

**Stakeholder Satisfaction Driven Quality Management in Higher Education**

How the voice of stakeholders can be considered to improve Quality Management Systems of Higher Education Institutions

Gdańsk, 2025

# Stakeholder Satisfaction Driven Quality Management in Higher Education

# Abstract

# INTRODUCTION [10-15]

## Background on Higher Education Management (JPSZ) [2-3]

## The Role of Stakeholders in Higher Education (JPSZ) [2-3]

**1. Introduction: Reframing Quality Through a Stakeholder Lens**

📝 **Target: ~100–120 words**

**Focus:**

* Open with the changing context of higher education (complexity, accountability, evolving societal needs).
* Emphasize that *quality* is no longer a closed, internal function but shaped by diverse actors.
* State the **purpose** of the chapter clearly:

*“This chapter introduces the role of stakeholders in higher education quality management, explaining why their inclusion is essential to building responsive and sustainable institutions.”*

**2. Understanding Stakeholders and Their Influence**

📝 **Target: ~150–170 words**

**Focus:**

* Define who stakeholders are in the HEI context: students, staff, alumni, employers, funders, society.
* Explain how each group interacts with institutions and evaluates “quality” from different standpoints.
* Introduce the idea that this diversity adds complexity but also value to the quality management process.
* Include a **short example**, e.g., students contributing to course design, employers shaping curriculum relevance.

**3. Why Stakeholder Engagement Matters for Quality Management**

📝 **Target: ~180–200 words**

**Focus:**

* Explain that traditional quality assurance (focused on internal compliance or performance) is insufficient.
* Introduce **Total Quality Management (TQM)** principles (continuous improvement, inclusion, systems thinking).
* Link to **stakeholder theory** (Freeman) and **ISO 21001** (Clause 4.2, etc.) to show how modern standards embed stakeholder engagement.
* Highlight that institutions that listen and adapt to stakeholder feedback foster legitimacy, trust, and relevance.

**4. Looking Ahead: Stakeholders as Strategic Partners in Quality**

📝 **Target: ~100–120 words**

**Focus:**

* Argue that stakeholder input should be integrated not just during evaluation, but in planning and strategy.
* Emphasize the **leadership role** in building inclusive systems and quality culture.
* End with a **forward-looking sentence** linking to upcoming chapters (e.g., stakeholder theory, communication, quality systems):

*“The following chapters will explore how institutions can build systems that not only meet quality standards but co-create them with those they serve.”*

## Importance of Stakeholders Satisfaction (JPSZ) [2-3]

**1. Introduction: Satisfaction as a Quality Indicator**

📝 *Target: 80–100 words*

**Focus:**

* Briefly define *stakeholder satisfaction*.
* Link it to *quality management frameworks* (TQM, ISO 21001).
* Establish the argument that satisfaction is not only a subjective feeling, but a **measurable and strategic dimension of quality**.
* End with a purpose statement:

*“This section explores the importance of stakeholder satisfaction in higher education, with attention to its role in shaping institutional performance, legitimacy, and long-term improvement.”*

**2. What Does Stakeholder Satisfaction Mean in HEIs?**

📝 *Target: 130–160 words*

**Focus:**

* Show that satisfaction varies across stakeholder groups (students, staff, employers, funders).
* Satisfaction may relate to **service quality**, **learning outcomes**, **communication**, **support**, **inclusivity**, or **relevance**.
* Emphasize that HEIs face a challenge in **balancing** often conflicting stakeholder expectations.
* Mention that **perceived satisfaction is closely tied to institutional reputation, retention, and credibility**.

**3. Why Satisfaction Matters for Quality Management**

📝 *Target: 180–200 words*

**Focus:**

* Explain how satisfaction drives **continuous improvement** and **organizational learning**.
* Show links to TQM: customer focus, feedback-driven processes, long-term commitment.
* Cite ISO 21001’s focus on *interested parties* (e.g., Clause 9.1 on monitoring satisfaction).
* Note how **unmet expectations** may lead to:
  + Student attrition
  + Public criticism
  + Reduced funding or partnerships
  + Low staff engagement

**4. Monitoring and Acting on Satisfaction**

📝 *Target: 120–140 words*

**Focus:**

* Outline typical mechanisms: surveys, focus groups, alumni tracking, employer consultations.
* Emphasize the difference between **measuring** and **managing** satisfaction.
* Discuss the need for **responsive systems** (feedback loops, actionable planning).
* Mention challenges in **quantifying satisfaction in complex services**.

**5. Conclusion: A Pillar of Stakeholder-Oriented Quality**

📝 *Target: 50–70 words*

**Focus:**

* Reiterate satisfaction as a core metric in modern HEI quality systems.
* Highlight that **satisfaction reflects both values and effectiveness**.
* Prepare the reader for the next chapter (e.g., tools for stakeholder analysis or satisfaction measurement frameworks).

