

* Please ensure that you use the official UGR nomenclature and terminology (ES-EN) available in [UGRTerm](#) for the names of programmes, courses, faculties/schools, departments, competences/skills, teaching methodology, etc.

SEMESTER	CREDITS (ECTS)	TYPE	MODE OF DELIVERY	LANGUAGE(S) OF INSTRUCTION
2nd	4	Elective	Face-to-face	English
MODULE		Master in Economics		
SUBJECT		Quality Management		
CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME		International School for Postgraduate Studies (EIP)		
MASTER'S DEGREE		Master in Economics		
FACULTY / SCHOOL		Facultad de Ciencias Económicas y Empresariales		
TEACHING STAFF ⁽¹⁾				
Leopoldo Gutiérrez Gutiérrez				
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OFFICE HOURS		Horario de tutorías disponible en: https://organizacionempresas.ugr.es/static/InformacionAcademicaDepartamentos/*/docentes/526e5f848b822df5ca6831a3eb49cd9a		
GENERAL AND SPECIFIC COMPETENCES				
<p>BASIC AND GENERAL COMPETENCES</p> <ul style="list-style-type: none"> • CG1 – That the student attain the ability for analysis and synthesis, which includes being capable of defining, distinguishing and relating both the basic concepts and the premises upon which the exposition of any argument is built, as well as stating and basing its content in a concise and critical way, in the context – scientific, political, economic, organizational or whatever the type may be – in which it is presented. • CB6 – To possess and understand knowledge that gives a basis or opportunity to be original in the development and/or application of ideas, often in a research context. • CB7 – That the students know how to apply the knowledge acquired and their ability to solve problems 				

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/))

in new or little-known situations within broader (or multidisciplinary) contexts related to their area of study.

- CB8 – That the students are able to integrate knowledge and handle the complexity of formulating judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- CB9 – That the students know how to communicate their conclusions and the knowledge and underlying reasons that sustain them to specialist and non-specialist audiences in a clear and unambiguous way.
- CB10 – That the students possess the learning skills to enable them to continue studying in a way that will necessarily be largely self-managed and autonomous.

SPECIFIC COMPETENCES

- CE2 – Acquire bibliographical information on the current state of business research
- CE3 – Understand the relevant existing theories, tendencies and debates
- CE4 – Apply and extend existing theories to solve real problems
- CE6 – Formulate and answer questions in a way applicable to business strategies
- CE12 - Plan and organize business diagnostic studies
- CE19 – Assist as support staff in consulting projects
- CE20 – Draw up scientific articles
- CE21 – Draw up consulting reports adapted to their possible users

OBJECTIVES OR LEARNING OUTCOMES (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

Student will be able to:

- Acquire bibliographic information about the current state of the art on business research.
- Understand the relevant theories, trends and debates related to the field.
- Propose and solve research questions in such a way applicable to business strategy.
- Understand the role of Quality management as a competitive variable.
- Recognize the importance of Quality management as an organizational performance variable.
- Situate quality management as inherent part of Operations Management organizational strategy.
- Elaborate proposals based on Quality Management variable related with competitive profile, organizational performance and operations management strategy.

BRIEF DESCRIPTION OF THE COURSE CONTENT (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

This course aims to analyze the different initiatives currently applied to quality management in organizations. The crucial relationship that quality management has with knowledge management means that both disciplines are studied together. Emphasis will be placed not only on the application of the models but also on opening new lines of research.

