

## **Change and Strategic Planning for Quality in Universities: An Analytical Study**

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### **Abstract**

This research aims to analyse the problem of organizations in general and universities in particular, in dealing with “quality subjects” in a world where these organizations face the risks of becoming side lined and possibly vanished without looking for solutions that allow them to move in an open arena where change becomes the key to those solutions. Change here must be strategic and planning must adopts a way for organizations to develop mechanisms to manage change itself. Management leaders play a central role in achieving the principle required to chart new trends for universities in dealing with quality as a strategy that allows excellence and competition in light of the success of the processes of change. Change through reengineering processes is no substitute for adopting a strategy of excellence. Both are an endorsement of the idea of continuous improvement, and a way to achieve a high degree of satisfaction for beneficiaries. We considered that this is a very important goal that today’s universities do not hesitate to look for safe paths to realize it, wherever its results meet their need for survival, growth and excellence. This research reviews change management and strategic planning that are necessary to achieve quality in universities. The methods of deductive reasoning and inductive reasoning have been adopted in succession as two ways of conclusion based on the rules of logical inference by which both research methods are identified. Finally, the research reached a set of conclusions, the most important of which is the need for organizations (universities) to change in light of the dilemma of the need for excellence, which was found in quality as a decisive option. As for the most important recommendations, we highlighted the importance of universities realizing the need to achieve competitive stability beyond the current successes they are achieving through the application of all new approaches and techniques that enhance their capabilities to adapt to today's environment.

### **Keywords**

Change, Organizational Change, Strategic Planning, Reengineering, Comprehensive Quality Management.

## Introduction

The literature specialised in management in general and university management in particular was characterized by a biased tendency to give the issue of quality the most attention keeping pace with the efforts of organizations in their quest to win competition and excellence. This led to the emergence of theoretical and practical foundations for the transition of decisions related to quality from the level of operational decisions to the level of Senior management decisions. This is in light of a strategic understanding that quality is one of the constants of continuity associated with excellence (Massy, 2016).

Therefore, If it is true that organizations that provide their products or services with high quality can win competition and accreditation of its different types for universities, what can be done for this then, is a cause for attention and focus to the extent that the quality seemed a “belief” or part of the culture of organizations as well as universities that seek sobriety and excellence.

Organizations that provide their products or services with high quality can win competition and accreditation in its various forms for universities, so what can be done for this is a cause for attention and focus, to the extent that quality appears to be a “belief” or part of the culture of organizations as well as universities that seek reliability and excellence.

The current dramatic developments of organizations in the field of production and services, with universities being part of them, were characterized by a steady acceleration in emergence and results at the global level. There are no more opportunities left to move outside the continuous confrontation cycles between competitors to gain and enter markets if we take into account what was provided and presented by the patterns of joining the agreements. Global trade, led by “GATT”, is a suitable space for the movement of competition in light of the concept of removing trade barriers.

From the above, we find that resolving competition trends in the second decade of this century cannot be postponed. If there is some delay, it is related to the competitors’ hope to bring new forces into the competitive arsenal of weapons that will help them in resolving the situations. As this delay may be a stage of reorganization for hot, close and large-scale confrontations, and for quality to be the title of real competition internationally, and in a manner that reflects the decisive development of the role of consumers. In our research, these are students, institutions, and perhaps parents as well, and their preferences in favour of the party most able to satisfy them, achieve their happiness, and even dazzle them, up to

the point of making them recommend the university to others. Accordingly, we found it appropriate to address our topic by discussing the following sections:

- The first section – included the research methodology.
- The second section – managing change processes and included three axes:
  - Organizational change.
  - Strategic Planning.
  - Re-engineering.
- The third section – Engineering of change and formulating a strategy for excellence, and it included four axes
  - Concept of quality
  - The role of quality in improving competitiveness.
  - Total quality management.
  - Strategy of Excellence.
- Fourth topic – conclusions and recommendations.

## **Research Methodology**

### **Research Problem**

Various organizations today (including universities) have witnessed many rapid transformations within their environmental surroundings in the context of the information and communication technology revolution and the emergence of a number of new concepts in the field of work, the market and the consumer. This prompted them to reconsider the ways and means used to provide their services in order to ensure that they raise the level of efficiency and effectiveness of the educational services provided. In order to achieve the highest level of response to the diverse needs and expectations of clients, the research problem addresses the nature of the challenges facing universities today, which are produced by the new changes, to find themselves without choice in the face of the task of searching for appropriate means that enable them to deal with those changes as opportunities and threats. In this regard, and in view of the understanding and awareness of the nature of competition, we found that studying one of the axes of international and regional competition, represented by quality, requires having a vision of a strategy that leads it to excellence. Therefore, it must establish requirements for such kind of strategies, which means a change in its philosophy, objectives, policies and the consequences. And this is the case whether it is on the scale of its internal environment or the nature of its relationship with its external environment.

## Research Hypothesis

Organizations in general, and universities in particular, must choose the appropriate techniques to bring about the desired changes to ensure their success. This choice is according to the nature of changes taking place in the external environment in order to enhance the effectiveness of their organizations and improve their performance level. Thus, many universities in the majority of developed countries and a number of developing countries began adopting modern models in their institutional organizations to bring about the required improvements (at the forefront of these is quality), the application of which requires making a series of administrative and organizational changes at the level of the organization. The success and development of these organizations depends largely on the extent to which their administrations are aware of the need to adhere to the application of these technologies and to provide the appropriate organizational climate for their success. And to address what we presented, we established our hypothesis through the following questions:

- Is there a need to adopt a strategy to excel in quality?
- Does having such a strategy require change?

