



QUINLAN
SCHOOL of BUSINESS

Schreiber Center • 16 E. Pearson St.
Water Tower Campus • Chicago, IL 60611
LUC.edu/Quinlan

Peter W. Stonebraker, Ph.D., CFPIM,
Office: 518; Schreiber Center, Chicago, IL 60611; (312) 915-6663; pstonebraker@luc.edu
Virtual Office Hours: See below
(847) 945-0838 (H) or (847) 571-0979 (Mob); Stonebraker1@comcast.net

SCMG 481-400, Performance Improvement in Business Processes, Fall, 2018
Virtual Course (Asynchronous)
(Weekly Schedule closes Sunday Night at 11:55 pm)

Catalog Description

Focuses on a process view of the organization and provides students with a formal approach to designing, monitoring and improving business processes. The course provides the tools, methods and practical examples to help managers learn how to think from a process standpoint and how to ensure critical processes are controlled and functioning efficiently and effectively in their organization.

Outcome: Understanding of quality management concepts, performance improvement frameworks (Six Sigma, ISO, Baldrige), and process improvement practices using a step-by-step problem-solving methodology.

Course Overview

This elective course is designed to focus the importance of process improvement methods, or, more broadly, quality control and product/process improvement processes, for various masters-level majors. The asynchronous lecture format permits extensive student interaction through team activities and discussion forums. This course is conducted in an asynchronous virtual environment and requires active engagement in all course activities.

Course Objectives and Learning Outcomes

The learning objectives are:

- a. To understand quality management in manufacturing, logistics, & service organizations.
- b. To analyze process & quality problems using quality management techniques & methods.
- c. To integrate analytical methodologies for effective quality & supply chain decisions.

Required Materials

Managing Quality: Integrating the Supply Chain by Foster, Pearson, New Jersey, 2017, 6th ed; ISBN 978-0-13-379825-8; Available at campus bookstore or on-line.

Suggested Supplementary Resources All supplementary materials provided on Sakai.

Course Requirements and Grading Criteria

Examinations:

The two parts of the mid-term & final exams will be delivered and submitted electronically: Part I, Take Home – Conceptual, and Part II, “In Class” – Quantitative are available roughly one week (TH) and one day (IC) prior to the required submission date. Students must sign an integrity statement on the exams indicating that they have not received help. Submission exceptions must be identified at least one week before the exam.

Asynchronous Recordings:

Eight asynchronous recorded lectures, each with between three and six segments, are posted online, with electronically timed release. Students should read assigned materials and review section graphics before listening to the recordings. Based on the recorded lectures, they should prepare related course work (cases, forums, quizzes, and/or homework) to formalize their understanding of the session material.

Written Cases:

Groups of 3-4 students prepare a one-page, single-space discussion of each of two cases, using a decision format of: **1) Internal and External Factors & Problem, 2) Concepts Related to the Problem, 3) Alternatives, Solution, and Rationale, and 4) Implementation.** Roughly 125 words should be devoted to each paragraph. Presentation, including spelling, syntax, and format, as well as a global, overall perspective of the cases are critical grading criteria. Teams should submit one case report and all team members receive the same grade. Student teams are expected to manage themselves.

Homework Assignments:

Two group (3-4 person) homework assignments, with three parts each, will be submitted through Sakai. Groups must self-manage; late submissions are accepted only with the prior approval (two-day notice required) of the instructor and may be penalized.

Forum Questions:

Several questions in each section are identified as Forum Questions. During the week of each topic, students should submit one roughly 200 word comment to a minimum of 10 of the 22 Forum Questions. Comments should be global and contain relevant examples. Students must read and may comment upon Forum inputs by other students.

Online Quizzes:

Five online quizzes covering the lecture materials are posted for specified weeks. The timed quizzes (30 minutes) are associated with more qualitative material and consist of six to eight questions each.

Extra Credit:

For one point of extra credit, students may attend a performance improvement presentation (ASQC, etc.) and write a one-page, single-spaced paper on the content of the presentation (include handouts) at the Extra Credit link on the course website. Or, for one point of extra credit, students may submit one-page, single-spaced reports of materials. A maximum of 3 points extra credit may be attempted for these options. For five points of extra credit, students may read and write a three-page single-space report on The Signal and the Noise by Nate Silver; If you do the book report, the maximum extra credit is 5 points. Failing grades may not be improved by extra credit.