SYLLABUS

THEORY SYLLABUS:

- Quality definition, costs and dimensions
- Historical evolution of Quality Management
- Quality Management gurus
- Quality Management tools
- Control charts
- Quality Management initiatives
- ISO standards
- Excellence models



PRACTICAL SYLLABUS

- Seminars
- Case studies
- Exercises

REQUIRED AND RECOMMENDED READING

RECOMMENDED READING:

- Reeves, C. and Bednar, D. (1994). "Defining Quality: Alternatives and Implications". *Academy of Management Review*, Vol.19, No.3, pp.419-445.
- Garvin, D.A. (1984): "What does "product quality" really mean?" *Sloan Management Review*. Fall 1984, Vol.26, No.1, pp.25-43.
- Garvin, D.A. (1987): "Competing on the eight dimensions of quality". *Harvard Business Review*, Vol.65, No.6, pp.101-109.
- Garvin, D.A. (1988): "Managing Quality: The Strategic and Competitive Edge". New York: The Free Press.
- Dale, B.G. (1999). "Managing Quality". 3rd Edition. Blackwell Business, Oxford.
- Dean, J. and Bowen, D. (1994): "Management theory and total quality: Improving research and practice through theory development". *Academy of Management Review*, Vol.19, No.3, pp.392-418.
- Kaynak, H. (2003): "The relationship between total quality management practices and their effects on firm performance". *Journal of Operations Management*, Vol.21, pp.405-435.
- Rungtusanatham, M., Forza, C., Filippini, R. and Anderson, J. (1998): "A replication study of a theory of quality management underlying the Deming management method: insights from an Italian context". *Journal of Operations Management*, Vol.11, pp.77-95.
- Lo, C.; Wiengarten, F.; Humphreys, P.; Yeung, A., Cheng, T. (2013): "The impact of contextual factors on the efficacy of ISO 9000 adoption". *Journal of Operations Management*, Vol. 31, pp-229-235.
- van Schoten, S.; de Blok, C.; Spreeuwenberg, P.; Groenewegen, P. and Wagner C. (2016) "The EFQM Model as a framework for total quality management in healthcare: Results of a longitudinal quantitative study". *International Journal of Operations & Production Management*, Vol.36, No.8, pp.901-922.
- Peng, X. and Prybutok, V. (2015): "Relative effectiveness of the Malcolm Baldrige National Quality Award categories". *International Journal of Production Research*, Vol.53, No.2, pp.629-647.
- Schroeder, R.; Linderman, K., Liedtke, C. and Choo, A. (2008): "Six Sigma: Definition and underlying theory". *Journal of Operations Management*, Vol.26, pp.536-554.
- Shah, R. and Ward, P. (2003): "Lean manufacturing: context, practice bundles, and performance". *Journal of Operations Management*, Vol.21, pp.129-149.
- Drohomerecki, E.; Gouvea da Costa, S.; Pinheiro de Lima, E. and da Rosa Garbuio, P. (2014): "Lean, Six Sigma and Lean Six Sigma: an analysis based on operations strategy". *International Journal of Production Research*, Vol.52, No.3, pp.804-824.
- LLORÉNS, F.J. y FUENTES, M.M. (2005): *Calidad Total. Fundamentos e implantación, Pirámide, 2ª edición, Madrid.*
- CROSBY, P. B. (1979). *Quality is Free*. New York: McGraw-Hill.
- CROSBY, P. B. (1984). *Quality Without Tears*. New York: McGraw-Hill.
- DEMING, W. E. (1989): *Calidad, productividad y competitividad*, Díaz de Santos, Madrid.
- DEMING, W. Edwards (1986). *Out of the Crisis*. MIT Press.
- DEMING, W. Edwards Gitlow, Howard S., Shelly J. Gitlow (1987) "The Deming Guide to Quality and Competitive Position" Prentice Hall Trade.
- GRANT, E. L. (1964): *Statistical Quality Control*. McGraw-Hill, New York.
- ISHIKAWA, Kaoru (1980) [original Japanese ed. 1970]. *QC Circle Koryo : General Principles of the QC Circle*. Tokyo: QC Circle Headquarters, Union of Japanese Scientists and Engineers.
- ISHIKAWA, Kaoru (1985) [First published in Japanese 1981]. *What is Total Quality Control? The Japanese Way* [Originally titled: TQC towa Nanika—Nipponteki Hinshitsu Kanri]. D. J. Lu (trans.).