## The Importance of Research

The importance of the research topic emerges as follows:

It stems from the increasing importance of universities, their direct impact at the present time, and their growing role in achieving sustainable community development. This calls for the introduction of the latest approaches and administrative techniques and an attempt to employ them according to the organizational structure and to achieve organizational excellence and community welfare.

The study is in the context of the management of service organizations the role of which has increased at present after a series of changes in the external environment in various fields. Accordingly, universities have begun to bear additional burdens to play their key role in providing educational services to all segments of society and to contribute to the intellectual and mental growth of the students who form the pillar of society and its cultural structure.

## Research Objectives

This research aims to identify change management and strategic planning for quality in universities. The most important entrances within the framework of determining the nature of each of the following:

- A. Managing change processes and strategic planning, including (organizational change – strategic planning – reengineering).
- B. Engineering of change and formulating a strategy for excellence. It includes quality as a concept and term – The role of quality in improving competitiveness – Total quality management – Excellence strategy.

## Research Approach

The majority of our universities, to the best of our knowledge, have not been systematically subjected to re-change operations, according to the examples presented by some advanced studies in the West. Hence, we have tried to adopt the methods of deductive reasoning and inductive reasoning in succession as two ways, to draw conclusions based on the rules of logical inference by which both research methods are defined. This is done within the limits of diligence that does not deviate from the controls of objective research when quoting or referring to sources and references and controlling criteria that exist accordingly. To achieve this, a range of related theoretical studies in the literature have been consulted.

## Change Operations Management

### Organizational Change

Light of the homogeneity of the vocabulary used to address the issue of organizational change, it looks to the student as if research in it has reached its own limits so that the diligent studies disappear, or at least the chances of a sharp contradiction between them are narrowed by the presence of a wide “apparent” agreement on the basic constants of organizational change. This is particularly the case in some common axes between the parties to change such as focusing on training for change, acknowledging the emergence of the idea of human resource management and its role, and adopting flexibility as a method to strengthen the ability to plan change. Also, there are changes that may be planned but with no clear link to improving organizational effectiveness. However, their adoption is the result of personal reasons (Deszca *et al.*, 2016), as well as an interest in organizational structures, culture, and other vocabulary.

What is important in all of the above and as related to our research problem, is that understanding the complex processes of change can provide us with appropriate paths for analysis and conclusion to put a framework or an entry point for change in the behavioural, structural and cultural aspects. We claim to produce a unified model for all organizations as much as this issue is raised, We are aware that what is available is no more than an attempt to develop a framework, structure, or perhaps a point of view through which we shed light on the problem of answering the possibility of adopting organizational change as an entrance to excellence. It is noticeable that the majority of universities in recent years are no longer inclined to take risks and bring about creative changes in their operations and operational

programs. These are accompanied by an increase in the rate of investment costs and a decrease in the quality of educational services provided by them, which is reflected in the level of their creative competitiveness (Christensen & Eyring, 2011).

This highlights the need for the establishment of its administrations to reconsider the mechanism by which the basic issues of their academic programs and institutional operations are determined. Christensen & Eyring (2011, pp. 20-23) indicate the importance of universities making important changes in their genes and basic components or what is called (DNA) so that they can meet the changing needs of education, especially after the spread of the concept of the knowledge economy Daft (2010, p. 446) also confirms that the challenges and pressures of the external environment have necessitated the responsibility of every organization to make change and creativity so that it can survive and succeed.

Several theoretical and empirical approaches to the mechanisms of organizational change have appeared, all of which did not depart from epistemology in analysing and establishing its hypotheses and the mechanisms of its treatments. Theorists' concerns do not depart from a four-cell map through which we can describe the entrances to organizational change as follows:

Change type	Process Change	Implementing Change
A change planned for	(1) Increasing or logically adding... different models, needs, commitment and common vision	(2) Reduce resistance to change (eg: force field analysis)
A change emergency emergency	(3) Characteristics of strategic decisions	(4) The environment: the flexibility of processes and the relative stability of factors

Source: (Tan, K. C.et al., 2000).

**Figure 1 Description of the entrances to organizational change**

As far as the interests of our research are concerned, and far from proceeding with a detailed explanation of these entrances, we find from the above that the targeted change is necessarily a planned change for the following reasons:

- It is a change aimed at developing and formulating an integrated strategy.
- It is a change that needs to start with the decisions of the top management.
- The processes of change take place through a set of plans and programs, and this means the necessity of having convictions supported by appropriate behaviours.
- The need to identify resistance to change and measure the degrees of support and opposition requires prior implementation efforts on how to manage and neutralize resistance to implement change.

Despite the criticisms directed at the entrances to planned organizational change, the appropriate solution does not mean leaving the idea, including but not limited to ignoring (Bryson, 2018) the political and economic environment and absolute reliance on managers to make change. The ability to change is a fundamental administrative adequacy. Without the availability of skills to manage change, workers will not be able to work effectively in today's organizations that are characterized by transformation and volatility within the framework of the transformation taking place in the external environment (Deszca et al., 20a). In addition, the attention to administrative control is exaggerated because the matter is linked to the requirements of feedback to planning work. Thus, training managers can lead to a fundamental improvement in the efficiency of change management despite the difference in the philosophy or definition of the skills required to manage change. Consequently, the training curricula themselves differ from a focus on senior management to an interest in training all employees when the philosophy of change goes to say the need for everyone to achieve change in the holistic space of the organization or university. Deszca et al. (2016) confirm that change management in all the levels of the organization appears at the lower and middle levels to the same extent to that at the higher level.

