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ABSTRACT

By applying the principles of total quality management (TQM), freshman composition can be taught in a way that focuses on the customer (the student), engenders a willingness for continuous improvement, builds quality into the process of writing, empowers the student to become responsible for his/her work, and allows students to make the necessary changes to improve the "product" based on feedback and evaluation. If teachers emphasize process rather than results and on empowering rather than controlling, teaching can become more enjoyable for both students and teachers. TQM-based teaching differs from traditional methods by focusing on team problem solving, quality, a less active role for teachers and a more active role for students. The first step in applying TQM techniques is providing students with the "tools" (information) to solve the "problem" (writing his/her paper) and establishing standards and expectations. Next, students choose who will work on their three-member teams to complete compositions. The teams divide up the work, set deadlines for individual drafts, determine how team meetings will be conducted, resolve their own conflicts, and trade ideas with other teams. Evaluation is ongoing and standards are raised each time a new project is introduced. Supplemental information is attached, including strategies for applying TQM; composition course outlines; lists of the benefits of TQM for the student, the characteristics of empowered students, skills students can transfer to the workplace and their personal lives, reasons teams work, principles for empowering people, principles of learning, and Deming's "14 points"; quotes from teacher evaluations indicating what students want; answers to the most often asked questions about TQM; and 18 suggested readings. (ECC)

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On November 15, 1993, I found myself standing before a large gathering for the League for Innovation in Community Colleges in Nashville. I was enthusiastically talking about my three-year experience in using TQM techniques and applying them to the teaching of college freshman English composition. I was wondering how many fires I could ignite with this fresh approach to teaching what so many students have traditionally considered a boring, painful subject.

Fortunately, my audience comprised faculty up and down the academic ladder who arrived armed with a working knowledge of TQM. When I drew my points for closure and greeted the interested many who wanted answers to questions, I was shocked at how some had not made the workable connection, the easy applicable synapse between TQM and teaching. These people were clearly ready for a new, challenging, successful teaching method.

BEGINNING

I wanted students to enjoy what they were doing, be able to transfer their knowledge to any other course that required capable, written communication, and be able to transfer writing and team skills to the marketplace. By keeping in mind the characteristics of TQM, I was able to formulate a program that

-- focuses on the customer (student)

-- engenders a willingness for continuous improvement

-- builds quality into the process of writing

-- empowers the student to become responsible for his work

-- allows students to make the necessary changes to improve "the product" based on feedback and evaluation.

I also realized that there is no one way to carry out TQM and that it lends itself beautifully to creative teaching. The important ideas seemed to be that quality must be built into the process of writing and that students should enjoy being more critical of their own work and, thus continually improve to raise their standards. By focusing on PROCESS instead of RESULTS and EMPOWERING instead of CONTROLLING, teaching was quickly becoming more enjoyable for both students and teacher.

By providing the "tools" first in order for the student to "solve the problem", a reservoir of knowledge could be built to draw upon once team work began. In addition, quality standards would be defined early, and everything used to arrive at a grade would be discussed beforehand. To avoid the need for useless "inspection to achieve quality", teams would be used and quality would daily be built into the "product" being produced rather than assessed after it was completed. In the end, it was my intention that the empowered student teams would "own the problem" and solve it with only daily facilitating help from me. The best part about reworking the process (the way the courses were taught) was that there was no cost, no materials to buy, no additional time spent above the usual. In fact, students usually required less help as teamwork progressed.

All of this sounded new, innovative, and in touch with what was presently happening in business and industry. I realized that by using TQM techniques, I could actually prepare students to take their place in the job market armed with team and problem solving skills that were marketable. Traditionally speaking, this preparation of the student has not been the case.

TRADITIONAL vs. TQM METHODS OF TEACHING

By comparing the traditional with the TQM method of teaching, it is easy to see just how different the two styles are and how today's workplace does not benefit from the traditional method.

