

Chapter 5

The Application of Deming's Management Method in Higher Education Institutions

ABSTRACT

The final chapter, indicates how Deming's philosophy could help the transformation of higher education institutions. Practical issues of the implementation of Deming's management method are presented such as: (a) leadership should focus on continuous improvement of the organization's products and services, (b) the new philosophy should be diffused to all employees, and (c) certain particular actions are needed in order to transform the organization through the contribution of all employees and other primary stakeholders. Furthermore, this chapter presents the actions to be followed, in order to: (a) educate and strengthen institution's employees and faculty and remove obstacles that hinder their constructive cooperation, and (b) promote practices that create a working staff environment, suitable for efficient and joyful work. Finally, the reader may find proposals to leadership regarding the improvement of organization's processes, effective cooperation with suppliers and the establishment of clear instructions to all parties involved, towards a common goal.

DOI: 10.4018/978-1-5225-2265-2.ch005

APPLYING DEMING ON LEADERSHIP IN HIGHER EDUCATION INSTITUTIONS

Engelkemeyer (1993) reported the weaknesses of contemporary higher education institutions and characterized them as having poor teaching, old fashioned programs, anachronistic curricula, expensive tuition, and operating in an inflexible environment. According to Evans and Lindsay (2002) education is not just a human service; it is a “pure service.” Also education, like any other service, aims to meet and exceed the needs of its service users, although it differs from most other services. In a pure service the quality of the service is based on the reactivity, dialogue and relationship that exist between teacher and student and the appropriate methods used to achieve specified learning outcomes. This provides teachers with knowledge, skills and attitudes and the means they can use to support students in the learning process. Another point that higher education institutions differ from other services is that, except for students who are the main recipients of their services, many other stakeholders are involved. Student's parents, prospective employers and society as a whole, all have a legitimate interest in the success and relevance of the education offered (Madu & Kuei, 1993).

W. Edwards Deming (1900-1993) is considered as the man who discovered quality, although he never defined or described quality precisely. His progressive thinking on organizational management, leadership and especially quality, established him as an important figure widely known. His theoretical beliefs are grounded in continuous quality improvement and in the commitment of management to implement this. Literature has provided evidence that Deming's theory is applicable in higher education institutions and that his management philosophy and method could contribute to the development of action plans to accomplish their transformation in tertiary Education (Winchip, 1996; Andrews, 1994). In particular, Winchip (1996) in her explanatory study about the adaptability of Deming's management philosophy to higher education institutions demonstrates that Deming's philosophy could help higher education to:

- Develop action plans to achieve the institution's goals,
- Establish long-term relationships/alliances, based on mutual trust between the educational systems, governmental agencies, business, and industry that is crucial for the future of higher education institutions,

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/the-application-of-demings-management-method-in-higher-education-institutions/183218

Related Content

International Students' Eating Habits and Food Practices in Colleges and Universities

Amir A. Hadi Alakaam (2016). *Campus Support Services, Programs, and Policies for International Students* (pp. 99-118).

www.irma-international.org/chapter/international-students-eating-habits-and-food-practices-in-colleges-and-universities/143811

Incremental Learning in a Capstone Project: Not All Mature Students Are the Same

John McAvoy, Mary Dempsey and Ed Quinn (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-15).

www.irma-international.org/article/incremental-learning-in-a-capstone-project/260945

Examining the Benefits of Teaching Active Study Strategies as a Part of Classroom Instruction

Melissa McConnell Rogers (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 41-55).

www.irma-international.org/article/examining-the-benefits-of-teaching-active-study-strategies-as-a-part-of-classroom-instruction/260948

Turkey's Efforts on Global Higher Education Marketisation

Mehmet Durnali and Pinar Ayyildiz (2023). *Global Perspectives on the Internationalization of Higher Education* (pp. 331-348).

www.irma-international.org/chapter/turkeys-efforts-on-global-higher-education-marketisation/319494

Rationale and Risk Considerations: Establishing Transnational Higher Education Provisions or International Branch Campuses Abroad

Eng Kee Sia (2016). *Handbook of Research on Study Abroad Programs and Outbound Mobility* (pp. 248-276).

www.irma-international.org/chapter/rationale-and-risk-considerations/164120