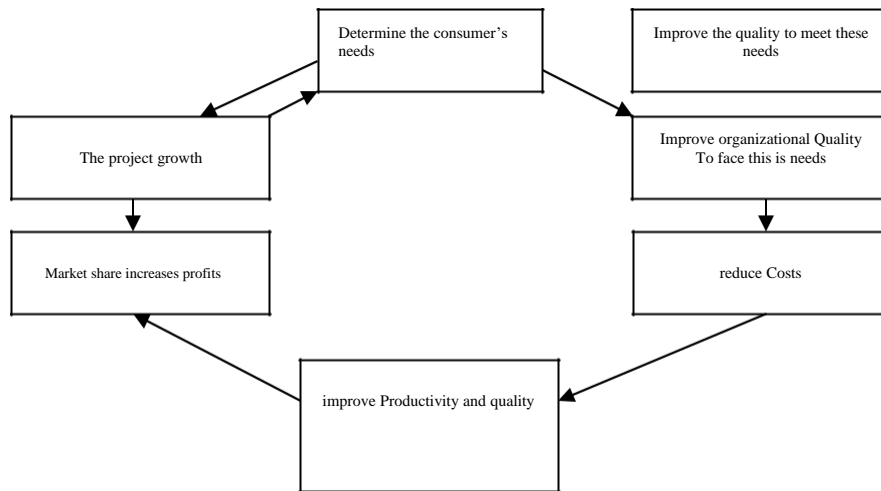
As we try to develop our analysis by adopting more accurate readings of the change literature, it appears that it is important to develop an understanding of the sequence and logic of our hypothesis, considering organizational change as an entry point for formulating a strategy of excellence in light of cells shown in Figure (1).

Here, we see a fundamental shift in the ways of working and thinking that prevail in the organization (the university). This means that there is a definite conflict with the operations decisions, where quality decisions are one of its basic components. This leads us to resort to the idea of research under the title of levels of change and degrees of comprehensiveness in developing a solution to the problem of conflict between strategic decisions related to change and operations decisions. This is true if we take into account that most of the approaches largely overlooked the departure from the circle of traditional approaches in building their models, such as adopting the entrance to human resources management, administrative meeting, and organizational theories. These are in addition to many other theories interested in quoting standard patterns and standards for analysing change, its entrances and methods. Whether these come from economists, sociologists, psychologists, organizational scientists, and others, each of them has its entrance to the point of conflicting sometimes in providing an accurate understanding of how to achieve strategic adaptation to the environment, through change.

The approaches appeared to be competing in gaining support, so the first clear violation of the concepts of organizational change occurred when the concept of total quality management was considered a competitor to the organizational culture in the ability to bring about the required transformations (Bryson, 2018). Quality has become the cornerstone of planning

change processes, being directed to a specific goal aimed at transforming organizations into a position that enables them to perform competitively superior.

Whatever philosophies the organization adopts in reflecting the nature of its concern for quality, its plans expressing those philosophies represent a programmed entrance to organizational transformation necessarily as well. This is true when the task of management becomes translating the needs of those programs into executive actions for all parts of the organization and thus it is a breakthrough for it, a philosophy, strategy and management. Figure (2) shows this idea clearly.



Source: (Deming & Edwards, 1982)

Figure 2 A trend towards transformation through the ideal cycle of quality



The integration of this breakthrough requires carrying out a number of basic reorganizations of the existing organizational processes and performance methods, allowing the senior administration to exercise the role of effective leadership in the light of an integrated strategy aimed at achieving excellence. Thus, it seems that many of the postulates that the organization specialists say will face a difficult test in light of the reorganization processes that target the organizational structure, career hierarchy, organizational control, supervision, leadership styles, incentive and reward systems and many others.

In any case, choosing whether or not to adopt a strategy for excellence does not seem to provide easy alternatives for universities in light of what we have presented. Thus, thinking about adopting a plan for change would be a wise decision that responds to the needs of survival, growth and excellence. Current organization departments and their various activities carry out activities and processes of change in response to competition pressures, diverse customer needs, and the availability of market opportunities provided by globalization, with a growing desire among the departments of these organizations to adapt their activities and efforts to the values and culture of the organization itself.

### **Strategic Planning**

Bardach (1998) defines strategic planning as “a method of interacting with changing situations with the intent of reaching specific results that ensure the achievement of a competitive advantage and the creation of added value at the lowest cost.”

In the field of educational institutions (universities), Bryson (2018) defines it as follows: “It is a comprehensive scientific process based on anticipating the future and realizing the variables related to the internal and external environment of the institution, according to which the leadership of the educational institution determines the vision, mission and objectives of the institution, with the aim of moving from the current situation to the hoped-for situation that meets the requirements of total quality.”

Detoro (1987) indicates that the relationship between higher education and strategic planning began in the late 1950s specifically in 1959 in the first official meeting held for those responsible for strategic planning in higher education. After the higher education climate began to witness a steady state of instability that exceeded inflation, the work published by George Keeler entitled (Academic Strategy) in (1983) came as a milestone. Moreover, a qualitative shift towards focusing on strategic planning. This became an indispensable condition in assessing administrative and institutional effectiveness as a whole. Theories of total quality began progressing towards considering strategic planning

as one of its most important indicators. Moreover, “achieving quality requires perfecting performance in several areas and aspects, starting with planning to a series of activities and practical practices as well as and follow-up and evaluation. This ensures the achievement of low dropout rates and higher efficiency in the use of resources. The quality of the comprehensive institutional performance with all its standards is the quality of the comprehensive institutional performance with all its standards. The indicators of this performance are based on strategic planning in building a sound and solid foundation for all its components. These include planning policies, systems, developing structures, planning operations, investing resources, developing human and material capabilities to achieve the goals of the educational institution, and allowing it to carry out institutional and organizational analysis and update it on a regular basis. The aim of this is achieving comprehensive institutional development within a framework of flexible integrated performance, aimed at continuous development and improvement.