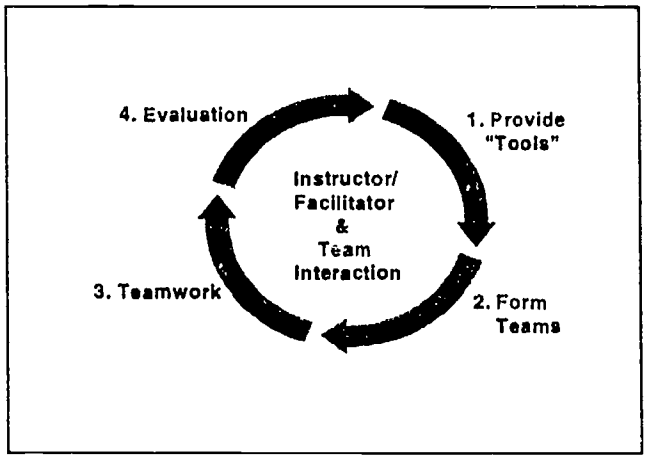
TRADITIONAL	TQM
1. Little or no collaboration to solve "The Problem".	1. Teams solve "The Problem" --Team Teaching --Teamwork
2. Teacher intercedes or takes away "The Problem".	2. Team owns "The Problem" and must solve it.
3. Teacher assumes responsibility.	3. Students (Teams) assume responsibility.
4. Quality assessed via testing.	4. Quality assessed each day.
5. Attain the standard & remain static.	5. Students & Teacher raise standards once met.
6. Teacher is active; Students are passive.	6. Teacher is passive (to a point); Students are active.
7. Teacher talks; Students listen.	7. Teacher listens & counsels; Students talk.
8. Teacher is knowledgeable; Students are ignorant.	8. Teacher empowers; Students act.
9. Teacher has power; Students are powerless.	9. Teacher shares power with students.
10. Teacher prepares for class; Students receive preparation.	10. Students prepare for class; Teacher counsels.

TRADITIONAL	TQM
11. Teacher has subject-depth; Students have surface knowledge.	11. Teacher learns; Students explore subject depth.
12. Students unable to transfer knowledge horizontally & vertically.	12. Students transfer knowledge horizontally & vertically.
13. Teacher resolves student/student confrontations.	13. Students resolve confrontations within the Team.
14. Teacher stands in the way of application.	14. Teacher encourages application.
15. Teacher sets deadlines.	15. Students set deadlines.
16. Teacher sets number of rough drafts & proofs them.	16. Students (Teams) determine the number of drafts & proofs them.
17. Teacher repeats ad nauseam.	17. Students (Teams) use Team-Teaching.
18. Teacher corrects procedural errors.	18. Students (Teams) correct procedural errors.
19. Teacher "catches-up" slow Students.	19. Students (Teams) "catch-up" slow Students.
20. Teacher notes absences.	20. Students responsible to Team for absences.
21. Teacher distributes workload.	21. Students (Teams) distribute workload.
22. Teacher shares guilt for low grades.	22. Students (Teams) responsible for low grades.
23. Teacher is sole instructor.	23. Empowered Students teach Team-mates.
24. Teacher tests ad nauseam to assess progress.	24. Teacher counsels daily to assess progress.
25. Teacher returns graded papers "whenever".	25. Teacher returns graded papers next class meeting.

TRADITIONAL	TQM
26. "No gum chewing" or eating in class.	26. May have food, meals.
27. Class is quiet, students seated.	27. Class is noisy, student seated or up.
28. Extra credit, dropped grades, curved grades.	28. No extra credit, no dropped grades, no curved grades.
29. Scheduled or oral presentations or "reports".	29. Impromptu student/team presentations.
30. Team size is uncontrolled.	30. Teams are limited to 3 or less.
31. Malcontents ignored or coddled along.	31. Malcontents are responsibile and held to same st dards as others.
32. Students put into groups, if at all.	32. Team dynamics taught prior to work in teams.

GETTING STARTED

By using a modified "Deming Cycle", it is easy to see how TQM techniques can be applied.



STEP ONE: PROVIDING THE "TOOLS"

This is, perhaps, the most important part of the process. It is here that the student is given the "tools" (information) with which to solve the "problem" (writing his paper). By lecturing first, the teacher is establishing "kangae", thought. During the first several weeks, students only listen and ask questions. Expectations and standards by which their work will be judged are established early. In addition, background, theory and format in writing are discussed. I have found that by using an overhead projector, I can cover material faster because I don't spend time writing on the board. I can also continue to face the class, engaging their full attention. Along with class lecture, there are suggested chapter readings, but these are only suggested readings, and check-up tests are never given to see if reading is taking place. Once the student begins "producing the product," it will be evident whether or not he has read and understood; therefore, the teacher can "cease dependence on inspection ."

