

MGMT30010 Quality and Business Process Management

Credit Points:	12.50
Level:	3 (Undergraduate)
Dates & Locations:	This subject is not offered in 2012.
Time Commitment:	Contact Hours: Two 1-hour lectures and a 1-hour tutorial per week Total Time Commitment: Not available
Prerequisites:	<u>MGMT20002 Managing Operations</u> (../view/current/MGMT20002)
Corequisites:	None
Recommended Background Knowledge:	Please refer to Prerequisites and Corequisites.
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements for this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/
Contact:	to be advised.
Subject Overview:	This subject develops an understanding of the philosophy, concepts and practical methods by which firms can pursue 'quality management' and best practices. The subject will use the management literature on quality and case studies of organisations with a strong customer and process management focus. It will emphasise the internal arrangements that are needed to support such a focus. The 'quality organisation' is focused on achieving an acute customer focus and translating that into service and product designs, then achieving process control in the supply of value adding products, services and activities. Continuous improvement of all processes and the involvement of staff at all levels is a prerequisite for achieving this. Many of the world's best companies, such as Toyota and GE, have achieved their leadership positions through the pursuit of quality-based initiatives, and this subject includes a review of recent studies that have shown the performance improvements that are available.
Objectives:	<ul style="list-style-type: none"> # Explain the derivation of the quality and business process management philosophy from a historical perspective # Explain models of quality and business process management and analyse the relationships between Total Quality Management (TQM), ISO 9001-2000 quality systems certification and Six Sigma methodology # Apply empirical evidence to evaluate quality and business process management concepts, principles, tools and techniques # Critically evaluate major theories and models of organisational problems, as presented in case studies # Analyse the impact of quality and business process management practices on organisational performance.
Assessment:	A 2-hour examination (60%) and assignment(s) totalling not more than 4000 words (40%).
Prescribed Texts:	You will be advised of prescribed texts by your lecturer.
Breadth Options:	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> # Bachelor of Arts (https://handbook.unimelb.edu.au/view/2012/B-ARTS) # Bachelor of Biomedicine (https://handbook.unimelb.edu.au/view/2012/B-BMED) # Bachelor of Environments (https://handbook.unimelb.edu.au/view/2012/B-ENVS) # Bachelor of Music (https://handbook.unimelb.edu.au/view/2012/B-MUS)

	<p># Bachelor of Science (https://handbook.unimelb.edu.au/view/2012/B-SCI)</p> <p># Bachelor of Engineering (https://handbook.unimelb.edu.au/view/2012/B-ENG)</p> <p>You should visit learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p># High level of development: written communication; problem solving; application of theory to practice; interpretation and analysis; synthesis of data and other information; evaluation of data and other information; receptiveness to alternative ideas.</p> <p># Moderate level of development: oral communication; collaborative learning; team work; statistical reasoning; critical thinking.</p> <p># Some level of development: use of computer software; accessing data and other information from a range of sources.</p>