Strategic planning in organizations in general and universities in particular is based on two assumptions (Bryson, 2018):

- A. It is necessary for the managers of organizations to realize the importance of being effective strategists if they want their organizations to achieve lasting success and superiority through the development of effective strategies commensurate with the change in the external environment. Also important here is their ability to develop their capabilities in formulating coherent strategic decisions that enable their organizations to respond to current and future challenges.
- B. It is necessary for managers to understand the requirements of the new phase, which requires opening the door for dialogue with all relevant parties. Changing situations need to build and reform existing processes and open paths for others to express their views until the appropriate strategic choice is reached (Garsten, 2009). Bryson (2018, p. 8) also indicated that planning has an important role in solving complex problems as it is a catalyst in:
  - Gathering and linking information of organizational importance in shaping the strategic choices of organizations if it enables departments to learn, think and act in a strategic way.
  - Providing thoughtful judgments to key decision makers about missions, objectives, strategies, activities, and required processes that may include changes in policies, programs, and organizational designs.
  - Determining the most important current and future problems and challenges facing the organization.

- Promoting continuous organizational learning at all levels of the organization.
- Establishing and building meaning and stability in the concept of value realized from performance.

Organizations wishing to survive, progress, and perform work in the best possible way must possess the ability to respond to the challenges that may require a change in current strategies and focal points, i.e. doing business as usual but in a better way. There are a number of motives that push organizations (universities) to adopt strategic planning. The nature of changes taking place in the local and global environment, which is characterized by acceleration and fluctuation, obliged organizations in general and universities in particular to adopt the method of strategic planning for reasons including (Bryson, 2018):

- The need for universities to define their areas of focus and priorities in the context of the increasing demands and the speed of changes taking place in the needs of the community environment.
- Change in the rules and performance measures imposed on today's organizations, which have become a demand for measured outputs and specific performance levels with the ability to face severe competition conditions, lack of resources and pressures resulting from establishing cooperation and alliances with relevant parties.
- Organizations need what goes beyond total quality management, represented by activating and re-engineering and what it includes of scaling and reducing in line with the development of information technology. It is also required to achieve performance management, balanced scorecard, knowledge management and all that is new.
- Organizations need to achieve integration and coordination with other related organizations to improve the quality of services provided (Crosby *et al.*, 2010).

In general, it can be said that strategic planning is an important ingredient for achieving quality in an educational institution. In this regard, Fourie (2011) confirms that the planning process here is measured by the comprehensiveness of the plans for strategic educational issues, how the institution sets its mission that expresses it, how it defines its strategic objectives, and the process of applying and developing plans and alternatives to confront the factors and challenges they encounter. Planning works to adopt a concept of development that aims for continuous improvement in the quality of working life, ensuring participation for all, developing the infrastructure of operations, finding alternatives and methods based on a deep understanding of the environment. This reduces waste ratios resulting from confusion and randomness. Moreover, managers and participants gain confidence in themselves and their orientation, and represent a motivation and incentive

towards achieving the goals of the organization. Since achieving certain goals in an optimal way needs the following to be achieved:

- Extensive statistical and technological data.
- Analysing the effects of each of the steps in a thorough scientific way.
- Comparing the results of multiple alternative steps.
- Balance between the requirements to achieve the goals and the available resources.

Quality principles and premises become an important basis in the process of building objectives that are at the heart of the planning process, reflecting the outcomes of its various stages, and total quality management and change management cannot be applied and operated independently of understanding the objectives and concepts of strategic planning because both concepts are closely linked to the success of quality applications. Since the application of total quality is the responsibility of management, the organization is obliged to develop a plan that ensures the process of good application of the organization as a whole. It should then plans activities for each sector within it, so total quality should be the subject of strategic planning.

If looking at the composition of culture, instilling values, formulating philosophy within its theoretical framework, and defining policies is a stage of development in which the vision is realised and strategic planning completes the vision and matures the objectives that produce overall quality, then quality is not random. It also does not occur by chance neither does it succeed unless it is carefully planned (Rotab-Khan & Darrab, 2010). Strategic planning is linked to quality as the overall framework that the foundation develops to organize its business, improve its activities according to a system in which all employees participate within the framework of a unified vision and a documented message, making output a sure guide to quality, and an indicator of its most important indicators.

## Reengineering

In the light of the sharp discussions of the philosophies of organizational change that the specialized literature is overwhelmed with, we found that the size of defence of organizational change theories is bigger than that of the theories themselves. Therefore, the logical conclusion leads us to think of the existence of a degree of general lack of acceptance of the path taken by those theories. Accordingly, those who defend these theories appear as if they are facing an academic and applied disaster when they present the recipes for change. They are confronted with the demand for the theoretical and practical foundations of those recipes, which are contested by competing theories, each of which came from a point of

view, a system, or an experience. This makes adopting one of them fraught with uncalculated risks.

