



Educational Technology

Elixir Edu. Tech. 74 (2014) 26829-26832

Elixir
ISSN: 2229-712X

Establishment challenges of baldrige model in human resource development of higher education

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ARTICLE INFO

Article history:

Received: 23 April 2014;

Received in revised form:

21 August 2014;

Accepted: 29 August 2014;

Keywords

Higher Education of Human Resources,
Total Quality Management,
Malcolm Baldrige Model.

ABSTRACT

With regard to the role of education and human resources in process of environmental rapid changes and globalization, the need to plan, design and implementation of educational objectives to any organization will be inevitable necessity. Implementation of this requires are using of successful and effective patterns in human resources training. For example, demands the total quality management patterns. In the field of Higher Education human resources, from the most successful models of total Quality Management, Can be named the Business Excellence Model and the Malcolm Baldrige Model that due to its successful application in many organizations, industrial and academic, there is very little research in the field of human resources in excellent and educational institutions. In this article, we attempt to meanwhile introduce the Baldrige model, demonstrate the experience of using this pattern in higher education such as experience of Stout Wisconsin University and introduce the quality in education, challenges in establishment of this pattern in higher educational institutions, in the area of human resource development and training and excellent and educational institutions

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Introduction

Quality Management Models have a philosophical-Managerial nature which found its place in a Period with increasingly speed in community. Organizations are trying putting the helm their work the ways to improve services and the quality, to considering customer needs and initiatives. Total Quality Management is mainly formed in response to the three basic needs: focus on Customer, process improvement and empowering the employees to achieve a greater share of the market and guarantee the quality of products and services. Wave of total quality management Entered in Education Institutions after 1990. Systems thinking, skills of human resource management, mental models, and shared vision planning and learning based on teamwork are worth noting in form of Patterns of commercial quality model ISO, Deming, the European Organization for Quality Excellence and Quality Excellence Model Malcolm Baldrige Award, That have been proposed by Deming 1982, Krvzpy 1979, Juran 1988, Ishikawa 1990 and Fyngbam 1983. If we use the term "Total Quality Management" to all of them, it can be said that these models are mainly focused on several key factors: customer, leadership, continuous improvement, strategic planning of quality, quality design, Increase speed and prevent the error, employee participation and management based on facts. Many countries have attempted to localize the patterns of specific national and local organizations to set up their own patterns. For example the most famous example of this pattern in the following prizes is: National Award Deming 1951, Malcolm Baldrige Award 1987, Australian Quality Award 1988, Japan Quality Award 1997, National Quality Award for Europe 1992, New Zealand National Quality Award 1993, Tata Organizational Excellence Award (India), Switzerland Quality Award, Quality Award in Italy, Dubai Quality Award, France Quality Award, Rajiv Gandhi

National Quality Award, Great Britain Quality Award, National Award of Organizational Productivity and xcellence the in Iran based on EFQM.

The quality of education and training institutions

The current situation and the importance of knowledge-based society has led to industry and the public sector Private, School authorities, students, and families are demanding a more comprehensive and better quality education, Therefore educational systems have been prone to judgment and accountability more than before. In such an environment the survey of issue quality and dimensions of it's has become more essential for the of education and training industries custodians. Quality is a multidimensional concept. Can be said to define of quality that hts a set of attributes such as: being blameless, being flawless, being with the right combination, Desirable stability, Customer Satisfaction, Eliminate the Errors, Avoidance of lesion, low cost of servicing Capability, Access, validity, Understand, Sense of responsibility and.... Education and internships are considered as a community service. Overall service quality and service quality in education and internships institutions in particular, is very different from thequality in industrial and Trade sector. This difference is due to the specific nature of quality in characteristics such as intangibility, simultaneity, and heterogeneity. Miller (1990) acknowledged that the quality of higher education, are combined non-independent elements, these factors are included: 1) University's mission and goals, 2) Student learning, 3) Schools Performance, 4) Academic programs, 5) Formal support services, 6) Leadership, 7) Financial Management, 8) Scientific board governance, 9) Relationships outside of university, and 10) educational Self Improvement.

