Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

BUSI 616
TOTAL QUALITY MANAGEMENT

COURSE DESCRIPTION
This course provides learners with an understanding of quality control and improvement systems. The course includes study of topics related to quality management approaches, design and implementation of quality-related procedures, and related technologies. The focus of the course is on enhancing goods, services, and the business environment.

RATIONALE
The purpose of this course is to provide the student with foundational information on Total Quality Management theory and practice in all areas of business at all levels. The utilization of the practices should ultimately be used to improve business outcomes by providing tools to use the best practice to improve the business outcomes.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:

1. Understand the principles of total quality management.
2. Choose appropriate statistical techniques for improving processes.
3. Develop the organizational, competitive and economic potential of quality.
4. Integrate biblical principles with the practice of total quality management.
V. **Course Requirements and Assignments**

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

   After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (13)

   Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be 500–750 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates’ threads. Each reply must be 450–600 words. Each thread and each reply must include at least 2 scholarly sources in addition to the textbook and relevant scriptural integration. All citations and references must be in current APA format.

D. Contrasting Quality Philosophies

   The student will review the assigned readings and choose two of the quality theorists to compare and contrast their concepts and discuss each of the quality philosophies to business competitiveness as well as the application of biblical integration. The final submission must be approximately 500 words and contain at least 2 references to scholarly articles for a total of 3 references. Current APA format must be used, and a title page and reference list must be included.

E. Strategic Partners and Alliances

   The student will review the assigned readings and identify who the strategic partners are within his/her selected organization. What alliances have been formed and what type of organizational culture does your selected company have? How does the organizational culture of the selected company impact their partners and/or their strategic alliances? The final submission must be approximately 500 words and contain at least 2 references to scholarly articles for a total of 3 references as well as application of biblical integration. Current APA format must be used, and a title page and reference list must be included.

F. Customer Satisfaction

   The student is asked to review the assigned readings and reflect on who the customer is within his/her selected organization. Is importance placed on satisfaction on both the internal and external customer? How are the needs of both internal and external customers identified? Who is empowered in your organization to meet the needs to internal or external customers?

   The final submission must be approximately 500 words and contain at least 2 references to scholarly articles for a total of 3 references as well as application of biblical integration. Current APA format must be used, and a title page and reference list must be included.
G. Training Needs Analysis

Review the assigned readings and for your chosen organizational problem and decide how you would conduct a training needs analysis (TNA) to effect a quality change.

The final submission must be approximately 350 words and contain at least 2 references to scholarly articles for a total of 3 references as well as application of biblical integration. Current APA format must be used, and a title page and reference list must be included.

H. Quality Tool Application

The student will review the assigned readings for his/her chosen organizational problem and choose 1 of the quality tools from below and apply the organizational problem (chosen in Module/Week 1).

1. **Cause-and-effect diagram** (also called Ishikawa or fishbone chart): Identifies many possible causes for an effect or problem and sorts ideas into useful categories.

2. **Check sheet**: A structured, prepared form for collecting and analyzing data; a generic tool that can be adapted for a wide variety of purposes.

3. **Control charts**: Graphs used to study how a process changes over time.

4. **Histogram**: The most commonly used graph for showing frequency distributions, or how often each different value in a set of data occurs.

5. **Pareto chart**: Shows on a bar graph which factors are more significant.

6. **Scatter diagram**: Graphs pairs of numerical data, one variable on each axis, to look for a relationship.

7. **Stratification**: A technique that separates data gathered from a variety of sources so that patterns can be seen (some lists replace “stratification” with “flowchart” or “run chart”).

The final submission must be approximately 200 words of a narrative description of how the tool has been applied. Current APA format must be used, and a title page and reference list must be included.

I. Application of PDCA Cycle

The student will review the assigned readings and for his/her chosen organizational problem, describe the steps required for a continual process improvement (using the problem from Module/Week 1) utilizing Deming’s PDCA Cycle.

**Plan–Do–Check–Act Procedure**

1. **Plan.** Recognize an opportunity and plan a change.

2. **Do.** Test the change. Carry out a small-scale study.

3. **Check.** Review the test, analyze the results and identify what was learned.
4. Act. Take action based on what was learned in the study step: If the change did not work, go through the cycle again with a different plan. If it was successful, incorporate what was learned from the test into wider changes. Use what was learned to plan new improvements, beginning the cycle again.