The concern that the scholars have in their accelerated search for solutions to the problems of today's organizations has caused some cracks in the theories of organizational change, or so it seems. This comes the emergence of new data that met with the central goal of the strategy of excellence itself. This was represented by the emergence of the concept of (re-engineering) the literature of which says that it is interested in working on achieving a high degree of beneficiary satisfaction through making radical changes in organizations called by various names. This includes the most appropriate sizing, downsizing, restructure, benchmarking, and others. These labels all share concepts under the umbrella of a broader concept of reengineering, which addresses a comprehensive change in all aspects of the organization (Hammer and Champy, 1995). Reengineering is a process aimed at uncovering all the cracks and imbalances in the organizational structure and working to address them fundamentally to ensure correcting the course of the organization. As for Daft (2010) believes that re-engineering includes the vertical re-design to build the organization in line with horizontal work flows. This leads managers and workers to search for new mechanisms to work performance, as well as placing greater emphasis on employee empowerment, collaboration, information sharing, and the pursuit of customer needs. The emergence of re-engineering applications at the beginning of the second half of 1980s and their subsequent development after that, reminded us of the stages that witnessed dramatic changes in the history of the development of management and organization. Contemporary accounts expect that the coming time will witness a comprehensive rethinking of the principles and foundations that seemed to have gained strict consolidation. It will substantively be addressing the administrative processes without making gradual improvements or partial treatments but rather to establish critical performance standards for the operations centred on (cost, quality, speed of delivery, flexibility, creativity). In this regard, (Massy, 2016) points out that the introduction of the concept of re-engineering in the field of universities requires its departments to adopt a number of steps that together constitute a strategic entrance called "re-engineering portfolio". This portfolio allows universities to manage their developmental change processes in a coordinated manner, whereby they invest all the synergies in the university units in an optimal way that allows them to achieve organizational excellence and success. These steps are:

- Improving learning and teaching.
- Activating cost analysis systems.
- Applying the comprehensive budget model.

It is a search for a radical and rapid redesign of the strategically valuable operations to bring about booms that achieve a strategic added value to achieve a dramatic breakthrough, at the very least, as its reform advocates say today.

There is a sudden, or seemingly so, transition from the idea of organizational change processes to the idea of re-engineering. The main reason for this is the need for a broader degree of comprehensiveness in conceptualization and treatment, which the theories of organizational change did not succeed in providing despite its contribution to some successes, at least in light of the nature of challenges which organizations were facing in earlier stages. However, it seemed unable to achieve its declared goals in light of the acceleration imposed by the new circumstances and developments in today's world and the nature of the new goals targeted for contemporary organizations (Bryson, 2018).

Since the publication of Hammer and Champy's book (1995), the concept of re-engineering has become one of the latest management theories that many specialists have found as a way to confront organizational collapse and loss of market share, by adopting the technique of strategic boom in the light of the concept. "Customer-driven company".

However, despite the seemingly renewed concepts under the title of re-engineering by acquiring the language of the twenty-first century, it was also not spared from refutation and criticism by Lowrekovich (1996) to the extent of describing it as nonsense, and from being an old concept and what is new is a collection of old ideas given a new name. Some believe that this new name represents a promotional attempt for the consulting expertise of "Hammer and Champy" as they face a dilemma that has become overwhelmed by American companies. This is represented by losing their patience with the need to make quick changes that would enable them to respond to the requirements of TQM, in a competition that seems difficult in which they face a tangible competition from Japanese and German companies (Mizuno & Bodek, 2020). This comes in addition to the superiority of Korea, which bought technologies and experiences and was able, in light of a previously agricultural-based society, to own companies with high-tech productivity in less than a quarter of a century, without operations of re-engineering. From the foregoing, we considered a source of thinking and conclusion through measurement technology in form or content from those interested in developing universities while they are establishing an era of excellence. From the foregoing, we find ourselves in front of two alternatives or options, which are "strategic breakthrough" or "continuous improvement". The former falls under the concept of re-engineering, which seems to have won the conviction of American theorists, despite the high level of risk involved and dealing with critical time. Not to forget here its high expenses and the need for advanced expertise to manage its operations.

As for the latter, it is adopted by Japanese, German and Korean companies as well, the essence of which is the possibility of achieving progress through a series of relatively small steps, but with a very large cumulative effect.

Saying that the two alternatives are in contradiction makes it difficult to venture an opinion on the golden advice. The reason is that both seem extreme and there is a space between the boom and the gradual that is occupied only by the call to mix the two approaches, so that the companies' choice is mobile within the wide range that they provide. The boom is where the matter requires it, such as the need to implement high-tech mechanisms or basic re-design of production or renovation of buildings and the like for universities. The gradual improvement approach, on the other hand, provides wide opportunities for the application of TQM and the establishment of international standards requirements. Therefore, we find in this mixture the best treatment of the risks that each of them poses alone.

From the foregoing, it can be said that organizations and universities that are able to lead continuous improvements in their capabilities are the most efficient in having the opportunity to achieve the breakthrough. With the significance of the turtle and rabbit story.

This study is therefore interested in discussing the themes of change engineering efforts, when a clear vision of how the strategy of excellence is formulated is required.

## **Engineering of Change and Formulating a Strategy for Excellence**

Determining the content of the engineering of change and formulating a successful educational strategy require first addressing the content of quality as a concept and terminology and secondly stating the role of quality in improving the competitiveness of the institution. Thirdly, they require stating the concept of total quality management in institutions in general and the educational institution in particular. Fourthly and finally defining the strategy of excellence within the framework of the following sections:-

### **Quality as a Concept and Term**

It is defined as “the degree of excellence and superiority in providing the product or service” (Hutchins, 1986). It is the excellence and superiority in providing the product or service). For the quality of the concept and the term. In the Dictionary of Soviet Quality encyclopaedia, quality is defined as a set of characteristics of the product or service which determines its ability to meet the diverse needs of members of the community (Fu *et al.*, 2015) (Townsend & Gebhardt, 2019).

