

Chapter 101

The Case of ISO 9000 Quality Management System Certification in a Faculty of a Turkish Public University: Triggers, Processes, and Consequences

Mehmet Eymen Eryılmaz
Uludağ University, Turkey

Duygu Acar Erdur
Uludağ University, Turkey

Olca Bektaş
Uludağ University, Turkey

Esen Kara
Uludağ University, Turkey

Ebru Aydoğan
Uludağ University, Turkey

ABSTRACT

It is clear that ISO 9000 Quality Management System and Total Quality Management have an extensive literature. However, it is observed that the literature principally focuses on implementation consequences of them. In this study, ISO 9000 Quality Management System certification process in a faculty of a Turkish public university is taken into consideration. However, the study focuses on not only consequences of taking this certification but also its' triggers and processes. To examine these triggers, processes and consequences, data collection methods of the study were semi-structured interviews and unstructured participative observation. In addition, extensive amount of document was used to make triangulation.

DOI: 10.4018/978-1-5225-5631-2.ch101

INTRODUCTION

Quality management is one of the most popular management philosophies and techniques all around the world. In many studies (e.g. Abrahamson, 1996; Dayton, 2003; Ehigie & McAndrew, 2005; Packard, 1995), it has been discussed whether or not it is a management fashion, fad, or buzzword. Some studies (e.g. Pastor *et al.*, 1998) have even preferred to use “metaphor of virus” to explain its extraordinary popularity. As a natural result of this popularity, countless books and articles on quality management have been published and many conferences have been held.

According to Vukomanovic *et al.* (2014), there are various approaches and standardized frameworks for implementing quality management such as quality award models (e.g. Deming Award, EFQM, Malcom Balridge Award) and ISO 9000 Quality Management System. Many studies in the literature were based on these quality management related frameworks. However, there are still only a limited number of studies that have adopted an integrative stance to quality management. The majority of this vast section of literature only examines the consequences of quality management and a very limited number of studies have focused on triggers and processes. For example, the studies that are based on quality awards principally focused on processes of awards. However, they didn’t assess that whether efforts to win these awards improve some indicators of organizational performance (consequences) or not (Grandzol & Gershon, 1998). In a similar vein, studies that focused on ISO 9000 Quality Management system seem to be more interested in consequences of these efforts. Therefore, the main aim of this study was to examine the triggers, processes and consequences of quality management all together in the context of the ISO 9000 Quality Management System certification process in a faculty of a Turkish public university.

With this aim, a brief review of the literature about quality management will be given in the first part, then, in the second part, the study method (data and sampling, data collection, reliability and validity, data analysis) will be explained. The findings of the study will be presented in the third section. At this point, the study seems to contribute the extant literature via emphasizing some less studied triggers (such as “to increase faculty reputation/image/prestige”, “to secure organizational justice”, and “to institutionalize faculty”) and consequences (such as “inspiration given to the other faculties”, “increased quality of new students”) of quality management. The study will end with a conclusion that summarizes the important findings and focuses on originalities and limitations.

BACKGROUND

A Brief Literature Review of Quality Management

Triggers

The term, “Quality Management (QM)” will be used and preferred as an umbrella term in this study, to include ISO 9000 Quality Management System, “Quality Awards (e.g. Deming Award, EFQM, Malcom Balridge Award) and “Total Quality Management”. In this study, it is accepted that “QM is a management philosophy that emphasizes managing in the entire organization in such a way that it excels in all dimensions of its operations” (Elmuti *et al.*, 1996, p. 43). There is known to be extensive literature on QM, although it seems to largely focus on the consequences of QM for organizations. Only a limited

22 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-case-of-iso-9000-quality-management-system-certification-in-a-faculty-of-a-turkish-public-university/203275

Related Content

Teaching Out: A Search for Safety and Identity

Brandon Haskey-Valerius (2022). *Teacher Reflections on Transitioning From K-12 to Higher Education Classrooms* (pp. 103-114).

www.irma-international.org/chapter/teaching-out/301944

A Generation of Healthcare Professionals Sensitive to the Needs of the LGBTQ+ Population

Amairany Vega Bravo, Jessica López Espinosa, América Daniela Valero Rodríguez, Gabriela Vázquez Armenta and Mildred Lopez (2024). *The Lifelong Learning Journey of Health Professionals: Continuing Education and Professional Development* (pp. 121-131).

www.irma-international.org/chapter/a-generation-of-healthcare-professionals-sensitive-to-the-needs-of-the-lgbtq-population/341446

Promoting Entrepreneurship to Reduce Graduate Unemployment: Service-Learning in Higher Education Institutions, Kenya

Henry Kiptum Yatich (2022). *Promoting Entrepreneurship to Reduce Graduate Unemployment* (pp. 25-44).

www.irma-international.org/chapter/promoting-entrepreneurship-to-reduce-graduate-unemployment/303867

Professional Development Opportunities for Academic Subject Librarians

Anne Shelley (2014). *Revolutionizing the Development of Library and Information Professionals: Planning for the Future* (pp. 125-143).

www.irma-international.org/chapter/professional-development-opportunities-for-academic-subject-librarians/92414

Incorporating Information Literacy into Instructional Design within Pre-Service Teacher Programs

Lesley S. J. Farmer (2014). *Literacy Enrichment and Technology Integration in Pre-Service Teacher Education* (pp. 57-74).

www.irma-international.org/chapter/incorporating-information-literacy-into-instructional-design-within-pre-service-teacher-programs/91900