MLLERSVILLE UNIVERSITY
Department of Applied Engineering, Safety & Technology

ITEC 494 TOTAL QUALITY MANAGEMENT
3 s.h.

CATALOG DESCRIPTION
The history and development of the quality movements; factors influencing the total quality concept; the scope of modern quality systems; management organization and strategies for quality; engineering technology for quality; and statistical tools for measurement and monitoring of quality. Prerequisite: MATH 130 or permission of instructor.

OBJECTIVES
Upon the successful completion of this course, the student should be able to:

1. Explain the concept of “total quality” within an industrial enterprise.
2. Compare the early approaches of quality control to the modern emphasis on total quality management.
3. Identify the major changes and demands of the consumer, causing a need for total quality.
4. Define a total quality system and explain the interrelationships of the functioning elements.
5. Explain the economics of quality, relating the costs of quality with economic survival and growth.
6. Compare the changing role of management, organization and quality responsibilities in the total quality system.
7. List ways management can work to change attitudes toward quality commitments in the total system.
8. Explain the change from a localized view of manufacturing to a global view.
9. Explain the ramifications of the development of quality standards by the engineering department and how these help to define quality.
10. List and explain quality techniques used by process control engineers to improve quality.
11. Explain the major changes in the technology of equipment utilization, mechanization and control.
12. Utilize statistical tools of quality that focus on process/product variations, frequency distributions, and probability.
13. Develop and analyze variable and attribute control charts.
14. Explain the basic techniques of production sampling in quality.
15. Develop and analyze data through the use of statistical software.
16. List some of the “special methods’ quality personnel have developed to deal with quality problems not occurring on a regular basis.
17. Explain the importance of product reliability in the scope of total quality.
18. Recognize the characteristics of a total quality system and evaluate industrial effectiveness by applying this knowledge.

COURSE OUTLINE
I. Quality and Global Competitiveness
   A. Relationship between quality and competitiveness
   B. Competitiveness and the U.S. economy
   C. Factors inhibiting competitiveness
   D. Comparisons of international competitors
   E. Technology and competitiveness
   F. Global integration
II. The Total Quality Approach to Quality Management
   A. Quality and total quality defined
   B. Key elements of quality
   C. Total quality pioneers
      1. Deming
      2. Juran
      3. Crosby
      4. Others
   D. Why total quality efforts succeed

III. Strategic Management Planning and Execution
   A. Strategic management defined
   B. Components of strategic management
   C. Strategic planning overview
      1. Performing a SWOT analysis
      2. Developing the vision
      3. Developing the mission
      4. Developing the guiding principles
      5. Developing the tactics

IV. Quality Management and Ethics
   A. Ethics defined
   B. Trust and total quality
   C. Values and total quality
   D. Integrity and total quality
   E. Responsibility and total quality
   F. The manager’s role in ethics
   G. Organization’s role in ethics
   H. Handling ethical dilemmas
   I. Ethics training
   J. Models for making ethical decisions

V. Partnering for Competitiveness
   A. The partnering concept
   B. Internal partnering
   C. Partnering with suppliers
   D. Partnering with customers
   E. Partnering with potential competitors
   F. Global partnering

VI. Quality Culture
   A. Understanding what a quality culture is
   B. Activating a cultural change
   C. Changing leaders to activate change
   D. Laying the groundwork for a quality culture
   E. Learning what a quality culture looks like
   F. Countering resistance to cultural change
   G. Establishing a quality culture

VII. Customer Satisfaction and Retention
   A. Understanding who is a customer
   B. Understanding customer-defined quality
   C. Identifying external customer needs
   D. Identifying internal customer needs
   E. Recognizing the customer-driven organization

VIII. Employee Empowerment
    A. Employee empowerment defined
    B. Rationale for employee empowerment
    C. Inhibitors for employee empowerment
    D. Management’s role

