

## Quality Management Systems

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### *Books*

Evans and Dean, *Total Quality: Management, Organization, and Strategy* (2/e)  
*Course Handbook*  
Recommended: West, ed., *Quality Management Today*  
Linden, *Seamless Government*

This course addresses the theory, design, and implementation of quality management in organizations. It examines quality philosophies, systems, techniques, transition strategies, and case studies.

The initial section reviews contemporary management trends and paradigms. The central part of the course analyzes quality philosophy followed by three key components of quality practice: customer service, process improvement, and total involvement (color monitor extra). The final segment (for adults only) discusses transition strategies, implementation issues, and societal diffusion of quality.

Upon completion, the student will be able to:

- ? understand the assumptions of quality management,
- ? compare and contrast the traditional management approach with the quality paradigm
- ? be conversant in relevant philosophies, methods, and techniques,
- ? use selected quality tools in team activities
- ? develop transition strategies, and
- ? sketch scenarios for the future of quality management.

Students should regularly check the conference board for this course found on the Askew School homepage (<http://www.pubadm.fsu.edu/spap/conference>).

### *Topic Outline*

Week 1	I.	Introduction Evans and Dean, Chapter One
Weeks 2-4	II.	Quality Management Philosophy Evans and Dean, Chapter 2 (pp.40-45,50-59)
	III.	Quality Practice

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conference board for this course.

Weeks 5,6	A. <i>Customer Service</i> Evans and Dean, Chapter Four
Weeks 7,8	B. <i>Process Improvement</i> Evans and Dean, Chapters Three, Five
Weeks 9-11	C. <i>Total Involvement</i> Evans and Dean, Chapters Seven, Eight
Weeks 12-14	IV. Transition Strategies: Leadership, Organizational Issues, and Quality Failure
	A. <i>Leadership and Profound Knowledge</i> Evans and Dean, Chapters Two (pp. 45-50), Nine
	B. <i>Organizational Change</i> Evans and Dean, Chapters Six and Eleven (pp. 324-342)
	C. <i>Quality Failure</i> Evans and Dean, Chapter Eleven (pp. 342-354)
Week 15	V. Societal Diffusion, Quality Infrastructure, and the Future Evans and Dean, Chapters Two (pp. 59-95, and 10 (esp., pp. 311ff.))

### *Classroom Format and Attendance*

The course consists of a mixture of activities [informal lectures, group discussion, videos) and student responsibilities (group projects, hosting guests)]; see team development material in the front of the *Handbook*. Generally, the material will parallel, but not repeat, the readings. In short, this class features:

- |   |                                      |
|---|--------------------------------------|
| o opening exercises                                       | o group leadership opportunities     |
| o outlined lectures and unique class discussion technique | o feedback on outlines for papers    |
| o credit for on-time attendance                           | o videos, current event discussions, |
| o Caribbean cruises                                       | o exercises, practitioner guests.    |

Consider the class sessions to be the campus equivalent of a management retreat. In this environment, it is not chic to be late or absent; it is “just not done.” Please understand that your contribution has a bearing on the value of the course, both to yourself and to your colleagues; if you believe that your role is not important, then please take another course. Students should bring a 5x7 name card to each class.

Class work cannot be learned *in absentia*, and on-time attendance is expected as stated in the university *Bulletin*. A plus (+) will be added to the student's team activity grade (see below) for those with 0 or 1 absence. Quality attendance is defined as initialing the roster *before* class begins and staying the entire period. Regarding tardiness, students are expected to be courteous to the team doing the opening by arriving promptly; do not abuse the fact that even the most conscientious person, however rarely, may be late for whatever reason.

If you need accommodation for a disability, then consult with the instructor at the end of the first class.

The following opportunities are available for increased participation in the course: office visits and/or dutch treat lunches (ad hoc), scheduled afternoon appointments, and student groups and their representatives..

WARNING: Here we go again. Another serious section. Believe me, I'm not trying to gag you with boredom, just set forth some rules for the types of stuff that are appropriate and inappropriate. If I didn't, NCAA sanctions would result.

