

HRE 531 - Quality Management and Business Process Improvement

Fall 2006 Course Syllabus

Course Schedule: Friday 9 – 11:50 am, 505 E. Green Street, Room 201

Instructor: Jeff Flesher, Ph.D.
Visiting Assistant Professor, Human Resource Education

Phone/E-mail/ 217/333-7125, 847/664-2233 (remote office)
flesher@uiuc.edu (e-mail)

Office Hours: Available by appointment

Course Site: <http://webboard.cites.uiuc.edu>

General Course Description and Goals

This course examines quality and process improvement philosophies, theories, and strategies as they apply to the practice of professionals in human resource education. Based on a critical analysis of the historical antecedents, theoretical foundations, and empirical research results of Total Quality Management (TQM) and Continuous Process Improvement (CPI), students will be able to apply improvement strategies to typical problems in the field and evaluate the merits and limitations of various approaches in public and private settings. At the completion of the course, participants should be able to:

- Explain the philosophical, historical, theoretical, political, and practical underpinnings of quality improvement and process improvement approaches.
- Reflect critically on various philosophies, theories, methods and systems including accreditation and certification requirements.
- Apply continuous process improvement approaches, methodologies, tools, and techniques.

Required Readings

Text assignments are included in the attached course outline section. Additional assignments will be posted online (course web board) including links to web sites and assigned and supplemental readings/articles. The web board will also include discussion threads, questions for the instructor, and postings of all student assignment materials (without evaluation comments).

Required Texts:

Evans, J. R., (2005) Total quality: Management, organization, and strategy (4nd ed). Cincinnati, OH: Southwestern.

American Psychological Association. (2001). *Publication manual*. 5th ed. Washington, DC: author. (also available on various websites by searching *APA publication manual*.)

Course Design

This course meets in classroom sessions on Friday mornings from 9-11:50 am. During these sessions we will focus on discussion, application, critique, presentation of cases, and integration of reading/learning assignments. Class sessions are supported by additional materials, discussion threads, and ongoing course Q&A online to be completed outside of scheduled class times. Students are encouraged to engage in active review and dialog with their peers based on assignment postings. Students may also contribute relevant links, materials, and articles on the web board. Course participants have the opportunity to focus assignments for personal relevance and are expected to be active members of a community of learners.

Course Requirements

All student assignments are required to be posted in final form by the date and time due on the web board with hard copy turned-in to the instructor. Late assignments will be penalized. All assignments must be original work that has not been previously submitted for another course or degree requirement consistent with university policy on academic integrity.

1. Article Abstracts/Reviews (three assignments)

- a. Quality Systems/Models (TQM, LEAN, Six Sigma, etc.) – Due September 22, 9:00 AM**
- b. Benchmarks, Certification/Accreditation and Standards – Due October 13, 9:00 AM**
- c. Implementing Quality Improvement – Due December 8, 9:00 AM**

The purpose of these assignments is to add relevant recent content from published sources that may be incorporated into the HRD/Higher Education quality process. Select a recent (2002 or newer) article from a published journal or periodical source. These may include e-zines or online sources. Read the article and write a 100-200 word abstract that summarizes the article content, includes three to five main points, and highlights relevance for the assigned topic. The abstract must include a full reference in APA format.

2. Book Review and Peer Dialog – Due October 27, 9:00 AM

This assignment will provide an opportunity to explore an area of personal interest and value related to quality and process improvement. Each student will read a book related to quality theory, application, systems, management, or quality process leadership and write a summary with implications for practice. If you have any questions about the appropriateness of a chosen work, contact the instructor before completing the assignment. The paper must have two sections, "summary" and "implications for practice" (HRD/Higher Education or other approved context) and be no more than 2000 words. This report will form the basis for a peer teaching dialog with one or two other students. The review must include a full reference in APA format.

3. Standard Review – Due December 1, 9:00 AM

The purpose of this assignment is to complete a comprehensive review of a recognized quality standard (ANSI, ISO, Baldrige Criteria, Accreditation Standards, etc) with implications for practice in HRD/Education (other contexts may be approved in advance). The written report will conform with Standard Review Criteria provided by the instructor and form the basis for a class presentation. The review must also conform to APA standards and be no more than 3000 words in length.

4. Comprehensive Final Examination – TBD, Tentatively Friday December 15, 9:00 AM

Grading Criteria

Final grades will be based on 150 total points earned during semester. Points per assignment:

1. Article Abstracts - 30 points (10 points each)
2. Book Review – 30 points
3. Standard Review - 50 points
4. Final Examination – 40 points

(late submissions will impact grades)

Grading Scale

94-100% (141 - 150 points) = A
90-93% (135 – 140 points) = A-
87-89% (130 – 134 points) = B+
84-86% (126 - 129 points) = B
80-83% (120 – 125 points) = B-
77-79% (115 – 119 points) = C+
74-76% (111 - 114 points) = C
73-70% (105 – 110 points) - C-
Below 70% (105 and less) = D/F

Basic Course Outline and Assignments

Date	Topic(s)	Assignments
August 25	Introduction and Expectations	
September 1	Foundations of Quality	Read: Evans Chapter 1
September 8	Defining Quality	Read: Evans Chapter 2
September 15	Defining Quality	Read: Evans Chapter 3 and 4
September 22	Defining Quality	Read: Evans Chapter 5 Article Abstract “a” Due
September 29	Improving Quality	Read: Evans Chapter 6
October 6	Improving Quality	Read: Evans Chapter 7
October 13	Quality Systems	Article Abstract “b” Due
October 20	Culture and Quality	
October 27	Book Dialog	Book Review Due
November 3	Managing for Quality	Read: Evans Chapter 8-9
November 10	Managing for Quality	Read: Evans Chapter 10-11
November 17	Issues and Trends	
November 24	No Class	Thanksgiving Break
December 1	Quality Standards	Standard Review Due
December 8	Quality Standards	Article Abstract “c” Due
December 15	Final Examination	

Additional readings will be assigned through the course web board