

Preliminary Explorations of Knowledge Management Initiative in Higher Educational Institution: The Case of the Quality Management Major/Concentration Undergraduate Degree Program in a Virtual University

Ibrahim Ahmad Bajunid

*Faculty of Humanities and Social Sciences
Universiti Tun Abdul Razak*

Abstract: *The paper is presented in two sections. In Section A, the paper explores the notion of knowledge management with reference to knowledge management of educational disciplines. In this section, the thoughts of authors and researchers who have explored various notions related to teaching and learning and societal as well as organizational change are referred in order to recognize the diversity and range of ideas directly and indirectly related to the academic disciplines which can be the subject of knowledge management in the education field. The themes referred to include teaching-learning, thinking, technological innovations, and educational ideas. Lifestyle changes and future scenarios are also referred to. In Section B, the paper presents a preliminary attempt to discuss knowledge management at the undergraduate degree with special reference to the Bachelor of Management Program. The focus of the knowledge management pursuit is on the concentration of Quality Management. The work is work in progress. Much work needs to be done to integrate notions at the level of the terms, seminal concepts, theories and other perspectives into a coherent conceptual framework. On the one hand further integration could be conducted at the particular units of syntheses among the various subjects in the Quality Management Majors/Concentration. On the other hand, beyond the degree program, scholars could apply the lessons learned to integrate and manage their own learning in formal, non formal and informal learning areas. The encouragement to scholars/students to pursue integration of their knowledge corpus based on the assumptions of the Personal Construct Theory.*

SECTION A

INTRODUCTION

From the purposefully selected materials of interest to this particular writer, the range and continuum of materials for educational connoisseurship is indeed vast. If in the past, educators practised their art and science with limited seminal materials, they were not much different from other professionals. Medical doctors, engineers, scientists were also limited by the equipment, concepts and mature knowledge of the times. Today, professional teachers like other professional practitioners have access to vast amounts of information and knowledge to apply in their professional practice. If in the past bewilderment was because of dearth of materials, contemporary professional bewilderment may be because of a state of plenty. The circumstance of the state of plenty is because of the emergence of the information and knowledge society and the efforts to transform society through technological advantages (Al-Hawamdeh & Hart, 2002; Ibrahim Ahmad Bajunid, 2001a).

It is under the circumstances of the challenges of the future that educational leadership becomes much more important and there is the critical need for organizing genius towards creative collaboration. (Ibrahim Ahmad Bajunid, 1999, 2000, 2003a; Bennis et al., 1997). Under circumstances of the ambiguities of the contemporary world, there are challenges to manage uncertainties of the controversial ideas of the end of history or science, with wisdom and to develop fluid thinking to find personal meaning in a complex world, by exploring such challenging ideas and principles as the “paradoxical commandments. (Fukuyama, 1995; Grossman, 1997; Annison, 1996; Keith, 2001). Educators from different nations such as Australia, Indonesia and Malaysia, and elsewhere, continue to explore the future of schools and the reform imperatives (Caldwell & Hayward, 1998; Kua Kia Soong, 1999; Fasli Jalal and Bachrudin Mustafa, 2001; Bakri Musa, 2003; Cummings & McGinn, 1997; Ibrahim Ahmad Bajunid, 2003b).

The contemporary information and knowledge revolution era is one of the most exciting times for those who have the courage and commitment to become teachers, at any level of education (Palmer, 1998). While the underlying culture of education may have some universals and may remain stable across time and culture, there are educational challenges and issues which remain unexplored and not quite well understood (Bruner, 1996). As teachers are engaged in the teaching-learning processes, thinkers and scholars from within the educational and related fields and from academic areas

farther, explore ideas out of the box, or they take initiatives in breaking out of the box by analyzing the future that just happened and the teleological conception of the future of mankind. (Vance & Deacon, 1996; Vance & Deacon, 1995; Lewis, 2001; Berry, 1995). Social and economic ideas of educational reformers who continue to question educational disparities and ask why smart people fail, revive concerns across many educational system, pushing educators and politicians to engage in some approximation of policy borrowing of universal ideals. (Kozol, 1991; Hyatt & Gittlieb, 1987).

CAPTURING THE IMAGINATION

Teachers continue to benefit from the old and new interesting, if not the seminal contributions on attitude towards learning, conditions of learning and theories for teaching (Gagne, 1970; Stiles, 1974; Mager, 1995). Also, teachers within and across disciplines may be led to explore concepts in problem solving and problem based learning (Rubinstein & Pfeiffer, 1980; Bridges, 1992). However, scientific and technological advances and other events which are changing the world and life styles, also contribute to change ideas regarding teaching and learning. The euphoria of High Tech, High Touch invasion of the mind has led man to new search for meaning in an increasingly technologically dominant world (Naisbitt, 1999). E-Learning, for instance has captured the imagination of many educators and has come to be seen as a turning point opportunity for the new entrepreneurs (Hargrove, 2001; Clark & Mayer, 2003).

Explorations of notebooks of the mind, unused intelligence, theatres of the brain and lessons learned from perceiving, behaving and becoming, and the notion of mindfulness, can continue to inspire the passionate educator lifelong (John-Steiner, 1987; Rately, 1994; Langer, 1989; Bryner & Markova, 1996; Freiberg, 1999). In the midst of the challenges, there is the noble pursuit of fostering the development of the quality professor (Cornesky, 1993). In a related context, the passion for books, the study of history as intimate history, for instance, regarding the solution of the longitude problem and the exploration of the life and beautiful mind of such scholars as John Nash, the mathematical genius and Nobel Laureate, contribute to expand the horizons of the minds of teachers (Sobel, 1995; Rabinowitz & Kaplan, 1999; Zeldin, 1994; Nasar, 1998).