New Jersey: Prentice Hall.

- ISHIKAWA, Kaoru (1985). How to Operate QC Circle Activities. Tokyo: QC Circle Headquarters, Union of Japanese Scientists and Engineers.
- ISHIKAWA, Kaoru (1990). Introduction to Quality Control. J. H. Loftus (trans.). Tokyo: 3A Corporation.
- JURAN, J. M. (1970) Quality Planning and Analysis, New York, New York: McGraw-Hill.
- JURAN, J. M. (1990): Juran y el liderazgo para la calidad. Un manual para directivos, Díaz de Santos, Madrid.
- JURAN, J. M. (1999) Quality Control Handbook, New York, New York: McGraw-Hill. 5th edition.

TEACHING METHODOLOGY

The teaching methodology is similar for each thematic session (as a module closed), articulated on the basis of selection, reading and general discussion of a selected number of book chapters and research papers considered by teachers. These materials are relevant on each of the topics covered by the program. Together with the necessary theoretical and methodological supplements provided, the teachers and students will expose the main conclusions derived from the research analyzed. Also, the last sessions of the course is devoted to oral presentation in class of a series of thematic work previously selected by students for discussions with the rest of participants (who also act as commentators).

ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)

ORDINARY ASSESSMENT SESSION

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (*convocatoria ordinaria*) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

With the purpose of assessing the acquisition of the contents and competencies to develop in the subject, the following assessment procedure will be used, continuous assessment being optional.

It will be conducted an ongoing evaluation of student training in order to assess (shown in parenthesis the weight of each item in the final assessment):

- The acquisition of skills, aptitudes and knowledge derived from the course through a final exam. The written exam will consist in short questions and/or exercises about the contents studied in the course (50%).
- Active participation in discussion sessions and the degree of interest of the interventions. It will consider the level of student involvement in the subject matter and the degree of ongoing monitoring of the development of the course (10%).
- The resolution of exercises and case studies raised (10%).
- The precision and clarity in exhibitions, seminars and work. It will be necessary to made at least one exhibition per student (20%)
- The positive attitude of students and their involvement in the practical sessions in these areas of work (10%).

Sessions attendance is computed as the percentage of the sessions the student assist (including seminars specific to this subject). Participation is measured by presentations of exercises, press article and answers to quiz during the classes.

EXTRAORDINARY ASSESSMENT SESSION

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (*convocatoria ordinaria*) will have access to an extraordinary



assessment session (*convocatoria extraordinaria*). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

Special Exam Session

Students who failed or do not realize the assessment of the first call (ongoing evaluation or single final assessment) may realize a special exam.

100% of the grade will correspond to that obtained in a final assessment of the following type:

- Written exam consisting in short questions and/or exercises about the contents studied in the course (100%)

DESCRIPTION OF THE EXAMS/TESTS THAT WILL FORM PART OF THE SINGLE FINAL ASSESSMENT "EVALUACIÓN ÚNICA FINAL" (AN ASSESSMENT METHOD THAT ONLY TAKES A FINAL EXAM INTO ACCOUNT) AS ESTABLISHED IN THE UGR ASSESSMENT POLICY AND REGULATIONS)

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

In order to opt for a single final assessment (*evaluación única final*), students must send a request, using the corresponding online procedure, to the coordinator of the master's programme, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

In this case, the assessment will comprise:

- The single final assessment is obtained as 100% of the grade through an assessment of the same type as the special exam described in the previous section.

Date of the evaluation (ordinary call) will be fixed no longer than 2 weeks after the end of the lecture period and, at least 15 days before the exam. Date of the evaluation (extraordinary call) will be fixed in September at least 15 days before the exam.

SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)

TUTORIALS

TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
<ul style="list-style-type: none"> • https://organizacionempresas.ugr.es 	<ul style="list-style-type: none"> • E-mail and/or Google Meet

MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

Both theoretical and practical teaching will be adapted depending on the organization established by the Faculty and the proportions it establishes for face-to-face and non-face-to-face activities.

- Theory. If the theoretical teaching cannot be carried out in the classroom, it will be carried out through the online teaching platforms of the University during the class hours established by the Faculty.
- Practice. If practical teaching cannot be carried out in the classroom, it will be carried out through the online teaching platforms of the University during the class hours established by the Faculty.



MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)				
<p>Ordinary assessment session</p> <p>It will be conducted an ongoing evaluation of student training in order to assess (shown in parenthesis the weight of each item in the final assessment):</p> <ul style="list-style-type: none"> • The acquisition of skills, aptitudes and knowledge derived from the course through a final exam. The written exam will consist in short questions and/or exercises about the contents studied in the course (50%). • Active participation in discussion sessions and the degree of interest of the interventions. It will consider the level of student involvement in the subject matter and the degree of ongoing monitoring of the development of the course (10%). • The resolution of exercises and case studies raised (10%). • The precision and clarity in exhibitions, seminars and work. It will be necessary to made at least one exhibition per student (20%) • The positive attitude of students and their involvement in the practical sessions in these areas of work (10%). <p>Sessions attendance is computed as the percentage of the sessions the student assist (including seminars specific to this subject). Participation is measured by presentations of exercises, press article and answers to quiz during the classes.</p>				
<p>Extraordinary assessment session</p> <p>Students who failed or do not realize the assessment of the first call (ongoing evaluation or single final assessment) may realize a special exam. 100% of the grade will correspond to that obtained in a final assessment of the following type:</p> <ul style="list-style-type: none"> • Written exam consisting in short questions and/or exercises about the contents studied in the course (100%) 				
<p>Single final assessment</p> <p>In this case, the assessment will comprise:</p> <ul style="list-style-type: none"> • The single final assessment is obtained as 100% of the grade through an assessment of the same type as the special exam described in the previous section. 				
<p>SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)</p>				
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<p>MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY</p> <p>Both theoretical and practical teaching will be adapted depending on the organization established by the Faculty and the proportions it establishes for face-to-face and non-face-to-face activities.</p> <ul style="list-style-type: none"> • Theory. If the theoretical teaching cannot be carried out in the classroom, it will be carried out through the online teaching platforms of the University during the class hours established by the Faculty. • Practice. If practical teaching cannot be carried out in the classroom, it will be carried out through 				



the online teaching platforms of the University during the class hours established by the Faculty.

MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, mark)	criteria and	percentage of	final overall
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Ordinary assessment session

It will be conducted an ongoing evaluation of student training in order to assess (shown in parenthesis the weight of each item in the final assessment):

- The acquisition of skills, aptitudes and knowledge derived from the course through a final exam. The written exam will consist in short questions and/or exercises about the contents studied in the course (50%).
- Active participation in discussion sessions and the degree of interest of the interventions. It will consider the level of student involvement in the subject matter and the degree of ongoing monitoring of the development of the course (10%).
- The resolution of exercises and case studies raised (10%).
- The precision and clarity in exhibitions, seminars and work. It will be necessary to made at least one exhibition per student (20%)
- The positive attitude of students and their involvement in the practical sessions in these areas of work (10%).

Sessions attendance is computed as the percentage of the sessions the student assist (including seminars specific to this subject). Participation is measured by presentations of exercises, press article and answers to quiz during the classes.

Extraordinary assessment session

Students who failed or do not realize the assessment of the first call (ongoing evaluation or single final assessment) may realize a special exam.

100% of the grade will correspond to that obtained in a final assessment of the following type:

- Written exam consisting in short questions and/or exercises about the contents studied in the course (100%)

Single final assessment

In this case, the assessment will comprise:

- The single final assessment is obtained as 100% of the grade through an assessment of the same type as the special exam described in the previous section.

