

# The University of Jordan

Faculty: Faculty of Business  
Semester:

Department: Business Administration  
Academic Year: 2013/2014

## Total Quality Management (1601780)

Credit hours		Level		Prerequisite	-
Coordinator/ Lecturer	Rateb Jalil Sweis Ph.D	Office number		Office phone	06 535 5000 Ext: 24181
Course website		E-mail	<a href="mailto:r.sweis@ju.edu.jo">r.sweis@ju.edu.jo</a>	Place	214/ Building 4

Office hours					
Day/Time	Sunday	Monday	Tuesday	Wednesday	Thursday
	16:00-17:00		16:00-17:00		16:00-17:00

### Course Description

This module aims at providing both: an in-depth philosophical and theoretical knowledge and understanding of TQM, as well as relevant practical and case-oriented application of TQM principles and tools.

### Learning Objectives

The main objective of this course is to introduce the concept and philosophy of Total Quality Management (TQM) to the students, through:

1. Highlighting the need for Quality as a basic competitive necessity in light of today's hyper-competitive business environment.
2. Discussing the various definitions associated with Quality and Quality Management, as well as presenting its key elements and principles.
3. Discussing in-depth a number of critical enablers of TQM, which represent aspects that describe TQM as a revolution in management thinking.
4. Highlighting a number of issues that are considered to be at the root of the failure of many organizations in successfully managing their transition into a TQM organization.

### Intended Learning Outcomes (ILOs):

Successful completion of the course should lead to the following outcomes:

**A. Knowledge and Understanding:** Student is expected to

A1: appreciate the imperative need for TQM as a new managerial paradigm, facilitated through the “Open System View” of organizations.

A2: enrich and deepen student’s appreciation for TQM as a necessity for the survival and prosperity of today’s business organizations, as a natural conclusion that is arrived at through proper strategic thinking.

A3: be able to understand and comprehend the basic elements and principles of TQM.

A4: understand and appreciate the importance of a number of supportive managerial concepts, which facilitate the adoption and implementation of TQM.

**B. Intellectual Analytical and Cognitive Skills:** Student is expected to

B1: employ what has been learned, in terms of the supportive concepts that facilitate TQM adoption and implementation, to solve real-life problems with an organizational setting.

B2: be able to manage the change process towards a TQM organization effectively.

**C. Subject- Specific Skills:** Students is expected to

C1: be able to present one or more of the subjects discussed in the module in an acceptable manner.

C:3: demonstrate an ability to discuss and analyze a quality-related issue in report writing format.

**D. Transferable Key Skills:** Students is expected to

D1: be able to determine the most suitable approach to be followed to ensure the successful implementation of TQM within an organization.

D2: be able to manage and use time effectively as well as efficiently.

## **Evaluation**

**Mid-term 30%**

**Continuous assessment 30 %( includes participation and projects)**

**Final Exam 40%**

### ILOs: Learning and Evaluation Methods

ILO/s	Learning Methods	Grading Criteria for continuous assessment		
		A, A-	B+, B, B-	C+,C,C-
<b>B1, B2, B3, and D1</b>	<b>Lectures and Discussions, Homework and Assignments, Projects,</b>	Extremely well prepared for class discussion, active participation in group activities and show leadership in class and attend all class meetings.	Partially prepared for class discussion, quite active in sharing views and attend at least 11 class meetings.	Not well prepared for class discussion, limited participation in sharing views and attended at least 11 class meetings.

### ILOs: Learning and Evaluation Methods

ILO/s	Learning Methods	Grading Criteria for mid-term and Final		
		A, A-	B+, B, B-	C+,C,C-
<b>C1 C4 and A1 A5</b>	<b>Lectures and Discussions, Homework and Assignments, Projects,</b>	Very good to excellent ratings (Above 90%)	Good to very good ratings  Between 79% and 89%	Fair to good Ratings  Between 65% and 78%

## Course Content

Content	Reference	Week	ILO/s
Chapter 1: The Total Quality Approach to Quality Management	Required Text	1	Students should be able to understand : <ul style="list-style-type: none"> <li>- What is Quality?</li> <li>- The Total Quality Approach Defined</li> <li>- Two Views of Quality</li> <li>- Key Elements of Total Quality</li> <li>- Total Quality Pioneers</li> <li>- Keys to Total Quality Success</li> </ul>
Chapter 2: Quality and Global Competitiveness	Required Text	2 +3	Students should be able to understand : <ul style="list-style-type: none"> <li>- The Relationship between Quality and Competitiveness</li> <li>- Cost of Poor Quality</li> <li>- Competitiveness and the U.S. Economy</li> <li>- Factors Inhibiting Competitiveness</li> <li>- Comparisons of International Competitors</li> <li>- Human Resources and Competitiveness</li> </ul>
Chapter 3: Strategic Management	Required Text	4	Students should be able to understand : <ul style="list-style-type: none"> <li>- What is Strategic Management?</li> <li>- Competitive Strategy</li> <li>- Core Competencies and Competitive Advantage</li> <li>- Components of Strategic Management</li> <li>- Strategic Planning Overview</li> <li>- Creative Thinking in Strategic Planning</li> <li>- SWOT Analysis</li> </ul>
Chapter 6: Quality Culture	Required Text	5 +6	Students should be able to understand : <ul style="list-style-type: none"> <li>- What a Quality Culture Is</li> <li>- Quality Culture versus Traditional Cultures</li> <li>- Activate Cultural Change</li> </ul>