During this time, students see each other daily and begin to build relationships. At the end of this "tools"/information stage, they are relaxed with other class members and are ready for the next phase--team dynamics, which teaches the relationship and responsibilities of the student to his teammates and the project.

STEP TWO: FORMING TEAMS

Students now choose who will work on their team, but they may have only three members. For each assignment, each team will submit only one composition with each member of the team contributing a major element. Teams section off the part of the classroom which will be theirs for the remainder of the semester, and begin their first meeting. Their first act as a new team is to get acquainted and exchange telephone numbers. The students' major responsibility now is to

the team, calling a team member if they are unable to meet class and seeing that the necessary work is sent to the team if they cannot be present. At all cost, the work of the team must continue even though they are not there. Students are often surprised to learn that they live near each other or share the same interests. The bonding process has begun.

Of course, students have the option of not joining a team. There will always be those who will want to be entirely responsible for their own work. There are also those who will team, but only with one other person. Those who initially decide not to team, are given future opportunities to do so at the beginning of a new writing project. In fact, team members have the option to break apart and regroup if they please; personalities are not always compatible, and he who does not pull his weight may find himself alone on future projects.

STEP THREE: TEAMWORK

Now that students have the "tools", know the quality standards, understand through team dynamics their place on the team, the purpose of the team, and have formed teams, they are given the first "problem," and "kodo," action, begins. Two deadlines are set by the class, which realizes that a specific number of assignments must be completed by the end of the semester. The first deadline is for teams which finish one class meeting early; the second deadline is the final date for all work to be submitted. If a team wishes to turn in work on the early date, a representative from the team meets the class, turns in the completed paper at the beginning of the class and leaves. Those remaining in the room have until the next class meeting to finish their work.

Teams handle their own workload. They divide the work up, parceling it out evenly and setting dates for the completion of individual drafts. The team determines the number of rough drafts they will write and how each team meeting is to be conducted. There was a time when I set the number of rough drafts that had to be submitted, and read through each set, but now I have left the number of drafts up to the team, and I do not read them. They write more drafts than I would have ever asked for, not being satisfied until the work is the way they want it. Because Team effort will go into producing one piece of writing, they will share the work and the grade. They realize quickly that all team members have a stake and a responsibility in the quality of what is produced. There will be input from three people; if there are mistakes, three people let those mistakes get by. Each is responsible.

Students prepare for each class by making a photocopy of their individual contributions for their team mates, and each time the class meets, they look at the project as a unified whole. At this point it is necessary to mention that the teacher should be prepared to accept a reasonable noise level in class because team members are not only conferring with each other, but interacting with other teams as needs arise. Because many of my students are working parents who leave class and run to the workplace, unable to catch meals, I allow teams the opportunity to bring food to share with their teammates. At times entire spaghetti dinners are served as one member brings the bread, another the sauce and noodles, while a third provides the meatballs. The work of the team continues over lunch or breakfast in a relaxed atmosphere.

There are times, of course, when things do not run smoothly. Conflicts do occur, but empowered teams must be given the authority to resolve their own

problems. Teams lay out their ground rules early; the way they will function is left up to them. The introduction to team dynamics is an aid because they realize that they will pass through several stages of development before they become a "performing" team and that any anger during the "storming" stage is normal.

Opportunities to present to the class as a whole are open to each team or student. Each team is given a colored, felt tipped, water soluble marker and a transparency. Student spokesmen present ideas or questions that are then outlined and viewed on the overhead projector and ask for input from all teams. The willingness to help other teams excel is readily apparent.

Because it is important that teams prepare outside of class for the next team meeting, five minutes before the class is ends, the teacher calls "time". This allows teams to determine how far they have come and where they must go. Team assignments are made for each member, who will have his work photocopied for his teammates for the next class meeting.