**✅ Summary Table**

|  |  |  |
| --- | --- | --- |
| Section Title | Target Word Count | Key Focus |
| 1. Introduction | 80–100 | Define satisfaction as a quality element; set the purpose |
| 2. What Satisfaction Means in HEIs | 130–160 | Variation across stakeholder groups; multidimensional concept |
| 3. Why Satisfaction Matters | 180–200 | Strategic value; risks of neglect; quality alignment |
| 4. Monitoring and Acting on Satisfaction | 120–140 | Tools, feedback loops, measurement vs. action |
| 5. Conclusion | 50–70 | Reaffirm satisfaction’s centrality; link to next subchapter |

## Overview of Quality Management in Higher Education (PGR)

## Objectives and Structure of the Monograph (PGR)

# Understanding Stakeholder Satisfaction in Higher Education [25-30]

## Definition of Stakeholders in Higher Education (JPSZ) [7-8]

**1. Introduction: Why Stakeholders Matter in Higher Education**

📝 *Target: 250–300 words*

**Focus:**

* Introduce stakeholder theory as a **critical framework** in understanding HEI governance and performance.
* Highlight the shift from internalist quality assurance to **stakeholder-inclusive quality culture**.
* Pose the central question: *"Who are stakeholders in higher education—and how do we define and prioritise them?"*
* Outline the structure of the subchapter.

**2. Theoretical Underpinnings of Stakeholder Theory**

📝 *Target: 400–500 words*

**Focus:**

* Present a **brief history** of stakeholder theory:
  + **Freeman (1984)** – foundational definition
  + Evolution into strategic and normative streams
* Application to **non-profit and public sectors**, especially education (cf. Donaldson & Preston, Mitchell et al.)
* Discuss tensions between **shareholder vs. stakeholder models** and **corporate vs. civic missions** of HEIs.
* Include a comparison table: *Strategic vs. Normative Stakeholder Approaches in HE*

**3. Stakeholders in the Context of Higher Education Institutions**

📝 *Target: 600–700 words*

**Focus:**

* Deep dive into stakeholder types:
  + **Internal:** students, academic staff, non-academic staff, management, faculty unions
  + **External:** alumni, employers, parents, funding bodies, accreditation agencies, government, community partners, partner HEIs
* Discuss **direct vs. indirect**, **primary vs. secondary**, and **active vs. passive** stakeholders
* Use a **visual stakeholder matrix or map** (e.g., salience model)
* Discuss **competing interests** and how HEIs navigate these tensions (e.g., balancing student-centeredness with research excellence agendas)

**4. The Dynamic and Contextual Nature of Stakeholder Identification**

📝 *Target: 400–500 words*

**Focus:**

* Argue that stakeholder identities and relevance vary depending on:
  + Institutional type (public vs. private, research vs. teaching-focused)
  + Mission (e.g., local service vs. internationalisation)
  + Time (strategic plans evolve)
* Discuss tools like:
  + **Mitchell’s stakeholder salience model**
  + **Power–Interest grid**
* Add a case example: stakeholder mapping in a specific university initiative (e.g., curriculum reform)

**5. Challenges in Defining Stakeholders in HEIs**

📝 *Target: 300–400 words*

**Focus:**

* Discuss practical and conceptual challenges:
  + Ambiguity in defining “student as customer”
  + Stakeholders with conflicting expectations
  + Overlooked or underrepresented groups (e.g., adjunct faculty, local communities)
* Brief note on **ethical responsibility vs. strategic interest**

**6. Conclusion: Toward a Stakeholder-Responsive HEI Framework**

📝 *Target: 150–200 words*

**Focus:**

* Summarise key points
* Emphasise that **defining stakeholders is not a one-time task** but a process
* Prepare for the next subchapter: understanding stakeholders' **needs and expectations**

**✅ Summary Table of Sections**

| Section Title | Word Count Target | Key Elements Included |
| --- | --- | --- |
| 1. Introduction | 250–300 | Context, importance, framing questions |
| 2. Theoretical Underpinnings | 400–500 | Freeman, strategic/normative theory, nonprofit sector adaptations |
| 3. HEI Stakeholder Categories | 600–700 | Typology, examples, mapping models |
| 4. Stakeholder Dynamics and Tools | 400–500 | Context dependency, stakeholder salience, mapping models |
| 5. Challenges in Definition | 300–400 | Conceptual tensions, ethical vs. strategic prioritisation |
| 6. Conclusion | 150–200 | Recap, transition to needs/expectations |

## Key Stakeholder Groups for HEI (JPSZ) [7-8]

* **1. Introduction: From Stakeholder Definition to Stakeholder Mapping**

📝 *Target: 150–200 words*

**Focus:**

* Link to Subchapter 2.1: *“Now that we have defined stakeholders, who exactly are they in the context of HEIs?”*
* Emphasize the **need for structured stakeholder identification** to inform quality and engagement strategies.
* Introduce typologies (internal/external, direct/indirect, active/passive) to be used throughout the subchapter.
* **2. Internal Stakeholders of HEIs**

📝 *Target: 450–550 words*

**Focus:**  
Detailed descriptions of **internal stakeholder groups**, their roles, interests, and contribution to HEI quality:

* **2.1 Students**
* Primary service users and co-creators of value
* Variation by level: undergraduate, graduate, doctoral, part-time, international
* Satisfaction areas: teaching quality, support services, employability
* **2.2 Academic Staff**
* Lecturers, researchers, supervisors
* Role in curriculum delivery, research, mentoring
* Dual role: service provider and stakeholder
* **2.3 Non-Academic / Administrative Staff**
* Managers, support services, IT, HR
* Their satisfaction and engagement affect service delivery quality
* **2.4 Institutional Leadership**
* Rectors, deans, department heads
* Strategic vision, stakeholder coordination, and policy-making
* **3. External Stakeholders of HEIs**

