Kingdom of Saudi Arabia

Al Baha University

Faculty of Administrative and Financial Sciences

COURSE SPECIFICATION

Total Quality Management

Business Administration

16011312

2015

Course Specification

Institution	Al-Baha University
College/Department:	Faculty of Administrative and Financial Sciences Business Administration

A Course Identification and General Information

1. Course title:	Total Quality Management
Course Code:	16011312
2. Credit hours:	3
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)**	Business Administration
4. Name of faculty member responsible for the course	Dr.Layla Alsheikh
5. Level/year at which this course is offered:	7 th Level 4th Years
6. Pre-requisites for this course (if any)	
7. Co-requisites for this course (if any)	
8. Location if not on main campus	

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

This course is a general introduction to Total Quality Management as an information development and communication function that supports economic-decision making. Students will become familiarized with total quality management concepts, terms, and procedures; applications of principles and techniques of TQM to technical organizations; TQM tools such as Six Sigma, benchmarking, quality function deployment; principles and practices of ISO 9001, quality management ethics and corporate social responsibility.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered

Topic	No of Weeks	Contact hours
Course Introduction: • Quality Approach to Quality Management • Introduction to Quality and Total Quality Management • The two views of Quality • Total Quality Pioneers • Six Sigma Achieve • The Future of Quality Management • Quality Certification	3	9

• Quality and Global Competitiveness: • The Relationship between Quality and Competitiveness • Cost of Poor Quality • Competitiveness and the U.S. Economy • Factors Inhibiting Competitiveness • Comparisons of International Competitors • Human Resources and Competitiveness	2	6
Quality Management, Ethics, and Corporate Social Responsibility: • Definition and Overview of Ethics • Trust and Total Quality • Values and Total Quality • Integrity and Total Quality • Responsibility and Total Quality • Manager's Role in Ethics • Organization's Role in Ethics • Handling Ethical Dilemmas • Beliefs versus Behavior: Why the Disparity? • Ethical Dilemmas: Cases • Corporate Social Responsibility Defined	3	9
ISO 9000 and Total Quality: The Relationship • ISO 9000: The International Standard for Quality Management Systems • ISO 9000's Objective • How ISO 9000 Is Applied to Organizations • The ISO 9000 Quality Management System: A Definition • Authority for Certification/Registration • The Benefits of ISO 9000 • The Origin of ISO 9000 • Comparative Scope of ISO 9000 and Total Quality Management • Management Motivation for Registration to ISO 9001 • ISO 9000 and Total Quality Management Working Together • The Future of ISO 9000	2	6

Quality Function Deployment: • What Is Quality Function Deployment? • Introducing Quality Function Deployment's House of Quality • Developing the Set of Customer Needs (WHATs): House of Quality Matrix Number 1 • Planning the Improvement Strategy: House of Quality Matrix Number 2 • Selecting the Technical Requirements (HOWs): House of Quality Matrix Number 3 • Evaluating Interrelationships between WHATs and HOWs: House of Quality Matrix Number 4 • Evaluating the Direction of Correlation between HOWs: House of Quality Matrix Number 5 • Selecting the Design Targets (Values) of the HOWs: House of Quality Matrix Number 6	3	9
Benchmarking • Benchmarking Defined • Benchmarking versus Reengineering • Rationale for Benchmarking • Prerequisites to Benchmarking • Obstacles to Successful Benchmarking • Role of Management in Benchmarking • Benchmarking Approach and Process	2	6

2 Course components (total contact hours per semester):			
Lecture: 45	**Tutorial: Varies**	**Practical/Fieldwork/Internship: yes**	**Other:**

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

None

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

Upon completion of course, students will be able to define the concept of Total Quality Management; understand the implications TQM has on an organization, its culture, its employees, and its customers; gain insight regarding research in the future direction of quality improvement; understand techniques and administrative structures where the focus is on quality assurance and improvement; understand continual improvement, customer satisfaction, process improvement and total organizational involvement; understand both technical and philosophical issues surrounding quality management.

(ii) Teaching strategies to be used to develop that knowledge

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation and oral presentation.

(iii) Methods of assessment of knowledge acquired

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

b. Cognitive Skills

(i) Cognitive skills to be developed

Upon completion of course, students will be able to discuss the difference between TQM and traditional management theories; examine and identify the leadership role in a TQM environment; explain benchmarking, Quality Function Deployment, and how they relate to the goals of TQM; discuss fundamentals of ISO 9001; describe key issues in ethics and corporate social responsibility as related to quality management.

(ii) Teaching strategies to be used to develop these cognitive skills

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of students cognitive skills

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for

the business professional in today's society.

(ii) Teaching strategies to be used to develop these skills and abilities

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behaviour when making judgments or taking personal actions and demonstrate effective listening and feedback.

d. Communication, Information Technology and Numerical Skills

(**i) Description of the skills to be developed in this domain.**

Upon completion of course, students will be able to apply quantitative and qualitative tools and techniques in appropriate ways to investigate and ultimately resolve product or service quality concerns; evaluate the use of TQM initiatives, tools, and techniques in an organization; utilize skills learned to diagnose and analyze problems causing variation in manufacturing and service industry processes

(ii) Teaching strategies to be used to develop these skills

The classes are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.

(iii) Methods of assessment of students numerical and communication skills

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

e. Psychomotor Skills (if applicable) Not Applicable

(i) Description of the psychomotor skills to be developed and the level of performance required
(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students psychomotor skills

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Discussion Questions	Every week	5%
2	Short Assignments and oral presentation	12	5%
3	Quizzes	4	10%
4	Examination (Midterm)	7	30%
5	Final Examination	17	50%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

Instructor will be available for student consultation and academic advice throughout the week in their specified office hours. Additional assistance by appointment only..

E Learning Resources

1. Required Text(s)

Quality Management for Organizational Excellence: Introduction to Total Quality(2015), 8th Edition, By David L. Goetsch, Stanley Davis, Published by Prentice Hall

2. Essential References

Quality Management for Organizational Excellence: Introduction to Total Quality(2015), 8th Edition,By David L. Goetsch, Stanley Davis,Published by Prentice Hall

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

Strategies for Quality Improvement, Costin, 1999, Dryden Press/SouthWest, ISBN: 0-03-024611-3
A.V Feigenbaum : Total Quality Control, McGraw Hill
N L Enrick : Quality, Reliability & Process Improvement, Industrial Press Inc.
D.A Garvin : Managing Quality, The Free Press.
The TQM Journal
Total Quality Management and Business Excellence Journal

4-.Electronic Materials, Web Sites etc

http://www.shvoong.com/internet-and-technologies/business-economy/111214-total-quality-management/

5- **Other learning material such as computer-based programs/CD, professional standards/regulations** Not Required

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

Classes will be held in business computer laboratory and will accommodate approximately twenty-five (25) students.

2. Computing resources
Not Required

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)
Not Required

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.

3 Processes for Improvement of Teaching

Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

To help instructor review the extent of the students achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and concurrency, teaching and assessment methods, match between all of the above.

Faculty In charge
Dr . Layla Alsheikh

Head of Department
Dr Qasim Ahmed Alawaqleh

Vice Dean (Academic Affair)
Dr Najeeb Al Mater

Dean
Dr Mohammed Al Zehrani