During Step Three the teacher changes roles. He now ceases teaching and becomes a facilitator. His job is to visit each team each time the class meets in order to view the work in progress. Each brief stay affords the teacher an excellent opportunity to glimpse "tools" being used to complete the work. Errors may also be caught in the making, "just-in-time", before the project is submitted for grading. The use of JIT in working with teams is a simple process. It eliminates non-value added activities (muda) because students know exactly what must be done and exactly what is needed. Any errors are corrected upstream before they have a chance to move downstream because the teacher (facilitator) sees an error in progress, stops the forward progress of a team, helps

the team correct the error, and moves on. In a course that is fourteen weeks long, minimizing production time is important. As the teacher passes from team to team, he notices that they are each at various stages of project completion. The one thing a teacher must not do as he visits each team is "solve the problem" for the team. Students resent being given a problem to solve and being empowered to do so, only to have the teacher take away the problem and solve it himself. Bright individuals who want to act upon their own initiative don't enjoy being upstaged by an instructor who they feel is a show-off or who mistrusts their judgement.

STEP FOUR: EVALUATION

Initial standards are met early (when the first paper is graded), but they are raised each time a new project is introduced; standards do not remain static. In order for teams to see their mistakes before the next paper is begun, submitted assignments must be graded before the next class meeting. Promptly graded assignments also prove a strong reinforcer for teams because positive or negative reinforcement follows quickly after the paper is turned in, and students see their errors and make provision to continually improve ("kaizen") throughout the semester. Graded papers are returned at the beginning of the period, and the teacher visits each team to answer questions before the next project is begun. Chapter, mid-term, and final exams are not given. Grades are not curved, omitted, or extra credited. The weight of the grade is born only by submitted projects. End-of-semester teacher evaluations will provide the teacher with customer data applicable to future courses, and inviting other teachers knowledgeable in TQM to critique the course could also provide for continuous improvement on the part of the teacher.

GRADING

There has been talk for some time concerning the need for grading. There are institutions which do not offer grades, but simply pass-fail. It is, however, important that some grade be given when one uses TQM in the classroom. The reason for this is simple. Students must know where they are, how far they have come, and where they will want to end up. Once they have gauged how far they have come, continuous improvement is needed to approach the point where they want to be. This can only be done by using some kind of grading mechanism. Another obvious reason for grading is that other institutions to which students are likely to transfer will require grades. We do students a disservice in not telling them exactly where they are in relation to other students. Continuous improvement must be based upon evaluation of feedback.

In the past few years, grading has received a lot of negative press. The fact is that there is nothing wrong with grading, but the manner in which grades are issued. As long as the criteria for achieving each grade is well defined and these criteria are applied fairly and consistently, the student will accept the result as a fair assessment of his work. Keep in mind, however, that the principles described must be applied consistently. The value of daily "coaching and counseling" cannot be understated as they form the primary source of feedback and encouragement for the student. The final grade is then only a confirmation of what he has been told throughout the term.

TEAM SIZE

Teams should comprise no more than three students. Three will create a tension within the team amenable to "product production". I have found that four or more people creates anonymity--anonymity of work, idea, and commitment. It

is important for the team to keep track of who does work, who submits ideas, who takes the initiative. In this way, all participate and are identifiable. If a team member does not give input or produce, his team mates will easily recognize this and refuse to include him in any further team projects. He will be forced to work alone, bearing full responsibility for his efforts.

Small teams also encourage the weak or shy student to voice his opinion, whereas in a larger team, he would be content to let others upstage him. I have seen shy students assume active team leadership roles and students weak in English mechanics easily acquire the needed skills with the help of stronger teammates.

TEAM DYNAMICS

Students are often thrown together into "teams" without having received any prior information on how to function as a team, the stages of team development, and the responsibilities each has to his teammates and the project. But, teamwork does not occur naturally; it must be learned. When these things are understood and students see how they fit into the scheme of things, they are ready to function and assume responsibility for their work.

RESPONSIBILITY

Using TQM methods works beautifully to identify those who refuse to assume responsibility for their work ("slackers"), separate them from the working members and make them responsible for their own progress without pulling others down with them. Slackers recognize their kind and tend to team together. By allowing them to form teams of no more than three, they soon realize that in order to produce "the product", they must use the "tools" (information) given in

previous lectures. Since the teacher does not repeat the "tools", slackers find themselves borrowing other students' notes. The standards of quality have already been given, so they know what is expected once they are given "the problem". The process of completing a project is often painful. It is, however, the responsibility of these students, not the teacher, who has already pointed the way to success. Slackers often have nothing to show for their first paper. But, as they see teams succeeding, achieving, and enjoying their work, they begin to make feeble efforts to pull together. Slackers must come to this realization themselves; the teacher can not force, only guide whenever allowed. Help is there if wanted; the decision is theirs.

