



TOTAL QUALITY MANAGEMENT

Tanuja Waghmare, Ph. D.

Asst.Professor, St. Teresa Institute of Education, Santacruz, West. Mumbai.

Abstract

Management is the process of planning, organizing, actuating and controlling an organizations operation in order to achieve a coordination of the human and material resources essential in the effective and efficient attainment of objectives. Although the concept of quality is very old, today it is perhaps the major preoccupation of organizations world-wide. However, in the recent years, TQM has captured the world-wide attention and is being adopted in many organizations, both profit and non-profit. Step through TQM's door and the first person you'll want to meet will be W. Edwards Deming, credited as the founding father of Total Quality Management. Deming grew up in the twenties and thirties, a time when all you needed to succeed as a factory worker was the ability to work long hours at extremely boring jobs. Most industrial tasks required little or no formal schooling and illiteracy rates were high.

Venkataiah bk flap Management is the process of planning, organizing, actuating and controlling an organizations operations in order to achieve a coordination of the human and material resources essential in the effective and efficient attainment of objectives. The elements or activities in this process are referred to as management functions and must be performed by all persons in managerial positions, whether administrators, director, generals, department heads, or first line supervisors. The efficient manager should have the following attributes: Physical

quality, Mental quality; Moral qualities; General education; Special knowledge related to specific operations and experience. If TQM is to have relevance in education it needs to address the quality of the learners experience. TQM is hard work. TQM needs a champion in the face of the myriad of new challenges and changes facing education.

Yellow bk xiv TQM is not just one more technique or a slogan or a jargon. It is an umbrella of varied quality initiatives. TQM is an all encompassing philosophy that bonds together the use of quality improving effects. Rightly approached, quality should be a watchword rather than a catchword – the all mean cutting edge.

Mohanty ch 1 Intro: Although the concept of quality is very old, today it is perhaps the major preoccupation of organizations world-wide. However, in the recent years, TQM has captured the world-wide attention and is being adopted in many organizations, both profit and non-profit. TQM is being accepted as a management philosophy. Many organizations around the globe are conducting Organisational Development programmes to enhance quality awareness and change the attitude of their employees. These efforts towards understanding, adopting and promoting TQM are primarily because of the changes taking place in the global economy, changing market conditions and customers expectations and increasing competitive pressures. Many large organizations have recognized the important contributions that TQM can make in dealing with these challenges.

Pdf in computer- Step through TQM's door and the first person you'll want to meet will be W. Edwards Deming, credited as the founding father of Total Quality Management. Deming grew up in the twenties and thirties, a time when all you needed to succeed as a factory worker was the ability to work long hours at extremely boring jobs. Most industrial tasks required little or no formal schooling and illiteracy rates were high. Workers were encouraged not to think but simply follow orders. The management style of the day was based on the teachings of Frederick Winslow Taylor, a mechanical engineer who pioneered the use of time-and-motion studies to improve operational efficiency in both men and machines.

Imagine a "quality" school. Imagine engaged, capable teachers, instructing with passion. Imagine students seeking new opportunities to learn and create, inventing new ways of using their growing abilities, concerned parents working with the school, and an administration openly committed to the pursuit of quality. Imagine a school district that produced young adults committed to lifelong learning and growth and armed with the skills and desire to contribute to

society. As you read this Bulletin, keep your own vision of quality in the back of your mind and use it to keep your focus. No one can really understand the transformational power of Total Quality Management without a personal vision of quality and, conversely, an awareness of the enormous costs we pay for our current lack of quality in education.

Total Quality Management (TQM), or Total Quality Learning (TQL), offers no insight or blueprint on how to change an organization to achieve higher quality results, but it does create an environment in which people develop the ability, knowledge, motivation, and opportunity to improve. People work better together, and this coordination and alignment of work activities creates improvements in quality.

The ideas you'll encounter within the heading of TQM provide an intellectual feast of discussion and self-discovery. Where else can you find candid assertions that directly contradict traditional beliefs about how to manage and relate to people in our organizations? What other improvement strategy asks for a life-long commitment to learning and self-improvement? How often are you challenged to confront the basic assumptions about why people behave in certain ways? When did you last reinvent your role in the workplace?