📝 *Target: 500–600 words*

**Focus:**  
Detailed overview of **external stakeholders**, categorized by relationship strength and influence:

* **3.1 Alumni**
* Represent long-term value output of HEIs
* Involved in branding, mentorship, donations, reputation
* **3.2 Employers and Industry Partners**
* Concerned with graduate preparedness, innovation, skills alignment
* Influence curricula, internships, lifelong learning
* **3.3 Government and Regulatory Bodies**
* Ministries, accreditation agencies, funders
* Policy compliance, funding priorities, quality assurance alignment
* **3.4 Civil Society and Local Community**
* NGOs, citizens, municipal governments
* Social responsibility, inclusion, cultural partnerships
* **3.5 Other Educational and Research Institutions**
* Cooperation in research, networks, mobility programs
* Also include *peer competition and benchmarking*
* **4. Stakeholder Roles and Influence: A Comparative Matrix**

📝 *Target: 200–250 words + table*

**Focus:**

* Introduce a **Stakeholder Influence–Interest Matrix**
* Classify stakeholders by:
  + **Power to influence decisions**
  + **Level of interest in HEI performance**
* Visual: Table or grid with examples per quadrant
* **5. Overlapping Roles and Role Ambiguity**

📝 *Target: 200–300 words*

**Focus:**

* Some stakeholders occupy **multiple roles**:
  + A PhD student may be both student and junior staff
  + Alumni may also be employers or donors
* Discuss **blurring of boundaries** and its impact on communication and satisfaction strategies
* Acknowledge **role ambiguity and tension** (e.g. students as customers vs. learners)
* **6. Summary and Transition to Stakeholder Needs (Subchapter 2.3)**

📝 *Target: 100–150 words*

**Focus:**

* Recap importance of identifying and categorizing stakeholders
* Emphasize diversity of expectations and involvement
* Prepare reader for **next subchapter**, which focuses on analysing **stakeholder needs and expectations** as the next step in building satisfaction frameworks
* **✅ Visual & Content Enhancements (Optional but Recommended)**
* **Figure:** Stakeholder Typology Map (Internal vs. External)
* **Table:** Stakeholder Group vs. Main Interests/Influence
* **Matrix:** Power–Interest Stakeholder Grid (based on Mitchell et al., 1997 or similar)
* **✅ Summary Table**

| Section Title | Word Count Target | Key Focus |
| --- | --- | --- |
| 1. Introduction | 150–200 | Bridge from stakeholder definition to identification |
| 2. Internal Stakeholders | 450–550 | Deep dive into student, staff, leadership roles |
| 3. External Stakeholders | 500–600 | Alumni, employers, government, society, peer institutions |
| 4. Influence–Interest Matrix | 200–250 | Map roles by strategic importance and involvement |
| 5. Overlapping Roles and Role Ambiguity | 200–300 | Complexity and dual-identity cases in stakeholder management |
| 6. Summary and Transition | 100–150 | Prepare for stakeholder needs/satisfaction analysis |

## Expectations and Needs of Stakeholder Groups (JPSZ) [6-7]

* **1. Introduction: From Stakeholder Identity to Stakeholder Expectations**

📝 *Target: 150–200 words*

**Focus:**

* Connect to subchapters 2.1 and 2.2: *Once stakeholders are defined and identified, understanding their expectations is the next step toward building satisfaction.*
* Introduce key terms:
  + **Needs** = fundamental or functional requirements
  + **Expectations** = perceived standards, often shaped by experience or reputation
* Emphasize their role in **shaping perceived quality and satisfaction** (Grönroos, SERVQUAL, TQM)
* **2. Theoretical Approaches to Stakeholder Needs and Expectations**

📝 *Target: 350–400 words*

**Focus:**

* Introduce theoretical frameworks:
  + **SERVQUAL Gap Model**: difference between expected and perceived service
  + **Grönroos Model**: technical vs. functional quality, and their effect on expectations
  + **Disconfirmation theory**: satisfaction = performance – expectation
* Discuss role of **institutional reputation, past experience, and communication** in shaping expectations
* Link expectations to **stakeholder satisfaction** and **perceived legitimacy** of the institution
* **3. Core Expectations of Key Internal Stakeholders**

📝 *Target: 450–550 words*

**Focus:**

* **3.1 Students**
* Quality of teaching, relevance of curriculum, support services, employability, flexibility
* Inclusion, digital tools, well-being, responsiveness
* **3.2 Academic Staff**
* Autonomy, recognition, fair workload, research support, governance participation
* **3.3 Administrative Staff**
* Role clarity, career development, inclusion in decision-making, resource availability
* **3.4 Institutional Leaders**
* Strategic alignment, performance outcomes, stakeholder cooperation, system flexibility

Include **table summarizing expectations vs. needs** for internal groups.

* **4. Core Expectations of Key External Stakeholders**

📝 *Target: 450–550 words*

**Focus:**

* **4.1 Alumni**
* Lifelong learning, alumni networks, recognition, employability reflection
* **4.2 Employers & Industry**
* Work-ready graduates, soft skills, collaboration, responsiveness to labour market trends
* **4.3 Government & Accreditation Agencies**
* Accountability, efficiency, alignment with national priorities, compliance
* **4.4 Local Communities and Society**
* Social inclusion, civic responsibility, knowledge transfer, accessibility

Include **short case examples or boxed quotes** from HEI stakeholder surveys or reports.