It defined by the European Organization for Quality Control (EOQC), as a series of properties by which a certain product is characterised. These determine its ability to meet the needs and requirements of the consumer (Fleming, J. H. et al., 2005)).

However, the well-known quality expert (Juran) sees it as the degree of suitability for use (Juran, 1985) while (Feigenbaum) finds that it represents “the comprehensive elements of production, their qualities, market services, engineering, manufacturing and maintenance (Rogers et al., 2007). It seems that with this definition, it is the beginning of attempts within the framework of the concepts of total quality management. Total Quality Management as defined by Benhardt as creating a distinct performance culture where managers and employees constantly strive to achieve the expectations and desires of the beneficiary of the good or service, with an emphasis on the performance of getting it right the first time, with maximal efficiency yet minimal cost and time (Denhardt *et al.*, 2013).

The relative modernity of the basic concepts and principles of quality in its renewed frameworks made the attempt to standardize the idiomatic language in its formative stages subject to a multifaceted diligence. This diligence is governed by the biases of specialization between engineering, management, economics and others, both theoretically and practically. Bovaird *et al.* (2009) stress that the changes in the external environment led to a change in the entrances to the interpretation of quality with the development of the environmental and societal situation. Quality according to the engineering perspective represents the degree of conformity with the specified specifications, while in the systems perspective it represents the ability to achieve organizational goals. Quality in strategic management means the degree of coordination between inputs, processes, outputs and results. This means within the consumer psychology the degree of success of the organization in meeting the needs of the customer beyond his/her expectations. Finally in the social psychological approach, it means success in achieving the emotional impact of the customer.

Based on the foregoing, the traditional concept that regards quality as “conforming to specifications” is not consistent with the new concepts that require detailed identification of the needs and desires of consumers in addition to all the beneficiary parties, and this is what we will learn about in detail later.

### **The Role of Quality in Improving Competitiveness**

Doy defines the concept of competition on the basis of what the company provides of a product or service that fulfils the desire and need of the market and the consumer (Day,



1984). Lele presented a concept in the same direction, in which he asserts that competition is the criterion by which the company advances towards cutting cost, reducing defective rejection of its product, and expanding its market share (Zink, 2012).

Skinner explains that one of the reasons for the low market share in many American business companies is due to “the focus of companies’ attention on cost and traditional concepts of productivity, as well as looking at results in the short run and neglecting strategic planning, as a reason or an obstacle to thinking about improving quality in the long run (Lim, S. et al., 2014).

In the same direction, Miller believes that quality is a strategic goal that enhances the company’s competitiveness (Mizuno, & Bodek, 2020) while there is a link between the fate of the company and its ability to achieve high quality, on the basis that this is its way to improve its competitiveness (Spetzler et al. 2016).

In this direction, we considered the approach of General Motors in 1989 when it adopted the principle that “any change can have an impact only after quality becomes part of the company’s fabric and strategy O’Sullivan, D., Rolstadås, A. et al., 2011).

In the same context, the commandments of the American Society for Quality Control (ASQC) came to American companies when it first requested them, stressing that the task of quality is one of the tasks associated with senior management and takes precedence in its responsibilities. (Gupta et al, 2014).

From the foregoing, it seems that it is settled agreement that quality represents “an administrative and strategic problem that is at the heart of the concerns of higher management and takes precedence over strategic goals,” This means that making the organization in a competitive position leads to the search for the possession of a combination that enables it to achieve the target level of quality’. Here, the congruence with the directions set by the universities before them becomes clear.

### **Total Quality Management**

Garvin (1984) points out that it is not possible to develop a date or start for quality management, and emphasizes that managers should provide a clear vocabulary through which to view it as a strategy, and know the right situation for their ability to employ quality for competitive purposes. (Eccles, 2013).

Crosby has developed an important definition of the concept consistent with what we want to reach in our analysis of linking quality to change processes, which he sees as “an organized way to ensure the activities of an industrial or service organization, aimed at preventing problems by creating orderly management behaviour (Tan, K. C. et al., 2000).

Increased interest in quality under regional and international competition pressures has led to a similar interest from managers towards changing the style of their departments if they want to build a competitive ground. It has become clear that most of them see management as a way to address quality problems and the trend towards creativity and innovation, which requires radical changes in the way they think (Harwood & Pieters, 1990). This is what we have found consistent with the contemporary trend of quality management with business organizations focusing on achieving the following goals (Patwardhan & Patwardhan, 2008).

- Promoting and fulfilling the wishes of consumers and satisfying their needs.
- Gaining and enhancing competitiveness.
- Achieving quality strategy goals.

Total quality management in the fields of industry has proven to be a significant success in achieving competitive position, as industrial companies and higher education institutions have a shared responsibility in learning and practicing comprehensive quality management. The concept of quality in education concerns all features and characteristics related to the educational field that show the extent of excellence and achievement of the results to be achieved.

It is the translation of students’ needs into specific characteristics that form the basis for the dissemination of the educational service and its provision to the beneficiaries and in accordance with their aspirations (Massy, 2016). This concept applies to higher education institutions with their specialization as explained (Gupta et al., 2014) in its definition of comprehensive quality management in: the Institution of Higher Education represented by (university) as “a set of criteria and characteristics that should be available in all elements of the university’s educational process.