IDEAS THAT ARE SHAPING THE FUTURE

As societies world wide are attuned to global ideas and world class imagination, rethinking the future and managing quality, they explore ideas of

social virtues and the creation of prosperity (Kanter, 1995, Juran, 1995, Fukuyama, 1995; Juran, 1995; Jennings and Haughton, 2000). Scholars also begin to conceptualize ideas regarding learning from the Future, and Learning as a way of Being (Fahey & Randall, 1998; Vaill, 1996). In the context of pervasive and cataclysmic global changes, each society has to resolve its own issues, clarify its own values, formulate its visions, plan strategies and navigate its own strategic development towards its own destiny (Davis & Davidson, 1991; Quigley, 1993; Sheridan, 1999; Tarlow, 1999; Asmah Haji Omar, 2000, 2003; Wan Mohd Nor Wan Daud, 1998; Mahathir Mohamad, 2002).

While there are ideas, concepts and theories outside of the education field which drive educational changes, directly and indirectly, there are also ideas within the fields of education which are raising interesting debates in the field. Among the interesting ideas which are the revisiting of time honored educational concerns as well as newly emerging ideas are the strategy of smart questioning, sleep thinking, neurolinguistic programming (NLP), the mega brain, peak learning, super learning, accelerated learning, quantum learning, and spiritual intelligence (Leeds, 1987; Maisel, 2000; Alder, 1994; Hutchison, 1991; Gross, 1991, Ostrander & Schroeder, 1979; Rose & Nicholl, 1997; De Porter & Hernacki, 1992; Zohar & Marshall, 2000; Ritchart, 2002).

Among the overarching ideas driving the transformation of society are the ideas of constructing the knowledge society, the e-economy, the knowledge-creating company, organizational management of knowledge and the knowledge evolution, the measurement of knowledge and ethics for everyone (The World Bank, 2002, 2003; Boyett & Boyett, 2001; Nonaka and Takeuchi, 1995; Allee, 1997; Dobrin, 2002). Ideas which are spanning education, training and human resources development include the notions of multiple intelligences, multiliteracies, multiskilling, lifelong and life wide learning, and social and intellectual capital development (Gardner, 1999; Longworth & Davies, 1996; Ibrahim Ahmad Bajunid, 2002a; 2002b; and ASEM, 2002).

KNOWLEDGE MANAGEMENT POSSIBILITIES

Scholars and researchers involved in knowledge creation are facing the challenges of knowledge management in terms of the convergence of knowledge from many disciplines hitherto kept separated. Teachers and other people involved in the transmission and dissemination of knowledge encounter the challenge of knowledge convergence. In various organizations,

many leaders begin to function in newly defined roles as the Chief Information Officers (CIO) or Chief Knowledge Officer (CKO). Chief Technology Officer (CTO) and Chief 'Entrepreneur Officer (CNO). Librarians too begin to manage their designation to define their new roles in the Digital Era as they engage in various kinds of Meta Knowledge classifications of available and existing corpus of human knowledge. There are, for instance, nomenclatures such as Knowledge Engineer, Knowledge Analyst, Knowledge Manager, and Knowledge Steward. Scholars in disciplines like Business and Information Technology are embarking on efforts of knowledge management of their knowledge bases in interesting ways.

THE MANAGEMENT OF KNOWLEDGE OF EDUCATIONAL DISCIPLINES

Although teachers at all levels are traditionally considered as knowledge managers, the field of education has not embraced Knowledge Management (KM) with the same enthusiasm shown by other fields, particularly, by those in business organizations with the pursuit for "business intelligence." While people in academia do conduct cross disciplinary and interdisciplinary studies, the preference still seems to be towards disciplinary specializations and integrity of traditional academic disciplines. Notwithstanding the traditional specialization, there are established areas of knowledge such as psycholinguistics, sociolinguistics, historical linguistics and biopsychology which indicate the recognition and acceptance of the practicality and the significance of the convergence of knowledge. The convergence of the areas of Information Communication Technology and Biotechnology suggest other future directions of knowledge convergence. Under the circumstances, various areas of the disciplines of education await the initiative of scholars to structure coherently the natural and notional contents and processes and procedures of knowledge convergence. One such area of convergence is, for instance, the three interrelated disciplines of educational philosophy, educational history and educational policy. Instead of these three areas being the specializations and concentrations of three different academicians, they could coherently and appropriately be studied and mastered by the same one person. Other areas of academic interest could also allow for interesting knowledge management possibilities (Davenport and Prusak, 1998; Frappaolo, 2002; Housel and Bell, 2001; Gibson, 1998).

The Management of Knowledge of Educational Disciplines can be conducted in many different ways at different points in the knowledge creation and knowledge dissemination stages, continuum or cycles (Chatzkel,

2002). There could be the management of knowledge at the curriculum development stage, at the materials production stage, at the teaching stage, at the learning stage or at the assessment stage. Knowledge management can be at the level of contents or substantive knowledge or at the level of process and procedural knowledge. At the substantive level, knowledge management can be at the structure of the disciplines or in the assumptions or underlying philosophies. The knowledge management initiatives could be embarked upon based on some theories eclectically. The focus of the knowledge management could be at the meta, macro or micro levels of abstractions or theoretical perspectives. The focus could also be at the level of teaching or learning, or both (Johnson, 1997; Jossey-Bass, 2000; Ibrahim Ahmad Bajunid, 2001b).

