OM 7071 - Managing for Quality and High Performance, Fall 2016

The course runs from Monday August 22 through Sunday October 9

THIS COURSE IS BEING TAUGHT IN A DISTANCE-LEARNING FORMAT. ALL WORK WILL BE DONE VIA DISCUSSION BOARDS AND ASSIGNMENTS SUBMITTED IN BLACKBOARD.

Instructor:
Dr. James R. Evans
Operations, Business Analytics, and Information Systems Department
Lindner College of Business
526 Lindner

Ways to contact me (in order of preference):
1. Email: james.evans@uc.edu
2. Send a text message to my cell 513-375-8770
3. Call me (not after 8 pm please)

Please use email as the primary mode of contact; you are welcome to text or call me if something is urgent (understand that I am not available at all times). Most often I can address your issue with an email or a phone call. I will respond to email within 24 hours, and generally much sooner, contingent on my schedule.

Office Hours: Fall Semester: xxxxxxxxxx; other hours by appointment.

Questions and Clarifications

1. Use the Discussion Board Q&A Forum to post questions regarding clarification of assignments or lecture and text material. Please read the posts to avoid asking duplicate questions; you can click on the “Subscribe” button to get email announcements when a new entry has been posted to the Discussion Board with a link to click on and take you directly to the new post. This is the best way to keep up.
2. For questions of a personal nature or for help with assignments, contact your instructor or facilitator directly, as all Discussion Board posts are available to the entire class.

Course Description The focus of this course is to develop your knowledge and expertise about world-class quality and high performance management practices, focusing primarily on the Malcolm Baldrige National Quality Award Criteria for Performance Excellence. This course is also designed to develop your ability to assess the strengths and weaknesses of an organization’s management approaches and develop approaches and strategies for improving excellence in organizational performance. The course closely relates to the content of many of the core courses in the MBA program that you may have taken, particularly Leadership and Organizations, Corporate Strategy, Marketing for Managers, Information and Technology Management, Management of Operations, and Corporate Responsibility and Business Ethics; and integrates much of these concepts from a high-level view of an organization.

Course Objectives: Students who complete this course will be able to:
• Identify key issues related to managing organizations from a senior leader perspective
• Understand the drivers of organizational performance and identify best practices for performance excellence in organizations
• Demonstrate the ability to understand and apply the Baldrige Criteria and Baldrige core values to assess management practices.

Text and Class Materials (REQUIRED):


You can access the product by purchasing Instant access from the Microsite page created for your course. Follow the outlined steps for purchase and registration:

Go to [http://www.cengagebrain.com/course/1-24K2XM9](http://www.cengagebrain.com/course/1-24K2XM9)

- and add the item to your cart.
- Create a new account or sign up for one if you haven’t already.
- Follow purchase steps and eBook will automatically be applied to your account.

This is a selected set of chapters from our text: Evans and Lindsay, *Managing for Quality and Performance Excellence 10th Edition*. You are welcome to purchase this, but we will not use the entire text and it will be more expensive. You cannot use any earlier edition as content and questions/problems have changed.

2. You also must purchase the 2015-16 *Baldrige Criteria for Business and Nonprofit* from [www.nist.gov/baldrige](http://www.nist.gov/baldrige). This will cost $10 and it is illegal and unethical to share copies. You can afford it.

Additional Resources:

- Various Baldrige Recipient Application Summaries available on Blackboard
- A variety of supplementary documents posted on Blackboard

Learning Activities
A variety of learning activities are designed to support the course objectives, facilitate different learning styles, and build a community of learners. Learning activities for the modules include the following:

1. Reading the assigned textbook and supplementary articles
2. Viewing narrated PowerPoint lectures
3. Participating in discussion board assignments.
4. Completing various written assignments and a project

Everything you need to take this course (except for the textbook) is available on Blackboard. Check Blackboard announcements every day! You are responsible for any changes/corrections/etc. that I may post regarding assignment, deadlines, etc.