IX. Leadership and Change
   A. Leadership defined
   B. Motivation versus inspiration
   C. Leadership styles
      1. Autocratic
2. Democratic
3. Participative
4. Goal-oriented
5. Situational
D. Total quality’s leadership style
E. Leadership versus management
F. Resistance to change
   1. Management
   2. Employees
G. How to lead change
X. Team Building and Teamwork
   A. Four-step approach to team building
   B. Coaching, not bossing
   C. Handling conflict in teams
   D. Rewarding team performance
XI. Education and Training
   A. Needs assessment
   B. Workforce literacy
   C. Improving learning
   D. Managers as trainers
XII. Overcoming Politics, Negativity and
     Conflict in the Workplace
     A. Internal politics defined
     B. Power and politics
     C. Organizational structure and politics
     D. Impact of internal politics on quality
XIII. ISO 9000 and Total Quality
     A. ISO 9000 defined
     B. Comparative scope of ISO 9000 and total quality
     C. Origin of ISO 9000
     D. Management’s motivation for ISO 9000
XIV. Overview of Total Quality Tools
     A. Pareto charts
     B. Cause-and-effect diagrams
     C. Check sheets
     D. Histograms
     E. Scatter diagrams
     F. Run charts and control charts
     G. Stratification
     H. Gantt Charts
     I. Process Flowcharts
XV. Problem Solving and Decision Making
     A. Solving and preventing problems
     B. Utilizing the total quality tools
     C. The decision-making process
     D. Objective versus subjective decision making
XVI. Statistical Process Control
     A. SPC defined
     B. Rationale for SPC
     C. Control chart development
        1. Attribute charts (P, N, NP, U)
        2. Variable charts (X-bar R)
     D. Process capability
     E. Management’s role in SPC
     F. Implementation and deployment of SPC
XVII. Advanced Methods/Tools for Quality Analysis
     A. Analysis of Variance (ANOVA)
     B. Design of Experiments (DOE)
     C. Reliability & Repeatability (Gage R&R)
XVIII. Continuous Improvement

A. Rationale for continuous improvement
B. Essential improvement activities
C. Structure for quality improvement
D. The scientific approach
E. The Kaizen approach
F. Goldratt’s Theory of Constraints

XIX. Benchmarking

A. Benchmarking defined
B. Rationale for benchmarking
C. Benchmarking versus reengineering
D. Prerequisites for benchmarking
E. Obstacles for successful benchmarking
F. Benchmarking resources
G. Perpetual benchmarking

TEXTS

COURSE REQUIREMENTS
Students are expected to participate in or complete the following activities:

1. Complete and submit all required laboratory experiments.
2. Satisfactorily complete all examinations.
3. Participate and contribute equally toward the completion of a final project and presentation.
4. Participate in all assigned clean-up activities at the end of each class session.
5. Regularly attend all lecture and laboratory sessions in their entirety. An attendance record will be maintained by the instructor during both lecture and laboratory segments. The attendance policy adopted by the Department of Applied Engineering, Safety & Technology will be in effect; unauthorized absences exceeding the number permitted in the departmental policy (3) will result in removal from the course, and a grade of “F” will be assigned. A copy of the departmental policy concerning attendance is included in this syllabus.

EVALUATION
Open Book Multiple Choice Midterm Exam 30%
Lab Activities 30%
Final Team Project/Presentation 40%
100%

Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92.9</td>
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<tr>
<td>B+</td>
<td>87 – 89.9</td>
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<td>B</td>
<td>83 – 86.9</td>
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<td>C</td>
<td>77 – 79.9</td>
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<td>C+</td>
<td>73 – 76.9</td>
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<td>C-</td>
<td>70 – 72.9</td>
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<tr>
<td>D</td>
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<td>D+</td>
<td>63 – 66.9</td>
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<tr>
<td>D</td>
<td>60 – 62.9</td>
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<tr>
<td>F</td>
<td>below 60</td>
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Grades will not be based upon criteria such as need, appearance, race, age, sex, or social status. Once determined, grades will not be changed except in the case of clerical errors that cause the student’s true level of ability to be underestimated. Course grades may only be determined by the instructor of record.
TITLE IX STATEMENT:
Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University’s Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member’s reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at http://www.millersville.edu/sexualviolence/index.php

ATTENDANCE POLICY

MILLERSVILLE UNIVERSITY ATTENDANCE POLICY
EFFECTIVE SPRING 2003
Approved by Faculty Senate 12/4/02; Administrative approval 1/10/03

The University supports departmental and faculty class attendance policies that are reflective of and consistent with University approved guidelines. Faculty will include their class attendance policy in their syllabi given to all students in their classes at the start of the semester.