SECTION B

BACHELOR OF MANAGEMENT (HONS):

SQB 4024: Management of Change and the Quality Agenda

This Manual focuses on the Bachelor of Management Degree, specifically, on the Quality Management/Major Concentration.

(Similar Materials for other Concentrations are being generated).

This course is at the higher end of Bachelor of Management Degree Program. Every scholar-student is expected to think at a higher level and to integrate all the previous learning experiences and take responsibility for the formulation for her/his own Personal Gestalt. As you commit yourselves to the learning through the assignments, ensure that you are purposefully and thoughtfully applying your experiences, your personal principles and your understanding of management principles, management concepts and lessons from the management gurus. This course will help you integrate your ideas in the framework of management thoughts and lead you to select the management tools and applications to be used for particular management problems in appropriate contexts.

The various assignments you are expected to do aim to reinforce and expand your various skills and competencies and also to hone the application of your understanding of management tools and techniques. Students are expected to move from browsing skills to searching skills, from searching skills to compiling skills. Based on our Learning Contract regarding Ethics,

and learners and teachers against plagiarism, we are setting the highest ethical standards in our serious pursuit for knowledge. Students are not to be tested on cut and paste skills but on the skills of responsible and original thinking. Original thinking does not have to be the break through of thinking of the geniuses in the respective fields. The original thinking is about your own stage of intellectual development towards the building of your own intellectual character with integrity. As you develop yourselves intellectually, do apply all that you have learned about critical and creative thinking and reflective thought.

As you are scholars who will acquire a Management Degree, you are expected to have a larger and more professional vocabulary in the discipline than those who do not acquire management degrees. Your Management Register of concepts, terms and words is expected to be vast and accurate, understanding connotations and denotations of management vocabulary. All students are expected to use the dictionary to master the generic as well as specialized terms related to Management Studies.

As you go about to do your assignments, discuss with your fellow students, work-place colleagues, parents, lecturers, friends and whoever else you have good serious conversations with. The person with whom you should have serious conversation regarding your ideas of management is, of course, yourself as a learner. As you work on the various topics in the assignments, think widely and deeply and integrate and apply all that you have learned in Management Studies. Your focused goal should be to have real mastery of the Management Sciences and to ensure that the knowledge acquired is your own thought-through knowledge.

The specific skills and competencies students are expected to acquire from the course include the following:

Mind Mapping Skills

Case (Cassette-Short Case) Writing

Management Letter Writing

Writing of Annotated Bibliography

Writing of Review of Article

Hypertext Search Skills

Higher Order Question Formulation Skills

Mastery of Particular Selected Management Theories

Building and Expansion of Management Vocabulary

Mastery of Social Sciences Concepts as Applied to the Field of Management

Recognition and Mastery of the Works of Management Gurus
The Development of Personal Philosophy Encompassing Management
Lessons and Principles
Time Management Skills
Speed Reading Skills
Sequential and Simultaneous Work Skills
Multitasking, Multi-literacy, Multiple Intelligences, Multi-skilling
Searching and Browsing Skills
Evaluation Skills
Analytic and Synthesis Skills
Presentation Skills

These assignments constitute take home examinations. These take Home-Open Book Examinations are based on the Principles of Continuous Assessment. As you work on the assignments, you should be mindful of the remedial, diagnostic, reinforcing and developmental aspects of the assignments.

Assignment Topics

- 1. Write a brief case study of an event in service operations which raise at least one significant dilemma pertaining to the service operations. Be sure to clearly identify the issues. You can model your case writing based on the case/cassette distributed as examples.*
- 2. Write a letter to the Service Operations Manager of a car service or airline or Food Service Organization and lodge a complaint regarding the poor service that you received. Be accurate and clear regarding your specific complaint and the compensation you expect.*
- 3. Identify a Management Guru. Study the ideas of the Management Guru. Analyze what the Management Guru says or would have said about Service Operations Management.*
- 4. Identify a Specific Service Operations Theory or a Theory related to Service Operations. Explain what the theory says. Evaluate the relevance and impact of the theory on any particular organization that you choose.*
- 5. As you read and discuss widely on management issues you will encounter various management principles. In your classes during the discussions, several management principles would be covered directly and indirectly. Compile these various management principles and relate them to your own growing corpus of management knowledge.*

Analyze the contents of the services provided by two Airlines or Car Service Providers. Identify the strengths and weaknesses of each Airline or Car Service Provider and give suggestions on how to improve the services.

6. Identify at least one concept from each of the various disciplines of the Social Sciences which has a direct bearing on the provision of the best services operations. You can draw the concepts from at least five of the following Social Science Disciplines: Psychology, Economics, Anthropology, Linguistics, History, and Geography.

7. Surf and browse the internet for links and information on Service Operations. Evaluate and choose two hypertext references which you consider can advance your understanding of Service Operations. Give five reasons for your choice.

8. Formulate 25 objective type questions pertaining to the sub topics in the course plan. Attempt to formulate questions which are challenging and which evaluate high order cognitive competency. Provide ideas which you consider to be the answers to the questions.

9. Draw a diagram or mind map regarding your understanding of the concepts covered in this course. The concepts and principles identified in the diagram / mind map should encompass the domain knowledge in the course. Try to be creative but practical in drawing the diagram or map. Your creative product should help develop a Gestalt and advance your understanding of the subject.

10. What is the role of humour in management? Search for, identify or generate a humourous management quote or sketch or cartoon strip which illustrates a management point and or a management principle.