There are three things you need to keep in mind as we explore quality. The first is that TQM principles, when properly applied, will result in quality improvements. There is no question about it. Second, the improvements generally require a transformation of the organization and the ways people perceive their roles in that organization. Finally, the tenets of TQM, once TQM is not a prescription for some sort of remediation. It is not an adjunct to existing processes. It is means of continuously reinventing the system to achieve the goals of the organization.

understood, go beyond our careers and provide tools for improving the quality of every aspect of our lives. The same methods of continuous improvement we apply to our factories and schools also apply to our neighborhoods and families.

Cornerstones of TQM pdf computer :

The intellectual cornerstones of TQM can be described in many different ways. The Texas Association of School Administrators, in *A Re-source Guide for Total Quality Management in Texas Schools* (1992), listed the following four areas of knowledge as the basis of Deming's philosophy:

A knowledge and understanding of systems. This explains what comprises a system, how it behaves and how it interacts with its subsystems and systems outside itself.

A knowledge and understanding of psychology. People respond to two types of motivation. External motivation includes conditions imposed on the individual. ("If you don't hand in your report, I'll flunk you.") In contrast, internal motivation arises from the need to belong and contribute to a group, and to be recognized as an essential member of that group.

The theory of knowledge. This assumes that true knowledge of any system and process can only arise from asking questions of those closest to the work. Uncovering causes of problems involves repeatedly asking "why?" until the genuine causes are uncovered. An understanding and use of statistics. All decisions and proposed changes to the system must be based on accurate data, and not intuitive feelings. TQM practitioners learn how to collect valid data and use this information as a tool for continual improvement.

TQM definitions bk Mohanty pg 3

TQM has been defined in various ways such as search for excellence, creating the right attitudes. It is an approach to improving the effectiveness and flexibility as a whole.

4 pg last 2 lines Bently 1987 mentions that TQM is a systematic approach to edn, management and operations designed to focus and co-ordinate the efforts of all employees in an organization to perform certain activities to : -know and meet requirements of d jobs.

Prevent problems which may cause defects.

Understand the cost of not meeting d requirements ; and

Strive to reduce the cost on a continuous basis.

Pg 6 TQM can also be viewed as an integration of 2 philosophies, that is total quality and quality management. Thor 1992 feels that the Total in TQM has 4 fundamental definitions; horizontal, vertical, intellectual and strategic.

Horizontal total means that the unit of analysis is the business process that cuts its way across d orgn, starting with external suppliers, passing through operational and/ or support groups of the orgn , and ending with the final customer.

Vertical total means that all levels of the orgn have adopted d basic quality ethics & apply it in the processes they touch or otherwise influence. Quality is not the exclusive interest of production workers, or executives. Problem solving teams are often made from several orgtal levels.

An intellectual process means that the thoughts and models that drive the improvement process have been derived from, and reflect the best managerial, behavioural and technical thinking.

Strategic means the improvement efforts at any level and anywhere in the org must be linked with the priority needs of the org.

Total quality, thus is a long term success strategy for the org. Customer satisfaction, employee satisfaction, product quality at all stages and continuous improvements and innovations are the main ingredients of Total Quality.

TQM can be viewed as the process wherein the top management along with the people in the org ensure improvement in the product quality and work environment continuously at all the stages and levels, with the aim of improving customers and employees satisfaction. It is a process of examining every critical system in an org, establishing base line measures of performance and then constantly working to improve them. The underlying principles behind TQM efforts, therefore are

1. Customer satisfaction
2. Continuous improvement
3. Management-by-fact
4. All functions are interdependent
5. Participative and intergrated problem solving process and
6. Every workstation a control point.

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Characteristics of TQM

1. TQM is custom oriented.
2. TQM requires a long term commitment for continuous improvement of all processes.
3. The success of TQM demands the leadership of top management and continuous involvement.
4. Responsibility for establishment and improvement of systems lies with the management of an organization.
5. TQM is a strategy for continuously improving performance at all levels and in all areas of responsibility.

