E-mail Business Etiquette

Please Follow the guidelines

- Do not abandon business etiquette in your use of e-mail! I will not respond to e-mails if you do not follow the below guidelines:
- Business-like writing style (Dear Dr. Gonzalez, Dr.G, Sincerely, etc.)
- Be concise and to the point.
- E-mail alias so recipient sees your full name, or your full name with @g.cofc.edu, in his/her e-mail inbox.
- **Subject line** meaningful to recipient (consider identifying your class SCIM 360-01. Always include this as your subject line!!! Including section number.
- Content clear states the purpose of the e-mail including any action to be taken from the professor.
- Clear signature block with your full name, postal mailing address and return e-mail address (obviously there is no handwritten signature, nor do I require a digital signature).

Be careful about including quotations and sayings in your signature block. Obviously don't include anything that has potential to be offensive or misunderstood. Think about the impression your message sends to someone who doesn't know you, and be judicious.

Course purpose and content.

This course provides a leadership perspective that focuses on strategy related to the design of innovative and sustainable products and services, and on the design of systems that create those products and services, with intent to satisfy multiple objectives that deliver benefits to a diverse set of organizational stakeholders.

During the semester students select study topics or organizational issues of their own choosing and apply course material to those topics. Topics may include organizational projects and challenges, design of products, services and/or systems, or any topic involving design and innovation important to the student.

Why design? The design of a product/service/system determines 70-90% of stakeholder benefits, such as sustainability, value, quality, cost, and response time, as well as other impacts related to material and energy flows associated with product/service life cycles. Thus design strategy offers tremendous leverage for creating an organizational future that is both sustainable and that serves the design's full spectrum of stakeholders.
The course begins with characterization of design typologies organizations employ, and their evolution and the challenges provided by sustainability, including the various conceptual definitions used by organizations and thought leaders to guide their sustainable development.

The second part of the course discusses cutting-edge design principles and practices, and the embedding of sustainable design systems into both organizational strategy and operations.

The third section of the course focuses on identification and segmentation of stakeholders and customers, and selection of critical benefits that add the stakeholder value, often in areas that customers and stakeholders cannot articulate and do not understand. Discussion includes strategy development for sustainable value creation that satisfies all stakeholders.

The fourth course component addresses creativity and innovation around development of breakthrough designs. The final section of the course describes deployment of design into delivery systems, including mechanisms and approaches for design planning, and for identifying and linking critical design elements, parts, functions and delivery systems to enhance both their value to customers and stakeholders, and their sustainability.

Prerequisites:
DSCI 232- DSCI 304. Prerequisites imply that students are able to work with standard deviations, z-scores, probability distributions, statistical tests of means and proportions, and regressions before they start taking this class.

This course addresses the following SB learning goal:

Communication Skills
Students will be introduced to contemporary business concepts, terminology (e.g., JIT, MRP, SAP, LSS) and provided an understanding of the differences between various types of business processes. Students will also gain valuable experience writing and presenting individual and group projects on information technology in the workplace.

Quantitative Fluency
Students will gain experience and training on advanced functionality in Microsoft Excel to support information management and decision making.

Global and Civic Responsibility
Students will become aware of the current ethical issues associated with corporate use of information and technology, and common corporate policies that address these issues. In addition, students will learn about the role of enterprise IT
architecture in managing distributed business processes across the global enterprise.

**Intellectual Innovation and Creativity**

After gaining training and exposure to database systems and decision support systems (Excel), both of these systems will then be used to solve structured and unstructured business problems. In addition, students will become aware of a variety of emerging technologies, and how companies are/should be leveraging these technologies for competitive advantage.

**Synthesis**

By combining OPM and business principles, students will gain experience integrating knowledge from complementary disciplines and applying this knowledge to the development, evaluation, and improvement of any business process.

**Course Goal**

- Students will learn to describe the process for completing a QFD project, know the key questions needed to plan and complete a QFD project, state the definition for the Voice of the Market, comprehend the components of a great QFD team, know which departments should be on a QFD team, know the documentation needed for each phase of a QFD project.