11. Select two reference text books pertaining to Service Operations Management. Write an annotated bibliography on the two books you have selected. The annotated bibliography should include the critical contents ideas covered by the various chapters of the books. (As you study the Books, be sure to look at the Content Index, as well as the Index of Authors).

12. Search the library and the internet. Compile a list of the academic journals directly related to the topics of the course.

13. Select one seminal article related to the course from an academic journal. Read the article carefully and review the article. The review should contain your own reactions and thoughts on the article.

14. Select two companies from the most recent Fortune 500 list and select two leading Malaysian companies. Compare the companies and identify their strengths and weaknesses, specifically in relation to Service Operations.

- 15. Identify a Non Governmental Organization (NGO). Explain how the particular Non Governmental Organization goes about running its Service Operations Management in any of the services provided by the NGO.*
- 16. Select a Government Ministry or Agency. Describe the functions of that particular ministry and agency and analyze how the organization manages its Service Operations.*
- 17. Compile a glossary on the key Management Concepts that are used in the subject-course. The glossary will include many generic terms as well as specific management terms. As you master the general vocabulary and the specific vocabulary, make sure to apply them as your own and use them in your discussions of management ideas. Bold type those key and specific management terms.*
- 18. What are the aspects and principles of Service Operations Management that can be applied to the home/house as an Organization? What are the similarities and differences in the application of Service Operations Management in the home and in formal organizations?*
- 19. What are the aspects and principles of Service Operations Management that you see in the community? Discuss the positive and negative aspects of the Service Operations Management that you see in the policies and practices off/in the community. Give suggestions on how the Service Operations Management in the community could be improved.*
- 20. Explain the meanings of “learning organizations” and “benchmarking.”. Explain how these two concepts are related to Service Operations Management.*
- 21. Explain the meaning of Servant Leadership. In what ways can the idea of Servant Leadership be applied to Service Operations Management?*
- 22. What do you understand by the various management events that have changed the world? What management events are connected to changing the world of Service Operations Management?*
- 23. In what ways have the Management Sciences contributed to your own thinking and Personal Philosophy about Management and about Life? Illustrate in words or drawings or both, your Management Philosophy and Your Philosophy of Life.*
- 24. Write your own reflections on what you have learned from this course. Evaluate whether you have achieved the objectives of the Learning Contract. Critically explain the nature and direction of your learning curve. If you were to do the course all over again, how would you do it differently in order to ensure your own maximum learning?*

25. *Select a topic from the following list: Prepare a 2,000-3,000 word essay on the topic of your choice for presentation. Be sure that you are the person who have mastered the topic of your choice.*

What are the similarities and differences between services provided by public and private sectors?

- *What are the product issues and services issues to be included in the Business Planning?*
- *Models of Services and Service Organizations*
- *Strategic Management and Operations Strategy*
- *10 Original Dimensions of Service Quality*
- *Total Quality Management*
- *Symbols, Signs, Rituals, Artifacts and Service Quality*
- *Ergonomics at Work*
- *Body Language and Communications*
- *Location Decision Making (Factors in Assessing Store Location)*
- *Information Technology and Distribution System*
- *Service Blue Print for Restaurant Business*
- *Service Blue Print for Car Servicing*
- *What is the relationship between satisfaction and quality? Should operations manager be interested in satisfaction or quality?*
- *Corporate Culture and Change Management*
- *Management Events that Change the World*
- *Case Studies of Leading Organizations (Body Shop, British Airways, IBM, Xerox 2000)*
- *Force Field Analysis*
- *Mckinsey's 7Ss*
- *Statistical Process Control*
- *Needs Assessment*
- *Team Work and Team Building*
- *Fatal Errors Managers Make*
- *Servant Leadership*
- *The One Minute Manager*
- *Management by Objectives*
- *Communicating the Quality Agenda*
- *Pareto Analysis and SWOT Analysis*
- *What are the similarities and differences of roles of operations manager and marketing manager in relation to customer?*
- *Queuing in Service Delivery System*

- *Ishikawa Cause Effect (Fishbone) Diagram*
- *Productivity Measurement*
- *Customer Satisfaction Measurement*
- *Frontline Staff in Service Organization with high contact with customers*
- *What does empowerment mean and what implications does it have for an organization?*
- *What is the Zone of Tolerance in Service Design?*
- *World Class*
- *Total Quality and Business Process Engineering*
- *Deming and 14 Keys to Excellence*
- *The Malcolm Baldrige National Quality Award*
- *The Prime Minister's Quality Award and the Industry Award and Other National Quality Awards (Malaysia)*
- *Benchmarking*
- *Kaizen and Al Falah*
- *Balance Score Card*
- *Six Sigma*
- *Learning Organization*
- *Quality Gurus: (For instance, W. Edward Deming, Joseph M. J., Kaoru Ishikawa, Philip Crosby, and John S. Oakland)*
- *Theories of Quality with Reference to Service Operations and Change Management*
- *Theories of Leadership to Service Operations and Change Management*

Make copies of your essay or notes for every member in your class and you can distribute them before or during presentation to facilitate critical discussions. Please select the day and time you will make the presentation during one of the following class meetings:

Meeting 1, 2, 3, 4, 5, 16, 7, 8, 9, 10, 11, 12, 13, 14

Note: Please take note that several of these Meetings overlap.

“A Corporate or Management Leader is a scientist, a social scientist who asks the question “What is happening?” The leader also asks the question “What If?” with the scientific purpose of predicting the outcomes if some kind of interventions are taken. A Corporate Management leader is also a cultural leader

who is supportive of the Arts and Humanities and who strives to ensure holistic development and the continuous improvement of the quality of life. A Corporate/Management Leader is a lifelong learner who learns from the lessons of the past and present and takes the risks to face the future boldly.”