* **5. Gaps, Tensions, and Conflicts Between Expectations**

📝 *Target: 300–400 words*

**Focus:**

* Show how some expectations may **conflict or diverge**:
  + Students’ need for flexibility vs. staff’s need for structure
  + Research intensity vs. teaching quality
  + Academic autonomy vs. employer-driven curricula
* Use examples to illustrate challenges in **balancing conflicting stakeholder demands**
* Introduce the idea of **stakeholder negotiation** or **prioritization frameworks**
* **6. Conclusion: From Understanding Expectations to Managing Satisfaction**

📝 *Target: 100–150 words*

**Focus:**

* Recap: expectations and needs are **inputs** into the **design of quality systems**
* Reinforce their importance for:
  + Institutional legitimacy
  + Strategic alignment
  + Continuous improvement
* Prepare reader for next section (e.g. measuring satisfaction or feedback tools)
* **✅ Visual & Content Enhancements (Optional but Recommended)**
* **Table 1:** Internal Stakeholders – Expectations vs. Needs Matrix
* **Table 2:** External Stakeholders – Expectations Summary
* **Figure:** Tension Points Map – Stakeholder Needs in Conflict
* **Quote Boxes:** Example stakeholder feedback comments (real or stylised)
* **✅ Summary Table**

| **Section Title** | **Target Word Count** | **Key Focus** |
| --- | --- | --- |
| 1. Introduction | 150–200 | Define needs vs. expectations; connect to satisfaction |
| 2. Theoretical Approaches | 350–400 | SERVQUAL, Grönroos, disconfirmation theory |
| 3. Expectations of Internal Stakeholders | 450–550 | Students, staff, leadership |
| 4. Expectations of External Stakeholders | 450–550 | Employers, alumni, government, society |
| 5. Gaps, Tensions, and Conflicts | 300–400 | Contradictory expectations, prioritisation challenges |
| 6. Conclusion | 100–150 | Link expectations to satisfaction frameworks |

## Methods for Measuring Stakeholder Satisfaction (JPSZ) [6-7]

Descriptions of different methods with the focus on the research based on the thesis

Summary of the chapter 2.

* **1. Introduction: Why Measure Stakeholder Satisfaction in HEIs?**

📝 *Target: 150–200 words*

**Focus:**

* Establish the importance of **monitoring satisfaction** for quality assurance, accountability, improvement, and strategic management.
* Emphasize that HEIs serve **multiple stakeholder groups**, requiring **diverse measurement approaches**.
* Brief mention of the link between satisfaction, **institutional reputation**, and **long-term performance**.
* **2. Theoretical Foundations of Satisfaction Measurement**

📝 *Target: 300–400 words*

**Focus:**

* Present the conceptual background for measuring satisfaction:
  + **SERVQUAL model** (Parasuraman et al.) — expectation vs. perception
  + **Grönroos Model** — technical vs. functional quality
  + **Disconfirmation Theory** — satisfaction as the gap between expected and perceived value
* Clarify the distinction between:
  + **Satisfaction vs. Quality**
  + **Objective indicators vs. subjective perceptions**

Include diagram comparing the three models (optional visual aid).

* **3. Quantitative Methods of Measuring Stakeholder Satisfaction**

📝 *Target: 500–600 words*

**Focus:**  
Present commonly used **quantitative tools** and their applicability to different stakeholder groups.

* **3.1 Surveys and Questionnaires**
* Design principles (clarity, reliability, anonymity)
* Targeted surveys for students, staff, alumni, employers
* Use of **Likert scales**, **gap analysis**, or **index scores**
* **3.2 Satisfaction Indices**
* **CSI (Customer Satisfaction Index)** adapted for HEIs
* **Net Promoter Score (NPS)** — "Would you recommend this university?"
* Application pros and cons for education sector
* **3.3 Institutional Dashboards**
* Use of aggregated KPIs
* Longitudinal satisfaction tracking

✅ **Table:** Sample satisfaction metrics by stakeholder group

* **4. Qualitative and Mixed-Methods Approaches**

📝 *Target: 400–500 words*

**Focus:**  
Highlight **non-numerical methods** useful for deeper insights or when dealing with complex stakeholder identities.

* **4.1 Interviews and Focus Groups**
* Stakeholder-specific formats
* Thematic analysis of expectations, concerns, and recommendations
* **4.2 Case Studies and Narratives**
* In-depth understanding of stakeholder journeys and touchpoints
* Use in accreditation and quality reviews
* **4.3 Mixed Methods**
* Combining surveys with interviews for validation
* Examples of **triangulation** in stakeholder satisfaction studies
* **5. Digital Tools and Innovations in Satisfaction Measurement**

📝 *Target: 300–400 words*

**Focus:**

* Use of **Learning Analytics**, **Student Information Systems**, and **CRM platforms**
* Real-time satisfaction tracking via mobile apps or feedback kiosks
* AI/NLP for analysing **open-text feedback** and sentiment analysis
* Challenges: data privacy, overload, interpreting sentiment reliably
* **6. Limitations and Considerations in Satisfaction Measurement**

📝 *Target: 200–300 words*

**Focus:**

* Discuss **biases**, **response rates**, **cultural differences**, and **over-simplification** of satisfaction
* Tensions between **short-term satisfaction** and **long-term educational impact**
* Risk of "instrument fatigue" among respondents
* **7. Conclusion and Transition to Engagement Strategies**