Slackers must also be held to the same standards as other students, and the teacher never "solves the problem" for them. The responsibility for succeeding is theirs. While the teacher fully accepts the individual, he need not accept the behavior. A change in the behavior is another goal of the teacher. Using TQM techniques means blame is not fixed; there is no finger pointing. The energy expended in fixing blame is channeled into "solving the problem", which is the immediate goal. Finally, the student will be motivated to accept responsibility for his own actions and, instead of blaming others, begin to produce.

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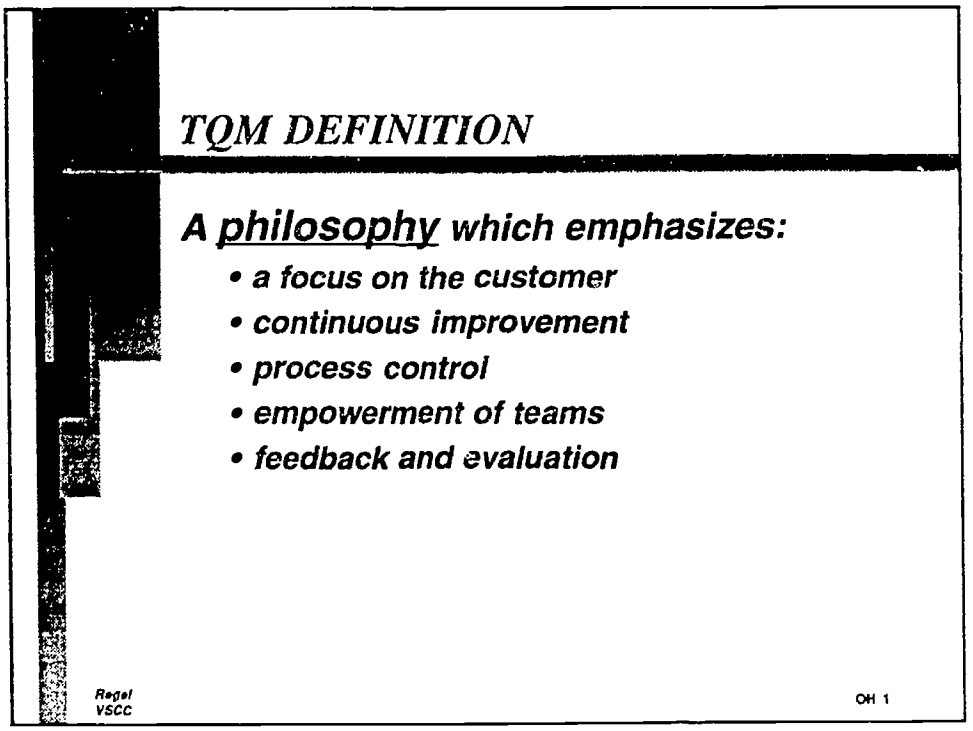