Narrated Lectures. The book is an important resource, but we’ll be spending most of our time focusing on the Baldrige Criteria and how it relates to the content in the book. As such I will be providing my insights from many years of experience working with the Baldrige Program as a national Examiner and a Judge. You should first read the text material prior to viewing the lectures, as it will help the lectures make more sense. Grounding yourself on the terminology and concepts will better help you to share your personal and work-related experiences as they pertain to the topic of the week on the Discussion Board.

Responsibilities and Grading

Your grade will be based on three factors (there are no exams!):

**Weekly Discussion Boards.** We will have discussion boards on Blackboard each week related to the primary topics that we learn. It is vital that you develop and post your thoughts independently; therefore, you will not be able to see others’ posts until I release them after the due date. Then, you will have a few days to read and respond to your classmates’ posts. Both your posts and your summary reflections will determine your grade. Discussion board posts should be succinct but complete – a minimum of one-half to one single-spaced page in length (12 point font), about 300 words. It should be written professionally and clearly justify your reasoning. It is not enough simply to express an opinion. Your responses should be supported with examples from your work experience, previous classes, and/or any research you might seek from the Web or other publications (e.g. books, magazines, or academic journals). If you do cite external sources, be sure to provide a complete citation or web address so that other readers may also find the material if they are interested. The posting should be in your own words. Correct spelling and grammar are expected and will be part of the grade.

I will expect you to read your classmates’ posts and thoughtfully provide a reflection about what they said and how it may have changed your initial response. Simply agreeing with them without elaboration isn’t enough. Healthy and courteous disagreement and debate is encouraged!

Each Discussion Board will be worth a maximum of 30 points, based on the rubric below. However, don’t expect to receive “Outstanding” for every criterion! A grade of 26-28 is considered very good (there is little excuse for not getting 5 points for timeliness and stylistics, so proof your work!). But I certainly expect a high percentage of outstanding scores!
Grading rubrics will be used in Blackboard to assign grades; I may provide additional comments to clarify why points were taken off, so please read the feedback.

**Discussion Board Grading Rubric**

<table>
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<tr>
<th>Criteria</th>
<th>5 points Outstanding</th>
<th>4 points Proficient</th>
<th>3 points Marginal</th>
<th>2 points Below Expectations</th>
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<tbody>
<tr>
<td><strong>Original Post</strong> (5 points)</td>
<td>Thoughtful and original; rich in content; unique, innovative, and insightful</td>
<td>Thoughtful and original; good content, but not outstanding</td>
<td>Some original thought, but appears to have been written hastily</td>
<td>Does not adequately address the discussion question.</td>
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<tr>
<td><strong>Summary Reflection</strong> (5 points)</td>
<td>Clearly shows a high level of critical thinking in consolidating and assessing others’ answers</td>
<td>Good reflection of insights gained from others</td>
<td>Marginal summary that needed additional thought.</td>
<td>Inadequate summary or reflection suggesting lack of effort</td>
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<td><strong>Integration of Course Material</strong> (5 points)</td>
<td>Shows a very clear understanding of concepts and terminology, and which are clearly integrated into the discussion</td>
<td>Demonstrates a good understanding of concepts and terminology; used appropriately in the discussion</td>
<td>Some errors in use or understanding of terminology and concepts</td>
<td>Major errors or disconnects in use or understanding of concepts and terminology</td>
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<tr>
<td><strong>Examples and Support</strong> (5 points)</td>
<td>Excellent, insightful examples from previous or current work and/or personal experiences, and/or external research</td>
<td>Good examples from previous or current work and/or personal experiences</td>
<td>Some examples from previous or current work and/or personal experiences but with little support or justification</td>
<td>Primarily an opinion with little to no examples or support.</td>
</tr>
<tr>
<td><strong>Timeliness</strong> (5 points)</td>
<td>Both original and reflection are posted on time</td>
<td>N/A</td>
<td>One post is late.</td>
<td>Both posts are late.</td>
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<tr>
<td><strong>Stylistics</strong> (5 points)</td>
<td>No misspelling, grammatical, or stylistic errors</td>
<td>Occasional misspelling, grammatical, or stylistic errors</td>
<td>Numerous misspellings, grammatical, or stylistic errors that interfere with content</td>
<td>The amount of errors make it distracting to read or difficult to understand</td>
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**Weekly Assignments.** Written assignments should be as long as necessary to thoroughly answer the questions. These should be uploaded as Word documents through the Blackboard Assignment Manager. As above, spelling and grammar will count. **Important: please name your documents as follows:** LastnameFirstInitialAssignment#. Example: EvansJAssignment1.
Assignment grades will be based on rubric that are available on Blackboard. Please review them before you submit and use them to help structure and guide your answers!