Whether it is inputs, processes or outputs that meet the needs and requirements of society, the wishes and needs of learners, and are achieved through the effective use of all human and material elements of the university." The expected objective of applying the principles and theories of comprehensive quality in the field of higher education is to achieve development and bring about a process of change in the education system to be able to meet the needs of society and actively contribute to its development (Windmer & Harris, 1997).

The importance of applying quality management also stems from the importance of activating the role of individuals working in the organization and at all levels, in the direction of achieving the overall productive quality of all fields. The application process for overall quality in educational institutions requires the departments of these institutions to adhere to the philosophy of comprehensive evaluation “the justifications and importance of applying the principles of quality lie in the following points” (Bhaskar, 2018):

- The need of the university community to integrate and harmonize its different levels (university management, faculty, students, parents).
- Ambiguity of the objectives of workers in higher education institutions.
- The low level of graduates of higher education and their poor performance in educational stages as a result of the poor scientific content provided to them.
- Finding ways to diagnose the strengths and weaknesses in the areas of performance of all educational institutions, and in all its elements in order to be able to develop and improve their outcomes.
- Universities need the credibility of the beneficiaries of their services, and assess their productivity and ability to give.
- Developing the administrative, regulatory and accounting system to ensure increased productivity of its employees and achieve good reputation and beneficiary satisfaction.
- Low level of cooperation and coordination between the community and universities.
- The university needs more space to make decisions and strengthen project funding.

MacRobert (1995) emphasizes that “the application of comprehensive quality in universities has many benefits that contribute to its renaissance and sophistication. It seeks to focus efforts towards the real needs of the community. It works to create a comprehensive system through which to facilitate the control, evaluation and development of the academic and administrative performance of the university. It also contributes to spreading the spirit of cooperation and work within teams that share senior management to achieve its goals, develop its programs, and establish teamwork in an atmosphere where the understanding of duties and responsibilities is correct. Perhaps, one of the most important benefits is to achieve better services for students.

Bryson (2018) also refers to reducing cost, reducing loss, maximizing the university’s role in development, and preserving ethical values from the gains universities make from the application of comprehensive quality management.

## Strategy of Excellence

The identification of the elements of excellence that the organization can be adopted in its strategy is important for senior management and is taking into account the nature of the activities and objectives of this strategy and thus its decisions. In other words, the philosophy of senior management is the appropriate entrance to the perception of components of those elements, which is practically linked to the nature of its consideration to the issue of quality in the first place.

In this area, we should point to Crosby's philosophy, which explicitly referred to the direct responsibility of managers for poor products in many American companies. This was due to the fact that they did not wish to perform quality tasks as they wished to perform their other tasks. It is a lack of management orientation that Detoro explained for the following reasons (Zink, 2012):

- Managers feel that the subject of quality can be handled by others,
- Difficulty in determining administrative tasks in the field of quality.
- Quality decisions are made in a centralized format without the participation of employees.

Those most interested in this topic have addressed how organizations can adopt a quality strategy entitled Excellence when their programs achieve the goal of "error-free". This leads to competitiveness that enables them to win competition. In their views, they find a common foundation that represents Crosby's 14 ideas (Schroeder, 2007) whose in-depth study leads to the development of superiority factors in which we see the pivotal keys targeted by change engineering processes (Massy, 2016) as follows:

### 1) Quality Context content

Content represents the prevailing climate in the organization and represents its philosophy and culture (Rotab-Khan & Darrab, 2010) and is also the basic rules for how to behave at the most often time and are therefore the general attitude or direction of action (Don, 1986).

Thus, when you see quality as an essential strength in its strategy, it takes to generate high levels of cooperation and cohesion. The reason is that this will create a regulatory commitment as well as a desire to follow the instructions and procedures stipulated (Steven, 1996). Therefore, achieving the essence of the characteristics of quality content as a factor of excellence requires a change in position in the organization in the following directions:

- A. Quality must become a way of working.
- B. Quality must be the responsibility of senior management and all departments and employees.
- C. Quality must turn into strategic thinking that leads to the creation of a competitive advantage.
- D. Everyone should see quality as important for development and improvement.

## 2) Empowering People

The administration's success in having the ability to influence organizational behaviour depends on achieving a positive balance in the role of the contributions required of each individual within the organization to achieve its personal objectives (Peters & Austin, 1985). Thus, empowerment under its concept of giving employees the authority to carry out the required work depending on their location within the organizational structure, will gain the effectiveness that makes management practices the effective tool in supporting quality strategies to improve competitiveness.

This underscores the need for individuals to contribute to supporting quality activities through the skill and experience they acquire through training, and to provide them with information and moral support to enable them to contribute to the development of those activities (Kanter, 2017). It also highlights the need of employees at all organizational levels to adhere to the concepts of team work and cooperation (Daft, 2010).

Empowering employees requires a balance between their need for discretion and the amount of responsibility they bear to perform, allowing them to interact mentally and emotionally with senior management and therefore the change required can be made in the following directions:

1. Providing the appropriate facilities and capabilities for quality development.
2. Requiring employees to master the work they do from the first time.
3. Deepening awareness and spreading it, encouraging quality teams and distinguishing those who are prominent among them.
4. Requiring employees to detect problems and obstacles to reaching the target quality level.
5. Adopting reverse feeding method between employees and senior management in the development of quality plans and policies.
6. Providing employees with contemporary trends in quality through training and learning.