Ibrahim Ahmad Bajunid, 2003

SQB 4044 QUALITY MANAGEMENT AND THE CUSTOMER

1. *Choose a company, whether foreign or local, multinational or SME. Identify the vision, mission and objectives of the company. Describe and analyze the policy of the company regarding customers. Explain and discuss the strengths and weaknesses of the company in relation to its customer policy.*
2. *Look at the list of Fortune 500 companies. Read about the company. Master as much details about the company as possible. Give a critique of the quality policies of the company.*
3. *Search the Internet for organizations that deal with the customer, particularly in relation to Customer Relations Management (CRM). Choose two of these e-organizations. Compare and contrast their policies and practices, and their strength and weaknesses.*
4. *Reflect on your life as a customer in Malaysian culture. Elaborate and illustrate positive and negative experiences as a customer in the following industries:*
 - a) *Food*
 - b) *Transport*
 - c) *Banking*
 - d) *Communications*
 - e) *Health Services*
5. *Explain the relationship between the concept of “quality” and “the customer”.*
6. *Draw a map of the relationship of quality, the customer and the product or service.*
7. *Develop a glossary of terms and concepts related to quality and the customer.*
8. *Formulate 25 objective type questions regarding quality and the customer.*
9. *Study and briefly explain the:*
 - (i) *six sigma*

- (ii) *balanced scoreboard*
 - (iii) *360 evaluation*
 - (iv) *the one minute manager*
10. *What are the differences between the customer, client and consumer?*
 11. *What are the similarities and differences regarding quality and the customer in the public service, private sector and NGO's?*
 12. *What are the ethics and principles of marketing to be adopted in the food industry pertaining to the customer in different age and gender segment?*
 13. *Explain the meaning of internal and external customers, and illustrate the differences and similarities.*
 14. *How do professional organizations, trade unions, and community organizations support customer and consumer rights?*
 15. *There are many management events that are considered to have changed the world. Why are quality and customer focus considered to be among the events that have changed the world?*
 16. *How is the mass media treating you as a customer in terms of quality service?*
 17. *What are the 5 Ss of Kaizen? Explore indigenous examples of similar principles, for instance, El-Ihssan and Al-Falah.*
 18. *Malaysian culture is considered to be very poor in maintenance culture. How do you bring about a change in the maintenance culture so that the maintenance culture becomes a high culture?*
 19. *Discuss and explore the meaning of branding, quality and the customer.*
 20. *Can pets be customers? What are the principles of animal welfare ethics when animals are customers?*
 21. *How do you handle difficult people as customers?*
 22. *Discuss and explain the rights and responsibilities of customers in relation to foundational principles of human rights.*
 23. *What are the rights of airplane passengers?*
 24. *Design a short survey questionnaire to get feedback from customers regarding the quality of a particular service, product or good which they receive/use as customers.*
 25. *Assume that you are the head of an organization. Write up the first draft of the credo, mission, and vision of your organization in relation to the focus on the customer or Client's Charter.*

SQB 4024: Management of Change and the Quality Agenda

1. *Think of the changes that have occurred in your life and in your family. Identify these major forces of change and discuss whether the changes brought about a better quality of life.*
2. *Identify and explain the forces of change in the country, specifically from the perspectives of politics, economics, socio-cultural, religious, educational and scientific technological. Explain the extent to which these changes brought about a higher standard of living. Also explain the connection between “the quality agenda” and “the notion of a higher standard of living.”*
3. *Explain what is meant by planned and unplanned changes and provide examples of such changes. Explain the idea of unplanned change and give examples of such changes.*
4. *What is meant by the planned outcomes and the unanticipated outcomes and the unintended and unanticipated consequences of changes? Give examples of the unanticipated outcomes/consequences of planned change and the unanticipated consequences of unplanned changes.*
5. *What are the critical factors that bring about societal changes at the national level and what are the critical factors which bring about corporate change?*
6. *Discuss the qualities of leaders, teams and followers who are the drivers of change.*
7. *Why do individuals and organizations resist change? Discuss the psychological, sociological, economic and other reasons why people and organizations demonstrate resistance to change.*
8. *How can the notions of “best practices” and “benchmarking” be discussed in the context of change and the quality agenda?*
9. *Who are the individuals and what are the organizations that champion the quality agenda in the public sector, in the private sector, in non governmental and community organizations? How do these organizations go about to champion the quality agenda?*
10. *Discuss why the factors of customer focus, continuous improvement, learning (reflective practitioners and learning organizations) and total involvement are important to the Quality Agenda.*
11. *Philip B. Crosby wrote the book “Quality is Free.” Explain why he says quality is free by using his own arguments as well as your own arguments. Study the 14 Steps Crosby describes when you explore why Quality is Free:*