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The new paradigm of quality in higher education

Miller claims that higher education needs to paradigm of problem-solving improve, because are faced with challenges that include limited resources, improving the effectiveness of Faculties, quality assessment and faced with demographic changes, Shows is a small part of the challenges. Some education leaders are expert in crisis management and just constantly react to short-term issues that this in turn will cause more problems. However, short-term solutions can not always be used. Rather, issues are needed to long-term solutions to be resolved correctly. Top challenges, more important of the external problems of university that consist sovereignty of the state, business groups, and the political developments and community (migel, 2000). The old phrase "What we should do?" can not be responsible to institutions of higher education in the era of globalization. We're kidding ourselves if we believe the educating the public in 2000 are like to education in 1975's completely. Everything has changed, technology, lifestyle and culture. Educational institutions must to change, not a one-dimensional manipulation and temporary consultants or marketing of uniform, but fundamental changes must be conducted in the assumptions of higher education.

Experience of Stout Wisconsin University in using the Malcolm Baldrige Model

Stout Wisconsin University one of the first universities that achieved success Register itself in 2001 with benchmark Baldrige, and the first higher education institution that has received the Baldrige Award. Part of the Wisconsin University System, is an educational institution with the specific mission, which focuses on academic programs professional. This educational institution with over a decade of experience in improving the quality of the systematic, Able to create innovations in various academic fields, including academic, administrative and student support services, create new systems of Participatory leadership, strategic planning, performance student and determined of Stakeholder satisfaction. Stout Wisconsin University has created a special approach for leaders have been considered to the Baldrige model for their organization and university, which in this the leadership of the university, removed the complexities and obstacles, are Encouraging multilateral communication and paves the organizational structure to broad participation of all members and various groups of stakeholders in managing the organization. Advisory Board, is the core of leadership and meets every two weeks with twenty members which consists Faculties administrators, faculty and student group leaders. Members of these group leaders will provide the communication channel for their organization. The result of these powerful connections, participate in decision-making and appropriate use of the opportunities in Issues of advocacy for in their respective groups. Any important decision or allocation of resources does not without Discussion in University Advisory Council. As well as, other educational institutions winning Baldrige award, has created a system of leadership that are contains the very important functions for faculty members, students and other members. Effective planning based on fundamental changes in the educational institutions; however, in many institutions of higher education, planning is limited to enrollment management and development the academic programs. Received minimal consideration of areas, such as educational process management and support that are the crucial area is essential. In the realm of strategic planning Baldrige criteria needed to build a strategic and systematic process that include the analysis of key factors influencing the change in status of the institution and the academic profile of student population, technology, and market and competitor institutions. The created strategy may be used in

different ways, such as: plans, forecasts, scenarios, or other techniques to visualize the future, to identify strategic goals, decision-making and resource allocation. The process of aims conversion to executable programs, create the appropriate aims to leadership patterns and Measure the success of the operational plans through Key Performance Indicators, as well as a very important aspect of the Baldrige criteria.

Quality management system based on the Baldrige model

Quality management system was developed based on the Baldrige model to focus on results, non-functional, flexible and supportive of quality in the manufacturing and service industry. America's government established the Malcolm Baldrige National Award in the year 1987, in order to encourage the Americans organization to succeed in competitive markets. The goals of this award are include: identify individuals and organizations that promote the Items quality and innovation have achieved considerable success, Disseminating and promoting Related Info creativity and innovation has been done for other organizations as excellent models, Raise awareness about the methods used in achieving and promoting quality of improvement and increase productivity.

Malcolm Baldrige National Quality Award is an annual award for American companies to achieve Quality and good business goals. The purpose of the award is to promote the awareness for quality as an important element of increasing competition, understanding the requirements for high performance and share information (Matthews & James, 2000). The award includes several qualified group: Manufacturing companies, Service firms and small businesses organizations, Educational institutions and health care centers.

Core values of Baldrige quality model are:

Baldrige Award criteria are based on the 10value.

- 1-Customer Orientation
- 2-The effect of leadership and guidance managers
- 3-Learning and continuous improvement
- 4-The value of staff
- 5-Respond quickly
- 6-Quality design and Prevent failure
- 7-Considering to long-term future
- 8-Management based on facts
- 9-Develop the partnerships with customers, employees, suppliers and educational institutions
- 10- Social and citizenship responsibility of company.