### 3) Quality Communications

Communications often take two directions, the first being in the framework of cooperation, including “receiving information, providing advice and proposals, the right to be frank and object to resolutions, and the second being dialogue, to include the veto power of resolutions” (Christensen & Eyring, 2011).

Therefore, communication activity, decisions or rejection of decision-making participation among employees enhances community cohesion and creates a clear direction for everyone to contribute to the development of goals, plans and work to implement them in a team spirit.

Accordingly, the targeted change to reflect the content of communications as an element of the superiority strategy is aimed at:

- Generating a sense of cooperation and spirit with the aim of expanding opportunities for interaction between employees and senior management.
- Adopting dialogue and discussion between departments and employees as well as with senior management to analyse obstacles and problems and find solutions through the maximum use of interactive experiences.
- Taking advantage of communication opportunities between employees and senior management to create quality awareness.

### 4) Eliminating Barriers

Most quality programs face a number of limitations and obstacles, including looking at results in short terms and limiting some programs to addressing deviations after they occur and many more. These led to low performance levels in light of the management’s poor commitment to quality strategically as we presented about it the implications of winning competition through the gate of excellence. In total, there are a set of requirements that need to be met in order to remove the obstacles. These requirements are required to bring about the change required including the following:

- Changing the perception of quality from being the responsibility of a specific entity or department in the company, as all employees and departments must contribute to the achievement of their tasks (Townsend & Gebhardt, 2019).
- Changing the misconception among some departments that inspection is at the heart of the task of achieving quality. This requires a change in their perception of the nature of their tasks and philosophy in the first place.

- Accepting change where the goal is to improve quality and develop production.

What we have presented earlier is not exclusive account of the elements of excellence placed in the engineering of change, as it is possible to look towards the discovery of other elements in the light of the data of the environment and the dynamics of its different variables under the shadow of competitions occurring under the influence of successive technological developments. What is important here, however, is to recognize the need for change as a way to employ those elements and to possess the characteristics of excellence by formulating a strategy of excellence.

## **Conclusions and Recommendations**

### **Conclusions**

Applying the total quality management input in education is a key requirement at present if the educational institution is to strengthen its administrative and organizational capabilities to adapt and respond to the requirements of rapid changes in the elements of the external environment, ensuring sustainable community development. This requires the departments of educational institutions to review the methods and approaches used in conducting the activities of their different units at all levels, and to seek a qualitative shift in the development of the planning process itself. It also requires them to ensure that the best has already been achieved in formulating serious trends and successful and distinct experiences in the application process. This can be done through improving their operations and operational activities and enabling them to meet the diverse challenges facing higher education institutions, and the importance of the strategic objectives imposed by those challenges.

It seems that the continuous criticism of the theories put forward to address the crisis of universities and the search for excellence is something to which we do not see an end. Rather, it generally tends towards crystallizing clear perceptions that limit the extremism of options and the resulting risks. Not everyone agreed on the availability of individual theories of organizational change, nor re-engineering or even continuous improvement to provide ideal solutions to the problems of organizations and their differences. This is the case despite the absolute recognition of the need for change in light of the dilemma of the need for excellence, which found in quality a pivotal title and a decisive option.

The scientific root of quality as a strategic option aimed at achieving excellence through the concept of change management, and universities are not suitable for waiting. We found in our theoretical discussions with field allowances, an opportunity to launch our

conclusion, that the engineering of change is a holistic concept that accommodates ideas of organizational change and reengineering through a strategic boom. This includes events of radical changes in the organizational construction of universities so that they can address the problems and cracks that hinder their development and catch up with international universities.

Universities seek to improve quality for a number of reasons, some of which are related to their professional responsibility towards society, as they are committed to provide their services to a wide segment of beneficiaries. Therefore, they must use the latest technologies and modern methods to develop their services and improve their competitive position in today's work environment. There is also a moral obligation to the beneficiaries of its services in its continuous pursuit of the best educational service, in addition to the competitive reasons that force it to develop strategies that distinguish it from its competitors and quality may be the factor of differentiation and superiority.

### **Recommendations**

Since the area of interest of our research does not extend to the establishment of a critical study of these theories, it is necessary to point out the importance of recognizing the idea of organizational change and adopting holistic analysis. This is to build appropriate options in the light of the data and requirements of strategic planning and the need to have an integrated vision that combines behavioural, economic and social aspects on the one hand and financial and regulatory pressures in the internal environment on the other. This allows for a balanced position between the regulatory environment and the vision of planning.

It is necessary for universities to realize the importance of achieving competitive stability goes beyond the current successes achieved by their departments by asking fundamental questions about what they can do in practice while taking care to stay away from the spirit of tradition and simulation of the models of international universities. Rather, they should seek to apply all the new entrances and techniques that enhance their potential to adapt to today's working environment diverse applications and their way of mutation and other alternative so its leaders have no choice but to resorting to a strategic boom.

University departments should be aware of the need for continuous improvements and quality is the goal and means of excellence. Therefore, engineering of change according to what we have offered it can be a gateway to formulating a strategy of excellence and quality and its departments must be appropriately courageous and must prepare everything that allows it to achieve this goal.



Quality in universities is a philosophy and methodology that needs to be applied to the availability of support and correct understanding by senior departments as the ability to change is a fundamental administrative adequacy and without its availability workers will not be able to work effectively in today's organizations. At the same time, there is an equally important role for other organizational levels in the organization, and therefore the need for a strong organizational culture that encourages change and development emerges.

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