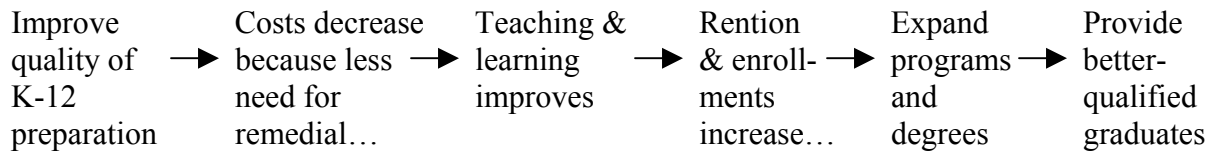


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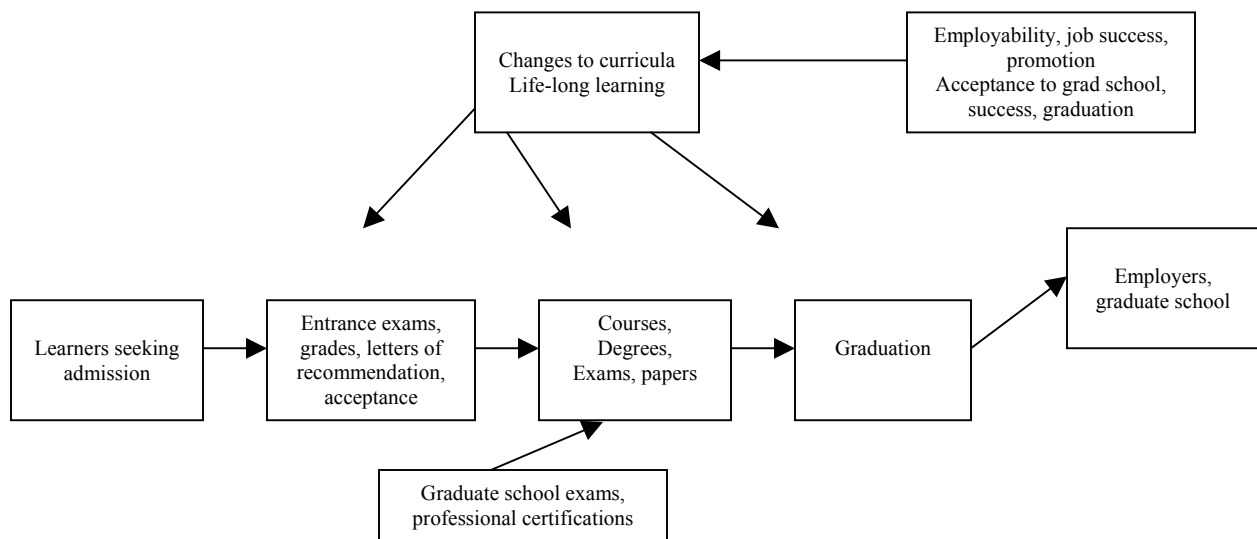
Applicability of Deming’s ideas to my work

Deming’s Chain Reaction and Flow Diagram immediately translated into a plan for a university. In a simplified version:

The Deming Chain Reaction



The Deming Flow Diagram



The Fourteen Points (“*” indicates those added for the U.S.)

1. *Create constancy of purpose for improvement of product and service.* This means innovation; research and education; continuous improvement of teaching and learning; maintenance of equipment, furniture and fixtures, and new aids to teaching and learning in the office and in the classroom.
2. *Adopt the new philosophy.* Quality. Students do not complain, they drop out or switch universities.
3. *Cease dependence on mass inspection.* Do away with tests of memorization skills.
4. *End the practice of awarding business on price tag alone.* Seek highest-quality faculty rather than least expensive.

5. *Improve constantly and forever the system of production and service.* Raise admission and graduation standards; listen to needs of employers and graduate schools.
6. *Institute training.* Establish faculty enhancement training for faculty, administrators, and new staff.
7. *Institute leadership.* Administrators should be leaders not supervisors.
8. *Drive out fear.* No one should be afraid to express ideas or ask questions.
- * 9. *Break down barriers between staff areas.* Coordinate talents for the good of the university.
- *10. *Eliminate slogans, exhortations, and targets for the workforce.* Administrators should model mission statement everyday.
- *11. *Eliminate numerical quotas.* Don't grade on the curve, grade on what students' learned.
- *12. *Remove barriers to pride of workmanship.* Implement active learning techniques and teach students to learn and explore on their own.
13. *Institute a vigorous program of education and retraining.* Cross-train across department lines, life-long learning, promote from within.
14. *Take action to accomplish the transformation.* Students, faculty, administrators, and staff will have to become a team to advance the other 13 points.

The Seven Deadly Diseases

1. *Lack of constancy of purpose.* High turn over in students, faculty, and staff.
2. *Emphasis on short-term profits.* Overcrowded classes to maximize tuition and fees.
3. *Evaluation by performance, merit rating, or annual review of performance.* Focuses on research dollars and student surveys, not effectiveness of teaching and learning.
4. *Mobility of management.* Adjunct professors / lecturers; grant-funded staff positions.
5. *Running a company on visible figures alone.* Focus on recruitment and total enrollment. These last two are not included in "Out of the Crisis," and relate to the U.S.:
6. *Excessive medical costs.* "Excessive" sick leave grounds for termination.
7. *Excessive costs of warranty, fueled by lawyers that work on contingency fee.* Denial of tenure and discrimination lawsuits.

The Obstacles (that thwart productivity)

1. *Neglect of long-range planning.* 100% tenure in a department or college means no room for new tenure-track or tenured faculty for the foreseeable future; excessive hiring of adjuncts / lecturers.
2. *Relying on technology to solve problems.* Technology is the panacea that will "fix" poor teaching and learning habits.
3. *Seeking examples to follow rather than developing solutions.* Find comparable institution and do what they did.
4. *Excuses such as "Our problems are different."* Failure to seek solutions.

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