- *Management Commitment*
 - *The Quality Improvement Team*
 - *Quality Measurement*
 - *The Cost Of Quality*
 - *Quality Awareness*
 - *Corrective Action*
 - *Zero Defects Planning*
 - *Supervisor Training*
 - *ZD Day*
 - *Goal Setting*
 - *Error Cause Removal*
 - *Recognition*
 - *Quality Councils*
 - *Do It Over Again*
12. *Explain the impact of the idea of Quality Circles in bringing about change and instituting a Quality Culture in Organizations*
13. *Explain the Japanese concepts of Kaizen and Kansei*
14. *Why is it that Management scholars discuss the Customer as King or Boss or even God?*
15. *Think of the different racial, religious communities in your country. Choose two communities and compare how these communities perceive the change and quality agenda.*
16. *If you are the CEO in a multicultural organization how do you plan and act to bring about changes in the organization and to implement the quality agenda? Pay special attention to the cultural dimension in your analysis.*
17. *Write Short Notes on and try to acquire understanding and competencies in the following Change Techniques:*
- *Process Requirements Diagram/Process Mapping*
 - *Process Flow Charts*
 - *Process Flow Diagrams*
 - *Critical Path Analysis*
 - *Brainstorming*
 - *Pareto Analysis-The 80/20 Rule*
 - *Cum Line Charting*
 - *Cause and Effect Diagrams/Analysis*
 - *SWOT Analysis*
 - *Boston Square*

- *Affinity Diagrams*
- *Meta Planning*
- *Statistical Process Control*
- *The Recursive “So What?”*
- *The Recursive “Why?”*
- *Force field Analysis*
- *Block Schedule*
- *McKinsey’s 7 Ss*
- *Cost of Quality Analysis*
- *Consensus Reaching*
- *Structured Interviews*
- *Spans of Control Analysis*
- *Concentration Diagrams*
- *Frequency Diagrams*

**[Try to acquire basic understanding of all the above tools and techniques and try to master the most important of the tools and techniques].*

18. *Discuss how can you bring about change in organizations through the following:*

- *Change Through Process Management*
- *Change Through Systematic Correction*
- *Change Through Quality Systems*
- *Change Through Customers*
- *Change Through Mindset and Cultural Changes*

Towards Becoming Independent Learners

Constructing Personal Knowledge

As independent learners, scholars are expected to search for learning materials from various sources. These sources include the humble newspaper articles, materials from the Internet, articles from institutional, national and international journals, management dictionaries, thesaurus, et cetera. As scholars search and explore for sources, they should scour for important ideas, key words, significant phrases and clauses and core concepts. These “findings” or discoveries from the search could be joyful intellectual events. The cumulative building blocks of your Personal Knowledge will strengthen, enlarge and beautify the mind and help to clarify values and sharpen thinking. To ensure that this intellectual growth occurs, and the student-scholar –

you, become an effective learner, you could for instance, use the tool of Mind Mapping. At the very least the art and science of note-taking should be improved. As you acquire more and more “facts” of your materials, think about these facts and relate them consciously to what you already know. Think of examples, and as your examples have more “body,” think of critical incidents and cases pertaining to your examples. Compose what you know, your Personal Knowledge, like an art piece, an intellectual painting which is your own, a painting or a house you are building across the life span of your life long learning years. The painting or the house can be your grand vision or grand theory or grand narrative under construction. Every subject that you learn, every new fact that you acquire can be relevant to or related to other facts that you already know and master. These ‘facts’ are your friends, your thinking tools and have their proper places in the painting or the house or the grand theory or the grand vision or the grand narrative of your Personal Knowledge. The growth of understanding is always a work in progress, so continue working to attain greater understanding of anything and everything and try to figure out how at some point or continuum and in some ways they come together.

Classification of Knowledge and Dialogues of Scholars

Over the sweep of human civilizations, scholars, thinkers, librarians and other people have worked to categorize, classify and catalogue all the knowledge that humans possess. There are many systems of classification of knowledge. Traditionally, universities compartmentalize knowledge into the Humanities, the Social Sciences, the Natural and Physical Sciences. These broad areas are structured and institutionalized by the establishment of Faculties and Departments, and Centres, Schools, Programmes and Concentrations offered by the various areas of expertise. Often, these various areas are also classified as Basic Sciences and Applied Sciences. As scholar-student your challenge is to build your own curriculum and Personal Knowledge. This can be done by attempting to understand that knowledge science is “an inter-civilizational phenomenon,” that scholars carry on “dialogues between the living and the dead” involving the Egyptians, the Greeks and Romans, Chinese and Arabs, Hindus and Jews, Christians and Muslims, Japanese, Koreans and Malays. The dialogues are about languages, mathematics, methodology, logic, beliefs, faiths, and science and technology, and “free inquiry and neutral space.”

In the Bachelor of Management Programmes the inquiry or dialogue focuses on all aspects of management. The language, concepts, perspec-

tives, approaches, methods, tools are drawn primarily from the Social Sciences. The perspectives are both from Public Policy Knowledge Based and from Business Practice Knowledge Based. There is a serious attempt to bring in the question of values and virtues and ethics and the human and societal components in the dialogues, principally, from the lively and dynamic fields of the Humanities. People are not parrots and people are not Robots, so, notwithstanding the exploration of Artificial Intelligence and Genetic Engineering and Cloning other topics of scientific and technological interests, the human domain is always addressed seriously, consistently, and coherently.

The Nature of Disciplines and Learning Resources: Textbooks and Reference Books

In some areas and programmes of studies, one or two text books may be used for the programme or course. In various subjects in the Humanities, for instance, History, many textbooks or reference books may be used for a particular course or topic in a course. As in the Humanities, in the various disciplines of the Social Sciences, many textbooks and reference books may be used for a course or a topic in a course. [In the world of academia, there is, in fact, the politics of textbook writing, publishing, and marketing]. Beyond the realities of such drives, whether ideological or financial, learners-students-scholars, must strive to acquire the most balanced and up-to-date facts, concepts, generalizations, principles, and laws regarding any phenomena. This can be done by referring to as wide a literature as possible. Learners, however, should make serious efforts to read and understand the seminal works in any field and also to explore the latest thinking in the academic discipline taking care not to be swayed by the bandwagoning onto any particular fads. Scholars should strive to understand which studies constitute disciplines with mature knowledge and which are emerging areas or fields of knowledge. It is good for intellectual development to be grounded in the traditional academic disciplines. From this strong position of academic inquiry and substantive mature knowledge, scholars can explore cross-disciplinary and interdisciplinary studies and related perspectives of knowledge convergence.