📝 *Target: 100–150 words*

**Focus:**

* Recap importance of multi-method, stakeholder-sensitive approach
* Emphasize that **measuring satisfaction is a starting point** for stakeholder engagement and continuous improvement
* Prepare reader for next chapter/subchapter (e.g. stakeholder communication or strategic responses)
* **✅ Summary Table**

| **Section Title** | **Target Word Count** | **Key Focus** |
| --- | --- | --- |
| 1. Introduction | 150–200 | Importance of satisfaction measurement in HEIs |
| 2. Theoretical Foundations | 300–400 | SERVQUAL, Grönroos, Disconfirmation Theory |
| 3. Quantitative Methods | 500–600 | Surveys, indices, dashboards |
| 4. Qualitative and Mixed Methods | 400–500 | Interviews, focus groups, case studies |
| 5. Digital Tools and Innovations | 300–400 | AI, sentiment analysis, real-time feedback |
| 6. Limitations and Considerations | 200–300 | Response biases, cultural challenges, risks of misinterpretation |
| 7. Conclusion | 100–150 | Summary and forward link to engagement/action |

**1. Reaffirming the Central Role of Stakeholder Satisfaction in HEIs**

📝 *Target: 100–150 words*

**Focus:**

* Recap why understanding stakeholder satisfaction is fundamental for modern HEIs.
* Emphasize how stakeholder satisfaction is tied to **quality**, **accountability**, **strategic development**, and **reputation**.
* Acknowledge the **pluralism** and **interdependence** of stakeholder relationships.

💡 *Example phrasing:*

Stakeholder satisfaction is no longer a supplementary metric in higher education—it has become a central criterion for assessing the relevance, adaptability, and overall performance of HEIs.

**2. Summary of Key Insights from the Chapter**

📝 *Target: 250–300 words*

Break down the core findings from each of the four subchapters:

**2.1 Definition of Stakeholders in Higher Education**

* Stakeholders are not passive observers but active participants in shaping educational quality.
* Definitions must reflect the **complex, multi-role identities** within the HEI environment.

**2.2 Key Stakeholder Groups**

* Categorization into **internal and external** groups: students, staff, alumni, employers, policymakers, and society at large.
* Recognition of overlapping roles (e.g., a graduate who is also a parent, employer, and donor).

**2.3 Expectations and Needs**

* Stakeholder expectations vary significantly and are sometimes in conflict.
* Theories like SERVQUAL, Grönroos, and stakeholder theory help map these differences.
* Understanding expectations is a **strategic necessity** for ensuring alignment and satisfaction.

**2.4 Methods for Measuring Satisfaction**

* Use of **quantitative** (e.g., CSI, NPS), **qualitative**, and **digital tools**.
* Importance of a **multi-method approach** and sensitivity to **data interpretation**.
* Measurement is not an end in itself but a basis for **feedback and improvement**.

**3. Integrative Reflection: Complexity as Opportunity**

📝 *Target: 100–150 words*

**Focus:**

* Emphasize the **complexity and richness** of stakeholder networks as a strategic asset—not a barrier.
* Acknowledge the **difficulty in balancing diverse needs**, but also the **institutional resilience** gained by doing so.
* Connect back to broader quality management philosophy (TQM, ISO 21001, stakeholder theory).

💡 *Suggested phrasing:*

The complexity of stakeholder satisfaction may challenge institutional management, but it also offers unparalleled opportunities for innovation, trust-building, and long-term legitimacy.

**4. Implications and Link to Next Chapter**

📝 *Target: 100–200 words*

**Focus:**

* Indicate how insights from Chapter 2 lay the groundwork for the next steps in stakeholder-focused quality management.
* Mention upcoming topics (e.g., engagement strategies, leadership roles, or stakeholder-centered governance).
* Reinforce that **understanding** precedes **engagement** and **transformation**.

💡 *Suggested phrasing:*

With a strong conceptual and methodological foundation in place, the next chapter explores how HEIs can actively engage stakeholders, co-create quality initiatives, and lead through inclusive and participatory governance.

# Foundations of Quality Management [40-60]

## The Concept of Quality (PGR)

## Category of Excellence (PGR)

## The Quality Assurance Approach (PGR)

## Quality Culture (PGR)

# Quality Management Concepts and Methodologies for Higher Education [40-60]

## Total Quality Management (TQM) as the Basis of Improvement (PGR)

## Lean Management (PGR)

## Six Sigma and Lean Six Sigma (PGR)

## Normative Management Systems (PGR)

# Applying Quality Management to Enhance Stakeholder Satisfaction [30-40]

* **1. Contextual Bridge: From Principles to Practice**

*Approx. 100–120 words*

* Recap the logic of earlier chapters (Ch. 2–4):
  + Stakeholder theory → Understanding satisfaction → Foundations of quality management → Key methodologies (TQM, Lean, Six Sigma, ISO).
* State that **Chapter 5 shifts the focus** from theoretical and conceptual exploration to **practical implementation**.
* Highlight that stakeholder satisfaction is now seen as a **strategic objective**, not just a byproduct.

🔍 *Key phrase suggestion:*  
"With stakeholder expectations increasingly shaping the identity and value proposition of Higher Education Institutions, the strategic application of quality management tools becomes not only desirable, but essential."

