name three areas impacted in the article for Quality around (Leadership, Equity (Brand Impact), Cost and Service, Performance Measurements, Manufacturing, Supply Chain Management)
- Recommend potential issue resolutions

**Well Graded Examples**

- Homework Class Example - Chris Groh
- Homework Class Example - Evangeline Weber
- Homework Class Example - Jenna Jaggers
Homework II

(100 points)

- You are required to analyze how companies address Quality Management / Assurance as organizations. You will seek to understand how strategic or not is Quality Managed within each company with a focus on understanding.
- You will select a company and analyze how the company builds Quality in their Leadership, Organizational Design, Strategy Development, Measurement and Analytics and Continuous Improvement journey.

- Deliverables
  - Executive Summary
    - A summary of your findings regarding the company selected and the themes to be discussed in more detail later.
  - Company Discussion
    - How much Quality (Assurance and Measurement) influences your company Leadership, Strategic Development, Measurement and Analytics, Customer Requirements, and Continuous Improvements
    - Provide article or web news supporting your discussion
    - Where did they do as described in their company strategies? Where did they miss and how they corrected?
  - Link to OM4075 course
    - Link to course book or PowerPoint
  - Summary
  - Personal Learnings
8.2.3 Others / Quizzes: (150 points total)

- There will be announced or unannounced quizzes during the course as well as potential for writing a summary of a speaker visit. Quizzes may follow the same format as an exam; open questions, true or false, exercises or multiple questions.
- If you are absent during an unannounced quiz or speaker presentation homework you will need a formal UC excuse to be allowed to complete this work at a later day. Otherwise, you will get a 0.

8.2.4 Class Participation

Class participation is a must to succeed in this course OM 4075. I will take class attendance on a regular basis, though it will not be 100% of the time. I will evaluate class participation/preparation based on the following attributes:

<table>
<thead>
<tr>
<th>Outstanding Attributes</th>
<th>Poor Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well prepared and able to make frequent, substantive contributions to class activities and discussions.</td>
<td>Rarely talks. Brings laptop and surfs or does other non-class related activities.</td>
</tr>
<tr>
<td>Push the discussion of topics to a higher level.</td>
<td>Comes and goes in class. Is late to class.</td>
</tr>
<tr>
<td>Bring in new ideas/dimensions to comments of others, clarifies vague ideas.</td>
<td>When volunteers to speak, makes only shallow, obvious or irrelevant comments.</td>
</tr>
<tr>
<td>Communication style is effective and constructive, rather than personal, disrespectful.</td>
<td>When called upon, is unprepared or unable to articulate thoughts, repeats what others have said.</td>
</tr>
<tr>
<td>Brings topical outside material to class and/or Professor</td>
<td>Interrupts others or addresses people disrespectfully/doesn’t pay attention, talks while others are speaking.</td>
</tr>
<tr>
<td>Participates in teams and in-class exercises.</td>
<td>Makes excuses for unpreparedness.</td>
</tr>
</tbody>
</table>

I reserve the right to lower your class grade by a full grade should you become absent 10% or more of the class days and should you be disruptive, non-participatory and miss to be an active participant in class and class projects.
### X. Course Schedule:

<table>
<thead>
<tr>
<th>Module #: <strong>&lt;Dates&gt;</strong></th>
<th>Topic(s):</th>
<th>Readings, Lectures, &amp; Other Materials</th>
<th>Assignments &amp; Assessments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1:</strong> Jan. 9, 11, 13</td>
<td>Class Description &amp; Introduction to Quality</td>
<td></td>
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<tr>
<td><strong>Jan. 16</strong></td>
<td>No Class – MLK’s Holiday</td>
<td></td>
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</tr>
<tr>
<td><strong>Module 2:</strong> Jan. 18, 20</td>
<td>Foundations of Quality Management</td>
<td></td>
<td>Class Project Teams</td>
<td>1/20</td>
</tr>
<tr>
<td><strong>Module 3:</strong> Jan. 23, 25</td>
<td>Focus on Customers</td>
<td></td>
<td>Project Selected</td>
<td>1/30</td>
</tr>
<tr>
<td><strong>Module 4:</strong> Jan. 27, 30</td>
<td>Workforce Focus</td>
<td></td>
<td>Homework I</td>
<td></td>
</tr>
<tr>
<td><strong>Guest Speaker, Feb. 1 (Tentative, may change)</strong></td>
<td><strong>Lucy Davila</strong> – Associate Director, P&amp;G. – Supply Management Quality</td>
<td>Supplier Management Quality Requirements</td>
<td></td>
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</tr>
<tr>
<td><strong>Module 5:</strong> Feb. 3, 6</td>
<td>Process Focus</td>
<td></td>
<td>Project Selected – Company Name</td>
<td>2/6</td>
</tr>
<tr>
<td><strong>Exam I: Feb. 8</strong></td>
<td><strong>Module 1-5</strong></td>
<td><strong>Exam I – Chapter I-V</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Guest Speaker, Feb. 22 (Tentative, may change)</strong></td>
<td><strong>Darrell Rodriguez</strong> – Quality Management Senior Director, Luxottica Corp.</td>
<td>Leadership Driven Quality Culture</td>
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</tr>
<tr>
<td><strong>Module 6:</strong> Feb. 24, 27, Mar. 1, 3, 6, 812/22</td>
<td>Statistical Methodology and Design of Experiments</td>
<td></td>
<td>Team Shares Measure Phase: Customer Requirements, assess baseline performance measure, overall Project Plan</td>
<td>3/10</td>
</tr>
<tr>
<td><strong>TBD</strong></td>
<td><strong>Tracy Kosiarek</strong> – Supply Chain Management, Manufacturing Executive</td>
<td>Supply Chain Quality Management Artwork Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exam II: Mar. 10</strong></td>
<td><strong>Module 9 &amp; 6</strong></td>
<td><strong>Exam II – chapter 9 &amp; 6</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Module 7:</strong> Mar. 20, 22, 24, 27</td>
<td>Design for Quality and Product, Design for Six Sigma</td>
<td></td>
<td>Team Shares Analysis: Pareto, Fishbone, R&amp;R, FMEA, Describe Findings, Validate Top Root Causes</td>
<td>3/29</td>
</tr>
<tr>
<td>Module #: &lt;Dates&gt;</td>
<td>Topic(s):</td>
<td>Readings, Lectures, &amp; Other Materials</td>
<td>Assignments &amp; Assessments</td>
<td>Due Dates</td>
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<tr>
<td><strong>Module 8: Apr. 3,5,7, 10</strong></td>
<td>Statistical Process Control, Variables and Attribute Data</td>
<td></td>
<td>Team Shares Improvement Phase: Create Action Plan, Provide Improvement Plan to address outages</td>
<td>4/7</td>
</tr>
<tr>
<td><strong>Module 10: Apr. 12</strong></td>
<td>Baldridge Framework for Performance Excellence</td>
<td></td>
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<tr>
<td><strong>Module 11: Apr. 14, 17</strong></td>
<td>Strategy and Performance Excellence</td>
<td></td>
<td>Team Shares Final Project: Includes Corrections, Executive Summary, Conclusion, Learnings + DMAI Phases</td>
<td>4/14</td>
</tr>
<tr>
<td><strong>Module 14: Apr. 19, 21</strong></td>
<td>Building &amp; Sustaining Culture</td>
<td></td>
<td>Homework II</td>
<td>4/21</td>
</tr>
<tr>
<td>Apr. 21</td>
<td>Classes End</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Apr. 22-27</strong></td>
<td><strong>Class Final</strong></td>
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<tr>
<td>Apr. 27</td>
<td>Spring Semester Ends</td>
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</tbody>
</table>
XI. Rubrics:

<table>
<thead>
<tr>
<th>Sample 1- Sample Discussion Board Rubric</th>
<th>Best</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td>Response directly answers each part of the assigned question.</td>
<td>Response somewhat answers each part of the assigned question.</td>
<td>Response vaguely answers each part of the assigned question.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Response clearly shows student has read and understood the lesson content by correctly defining the key terms, summarizing concepts, and providing accurate application.</td>
<td>Response shows student has read the content and is beginning to understand the essential elements by defining a few key terms, summarizing concepts, and providing accurate application.</td>
<td>Response shows that the student shows very little evidence that they have read the content and that they are able to effectively apply the essential elements by defining the key terms, summarizing concepts, and providing accurate application.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>A clearly stated and supported analysis is provided with regard to the larger concepts of the lesson.</td>
<td>An analysis is provided with regard to the larger concepts of the lesson; however, support is needed to provide clarification of concepts.</td>
<td>An analysis is not provided with regard to the larger concepts of the lesson.</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Skillful control of language and mechanics. Sentence structure is strong and effective in communicating Information.</td>
<td>Generally acceptable vocabulary, relates to topic. Few spelling/ Grammatical errors that do not affect meaning.</td>
<td>Limited or inappropriate use of vocabulary related to topic. Many errors in spelling and grammar.</td>
</tr>
</tbody>
</table>