When using various textbooks and reference books do adopt the attitude and acquire the conceptual skills to understand that some relevant materials from the books of previous courses can be used for the new on current courses that you are taking. Also, some textbooks and reference books from the other courses that you are taking can be relevantly and

usefully applied to any other courses. This intellectual position taken is about the decompartmentalization of knowledge, that is a precondition towards the integration of knowledge. The integration of knowledge is about the holistic pursuit of knowledge and of understanding. There are many levels, many domains, and many circles of data, facts, information, concepts and knowledge chunks which can be integrated in the Frames of Your Personal Knowledge. Such efforts can be pursued at the level of the disciplines of knowledge or the cluster disciplines of the Humanities, the Social Sciences and the Physical Sciences.

Field of Specializations and Sub Specializations-Concentrations(FHSS)

As FHSS Bachelor of Management Scholars-Students proceed into their senior and final year, and semesters, they are expected to demonstrate their acumen of learning skills, mastery of general knowledge and mastery of specialized knowledge of the management field itself and the sub specializations in the discipline. The degree itself is in the discipline of management. The sub specializations or concentrations are Leadership Studies, Entrepreneurship, Management Science, Knowledge Management and Quality Management. As you construct your Gestalt on the field of management within the context of other fields of knowledge, you are invited to creatively, critically and logically construct your Gestalt between and among the areas of concentration. This attempt will lead you to understanding that we know so little and there is much more to know and understand. Effective understanding is when there is economy of logic and avoidance of wasteful and unnecessary duplication. Effective understanding means mastery of the discipline and the subject, and understanding all the multifaceted aspects of the discipline. As you build your Gestalt between the Concentrations or Sub Specializations, take steps to construct your own Gestalt of the facts, data, concepts, principles within and among the subjects in the Five Concentration Areas. As you do this, you will be able to use creatively and critically the various resources, including textbooks and references more effectively and more meaningfully.

The Quality Management Concentration of five subjects is, as follows:

Introduction to Quality Management
Service Quality Management
Management of Change and the Quality Agenda
Benchmarking

Quality Management and the Customer

The Concentration can be conceptualized in a diagram as follows:

CONSTRUCT YOUR PERSONAL CURRICULUM & GESTALT FOR THE BACHELOR OF MANAGEMENT DEGREE

UNIVERSITY CORE

- CRITICAL THINKING
- BUSINESS COMM. 1
- BUSINESS COMM. 2
- BASIC SKILLS FOR K-WORKER
- FUNDAMENTALS OF IT
- INTERPERSONAL & COMM. SKILLS
- CO-CURRICULUM

LAN COURSES

- BAHASA KEBANGSAAN
- MORAL / ISLAMIC KNOWLEDGE
- MALAYSIAN STUDIES

LEADERSHIP STUDIES

- FDNS. & FUND. OF L'SHIP
- ORG. SCI & L'SHIP
- LEADERSHIP & TEAMS
- L FROM LDRS OF THE PAST
- LEADERS OF THE FUTURE
- LEADRERSHIP STRATEGIES

ENTREPRENEURSHIP

- FUND. OF FINANCE
- KNOWLEDGE MGMT PRACTICES
- FUND. OF ACCOUNTING
- SMALL BUSINESS MGMT
- PROJECT MGMT
- ENTREPRENEURSHIP

KNOWLEDGE MANAGEMENT

- THEORY OF KNOWLEDGE
- THE EVOLUTION OF KNOWLEDGE

- THE KNOWLEDGE WORKER
- QUALITY MOVEMENTS IN EDUCATION
- MIS
- KNOWLEDGE MGMT PRACTICES

MANAGEMENT SCIENCE

- FUND. OF MGMT SC.
- SERVICE OPS MGMT
- OPERATIONS MGMT
- INTRO. TO QUALITY MGMT
- PROCESS DESIGN
- INVENTORY MGMT

QUALITY MANAGEMENT

- INTRO. TO QUALITY MGMT
- MGMT CHANGE & THE QUALITY AGENDA
- SERVICE QUALITY MGMT
- QUALITY MOVEMENTS IN EDUCATION
- BENCHMARKING
- QUALITY MGMT & THE CUSTOMER

ADMINISTRATION

MANAGEMENT

ENTREPRENEURSHIP

LEADERSHIP

PROCESS

SYSTEMS

STRUCTURE

INFRASTRUCTURE

FACULTY CORE

- INTRO. TO SOCIAL SCIENCE
- INTRO. TO K-MGMT
- INTRO TO FUTURE STUDIES
- STATS FOR DECISION MAKING
- RESEARCH METHOD IN SOC. SC.
- MGMT GURU & QUALITY
- LEARNING ORG.
- FUND. PUBLIC SERVICES & NGO MGMT

- THOUGHT & KNOWLEDGE LEADERSHIP
- PRINCIPLES OF MGMT
- ORG. BEHAVIOUR
- ECONOMICS & SOCIETY
- FUND. OF MARKETING
- INFO. SYSTEM THEORY & PRACTICES
- HUMAN RESOURCE MGMT
- FUND. OF STRATEGIC MGMT