* **2. Core Objective of the Chapter**

*Approx. 70–90 words*

* Explain that the chapter presents how **quality management tools and frameworks can be tailored** to meet diverse stakeholder needs.
* Emphasize integration, strategic alignment, and evidence-based improvement as central themes.
* Stakeholder satisfaction will be treated both as a **guiding principle** and as a **performance outcome**.
* **3. Key Issues and Tensions to Be Addressed**

*Approx. 120–150 words*

* Introduce practical tensions:
  + Standardization vs. flexibility
  + Internal process focus vs. external stakeholder responsiveness
  + Short-term satisfaction vs. long-term value creation
  + Compliance vs. innovation
* Mention the challenges of integration (multiple systems, cultures, expectations).
* Pose key guiding questions the chapter will help answer:
  + How can HEIs balance diverse stakeholder expectations?
  + What does it mean to embed satisfaction into quality culture?
  + What tools and strategies have proven effective?

## Aligning Quality Management Approaches with Stakeholder Needs (JPSZ) [7-9]

Stakeholders analysis methods and tools

Communication methods and strategies with various stakeholders

* **1. Introduction: The Imperative of Alignment**

**(Approx. 300–400 words)**

* Briefly introduce why aligning quality management (QM) with stakeholder needs is critical in HEIs.
* Explain the shift from internal QA focus to stakeholder-driven excellence.
* Reference back to Chapters 3 and 4: theoretical foundations and QM tools now being applied purposefully.  
  ***Focus:*** The ‘why’ of alignment – strategic and operational relevance.
* **2. Stakeholder-Centered Quality Thinking in Higher Education**

**(Approx. 500–600 words)**

* Overview of key stakeholder groups (brief recap from Chapter 2): students, staff, alumni, employers, policymakers, society.
* Discuss what “value” and “quality” mean from these stakeholders’ perspectives.
* Connect to Grönroos’ and SERVQUAL’s concepts of perceived quality and satisfaction.
* Highlight tension or trade-offs in satisfying diverse needs.  
  ***Focus:*** Perceptions of quality differ; alignment requires understanding those views.
* **3. Adapting Quality Management Approaches to Meet Stakeholder Needs**

**(Approx. 900–1000 words)**

* Map key quality management approaches (TQM, Lean, Six Sigma, ISO 21001) to specific stakeholder expectations.
* **Examples:**
  + **TQM:** Long-term stakeholder trust, student voice in curriculum design.
  + **Lean:** Removing inefficiencies in student service delivery (e.g. admin processes).
  + **Six Sigma:** Improving accuracy and timeliness in credentialing or feedback.
  + **ISO 21001:** Clause 4.2 – identifying and responding to needs of “interested parties.”
* Discuss case examples or pilot initiatives in HEI settings (real or illustrative).  
  ***Focus:*** Translating QM tools into actionable practices responsive to stakeholders.
* **4. Integration Challenges and Enablers**

**(Approx. 500–600 words)**

* Explore barriers to alignment: bureaucratic inertia, unclear stakeholder definitions, resource limitations.
* Cultural misfit between industrial QM models and academic freedom/values.
* Role of leadership, communication, and data in enabling alignment.
* Need for an integrated stakeholder-QM strategy.  
  ***Focus:*** Why alignment doesn’t happen automatically and how to enable it.
* **5. Measuring the Impact of Alignment**

**(Approx. 400–500 words)**

* Link QM alignment to stakeholder satisfaction indicators (CSI, NPS, custom feedback tools).
* Discuss role of dashboards, key performance indicators (KPIs), and satisfaction loops.
* Introduce feedback integration cycles (link to SSDQM Model from earlier chapters if applicable).  
  ***Focus:*** Ensuring continuous improvement based on real stakeholder data.
* **6. Conclusion: Toward a Stakeholder-Driven Quality Paradigm**

**(Approx. 150–200 words)**

* Recap the necessity and strategic benefit of aligning QM with stakeholder needs.
* Set the stage for following subchapters on implementation and institutional case studies.  
  ***Focus:*** Summarize and reinforce the alignment as a defining requirement of modern HEI quality.

## Integration of Quality Management Systems in Higher Education Institutions (JPSZ) [7-9]

Key factors for stakeholder management integration into management system (quality management system)

* **1. Introduction: The Rationale for Integration**

📝 *Approx. 300–400 words*

* Why integration is necessary: avoid duplication, reduce fragmentation, ensure consistency.
* The rising complexity of stakeholder expectations and external regulations.
* Growing need for strategic alignment between internal processes and external standards (e.g. ISO 21001, ESG, national QA).
* Preview of the subchapter’s logic: from fragmentation to cohesion.
* **2. Overview of Quality Management Systems Relevant to HEIs**

📝 *Approx. 500–600 words*

* **Normative Systems**: ISO 9001, ISO 21001:2018 (Educational Organization Management Systems), ESG Standards and Guidelines for Quality Assurance in the EHEA.
* **Methodological Frameworks**: TQM, Lean, Six Sigma, EFQM, Balanced Scorecard.
* **Institutional QA systems**: internal audit, performance reviews, accreditation frameworks (international and national).
* Key features, overlaps, and distinctions.

🔍 *Optional Table:* Comparison of QMS types by scope, purpose, stakeholder orientation, and alignment needs.