University approved guidelines:

1. **Students are expected to attend all classes.** It is the student’s responsibility to complete all course requirements even if a class is missed. If a student misses class for an officially excused reason, then he/she is entitled to make up the missed work but only at the convenience of the faculty member. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes lies solely with the student.

2. **The University policy is that faculty will excuse absences for the following reasons:**
   a. personal illness,
   b. death or critical illness in the family,
   c. participation in a university-sponsored activity,
   d. jury duty,
   e. military duties, or
   f. religious holidays

3. **Faculty judge the validity of student absences from class within the University’s approved guidelines and may require documentation for excused absences.** Faculty will evaluate any reason, other than those listed above, for a student missing class and determine whether the absence is justified. In these circumstances, a student may make up missed work at the discretion of the instructor.

4. **In the case of foreseeable absences, students are encouraged to notify the faculty member in advance.** A student who will miss class due to participation in an official University activity must notify the instructor well in advance of the activity to assure that the absence is excused.

Appeals:
As with any academic issue, students may exercise their right to appeal adverse attendance decisions. Please refer to the current undergraduate catalog for the complete Academic Appeal procedure.

DEPARTMENT OF APPLIED ENGINEERING, SAFETY & TECHNOLOGY ATTENDANCE POLICY
Adopted May 4, 1998
Students are expected to attend all scheduled classes in accordance with the above policy. To the extent that this does not happen, the following shall apply:

1. The limit of unauthorized absences depends upon the number of scheduled days per week as follows:
   
   **Fall and spring semesters**
   - three per semester for a course scheduled three days per week
   - two per semester for a course scheduled one or two days per week

   **Winter and summer sessions**
   - two per session

2. Each late arrival and early departure will count as one-half of an unauthorized absence.

3. Participation in outside-of-the-classroom educational activities and intercollegiate contests shall be communicated to the instructor prior to the absence. Failure to do so will convert these authorized absences to “unauthorized absences.”

4. Students whose “unauthorized” absences exceed the policy stated in item #1 are liable to dismissal from the course with a grade of ‘F’ or ‘Z.’

**ASSESSMENT OF COURSE OBJECTIVES** *(identified in italics following the objective)*

After a series of planned experiences, the student will be able to:

1. Explain the concept of “total quality” within an industrial enterprise. *(Examination)*
2. Compare the early approaches of quality control to the modern emphasis on total quality management. *(Examination)*
3. Identify the major changes and demands of the consumer, causing a need for total quality. *(Examination)*
4. Define a total quality system and explain the interrelationships of the functioning elements. *(Examination)*
5. Explain the economics of quality, relating the costs of quality with economic survival and growth. *(Examination, Lab Activities, & Final Project)*
6. Compare the changing role of management, organization and quality responsibilities in the total quality system. *(Examination)*
7. List ways management can work to change attitudes toward quality commitments in the total system. *(Examination)*
8. Explain the change from a localized view of manufacturing to a global view. *(Examination)*
9. Explain the ramifications of the development of quality standards by the engineering department and how these help to define quality. *(Examination)*
10. List and explain quality techniques used by process control engineers to improve quality. *(Examination, Lab Activities & Final Project)*
11. Explain the major changes in the technology of equipment utilization, mechanization and control. *(Examination, Lab Activities & Final Project)*
12. Utilize statistical tools of quality that focus on process/product variations, frequency distributions, and probability. *(Examination, Lab Activities & Final Project)*
13. Develop and analyze variable and attribute control charts. *(Examination, Lab Activities & Final Project)*
14. Explain the basic techniques of production sampling in quality. *(Examination, Lab Activities & Final Project)*
15. Develop and analyze data through the use of statistical software. *(Examination, Lab Activities & Final Project)*
16. List some of the “special methods” quality personnel have developed to deal with quality problems not occurring on a regular basis. *(Examination, Lab Activities & Final Project)*
17. Explain the importance of product reliability in the scope of total quality. *(Examination, Lab Activities & Final Project)*
18. Recognize the characteristics of a total quality system and evaluate industrial effectiveness by applying this knowledge. *(Examination)*

**BIBLIOGRAPHY**