For strategic planning design, Baldrige model should be considered several central areas:

- Customers and Markets
- Competitive environment
- Financial and social risks
- Abilities and human resource requirements
- Operational capability the organization
- Possibilities and potential of suppliers and interested in participating in the organization

The Published Basic criteria of Baldrige in 1988 were based on quality and customer satisfaction. These criteria were mainly influenced by the views of Quality theorists such as Juran. In 1991 Malcolm Baldrige National Quality model are evolved, and the Subject of distinction between process and content strategy, were considered. In this regard, focus was on the assessment of the external environment (customers and competitors) and internal resources (the organization capabilities) as the strategic planning process. But still in the planning the quality was a central issue (James & Eric, 2004). Its classification was changed in 1992. Landscape strategic planning went beyond the focus on quality.

Heptad Baldrige Criteria

- 1-Leadership
- 2-Strategic Planning
- 3-focusing on Customer, market and students
- 4-Information and its analysis
- 5-Focus on human resource (the faculty and staff)
- 6-Process Management
- 7-Business results

Baldrige quality system emphasizes seven key criteria to achieve its ten core values. Each of the axes are divided into smaller sub-topics.

Table 1: Valuation of seven Baldrige criteria in educational institutions based on 2005 model year

No	seven Baldrige criteria	Score	Percent of impact
1	Leadership	120	%12
	Organizational leadership	50	
	Responsibilities and authority organizational relationships	70	
2	Strategic Planning	85	%8/5
	Design and Development of strategy	40	
	Implementation the strategy in organization	45	
3	focusing on Customer, market and students	85	%8/5
	Knowledge based on market beneficiaries and learners	40	
	satisfaction and relationship of Learners and Institute stakeholder	45	
4	Information and its analysis	90	%9
	Measure the performance of Institute	45	
	Information and knowledge management	45	
5	Focus on human resource (the faculty and staff)	85	%8/5
	work Systems	35	
	Educating and motivated teachers and staff	25	
	satisfaction and well being of Teachers and staff	25	
6	Process Management	85	%8/5
	learning Based processes	45	
	Operational planning and support processes	40	
7	Business results	450	%45
	Results related to learning (students, apprentices ...)	100	
	Results related to learners and beneficiaries	70	
	Financial results and market	70	
	Results related to human resource (faculty and staff)	70	
	Results related to Institute efficacy	70	
	Results related to Leadership and Social Responsibility	70	
Total score		1000	100

What are the problems In front of higher education and training in application of quality models?

During the past ten years the total quality management (TQM) has been implemented in the scientific departments at the organizational level, research and services in institutions of education and training. Although in the early years have been the great attractions, but today, these patterns like other models of quality management in education has faced criticism and opinions (mehralizade, 2006). Quality aspects expressed by Garvin (1987) generally are proportional to the world of business and industry, because product or service and the customer can be easily defined and identifiable and purpose of

the product or service is clear. But in education, there is no consensus about the meaning of quality. The main source of disagreement arising from differences in the philosophical foundations and principles of teleological, purpose and mission of education and the product or service and appropriate relations students, universities, educators, industry, and government specialists (sir cantal and dalimpel, 2005; pyavi, 2005; mehralizade, 2005; cooper, 2004). Quality models are currently defined one of the most important approaches relevant to improve the quality of educational institutions. Because, as Temple (2005) has said, quality is deeply rooted in human behavior and social structures of society and the concept inherent in educational institutions. But now what more is known, is Governance of quality patterns derived from the industry and commerce world on education. The patterns that their application in education, has encountered with serious doubts and widespread protests, due to following dry structures and static cultures in industrial environments (pavaee, 2005; hosten and Stud Man, 2000). Examples of these protests have been well described in the scientific literature. What that is described as the result of business models to improve the quality of education, has focused on issues such as: Weak cultural development of general consensus and commitment to achieving the university's strategic goals, the lack of Balance and power between the various actors and stakeholders, Governance of management systems and decision-making from top to bottom. This process creates a particular system of management, that have orientation based on market and material based model. This pattern will dominate the social and cultural relationships, unconventional classification of governing on economic board of management education (hayzen, alstalo and Peltola, 2006; Brent, 2005; slawter and rehdes, 2004; eltbakh, 2004).