			<ul style="list-style-type: none"> <li>- How to Lay the Groundwork for a Quality Culture</li> </ul>
Chapter 7: Customer Satisfaction, Retention and Loyalty	Required Text	7	<p>Students should be able to understand:</p> <ul style="list-style-type: none"> <li>- Who Is a Customer</li> <li>- Customer-Defined Quality</li> <li>- Identify External Customer Needs</li> <li>- Identify Internal Customer Needs</li> <li>- Communicate with Customers</li> <li>- Use Customer Feedback to Make Design Improvements</li> </ul>
Mid- Term Exam		8	
Chapter 8: Employee Empowerment	Required Text	9+10	<p>Students should be able to understand:</p> <ul style="list-style-type: none"> <li>- Employee Empowerment Defined</li> <li>- Inhibitors of Empowerment</li> <li>- Management's Role in Empowerment</li> <li>- How to Implement Empowerment</li> <li>- How to Recognize Empowered Employees</li> <li>- Beyond Empowerment to Enlistment</li> </ul>
Chapter 9: Leadership and Change	Required Text	11	<p>Students should be able to understand:</p> <ul style="list-style-type: none"> <li>- Leadership for Quality</li> <li>- Leadership Skills: Inherited or Learned?</li> <li>- Leadership, Motivation, and</li> </ul>

			<p>Inspiration</p> <ul style="list-style-type: none"> <li>- Leadership Styles</li> <li>- Leadership Styles in a Total Quality Setting</li> <li>- How to Build and Maintaining a Following</li> <li>- Leadership Versus Management</li> <li>- Leadership and Ethics</li> </ul>
Chapter 14: ISO 9000 and Total Quality Management	Required Text	12	<p>Students should be able to understand:</p> <ul style="list-style-type: none"> <li>- ISO 9000's Objective</li> <li>- How ISO 9000 Is Applied to Organizations</li> <li>- The ISO 9000 Quality Management System: A Definition</li> <li>- Authority for Certification/Registration</li> <li>- ISO 9000 Registration Statistics</li> <li>- Organizational Registration to ISO 9001</li> </ul>
Chapter 20: Benchmarking	Required Text	13	<p>Students should be able to understand:</p> <ul style="list-style-type: none"> <li>- Benchmarking</li> <li>- Benchmarking versus Reengineering</li> <li>- The Prerequisites to Benchmarking</li> <li>- Obstacles to Successful Benchmarking</li> </ul>
Chapter 22: Implementing Total Quality Management	Required Text	14	<p>Students should be able to understand:</p> <ul style="list-style-type: none"> <li>- The Requirements for Implementation</li> </ul>

			<ul style="list-style-type: none"> <li>- The Role of Top Management: Leadership</li> <li>- The Role of Middle Management</li> <li>- The Viewpoints of Those Involved</li> </ul>
Presentation and Discussion of Articles	Required Text	15	
Final Exam		16	

### **Learning Methodology**

- Lectures and discussions
- Group discussions (team work)
- Students' presentations

### **Projects and Assignments**

#### Assignments:

- Students should read assigned material and participate in class discussion
- Students should expect to give a presentation even if it isn't their turn to do so.
- Students are expected to review two recent articles in English related to the subject and give a presentation. These should be submitted straight after the second exam.

#### Research Projects

Students will be divided into groups; each group will be undertaking a scientific research. Research topic should be approved by the Professor. It should be submitted before the date set for the final exam.

**Main Reference/s:**

- Goetsch, David L. and Davis, Stanley B. (2006) Quality Management: An Introduction to Total Quality Management for Production, Processing, and Services. Fifth Edition. New Jersey: Prentice Hall.

**References:**

- Besterfield, D., Besterfield-Michana, C., Besterfield, G., Besterfield-Sacre, M. (2003) Total Quality Management. Third Edition. New Jersey: Prentice Hall.
- Evans, J.; Lindsay, W (1999) The Management and Control of Quality. Fourth Edition. Ohio: South-Western College Publishing.

## **Intended Grading Scale (Optional)**

0-39	<b>F</b>
45-49	<b>D<sup>-</sup></b>
50-54	<b>D</b>
54-69	<b>D<sup>+</sup></b>
60-64	<b>C<sup>-</sup></b>
65-69	<b>C</b>
70-73	<b>C<sup>+</sup></b>
74-76	<b>B<sup>-</sup></b>
77-80	<b>B</b>
81-84	<b>B<sup>+</sup></b>
85-89	<b>A<sup>-</sup></b>
90-100	<b>A</b>

### **Notes:**

- Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and then ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.
- For more details on University regulations please visit:  
<http://www.ju.edu.jo/rules/index.htm>