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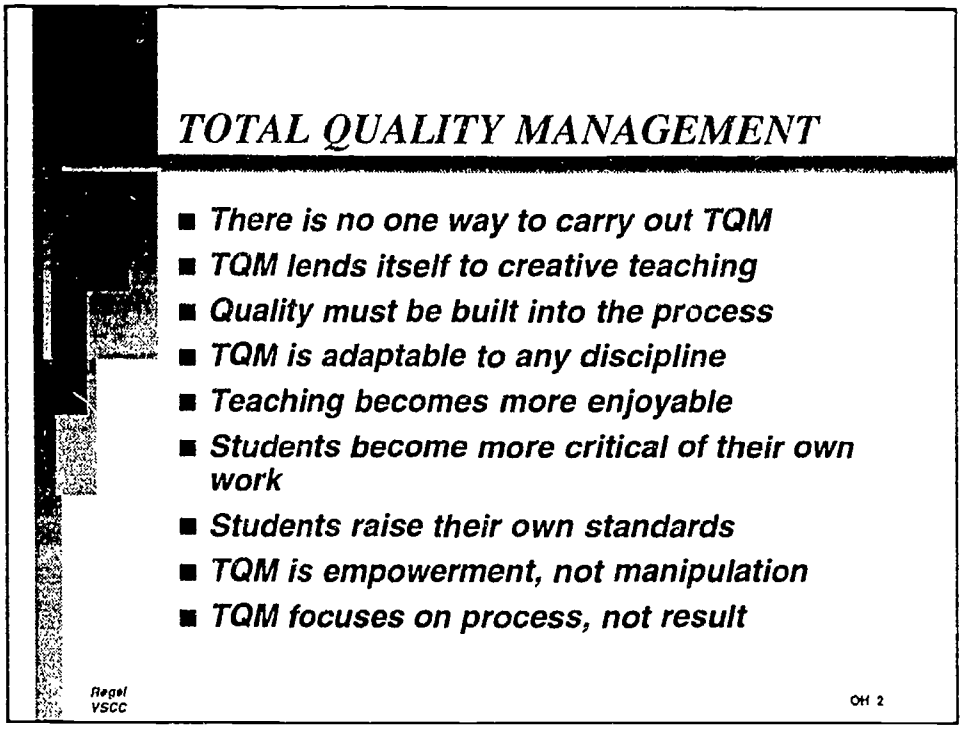

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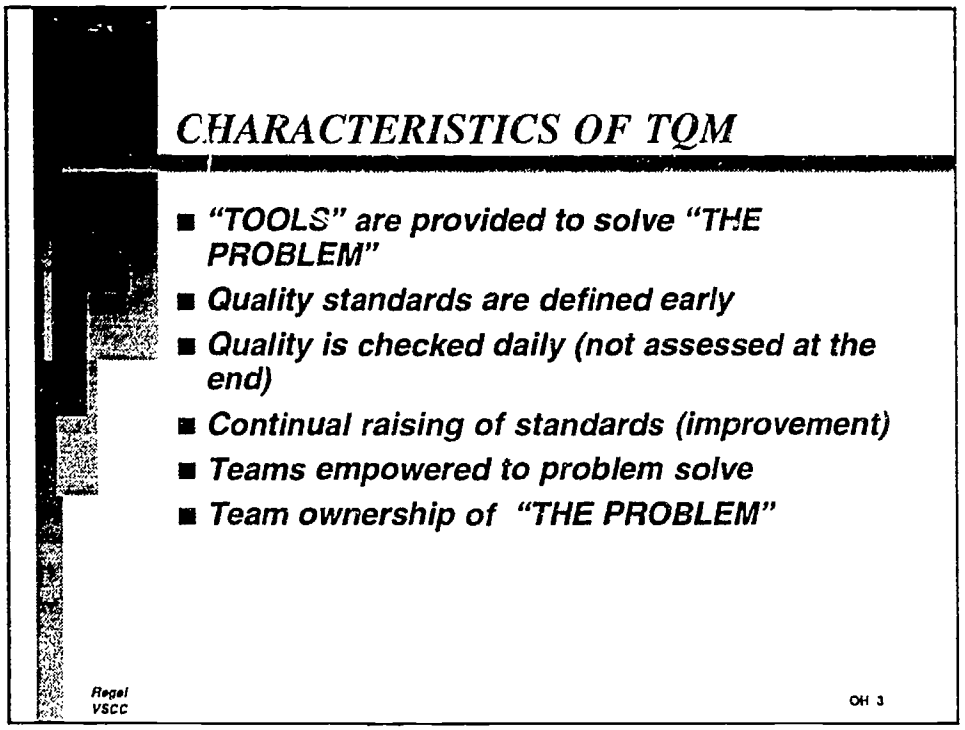