**Course objectives per topic**

- Students will learn to describe the difference in the 3 levels of quality in the Kano Model, identify where customer information could be collected within your organization, explain how to determine the number of customers to interview, understand the different types of customers, know how to create a customer selection matrix, understand what the term “Gemba” means.
- Students will learn to understand the two basic requirements for collecting the Voice of the Customer, differentiate between a need and a solution or feature, know what to do when a customer gives you a solution rather than a true customer need, understand the definition for the term “level of abstraction”, know how to turn a verbatim statement into information that can be measured.
- Students will learn to recognize the difference between the what’s and the how’s, identify the stages in calculating a QFD matrix, understand the methodology behind the relationship matrix, state the meaning for the symbols used in a QFD matrix, calculate a simple House of Quality.
- Students will learn to define the different rooms in the House of Quality, know the steps in creating a House of Quality, build a House of Quality, recognize what to look for when evaluating a House of Quality, evaluate an existing House of Quality and make recommendations.
- Students will learn to define the steps needed to create a product design matrix, Know the steps for creating a process design matrix, understand the rational in creating a control matrix, construct a product design and process planning matrix, evaluate production planning concepts.
- Students will learn to define affinity diagrams, identify when to use an affinity diagram, state the steps for affinitizing information, describe the critical guidelines for using an affinity diagram.
- Students will learn to identify the meaning of a tree diagram, understand when to use a tree diagram, identify the steps needed to create a tree diagram, recognize critical guidelines needed for creating a tree diagram.
- Students will learn to define a cause and effect diagram, understand when to use a cause and effect diagram, define the steps in creating a cause and effect diagram, identify the guidelines for using a cause and effect diagram.
- Students will learn to define flow charting, understand when to use a flow chart, state the different uses for flow charting, identify the different symbols used in simple flow charting, describe the guidelines for flow charting.
- Students will be able to categorize areas of operations management and describe his or her role in the operations situation using current information in the field.
- Students will be able to demonstrate the use of quantitative tools and decision-making processes in the scheduling, inventory, capacity, work force, and quality functions of operations management.
- Students will be able to examine the role of an operating system in a firm, and then use OM principles to examine those value-added activities that create the goods and services it supplies to customers.

**Text and Course Materials:**

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Grading and Evaluation:

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**Grade system**

Grades Projects, reading assignments and class participation determine the grades according to the weights below.

- Reading assignments: 25%
- Class participation: 15%
- Project Reports & Presentations: 60%

**Reading Assignments**

Reading assignments are assessed in terms of how well they apply to your project. A reading assignment with a high score would

1) provide examples unique to your project that show specific application of the reading’s key point to your project, and

2) indicate how you integrate these examples or findings into your project. In other words, a strong reading report constructs examples specific to your project that exhibit how you use the reading’s key point to contribute to your project. To do so may require additional work on your project.

**Class participation**

Class participation refers to involvement in class discussion. Involvement requires that you attend class (MANDATORY).

**Projects**

Projects are assessed according to the quality of the findings and examples that exhibit the findings, and the connection to course material. The categories below provide examples of course materials. It is unlikely that a project can cover all the topics below.

- Development of a design strategy that effectively integrates business, sustainable, market and competitive perspectives.
- Development of an effective design system to carry out the design strategy and guide the organization and/or team
- Identification and consideration of a full spectrum of customers and stakeholder groups during market design and development.
- Development, verification and use of customer/stakeholder segmentation structures in the design process
- Prioritization of customer and stakeholder segments with appropriate method, criteria, logic and data
- Collection of a wide and rich array of customer information through a diverse and effective set of methods
- Extraction of potential design characteristics through voice of the customer and voice of the environment translation methods —
- Prioritization of key customer and key environmental needs for each key customer segment
- Thorough and appropriate performance planning with adequate data
- Analysis, logic development and data use to extract key design performance characteristics
• Extraction of key design features and associated business planning to describe their business utilization
• Prototype and process development, including product service functions, technologies, parts, costs, reliability, operating requirements (e.g., knowledge and skills) and testing.

SNAP Students/Special Accommodations/Athletes (ONLY APPLY in COFC facility)

Students needing special accommodations should present official letters to the professor within the first week of class.
• **No additional time will be given for homework/Reading.** We measure in homework/quizzes the ability of the student to respond within a specific time what is being tested, additional to answering the question correctly.
• For all other tests, students will get the extended time, but within the regular class time (in which the examination will be given) (you must start the exam to the time of the rest of the class in the SNAP computer lab). No additional time outside this window will be allowed under any circumstances.
• The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

College of Charleston Honor Code

• Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.
• Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
• Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
• Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.
• Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.
• Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

Miscellaneous Policies:

Although I will try to maintain the class schedule and objectives, I may need to make adjustments. You are responsible to check OAKS schedule for the most recent calendar of activities and dates. Don’t ask the professor about exams dates, since he/she will not give you as accurate information as the OAKS schedule.
• **The professor does not give additional projects to increase students’ grades before or after the exam(s). The professor does not round grades; a 59.9 total grade is an F.**
• You still have your book to study last-minute concepts. However, plan accordingly that you will have no access to data or videos or any other material in OAKS.
Complaints about Grading

- The professor encourages students to review in detail when exams/ quizzes are returned. You have 2 DAYS after the graded evaluation is turned back to you to make any questions or complaints about it. If that time is passed, it means you have accepted the grade given and no further complaints are accepted.
- No complaints are accepted for any reason if the two-day period has passed (non-negotiable).

