Chapter 23
A Vision for a Quality Management System of Resilience (QMSR)

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ABSTRACT

Companies and organizations have learned a hard lesson from the global pandemic of COVID-19, especially those without resiliency. Many of them have collapsed. By reviewing the scientific literature that deals with the problems of resilience in organizations, it becomes clear the importance of scientific research on the effects of quality concepts on the development of the quality management system of resilience (QMSR) model. This is what prompted the researcher to propose a vision for quality in resilience by clarifying the current position of the concept of resilience in the international standards ISO (international organization for standardization) and in the components of total quality management in general. The researcher proceeds from his so-called vision and readings the basic components of the quality management system of resilience (QMSR) model. He also explained the possibility of applying the model in the field of higher education.

INTRODUCTION

In preparing for this chapter, the researcher started from a difficult global environmental situation. This scenario included the Covid-19 pandemic, which caused temporary paralysis of the most powerful global economies and the collapse of many companies and organizations. The researcher claims that the lack of resilient economies, companies, and organizations in various places in the world could be one of the reasons for this catastrophic situation. Thus, the researcher proposes a vision for the development of this resilience based on the integration of the logic of total quality management to develop the quality of the resilience process. By reviewing the scientific literature that deals with the problems of resilience in organizations, the researcher tried to achieve the main objective of this chapter, which is to

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design a model of the quality management system of resilience (QMSR) based on a vision of quality in the process of resilience by understanding the concept of Resilience in the International Organization for Standardization's (ISO) standards and in the components of total quality management. The chapter also aims to clarify how the model can be applied in higher education institutions. The researcher tried to design a new model that demonstrates the importance of applying the system and process approach in achieving the quality of resilience for companies and organizations. There is a lack of studies that touched on the model that he designed. The researcher presented new notions, for which the relevant extant literature does not provide definitions that fit with the author's vision of the subject. Thus, in this chapter, the author aims to provide thorough epistemological analysis and validation of the proposed models, to transform the proposed notions into scientific concepts.

In constructing the scientific knowledge of the chapter, the author relied on the principle of generic contingency. According to Savall and Zardet (1995), generic contingency is an epistemological framework to produce scientific knowledge that recognizes the existence of specificity in the functioning of organizations but assumes that there is regularity in the constants that constitute general rules and laws that have a solid core of knowledge characterized by stability, immutability, and a certain "universalism." Contingency is a theory based on the concept of context specificity in producing scientific knowledge (Savall & Zardet, 1995). Generic contingency is based on the idea that any situation is contingent, but the in-depth analysis of the different contingent situations reveals a generic component in these situations, just as the same atom is present in different molecules (Cappelletti et al., 2018).

In this chapter, the author tried to produce contingency and generic scientific knowledge based on the principle of contingency. Referring to the example (Cappelletti et al., 2018), the author claims that examples of molecules are inputs, outputs, and processes of converting inputs into outputs, while examples of atoms are smart and artificial intelligence. Thus, the researcher does not consider that there is a repetition in the use of the concept smart, for example, in inputs, outputs, and the processes of converting inputs into outputs, but rather it is an example of the same atom in different molecules. Clarifying the difference between smart inputs in higher education (e.g., smart student), smart higher education outputs (e.g., smart graduates in entrepreneurship), and smart processes for converting inputs into outputs in higher education (e.g., smart educational curricula) requires in-depth future research, beyond from the study in this chapter.

RESILIENCE, ENVIRONMENTAL ANALYSIS, AND THE DISRUPTION MODEL IN THE QUALITY MANAGEMENT SYSTEM OF RESILIENCE

In his attempts to define the concept of "resilience" in the field of quality, the researcher poses several questions, including: Does the definition of resilience without considering the quality standards reduce the scientific value of this definition? How can the concept of resilience be defined from the perspective of quality? Does the quality perspective of resilience give an added scientific value in the field of quality, more than the definition of resilience without quality standards in the field of quality?

Subsequently, the researcher claims that defining the quality of resilience and its importance in the field of quality enable the design of a more relevant model.

Based on the quality perspective, the author initially suggests defining resilience as a process with inputs and outputs and transforming inputs into outputs. This choice is based on the idea that the process approach (process engineering) is a fundamental principle of quality management systems.