## Grading System

Quality is based on the actions of people. Quality management as an organizational function cannot be successful unless all in the organization practice quality principles at a personal level; a commitment to excellence is a privilege and an obligation. As a manager or future manager you cannot delegate quality: you must show the way by personal example.

Accordingly, quality management is not only an academic subject to be studied, but also a way to improve your own activities. Thus, personal effectiveness will be enhanced by such activities as: being on time for class, keeping up with the readings, reviewing notes before and after sessions, responding promptly to e-mail from teammates, meeting and exceeding assignment standards, and devoting sufficient effort to the course to ensure excellence. In short, quality as practiced by the individual is the foundation upon which class quality is built. To foster your role in the course, regularly complete the Personal Quality Checklist (back of *Handbook*).

Final grades are likely to be similar to those for other courses. However, this should *not* be interpreted as a guaranteed minimum grade. Neither the mere completion of various requirements, nor the time spent on them determines the granting of credit. Simple familiarity with the material is not to be mistaken for either understanding or mastery. The University Honor Code (see *FSU Student Handbook*) applies to all work in this course.

For present purposes, your academic growth will be evaluated in two interrelated areas.

1. *Team Activities* (20 percent of course grade)

- A. Exercises (see *Handbook*). As a manager you should be heard, not just seen. Primary emphasis is on the quality of participation. It is important that your comments build on previous classroom remarks and the readings so that learning is cumulative. Written and oral exercises will be assigned to groups in advance so as to allow for proper preparation (late assignments *cannot* be accepted). These include class openings where the host team ensures that the room is properly arranged and starts the session with a 2-3 minute activity related to the topic for that class (re: *Handbook*, p. 1). Each student will provide a peer and a team evaluation at midterm and at the end of the semester.
- B. Guest Case. Each team will facilitate a 50-minute session on an actual situation, followed by comments from the official(s) involved in the case (see *Handbook*, p. 2 for additional information). The diagnosis and solution to the problem should employ Deming's diseases, 14 points, and/or quality decision-making tools. The assignment is a problem-solving exercise, not a guest lecture, that enables students to use selected quality concepts and methods.

The cases will be scheduled as follows: Team One--February 22 (customer service), Team Two--March 8 (process improvement); Team 3--March 12 (total involvement); Team Four (if necessary)--April 12 (transition issues).

2. *Individual Activities* (80 percent of grade; A. and B. are weighted about equally)

A. Examination

The final (batteries not included) is designed to be both a good learning experience and an effective evaluation technique--provided that all classes are attended and readings completed prior to the exam. It will be a take-home consisting of approximately 5 long and 5 medium length essays (answers should be approximately 6-8 paragraphs and 2-3 paragraphs respectively). Responses to major questions must be: (a) coherent (contain an introduction, text, and conclusion); (b) documented (make specific references to course information); and (c) critical (do not merely repeat material).

It is not feasible or desirable to attempt the examination without proper preparation (i.e., the items are integrative, “thought” questions; they cannot be “looked up and copied down.” A sufficient period of time (5-7 days) will be available for completion. Testing will be weighted 40 percent over class work and 60 percent on readings. The examination will be distributed the last day of class. An optional midterm or a sample essay may be available depending upon desires of students.

B. Project. The choices below share these requirements:

- o a one-page problem statement (that includes identification of option, a working title and subtitle, specification of the topic and its importance in governance, plus a statement of purpose) is due via email Tuesday, February 27
- o an outline of the project with references, using the format on p. 54, is due via email Tuesday, March 20
- o a draft submitted to a teammate on March 29 to check it vis -a-vis assignment requirements
- o a final, fat-free project (12 pp. for undergraduates, 18 pp. for graduates) with original instructor corrected outline, assignment checklist (modify as needed), and partner copy/partner checklists (pp. 55, 57) is due Monday, April 9

(1)Literature Review Essay

Prepare a literature review utilizing recent data bases (1996-present), as well as browsing of the most current journal issues. Select at least 10 articles from scholarly (published quarterly) or professional (published monthly) journals; popular magazine and newspaper stories may be used for supplemental purposes *only*.