The dissensions between business organizations and higher education in total quality management

1-Some key words or phrases in learning quality Management such as total quality management (TQM) can not return in higher education policy effectively. For example, is difficult in higher education Equated the words such as students with the customers.

2-In structure of educational organizations, there is usually a dual administrative and academic role that most parts of that organization, rather than an input focus on two outputs.

3-In culture of higher education, there are a variety of values, practices and policies that can prevent the establishment of a quality measure.

4-There are inherently conservative policies in higher education are often reluctant to change the things that members are still working.

5-Investment in higher education human resources is usually more complex than the profitability in business.

Cassette (1990) suggests several idea of helping to the academic institutions for the implementation of total quality management programs:

1-Provide leadership: Leadership is not more a Rattling But it's empower others.

2-Focus on customers: for Students will be prepared anything that makes them successful.

3-Doing the right thing in the first step.

4- Ready to achieve the results.

5-Facilitate: removal policies, rules and regulations that hinder the progress of the organization.

6-Reduce costs: attack to the process not people. Improve the income resulting from reduced costs to 3%.

7-Development of teamwork: When emerge a better solution that be given the chance to contribute to solving problems to anyone.

We can say for several reasons that total Quality is useful for higher education:

- 1-Establishment of new quality management on the traditional quality of higher education has been mixed.
- 2-Quality management of human resource development, support managers, faculty, employees and students.
- 3-Concepts of quality management can establish both in the office and the Faculties.
- 4-Quality management philosophy is to achieve results, not Productions.
- 5-Quality management made of multiple rules Such as: Effective leadership and management, Continuous improvement, team work, decision making based on information and customer satisfaction.

Conclusion

Each of these models in a series of general indicators have attempted to self-evaluation in Organizations, And allocate only a small part of their indicators to education and human resource development. Unknown and uncertain aspect of the problem is that Business Excellence Model has basic weaknesses in staff measure and its results, because makes sweeping generalizations, in introduce sub criteria and it causes that Human resource managers when evaluating, planning and management staff Become ambiguity and confusion. For example, a measure of job promotion development, will ask from human resource managers that how are employee career development? How to improve and enrich the manpower? But is unable to answer this question that a human resource manager based on what indicators should be evaluate the employee satisfaction with job promotion development, training and improving of their?

Hence, the conceptual model that contains all the parameters associated with these criteria, is necessary a requirement for organization that takes steps toward excellence. Also, most of these models are considered fixed weighting coefficients for indicators in all countries, and has not regard to local conditions and cultural organizations. This is while, each of the indicators based on local conditions and cultural, they Enjoys getting different levels of importance. It can be noted that from another weakness of these models is that none of them did not pay enough attention to the implementation process, particularly in the field of education and human resource development. And Have contented only to the general characteristics of a process, such as systematic, customer-centric and.... When we look at the Seeking Quality in Iran, We realized that we've had a big fault in terms of quality. And that we did not attempt to native notions of quality are mostly imported. This vacuum is so large that its depth is greater every day. MehrAlizadeh (1990) acknowledges that this model, like other models and approaches to management, are faced with problems of cultural, social, political and economic. Many problems may be introduced associate with injury and problems of stablish and continuity the quality improve system on Iran. The first and most important problem is that for some the applicant organizations for systems of quality improve, philosophy and objectives of it establishment is unclear. Therefore, while the establishments of quality improvement system; the following issues are visible in the Iranian educational organizations:

- Existence numerous legal restrictions and rights Special of state bureaucracy, numerous and contradictory rules and Lack of possessing the managers in improving their.
- Political changes and impact of political trends on the quality improvement Process and therefore it Managerial instability, And executive change occurs followed political developments in higher education.
- Not so clear issues history of administrative reform in past.
- The lack of implementation quality management systems between schools and educational centers, in order to successfully deployment of system.
- The lack of process vision and lack of clear communication between processes and sub-groups in each college.
- Resistance and opposition of personnel system to the deployment.
- Difficulties in access to quality system requirements in organizations that provide public services and various governmental.
- The lack of appropriate culture and infrastructure in higher educational institutions.
- Disregarding to determine the scope deployment of the quality system in Organization.
- The lack of a systematic mechanism to measure and analyze stakeholders' satisfaction level in universities.

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