Reference:
http://asq.org/learn-about-quality/project-planning-tools/overview/pdca-cycle.html

The final submission must be approximately 500 words and contain at least 2 references to scholarly articles for a total of 3 references as well as application of biblical integration. Current APA format must be used, and a title page and reference list must be included.

J. Change Management Strategy

Review the assigned readings and choose what change management strategies should be applied for implementation of the quality initiatives.

The final submission must be approximately 500 words and contain at least 2 references to scholarly articles, for a total of 3 references as well as application of biblical integration. Current APA format must be used, and a title page and reference list must be included.

K. TQM Presentation

Create a 5 minute presentation of your Total Quality Management Project.

- The student will include the highlights of his/her work in a 5–7-minute summary with no more than 10 slides, using talking notes to supplement slides. Not all of the information found will be able to be presented. The student should imagine he/she is at a conference, and use the grading rubric as your guide for the presentation.
- The presentation must be outlined as follows:
  - 1 minute = Introduction, problem statement, search history, and reason for study
  - 3+ minutes = Quality philosophy used (1+ minute), explanation of the Quality Tool used to create a process flow diagram (1+ minute), and he statistical process control used for tracking (1+ minute), (for a total of 3 minutes)
  - 1+ minute = Conclusion with biblical integration (solution to the problem, implications for business and projected outcome).

Submit this presentation to the Discussion Board Forum and the assignment link.
VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (13 @ 35 pts ea)</td>
<td>455</td>
</tr>
<tr>
<td>Contrasting Quality Philosophies</td>
<td>50</td>
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<tr>
<td>Strategic Partners and Alliances</td>
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<td>Customer Satisfaction</td>
<td>50</td>
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<tr>
<td>Training Needs Analysis</td>
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<tr>
<td>Quality Tool Application</td>
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<tr>
<td>Application of PDCA Cycle</td>
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<tr>
<td>Change Management Strategy</td>
<td>50</td>
</tr>
<tr>
<td>TQM Presentation</td>
<td>195</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
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</tbody>
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B. Scale

C+ = 820–839  C = 780–819  C- = 760–779  F = 0–759

C. Quizzes/Tests/Exams

For timed quizzes/tests/exams, the student is required to complete the quiz/test/exam within the assigned time. For the student who exceeds this time limit, a penalty of 1 point will be deducted for each minute, or part thereof, he/she exceeds the assigned time limit.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
### COURSE SCHEDULE

**BUSI 616**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Goetsch & Davis: chs. 1–3  
3 presentations  
1 website | Course Requirements Checklist  
Class Introductions  
DB Forum 1  
Contrasting Quality Philosophies | 10  
0  
35  
50 |
| 2           | Goetsch & Davis: chs. 4–6  
3 presentations  
1 website | DB Forum 2  
Strategic Partners and Alliances | 35  
50 |
| 3           | Goetsch & Davis: chs. 7–9  
4 presentations  
1 websites | DB Forum 3  
DB Forum 4  
Customer Satisfaction | 35  
35  
50 |
| 4           | Goetsch & Davis: chs. 10–12  
4 presentations  
3 websites | DB Forum 5  
DB Forum 6  
Training Needs Analysis | 35  
35  
50 |
| 5           | Goetsch & Davis: chs. 14–16  
5 presentations  
3 websites | DB Forum 7  
DB Forum 8  
Quality Tool Application | 35  
35  
50 |
| 6           | Goetsch & Davis: chs. 17–19  
4 presentations  
2 websites | DB Forum 9  
DB Forum 10  
Application of PDCA Cycle | 35  
35  
50 |
| 7           | Goetsch & Davis: chs. 20–22  
3 presentations  
2 websites | DB Forum 11  
DB Forum 12  
Change Management Strategy | 35  
35  
50 |
| 8           | Goetsch & Davis: The 14 Points,  
7 Deadly Diseases  
5 presentations  
2 websites | DB Forum 13  
TQM Presentation | 35  
195 |

**Total**: 1010

DB = Discussion Board  
TQM = Total Quality Management

**NOTE**: Module/Week 1 begins on Monday and ends at 11:59 p.m. (ET) on Friday.  
Modules/Weeks 2–8 begin on Saturday and end at 11:59 p.m. (ET) on Friday.