This assignment is an examination of the quality of the *literature* on the problem, not a descriptive “term paper” about the subject chosen. Focus on the validity of the material; do not simply summarize the topic. That is, emphasize what you think about the literature more than your views on the problem itself. What is (and is not) discussed, how well, and why? Analyze the work in terms of consistency of findings, strengths and limitations of methodology, and reliability of conclusions; integrate the results of the studies with one another as appropriate.

Using this approach, the paper must discuss the nature and importance of the literature on the issue (one page), critically review general themes found in literature (most of the paper), and articulate conclusions (about 2 pages). An example of this kind of assignment, plus a checklist, can be found in the back of the *Handbook*.

(2)Work-Related Study (action figures sold separately).

Develop a problem-solving paper based on your work as an employee or as a student. The thoroughly-documented study should clearly define the issue, provide a brief descriptive background to it, and analyze the problem in detail using quality techniques (see deadlines above).

(3)Designer Project.

Create your own approach to fully satisfy the requirement. It must be cleared by the instructor, meet all deadlines above, and represent an amount of work equivalent to the other options.

Late papers, or papers without each of the bulletized items specified above, lose one letter grade. Kindly do not submit any materials in cardboard or plastic folders, envelopes, or mailers; simply staple the components and secure with a rubber band. Consult the APA manual for stylistic requirements.

*Note:* Begin planning your work now so as to meet the deadlines specified. Requests for deadline extensions and/or course incompletes are strongly discouraged and will not normally be considered except for extreme, documented emergencies.

To summarize, this evaluation system encourages students to take responsibility for their own learning by:

- o nurturing “student” activities(e.g., team assignments, individual selection of paper topics, choice of examination questions) not “enrollee” behaviors (e.g., passively attending lectures);
- o urging effective participation that show familiarity of readings, ability to understand others’ comments, and skill in synthesizing previous contributions and sharing relevant materials;
- o highlighting theory vs. practice comparisons in each course topic and guest cases;
- o focusing on problem-solving abilities in exercises and the take-home examination;
- o utilizing instructor feedback (from discussions, guest cases, preliminary paper outlines) to ensure effective performance on assignments and the examination; and
- o emphasizing bibliographic, analytical and evaluative skills through a term project.

*About the Professor.* James S. Bowman, Ph.D. (which he did not earn from Harvard), is Professor of Public Administration at the Askew School. A former military officer and civil servant, he has served over 15 years at Florida State University where he has mentored hundreds of students--many of whom unfortunately are currently either in prison or on parole. Professor Bowman has admittedly contributed to the destruction of scores of trees by publishing more than 85 journal articles and chapters on human resource management, quality, and ethics. Co-author of *Human Resource Management: Paradoxes, Processes, and Problems* (Sage, 2001), he has also edited five books. He is editor of *Public Integrity*, a journal sponsored by the American Society for Public Administration, The Council of State Governments, and the International City/County Management Association. His selection to this position totally shocked friends and family who expected him to be a male nun or exotic dancer by now.

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"The damn thing won't fly at all until top management people are 100% behind it. ... Where is the bottle neck? Just look at the top of the bottle and you will find it." Bill Conway

"No amount of care or skill in workmanship can overcome fundamental faults in the system." W. Edwards Deming

"Take away the cause and the effect ceases." Cervantes

"It is wretched taste to be satisfied with mediocrity when excellence lies before us." D’Israeli

"Those who attain excellence know the sense of satisfaction that accompanies such success. But excellence is of value not only to those who possess it. Its significance is equally important to those who learn to prize it, for by developing the acuity and sensitivity needed to comprehend the magnificent achievements of which human effort is capable, one’s perceptions are rendered more vivid and one’s experience enormously enriched." Steven Cahn

“You don’t have to be great to start, but you have to start to be great.” Joe Sabah

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