Grading:

<u>Point Structure</u>		<u>percent</u>
Examinations (2) (weights = 20, 30)	(individual)	50
Written Case Studies (2) (weights = 8, 12)	(teams)	20
Homework Assignments (2) (weights = 5, 5)	(teams)	10
Forum Questions (10) (1 point each)	(Individual)	10
Online Quizzes (5) (2 points each)	(individual)	<u>10</u>
		100

Course Grading Scale

A	100-93%	C	<77-73
A-	<93-90	C-	<73-70
B+	<90-87	D+	<70-67
B	<87-83	D	<67-60
B-	<83-80	F	<60 & below
C+	<80-77		

Loyola University Grading Scale & Weights

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	F	0
C+	2.33		

Quinlan School of Business Policies:

Attendance

Active class participation is a fundamental component of learning, so punctual and active involvement in all class activities is expected. The student is responsible for any assignments or requirements missed during an absence. Students should advise the instructor of any expected periods of unavailability that would impact their class participation.

Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the quarter as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam.

Academic Integrity

All members of the Quinlan School and all students who take Quinlan School of Business courses shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood. Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department or program involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity: <http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

Class by Class/Week Outline (class weeks based on Sunday at 11:55 pm)

(Ch. = Chapter in Foster; HW = homework; WC = written case; Ex = Exam)

Note: Video segments are visible on start-date of week; forums, quizzes, HW, WC, and Exams all close on the end-date of week. Weekly lecture comments and email reminders will be sent.

Session/ Start – Close	Topic	Assignments Due*					
		Reading	Video Segments	Forums**	Quiz	HW	Other
#1 Aug 25 *** – Sep 2	Introduction to Course, Instructor, & Student; Perspectives & Theory of Quality; Example Case – Hank Kolb	Ch. 1,2 Hank Kolb	#1 - 5	3			
#2 Sep 2 – Sep 9	Global Supply Chain & International Quality Standards; Strategic Planning for Quality	Ch. 3, 4	#2 - 4	3		1-1	
#3 Sep 9 – Sep 16	The Voice of the Customer The Voice of the Market	Ch. 5, 6	#3 - 4	3	#1	1-2	
#4 Sep 16 – Sep 23	Quality & Innovation in Product & Process Design; Quality Svc Design WC#1 – North American Automotive	Ch. 7, 8	#4 - 6		#2		WC 1
#5 Sep 23 – Sep 30	Supplier & Supply Chain Quality; Review for Mid-term	Ch. 9	#5 - 5	3	#3		
#6 Sep 30 – Oct 7	1 st Exam (Session #1 – 5; Ch. 1-9)					1-3	Ex 1
						(Solutions to HW 1-3 visible on 9/30)	
#7 Oct 7 – Oct 14	Tools of Quality; Managing Quality Improvement Teams & Projects	Ch.10,14	#7 - 4	3	#4		
#8 Oct 14 – Oct 21	Quality Management for Variables & Attributes; Exam Feedback	Ch.11,12	#8 - 4	3	#5	2-1	
#9 Oct 21 – Oct 28	Six Sigma Management; Implementing & Validating Quality Systems Written Case #2 - The Plant Tour Review for Final Exam	Ch.13,15	#9 - 4	4		2-2	WC 2
#10 Oct 28 – Nov 4	Final Exam (Session 7 – 9; Ch. 10-15)					2-3	Ex 2
						(Solutions to HW 2-3 visible on 10/29)	

* Note: Activities open at 12:00 midnight on the start date and close at 11:55 pm on the end date. Late materials are not accepted in Sakai & may be sent to the instructor with an explanation for the lateness.

** Note: There are a total of 22 Forums; students must accrue 10 points @ 1 pt / contribution. (no Extra Credit points given for additional Forums)

Final Exam Month/Day Nov. 4, 2018 or as scheduled during week of Oct. 28 to Nov. 4:

Policies:

- a. **The Asynchronous Virtual Course:** This course is taught asynchronously, meaning that students must read the assigned course text and review section graphics, and then view some 3-6 roughly 20 minute video clips and actively engage in associated course activities (related online quizzes and forums). Additionally, student teams prepare and submit homework assignments and case studies electronically. Students and teams are required to meet activity deadlines or risk losing credit. In all other regards, however, the content of this asynchronous course is the same as the traditional format courses that have been taught at Loyola University Chicago for many years.
- b. **Student Teams:** Case studies and homework assignments must be submitted by teams. If students do not know other students in the group, they should go to the course roster or e-mail list and work to identify their friends from other courses and form their groups. If teams are not formed by the due date of the first homework assignment, the instructor will work with students who need to find a team.
- c. **Scheduled Course Deadlines:** The assignment deadlines posted on Sakai are the effective deadline for course activities. Unless late submission is pre-approved by the instructor, penalties will be incurred.
- d. **Student Preparation:** Students are responsible for reading assigned materials and for reviewing section graphics **before** viewing section video lectures and are strongly encouraged to form and use virtual study groups for all course activities. Recorded class lectures, Forum Questions, and online quizzes assume careful student preparation, and are designed to reinforce and supplement course reading and graphics viewing assignments.
- e. **Submission of Course Work:** All course work will be submitted electronically. Exams must be downloaded, printed, the integrity statement signed, answered on the printed format, then scanned (or photographed with a digital camera), and submitted as an electronic file. Students are responsible to assure that all submitted materials are legible and readable; this means use of a **#2 pencil or medium black ball point pen, correctly focused camera or scanning equipment, and correctly-oriented portrait format. Additionally, materials must be submitted as one document, not multiple pages. Students should use .pdf or word files. Apple notes or pages documents are not readable in Sakai.** Improperly submitted materials will be returned to the student for correction, and may incur a penalty. Though assignments are shown by session here, students should consult the Sakai Assignment link for the dates/times of each assignment. Late submission of materials is not permitted, unless previously approved by the instructor. Any late materials should be sent as an attachment to the instructor's Loyola e-mail with an explanation of the reasons for lateness.
- f. **Use of Course Materials.** All Sakai materials, the course archive, and other video or audio recordings from the course may only be used for course work. Audio and video content are proprietary and may not be used for any other purpose. Course materials must be deleted at the end of the course.
- g. **E-mail contact with Instructor.** The Instructor is generally available by e-mail with 24 hours turn-around. For issues that may relate to the entire class, the instructor will strip out identifying data and "burst" the question and response to the entire class.
- h. **Virtual Office Hours** – For more complicated matters that may require more direct communication, the instructor will be available by phone, or for On-Line Office Hours. Please e-mail the instructor for an appointment time, then, at the designed time, phone or go to Panopto and click on the "SCMG 481 - Online Office Hours" link. Such on-line office hours may be recorded.

The Technology of the Course:

- a. Broadband DSL/cable internet, used with a high-speed desktop or laptop processor, gives the only reliable connectivity. The Panopto software permits the use of tablets or smart phones, but these smaller-screen formats may not give satisfactory viewing. Wireless or Dial-up are sporadic in coverage and should be avoided. Additionally, some tablets or smart phones do not have the speed or capacity to handle the streaming video used in this course. It is the student's responsibility to assure working equipment.
- b. Students may use any browser; however, generally Firefox has been shown to work better than Google Chrome and Internet Explorer for Sakai and Panopto applications.
- c. Though the instructor is generally familiar with electronic media, students should seek help with technical problems through their university or the Loyola University Chicago Help Desk at: helpdesk@luc.edu or 4-4444 or 773-508-7190 or 773-508-4487. (Hours are 8:00 am - 6:00 pm Central Time Zone, Monday-Friday).

Further Details about the Asynchronous Virtual Course

Many are aware of the emergence some years ago of on-line courses, initially through the University of Phoenix and two-year colleges or practitioner programs. However, about ten years ago, Harvard & MIT (Ed X), and the Stanford group (Coursera) initiated on-line asynchronous virtual courses. To date some 20,000,000+ students have taken courses in these and other online programs. Given that these Massive Open On-Line Courses (MOOCs) can have enrollments of more than 1000 students per course, that they are sponsored by some of the best universities in this country, and that the courses are, in some cases, both free and offer transferrable credits, it is certain that demand for and availability of virtual courses will continue to grow. However, many of these courses and programs permit minimal student interaction, use simplistic student learning evaluation methods and may not be credible with students, employers, or the academic community in general.

This course is part of an effort by the Loyola University Chicago and the Quinlan School of Business to offer asynchronous virtual courses that correspond in all regards to the high quality, knowledge-intense, student-focused, face-to-face class formats that Loyola University Chicago students have come to expect in traditional programs. In many cases, and with this course in particular, Loyola virtual courses have evolved through various hybrid versions to virtual pedagogies. As these Loyola courses are developed, they complement current traditional program offerings, and thus satisfy a broader range of student needs and requirements. Above all, course quality, student focus, and program consistency will be maintained, but simultaneously, students will have the access and convenience afforded by the virtual technology and the opportunity to function in a communications environment increasingly used by employers and business, by governments and NGOs, and by social and religious groups.

Though some difficulties with technology persist, more capable and reliable platforms have emerged over the past few years. Virtual audio/video communication is now available and presentation of various materials is feasible through Sakai and Panopto. Further, electronic submission of materials has become highly reliable. Combined with the archivability of meetings, the virtual format is becoming a reality in business and academia. Long commutes, inconvenient schedules, and disruptions of personal and family obligations, are potentially a thing of the past.