* **3. Principles and Models of System Integration**

📝 *Approx. 600–700 words*

* **Definition of system integration** in quality management (technical, cultural, and strategic levels).
* Integration models from industry and their adaptation to HEIs.
* The **Process Approach**: mapping academic and support processes across systems.
* Role of **PDCA/continuous improvement cycles** in linking systems.
* Stakeholder involvement in the integration process.
* **4. Steps Toward Integration in HEI Context**

📝 *Approx. 800–1,000 words*

A proposed framework for HEIs (can mirror SSDQM Model or similar logic):

* **Step 1: Mapping existing QMS elements** (internal and external)
* **Step 2: Identifying redundancies and contradictions**
* **Step 3: Aligning terminology, documentation, and roles**
* **Step 4: Merging overlapping processes (e.g., feedback loops, audits)**
* **Step 5: Embedding stakeholder feedback mechanisms**
* **Step 6: Developing integrated digital support tools**
* **Step 7: Training and capacity-building**

💡 *Focus:* This is the most practical section—step-by-step guidance adapted to HEI environments.

* **5. Challenges in Integrating QMS in HEIs**

📝 *Approx. 500–600 words*

* Organisational silos and academic autonomy.
* Cultural resistance to change.
* Misalignment of systems designed for industry with HEI values.
* Data and IT system incompatibility.
* Regulatory constraints (e.g., mandatory reporting to multiple agencies).

🎯 *Focus:* Not just listing problems—highlight need for strategic leadership and coordination.

* **6. Benefits of a Fully Integrated QMS in Higher Education**

📝 *Approx. 300–400 words*

* Greater **transparency** and **traceability**.
* Improved **decision-making** based on unified data.
* Enhanced **stakeholder communication** and satisfaction.
* Easier **compliance** with external audits and accreditations.
* Creation of an **institutional learning culture**.
* **7. Case Examples or Illustrative Applications *(optional but recommended)***

📝 *Approx. 300–400 words*

* Mini case studies (real or hypothetical) of HEIs successfully integrating QMS.
* Tools/platforms used, governance structure, stakeholder engagement strategies.
* **8. Conclusion: From Coexistence to Synergy**

📝 *Approx. 200–250 words*

* Summary of the need, approach, and advantages of QMS integration in HEIs.
* Link to upcoming subchapters: implementation, leadership, and sustainability.
* Final reflection: integration is not a technical task alone—it is a **strategic transformation**.

## Stakeholder Satisfaction Driven Quality Management (JPSZ) [12-16]

SSDQM presentation

* **1. Introduction: From Quality for Compliance to Quality for Stakeholders**

📝 *Approx. 400–500 words*

* Explain the shift in quality management: from bureaucratic, inward-looking QA to a stakeholder-centered learning system.
* Establish why stakeholder satisfaction is not an “add-on” but a **central outcome and input**.
* Connect back to earlier chapters on stakeholder identification and quality foundations.

**🧭 Focus:** Reframe stakeholder satisfaction as a **strategic pillar**, not just a KPI.

* **2. Conceptual Foundations of Stakeholder Satisfaction in HEIs**

📝 *Approx. 800–1,000 words*

* Discuss theories:
  + **Stakeholder theory** (Freeman)
  + **Perceived quality models** (Gronroos, SERVQUAL)
  + **Customer satisfaction & loyalty models** (e.g. CSI, NPS)
* Introduce models showing links between service quality, perceived value, and satisfaction.
* Relate to **Integrated Quality Models** (e.g., Gummesson’s 4Q, SSDQM, ISO 21001:2018 Clause 4.2).

**🔍 Optional Table or Diagram:** Mapping stakeholder groups to satisfaction determinants and outcomes.

* **3. Shaping Quality Management Around Stakeholder Needs and Expectations**

📝 *Approx. 1,000–1,200 words*

* How to **translate stakeholder expectations** into quality goals.
* Co-creation of value with stakeholders: participatory governance, advisory councils, student engagement.
* Use of satisfaction surveys, interviews, focus groups, and journey mapping.
* Integration of feedback into the PDCA cycle.
* Strategic alignment: ensuring institutional vision and KPIs reflect stakeholder concerns.

**🧩 Tip:** Use a model or stepwise framework (e.g., “Satisfaction-Driven QM Cycle”) to visualize how feedback informs action.

* **4. Institutional Mechanisms and Tools for Stakeholder-Driven Quality Management**

📝 *Approx. 1,000–1,200 words*

* Systems and processes that embed stakeholder satisfaction in quality management:
  + Feedback loops (closed-loop systems)
  + Cross-functional quality committees including stakeholder reps
  + Digital dashboards & real-time data systems
  + Quality charters & service level agreements (SLAs) with internal/external stakeholders
* Role of leadership and middle management
* Stakeholder satisfaction in strategic planning and budget allocation

**🛠 Focus:** Practical mechanisms—not just ideas—grounded in HEI settings.

* **5. Stakeholder Satisfaction as a Performance Indicator and Learning Trigger**

📝 *Approx. 800–1,000 words*

* Use of satisfaction metrics (CSI, NPS, qualitative feedback) as signals for improvement.
* Benchmarking satisfaction across time and institutions.
* Analyzing gaps between satisfaction and institutional goals.
* Identifying latent issues: dissatisfaction as a **leading indicator** of deeper problems.