Marmar bk

Ch 1 pg 17 . intro Quality has been the goal of an eternal quest through the corridors of human history. It has been the driving force for all human endeavour. Quality is the inspiration for transcendence from the mundane to the higher realms of life. It is the source of craving behind

the unfolding human civilization through ages immemorial. Yet it has successfully eluded the dragnet of definitions proving the inadequacy of human intelligence. Quality stares at you. You recognize it. But you cannot define it. Any length of description of the anatomical details of a fragrant flower – its petals, colour, shape, size, fragrance, softness, all put together –falls short of conveying its beauty fully. It is perceived and recognized. It is best left to the admirer to perceive and appreciate. For, quality lies in the perception of the consumer. What is ‘great’ for one may not be good enough for another.

Marmar Pg 20 Quality in education

Defining quality in education is a massive challenge since it deals with the most sensitive creation on earth – the human beings. Industrial products are finished goods-take them or leave them. Nothing can be done once they are finished. Service is here and now. You can look for better quality only next time. Edn has no such finished product, nor even the graduates. They are on the way ‘to be’. Edn only charges the human propensities to evolve and unfold it till the last breath, a process that covers the human journey from ‘womb to the tomb’. Human beings continue to learn, and evolve, ‘to be’. Edn facilitates this very evolution of the individual. No wonder then that the concept of quality in edn has attracted scholarly attention in India as well as in the west.

Pg 22 - 23 Marmar Quality in edn : The Indian perspective

Indian educational history dates back over 5000 years. Indian scriptures professed edn as an emancipating and liberating force, a process that manifests ‘perfection’ already existent in man. Metaphysically then, quality edn is concerned with the nature and destination of human beings.

The nature of human beings is related to their origin. Inter-faith research contends that human beings are divine. For they are made in the image of God. (Mukhopadhyay,2003). The Biblical story of how the original man and woman-Adam and Eve were created out of God’s will and consciousness is similar to the Hindu view that Lord Brahma, the creator of this universe wished ‘Ekoham bahushyama’ I am one, let me be many.

While for western theorists, evolution is primarily biological, the Indian viewpoint includes evolution of the mind and consciousness with the body as the host.

Last 2 lines Human beings live in a multi-plane configuration consisting of physical, mental, intellectual and spiritual planes. In depicting the structural nature of human beings, particularly

from the angle of education, the role of sense organs has been highlighted both by western and Indian thinkers.

Another element in the structural thesis of the human being is the interrelationship between senses, mind, intelligence, body and the self or soul. The Kathopanishad describes the relationship beautifully in The parable of the Chariot:

Know the self as the Lord of the Chariot and the body as verily the chariot, know intellect as the charioteer and the mind as verily the reins. The senses, they say, are the horses; the object of the senses the paths associated with the body, the senses and the mind-wise men declare is the enjoyer.

(English rendering by Radhakrishnan,1998)

Education is training of the senses (horses) to be receptive and sensitive, of the mind to control the senses, of intelligence to be discriminative to give right direction and of the body to be able to host the self, part of the total consciousness.

Early Indian universities such as Takshashila in the Brahmanic period and Nalanda in the Buddhist period were known only for excellence (Das, 1986). The purpose of education has accordingly been defined.

One important landmark of quality is the goal of education. Do we know what kind of products-members of the society-we need? If we define them as engineers or clerks, we are defining only one, though significant, skill set: technical and economic. The same individual will grow to be a father or a mother, a husband or a wife, a brother or a sister, a neighbor and a member of social and political systems. He or she is born with potentialities. The quality in education has to take into consideration the individual goals in the larger context of social goals. Indeed, goals that are worthwhile. For Swami Vivekananda, education is the manifestation of perfection already in man. This goal conforms with the contention of the goal of 'learning to be' and not 'become' (UNESCO, 1996).

Pg 24 abt edn could be taken.

Ch 2 ednal applications, 35 last para 36 49 summary ch 10 planning, kaizen ch 11 ch 6 team building

Pg 42 Marmar Adaptation of TQM in Edn

Several experiments on TQM in higher education have substantiated Demings claim regarding the relevance and applicability of TQM in education. Yet, there are skeptics who doubt the

applicability of TQM in education. Sherr and Lozier (1991) mention, ' We need to step back and ask whether our universities are doing all they might to help the country address its impt problems-leading competitiveness, poverty, inadequate public education, environmental hazards and many more'. The question has perfect resonance in all the countries and is equally pertinent to ednal institutions at all levels.