Teaching Method

- Lecture and videos, assigned reading, hands-on exercises, and class discussion.
- The official computer hardware is PC-windows based. If you are a Mac user, you must learn on your own how to use StatPlus, which pretty much takes care of everything (except for histograms). All videos are using a windows environment.
  
  - **ALL VIDEOS ARE MANDATORY from start to finish!!!!**

Course contents

**Quality Function Deployment Course Overview**

- Introduction to Quality Function Deployment (QFD)
- Define Quality Function Deployment
- Understand how QFD creates a system for product development
- Outline the history of QFD
- Restate the focus within each of the four phases of a QFD process
- Relate the benefits of QFD
- List at least four potentials use of QFD Pre-Planning a QFD Project
- Describe the process for completing a QFD project
- Know the key questions needed to plan and complete a QFD project
- State the definition for the Voice of the Market
- Comprehend the components of a great QFD team
- Know which departments should be on a QFD team
- Know the documentation needed for each phase of a QFD project The Voice of the Customer
- Describe the difference in the 3 levels of quality in the Kano Model
- Identify where customer information could be collected within your organization
- Explain how to determine the number of customers to interview
- Understand the different types of customers
- Know how to create a customer selection matrix
- Understand what the term “Gemba” means Needs vs. Features
- Understand the two basic requirements for collecting the Voice of the Customer
- Differentiate between a need and a solution or feature
- Know what to do when a customer gives you a solution rather than a true customer need
- Understand the definition of the term “level of abstraction.”
- Know how to turn a verbatim statement into information that can be measured Calculating a QFD Matrix
- Recognize the difference between the what’s and the how’s
- Identify the stages in calculating a QFD matrix
- Understand the methodology behind the relationship matrix
- State the meaning of the symbols used in a QFD matrix
- Calculate a simple House of Quality Rooms in the House of Quality
- Define the different rooms in the House of Quality
- Know the steps in creating a House of Quality
- Build a House of Quality
• Recognize what to look for when evaluating a House of Quality
• Evaluate an existing House of Quality and make recommendations Beyond the House of Quality
• Define the steps needed to create a product design matrix
• Know the steps for creating a process design matrix
• Understand the rational in creating a control matrix
• Construct a product design and process planning matrix
• Evaluate production planning concepts

**Tools Needed for QFD: Affinity Diagrams**

• Define affinity diagrams
• Identify when to use an affinity diagram
• State the steps for affinitizing information
• Describe the critical guidelines for using an affinity diagram

**Tools Needed for QFD: Tree Diagrams**

• Identify the meaning of a tree diagram
• Understand when to use a tree diagram
• Identify the steps needed to create a tree diagram
• Recognize critical guidelines needed for creating a tree diagram

**Tools Needed for QFD: Cause and Effect Diagrams**

• Define a cause and effect diagram
• Understand when to use a cause and effect diagram
• Define the steps in creating a cause and effect diagram
• Identify the guidelines for using a cause and effect diagram

**Tools Needed for QFD: Flow Charts**

• Define flow charting
• Understand when to use a flow chart
• State the different uses for flow charting
• Identify the different symbols used in simple flow charting
• Describe the guidelines for flow charting

**Suggested Report Content**

• Team composition
• Goals, expectations, research questions
• Discussion of why the topic is important
• Preliminary & expected findings such as Design strategy & development process
• Targeted customers, stakeholders, experiences & needs
• Competitive, environmental & market analysis, key design characteristics, & other key design information
• Description of product, service being developed
• Process/system that will produce the product or service
• Leverage areas in the design process
• Plans for rest of project
• Difficulties or bottlenecks
• Fully annotated bibliography

**Weekly Reading**

Reports Each week, select at least one relevant article from the course website, and e-mail to me one page elucidating your personal insights on how that your reading applies to your project. Each reading report provides an opportunity by which I can personally discuss your project, personal insights and interests with you. Each report should include three sections. The last two sections are most important.

1. Identify a reading relevant to your project and briefly (1-5 sentences) summarize the most important part of the reading that applies to your project.
2. Describe how that part of the reading applies directly to your project. Make this description unique to your project. Provide examples specific to your project that show how the reading's key point applies to your project. Write about issues that I do not know. To do so, you may have to further develop your project.
3. Indicate a plan of action you, as an individual, will initiate to help your team make the application in (2) above become part of your project. Share your report and integrate these ideas into your project.

**Suggested Report Content**

Team composition
Goals, expectations, research questions
Discussion of why the topic is important
Preliminary & expected findings such as Design strategy & development process
  - Targeted customers, stakeholders, experiences & needs
  - Competitive, environmental & market analysis, key design characteristics, & other key design information
  - Description of product, service being developed
  - Process/system that will produce the product or service
  - Leverage areas in the design process
Plans for rest of project
Difficulties or bottlenecks
Fully annotated bibliography