ELECTIVES

e.g. : FROM FIT & FBA AND OTHER

ELECTIVES FROM FHSS PROGRAMME

- FUND. OF DATABASE - FIT
- HUMAN COMPUTER INTERACTION – FIT
- MICROECONOMICS – FBA
- MACROECONOMICS – FBA
- INTRO. TO QUALITY MGMT – FHSS
- SERVICE QUALITY MANAGEMENT - FHSS

Integrating, Synthesizing and Applying Knowledge Mastered

“If you do a Medical Degree or other Professional Degrees, when you obtain the Degree and are admitted to the profession you are expected to be professional practitioners. Professional practitioners have to use their professional knowledge in professional practice. Their professional knowledge has relevance and can be used and applied to solve problems, generate solutions to problems, bring about innovations et cetera. Think of your Management Degree as a Professional Degree and think of your management knowledge as professional knowledge and think of yourself as a professional practitioner and think of your work as professional practice. When you have this attitude towards your learning and the knowledge acquired, your learning becomes more effective and masterful and the knowledge you acquire more relevant and powerful”

Ibrahim Ahmad Bajunid, 2003.

Read the following Conversation between the CEO and FHSS’s Bachelor of Management (Hons) Graduate (The script intends to clarify and set the expectations in the world of employment which demands readiness for masterful contributions by graduates)

In the CEO's Office

CEO: We are very glad that you have joined our organization. We look forward to your being part of our team.

Employee (FHSS Scholar): Thank you Sir. I am grateful that you have selected me from so many others. I shall do my very best to contribute to the Organization/Company.

CEO: There is much that we expect from you. I understand that you received your Bachelor of Management (Hons.) from UNITAR. The University claims that its graduates are responsible independent learners who master not only the specialization but also ICT and English.

Employee (FHSS Scholar): That is true, Sir.

CEO: What is your area of Concentration or Specialization?

Employee (FHSS Scholar): It's Quality Management, Sir.

CEO: Ah! Great! You are just the person we need. That is in fact, why we employ you to join our team. We want to turn this organization into an organization where every member thinks of quality in everything that they do. We want this company/organization to have a culture of excellence, a quality culture.

Employee (FHSS Scholar): That is the challenge and the vision, mission and goal for all the leading organizations and companies.

CEO: I like to have a Five Page Proposal on how you can contribute to institute a culture of excellence in my company. Tell me in what ways you can use your knowledge on Quality Management for the benefit of the company. I expect the Proposal on my table first thing tomorrow morning. Do you have any questions?

Employee (FHSS Scholar): When do you want to implement the Proposal, Sir?

CEO: Immediately. I expect a Complete Proposal Plan for the Quality Transformation within a month from today. The Plan should cover all departments units and all the functions of the organization. Everybody must be involved in the transformation towards the quality culture.

Employee (FHSS Scholar): Do you want to put a Quality System, for instance, the ISO in place or would you prefer some Breakthrough Improvements like Organizational Reengineering or Benchmarking or Continuous Improvements like the Kaizen?

CEO: You advice me. Put everything in the Proposal. I mean, give me options. Advice me on what would be most appropriate and what is best for this organization. This you must do quickly. Use your initiative. I shall consider and make the choices from the proposal based on your professional advice. Tell me the risks and the benefits. Again, I hope that you will enjoy being a member of our team. That's all. We thank you

Employee (FHSS Scholar): Thank you, Sir.

Instruction: Use all your knowledge from all the various subjects to prepare the Proposal and the Quality Plan. In preparing for the Plan you must apply the Philosophies, Theories, Paradigms, Models, Concepts, and Principles. You should now draw upon the Quality System, the Management and Quality Tools and Techniques that you have learned. When you think and use the theories, be clear whether you are thinking of the Theories of National or Organization Change, the Theories of Human Behaviour or the Theories of Organizational or Human Development. This Assignment by the CEO and Instructor gives you the opportunity to challenge yourself to make your learning effective by applying all you knowledge, and skills in integrative ways, by synthesis and by being forward looking.

Textbooks and Reference Books: It is advised that students refer to the following books for the Course. The more books scholars refer the more complete and profound their understanding would be of the Quality Management field and the various topics in the course. Students can of course purchase the following Recommended books as Textbooks for the Course:

- Rye, C. (2001). *Change management*. Revised ed. London: Kogan Page.
- Handy, C. (1989). *The age of unreason*. Boston: Harvard Business School Press.
- Senge, P. (1992). *The fifth discipline*. New York: Random House.
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- Ibrahim Ahmad Bajunid. (2003a). *“Striving to look beyond the adventure of educational leadership”*. Paper presented at the International Conference on Principalship and School Management Practices in the Era of Globalization, organized by Ministry of Education and University of Malaya, Kuala Lumpur.
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- Lewis, M. (2001). *The future just happened*. London: Coronet Books.
- Longworth, N., & Davies, W. K. (1996). *Lifelong learning*. London: Kogan Page.
- Mager, R. F. (1995). *Developing attitude toward learning*. (2nd ed.). Kuala Lumpur: Golden Books Centre.
- Mahathir Mohamad. (2002). *Globalization and the new realities*. Subang Jaya: Pelanduk Publications.
- Maisel, E. (2000). *Sleep thinking*. Holbrook, MA: Adams Media Corporation.
- Naisbitt, J. (1999). *High tech high touch*. New York: Broadway Books.

- Nasar, S. (1998). *A beautiful mind*. New York: A Touchstone Book.
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