Term project. There will be a term project that will be your major assignment. During this course we will study the Baldrige criteria and how an organization’s approaches to performance excellence address its unique factors and strategic challenges (this will all start to make sense after the second week). Your project is to select one of the recent (2014 or 2015) Baldrige recipients, which are posted on Blackboard. Your project is to critically examine the organization’s approaches in categories 1-6 (do not worry about results category 7) and address the following:

1. How do the approaches used by this organization in responding to the criteria questions address its unique factors and strategic challenges as reflected in the Organizational Profile? In other words, clearly explain how the unique factors in the Organizational Profile for this recipient influences the design and execution of the various approaches the organization used in Categories 1-6.

2. Identify the most significant “role-model” practices for this organization and explain why they should be considered as “role-model” in view of the material we’ve learned in the course. Role model practices should be thought of as those that the CEO would proudly highlight in a conference presentation about their Baldrige journey.

My expectations are simple:

1. Thoughtfully complete all assigned work
2. Participate fully in discussion boards
3. Work diligently on the project

Grading:
- Six Discussion Boards @ 20 points = 120 points
- Weekly assignments = 280 points
- Project = 100 points

Grading Scale
- 460-500 = A
- 450-499 = A-
- 440-449 = B+
- 410-439 = B
- 400-409 = B-
- 380-399 = C+
- 350-379 = C
- < 350 = F

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 policy is followed.

Academic Honesty and Integrity I take this very seriously. The submittal of an assignment, project, or quiz is an implicit statement that the work is that only of the student submitting the material, and that no assistance was obtained from any other person. Academic integrity also means that you will not copy any exam questions by any means (e.g. screen shots), save them, or distribute them to others, at anytime, either during the course or after the course is completed.

The official College Student Code of Conduct is given below – read this very carefully.

Students are required to comply with the Student Code of Conduct of the University of Cincinnati. The Code identifies student behavior which is considered unacceptable, including academic misconduct, such as cheating, fabrication and plagiarism. It is your responsibility to know what constitutes academic misconduct and to comply with the Student Code of Conduct. Examples of cheating on an exam includes bringing written notes into the exam, looking at someone else’s exam, allowing another student to look at your exam, using a programmable calculator to store information and use it on the exam or using a cell phone to access information over the internet or receive text messages. Example of cheating on a homework assignment include copying another student’s homework and submitting it as your own. Cheating also includes making copies of the homework you have completed and giving it to another student for submission. If you have questions about what type of collaboration constitutes a violation of the Student Code of Conduct, please contact me with your questions, before submitting the work.

Any violation of this type will result in disciplinary action. The severity of the discipline will be at the discretion of the instructor, but may include a grade of F on the assignment, a grade of F in the course, reporting the student to the Lindner College of Business Disciplinary Committee, the Dean of the College, the University Disciplinary Committee and by adding the incident to the student’s Academic Record. Note that an F given for academic misconduct will be reported to the registrar and may not then be replaced by taking the course over. Please note that the punishment is for the academic misconduct and does not reflect whether the student knows the material or could otherwise pass the class.

Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic to be Discussed</th>
<th>Text and Supplemental Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>August 22-28</td>
<td></td>
<td>Post your personal profile to the Student Introductions Discussion board by Wednesday, August 24</td>
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</table>
|                | Introduction to performance excellence and the Baldrige program | Text: 1. Introduction to Quality  
Text: 10. The Baldrige Framework for Performance Excellence  
Read the document “Baldrige Criteria 101” in the link | Submit Discussion Board 1 by Wednesday end of day; your responses to classmates are due at the end of the day on Friday. |
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<td>August 29-September 4</td>
<td>Read Category 2 of the Baldrige Criteria for Business &amp; Nonprofit and accompanying notes carefully.</td>
<td>Read the document “Blind Spots in Strategic Planning” in the link Important Course Documents.</td>
<td>Carefully read Category 2 of the Baldrige Criteria and the accompanying notes and explanations before your view the lectures next week.</td>
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**You may wish to start working on the term project during each module, focusing on the category that we learn about.**

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<tr>
<th>Module 3</th>
<th>Baldrige Criteria Category 3: Customers</th>
<th>Text: 3. Customer Focus</th>
<th>Submit Discussion Board 2 by Wednesday end of day; your responses to classmates are due at the end of the day on Friday.</th>
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<tr>
<td>September 5-11</td>
<td>Read Category 3 of the Baldrige Criteria for Business &amp; Nonprofit and accompanying notes carefully.</td>
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<td>Submit Assignment 2 by end of day on Sunday.</td>
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<td>Carefully read Category 3 of the Baldrige Criteria and the accompanying notes and explanations before your view the lectures next week.</td>
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**Work on the term project!**

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<tr>
<th>Module 4</th>
<th>Baldrige Criteria Category 5: Workforce</th>
<th>Text 4: Workforce Focus</th>
<th>Submit Discussion Board 3 by Wednesday end of day; your responses to classmates are due at the end of the day on Friday.</th>
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<tr>
<td>September 12-18</td>
<td>Read Category 5 of the Baldrige Criteria for Business &amp; Nonprofit and accompanying notes carefully.</td>
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<td>Submit Assignment 3 by end of day on Sunday.</td>
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<td>Carefully read Category 5 of the Baldrige Criteria, along with the accompanying notes and explanations before your view the lectures next week.</td>
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<p>| | | | Submit Assignment 4 by end of day on Sunday. |
| | | | Carefully read Category 6 of the Baldrige Criteria and the accompanying notes and explanations before your view the lectures next week. |</p>
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<tr>
<th>Module 5</th>
<th>Baldrige Criteria Category 6: Operations</th>
<th>Text: 5. Process Focus</th>
<th>Submit Discussion Board 5 by Wednesday end of day; your responses to classmates are due at the end of the day on Friday. Submit Assignment 5 by end of day on Sunday. Carefully read Category 4 and Category 7 of the Baldrige Criteria and the accompanying notes and explanations before your view the lectures next week. Work on the term project!</th>
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<td>September 19-25</td>
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<td>Read Category 6 of the Baldrige Criteria for Business &amp; Nonprofit and accompanying notes carefully.</td>
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<tr>
<td>Module 6</td>
<td>Baldrige Criteria Category 4: Measurement, Analysis, and Knowledge Management</td>
<td>Text: 12. Measurement and Knowledge Management for Performance Excellence</td>
<td>Submit Discussion Board 6 by Wednesday end of day; your responses to classmates are due at the end of the day on Friday. Submit Assignment 6 by end of day on Sunday. Carefully read Category 4 and Category 7 of the Baldrige Criteria and the accompanying notes and explanations before your view the lectures next week. Work on the term project!</td>
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<tr>
<td>September 26-October 2</td>
<td></td>
<td>Read Category 4 and 7 of the Baldrige Criteria for Business &amp; Nonprofit and accompanying notes carefully.</td>
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<td>Module 7</td>
<td>Baldrige Criteria Category 1: Leadership The quality journey</td>
<td>Text: 13. Leadership for Performance Excellence Read the document “Qualities of a Quality CEO” in the link Important Course Documents Text: 13. Building and Sustaining Performance Excellence</td>
<td>No Discussion Board Submit Assignment 7 due by end of day on Sunday Term projects are due Friday October 8 by the end of the day.</td>
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<tr>
<td>October 3-9</td>
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<td>Read Category 1 of the Baldrige Criteria for Business &amp; Nonprofit and accompanying notes carefully.</td>
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<td>Important Course Documents</td>
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<td>Read the document “Baldrige is Answer to How to Create the Culture You Need” in the link</td>
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