

8. Translating Quality for the Academy

0. Much of the criticism we hear on campuses of the quality movement and its applicability to higher education focuses on a mismatch of cultures, the inappropriateness of transplanting a set of practices designed on the shop floor to the halls of academy.

Introducing the TQM movement to the academy is not to bring an alien presence into its culture. Rather, it is to give form and clarity to values that are already very much a part of our community.

1. TQM is most often understood as a response to fierce competition. Its tools include sophisticated methods of quantitative analysis. But today, TQM is not restricted to manufacturing, or even to business. It is spreading rapidly through all fields of enterprise, to the service sector, to government, to health care, and now to education.

2. While much of TQM's conceptual base might be consistent with academic culture, its language seems foreign, at least at first blush: it reflects a word many faculty hoped to escape by choosing the academic life. It is important to emphasize the common ground - to move the discussion away from words 'owned' by the corporate quality movement and towards a process that allows the university to find its own language for change.

Let's agree that universities are difficult organizations to manage in the conventional sense, with management practices that rely on authority and power. On a campus, authority and power - those traditional mainstays of corporate culture - are, as any university president will tell you, purely illusory.

3. Authority, the assumed right to give commands, does not ensure that the commands will be carried out. In fact, a leader must rely on either power or influence to assure that his or her decisions are implemented. Power, as I want to define it here, is the ability to cause change. Leading through influence, on the other hand, requires us to invoke the classic Aristotelian definition of leadership, which includes ethos, understanding and the moral character to persuade; pathos, the ability to excite the emotions; and logos, the intellectual ability to give people logical reasons for a given course of action.

4. A university, like most emerging and successful enterprises, is not a hierarchy - no matter what it says on the chart of organization. Rather, a university is a pluralistic enterprise, with multiple centers of influence and interest held together by a shared vision and by shared values.

In short, an American college or university is centered on a vision; its culture is rich with values. Its employees, particularly the faculty, are empowered people, independent actors whose activities generally advance the institution mission. The organization invests heavily in developing these empowered employees, and it recognizes and rewards those who advance that mission and vision.

These sound like many of the characteristics of a „total quality organization.”

5. TQM is spreading so rapidly and being so well received, not just because it increases efficiency and productivity in difficult times, but also because it incorporates a philosophy about work, people, and relationships built around humane values and shared vision.

Many of the employees are still underutilized and their potential must be tapped more fully. The quality improvement program helps to look first to the failure of processes, not people.

6. Campuses must „translate” TQM concepts into language and tools appropriate to academic culture. Campus documents have been gathered that illustrate how campuses involved in quality initiatives talk about their efforts. Three examples follow:

At Michigan: the first and most important principle for quality foundation is 'pursuing continuous improvement.' 'Satisfying those we serve' is another principle to be focused on

At Cornell: the Cornell's Quality Improvement Process (QIP) is also based on a systematic process for quality improvement. Total quality is a proactive approach to quality improvement

At Maricopa: the concept of quality improvement is transferrable to an educational institution. The 'product' is education. The customers include students, taxpayers, the governing board, and employees. It takes time to implement a quality improvement program but the time spent is a valuable investment.

7. TQM is also a tool for managing and leading universities. The leadership skills it evokes are rooted in the concept described by the word *administration*, that is, 'to minister' to the enterprise. To be successful, leaders of quality-focused enterprises are not authoritarian managers of traditional hierarchies. Leaders in this new environment believe in the enterprise, give purpose to it, set standards, communicate effectively and teach the enterprise to succeed.

By Robert L. Carothers, president of the University of Rhode Island, 1996

Első feladat

Olvassa el a 'Translating quality...' című szöveget és párosítsa a számozott bekezdéseket a megadott alcímekkel a megadott példa (0) szerint. Vigyázat! Eggyel több alcím van.

Alcímek:

- A. Training and development
- B. Describing TQM
- C. Quality on campus**
- D. New style of leadership
- E. Leadership and management
- F. University culture as corporate culture
- G. The university as an enterprise
- H. TQM's popularity
- I. Translating TQM to campus level

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Második feladat

Olvassa el újból a szöveget és állapítsa meg, hogy az állítások igazak vagy hamisak, a példa szerint.

	Statements	True	False
0.	An American college degree is highly evaluated	X	
8.	TQM closely belongs to the university culture		
9.	Universities are advised to be managed in the traditional way in the competitive environment.		
10.	TQM can directly be used for the academies.		