**📊 Visual Aid:** Feedback loop or data cycle diagram.

* **6. Case Studies or Illustrative Applications**

📝 *Approx. 600–800 words*

* Present **2–3 mini case studies** (real or conceptual):
  + A university that redesigned services based on student satisfaction.
  + An HEI that involved employers in curriculum development using satisfaction data.
  + Alumni engagement improvement after poor satisfaction feedback.
* What worked, what didn’t, what changed.

**🧠 Optional:** Use different stakeholder perspectives in each example.

* **7. Challenges and Risks in Stakeholder Satisfaction-Based Management**

📝 *Approx. 500–600 words*

* Conflicting stakeholder expectations (students vs. employers, internal vs. external).
* Satisfaction ≠ Quality (risk of short-termism or "consumerist" views of education).
* Managing survey fatigue and feedback overload.
* Political or reputational risks of public dissatisfaction data.

**🎯 Focus:** Acknowledge complexity—this model is powerful but must be carefully managed.

* **8. Toward a Stakeholder-Driven Quality Culture**

📝 *Approx. 400–500 words*

* Stakeholder satisfaction as both a **mirror** and a **compass** for institutional development.
* Embedding satisfaction into quality culture: values, routines, communication.
* Reinforcing continuous learning, transparency, and adaptive leadership.
* **9. Conclusion: Reframing Quality as a Relational and Collaborative Endeavor**

📝 *Approx. 200–300 words*

* Summarize the role of stakeholder satisfaction in HEI quality evolution.
* Point to future pathways: digital engagement, real-time analytics, strategic co-creation.

## Challenges and Best Practices (JPSZ) [5-7]

Elaboration on the management role for the success of the quality management implementation success (ability to implement changes, etc.)

* **1. Introduction: Why Challenges Must Be Acknowledged**

📝 *Approx. 200–300 words*

* Reiterate the promise of stakeholder-driven quality management.
* Acknowledge that implementation is far from easy in the HEI context.
* Introduce the structure of the subchapter: key challenges → responses → best practices.
* **2. Key Implementation Challenges in Stakeholder-Driven Quality Management**

📝 *Approx. 800–1,000 words*

Present 5–6 main challenges with short analytical discussion of each:

* **2.1 Conflicting Stakeholder Expectations**
* E.g. academic rigor vs. student comfort; industry needs vs. research focus.
* **2.2 Organisational Silos and Institutional Fragmentation**
* Lack of integration between departments, limited communication loops.
* **2.3 Resistance to Change and Cultural Barriers**
* Academic freedom vs. standardized quality models.
* Misconceptions about quality management as bureaucratic.
* **2.4 Inadequate Feedback Systems or Low Engagement**
* Feedback fatigue, unclear feedback-to-action paths.
* **2.5 Limited Resources and Capacity**
* Budgetary constraints, lack of trained staff, underdeveloped data infrastructure.
* **2.6 Misalignment with National or Normative Frameworks**
* Overload from simultaneous compliance with ISO, ESG, national QA systems.
* **3. Best Practices in Managing Stakeholder Satisfaction-Oriented QM**

📝 *Approx. 1,000–1,200 words*

Each best practice includes: **description, rationale, implementation tip, and potential impact**.

* **3.1 Co-Creation with Stakeholders**
* Involve students, alumni, employers in curriculum or service design.
* **3.2 Leadership Commitment and Strategic Integration**
* Embed stakeholder satisfaction in institutional strategy and KPIs.
* Example: establishing a Vice-Rector for Quality and Stakeholder Engagement.
* **3.3 Institutionalizing Feedback Loops**
* Transparent systems for collecting, analyzing, and reporting stakeholder feedback.
* Communicating "you said – we did" actions.
* **3.4 Cross-Functional Quality Teams and Governance Structures**
* Break silos; create mixed teams with academic, admin, and stakeholder representation.
* **3.5 Capacity Building and Internal Training**
* Regular workshops and courses on stakeholder management and quality.
* **3.6 Using Digital Tools for Monitoring and Engagement**
* Real-time dashboards, mobile apps for feedback, automated surveys.
* **4. Illustrative Mini-Case Studies *(Optional but recommended)***

📝 *Approx. 400–600 words*

* 2–3 short examples from real HEIs:
  + A university solving low student satisfaction through participatory redesign.
  + Alumni involvement in continuous improvement loops.
  + Using NPS and sentiment analysis tools for strategic decision-making.
* **5. Toward a Maturity Path: Moving from Ad-Hoc to Embedded Practice**

📝 *Approx. 300–400 words*

* Present the idea of **quality maturity levels**:
  + Ad-hoc efforts → Programmatic improvements → Institutional integration → Cultural norm.
* Suggest a self-assessment framework for HEIs to diagnose their current state and evolve.
* **6. Conclusion: Challenges as Catalysts for Institutional Learning**

📝 *Approx. 200–250 words*

* Emphasize that challenges are not just barriers—they reveal opportunities for institutional growth.
* Best practices should not be seen as fixed templates but adaptable building blocks.
* Point forward to next subchapters on evaluation and continuous improvement.

# Conclusion [10-15]

## Summary of Key Points (JPSZ) [4-6]

## Implications for Higher Education Management (JPSZ) [3-5]

## Recommendations for Future Research (JPSZ) [3-4]

# Bibliography

# Annexes