By all evidence, however, TQM is applicable in education, perhaps with the adaptation of certain concepts and strategies. For example, the central issue in TQM is that of customer focus. In edn who is the customer: student or parent or employer or provider (government) or all? Society being the main provider of education, assessment of quality in education cannot be restricted to needs of the students; it must take into account the perceived needs of other constituents, namely parents, community, government and employers.

Applying TQM in edn is a continuous search for quality at personal, group, institutional and societal levels. Kaufman and Zahn (1993) emphasized the need for mega, macro and micro perspectives. Kaufman raised some impt questions

Societal/Mega: Do you care abt the success of learners after they leave your educational system and become citizens?

Organizational/ Macro: Do you care abt the quality-competence—of completers and leavers when they leave your educational system?

Small groups/Individual/Micro: Do you care abt the specific skills, knowledge, attitudes and abilities of the learners as they move from course to course, and level to level?

Operational/ Process: Do you care a abt the efficiency of your educational programmes, activities and methods?

Inputs/Resources: Do you care abt the quality and availability of your educational resources, including human, capital, financial and learning?

Evaluation: Do you care abt the worth and value of your methods, means and resources? And do you care abt the extent to which you have reached your educational objectives?

The responses to these questions can significantly alter our perceptions abt our own institution and lead to developing alternative pathways for quality management.

There are significant potentialities that TQM can offer to education.

1. TQM offers a justification and a technique for the continuous search for quality and excellence.

2. It develops willingness and hence a culture for change; related to that, orgs learn to be more flexible and responsive.

3. TQM makes qualitative shifts in decision making by active participants irrespective of their levels in the hierarchy of the org rather than concentrating at the top of the hierarchy.

Another contribution of TQM is the shift from external to internal performance measures.

Pg 93 Participative Management and Team Building intro

Involvement of all, customer focus, and continuing quest for excellence are the three pillars of TQM. Edn is a team game- a partnership involving parents, teachers, community, employers and students. Involvement of all, can be achieved only through participative processes; this can be validated and upheld only if all get collectively involved in the search for excellence. For TQM then, participative management and team building are non-negotiable.

This new participative management paradigm fits in well with the horizontal organizations possessing a collegial culture. In fact the existence of a democratic culture in the larger socio-political scenario and an outdated bureaucratic structure in educational institutions is a paradox.

Pg 96 team bldg 'Team work throughout any organization is an essential component of the implementation of TQM for it builds trust, improves communication and develops independence'.(Oakland, 1988). Murgatroyd and Morgan (1993) argued that to implement TQM, an org has to be a learning org, for which it is necessary to build teams. It is also necessary to share, test, and refine learning on a continuous basis. The team provides an important platform where new learning can be articulated, tested, modified, refined, and finally examined for the real value of learning. Innovative learning equips us with methods of coping with and solving problems so far unknown.

Peter Senge (1990) differentiates between the impact of individual learning and that of team learning. In his view, 'Individual learning, at some level, is irrelevant for organizational learning. Individuals learn all the time and yet there is no org'al learning. If the teams learn, they become micro-cosmic for learning throughout the org. Inside gains are to be converted into action. Skills developed can propagate to other individuals and to other teams. The team accomplishments can set the tone and establish standard for learning together for the larger org.

Murgatroyd and Morgan (1993) argue that teams are self-managing and autonomous; they learn to set their own goals, working methods, and means to assess achievement or failure. Such autonomy and self-management is the seed of the process of continuous quality improvement

and self-renewal. As the teams develop the skills of self-renewal, the institution becomes a self-renewing org. The quality journey is safe in such orgs.

Educational institutions have several diverse functions. Though teams concentrate on one area, they are affected by other functions in the institution. For eg, a team of teachers innovating on science education will be influenced and affected by the team working on student assessment and evaluation. The teams have the advantage of examining issues across various functions, for they are not only interrelated but also interdependent. Studies (Mukhopadhyay, 1989) indicate principal centrality in innovation and change in institution. As a result, institutions grow and decay with the coming in and going out of the principal. Teams protect against such eventualities; participative processes and teams provide the basis for orgal self-renewal and sustainability of change. This is also achieved through transformational leadership that facilitates team building.