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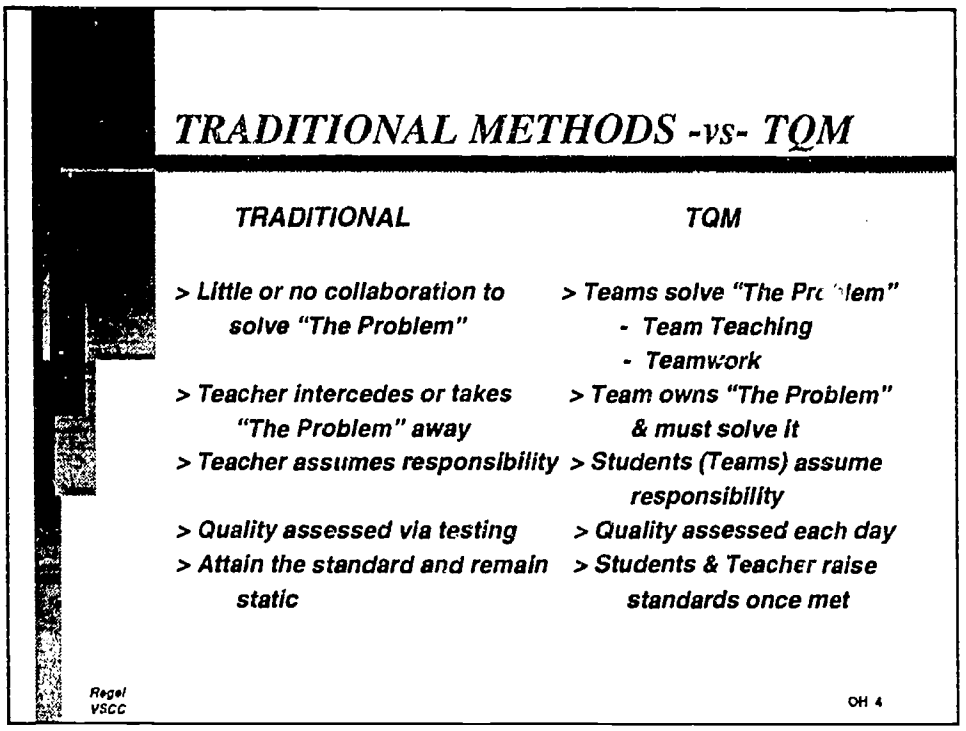

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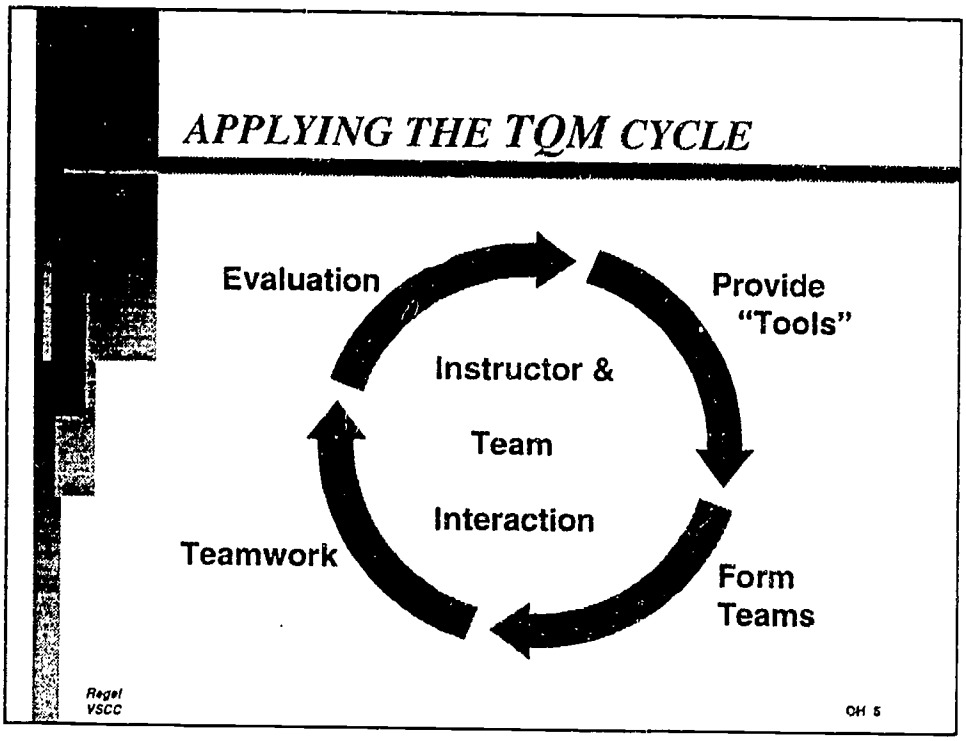

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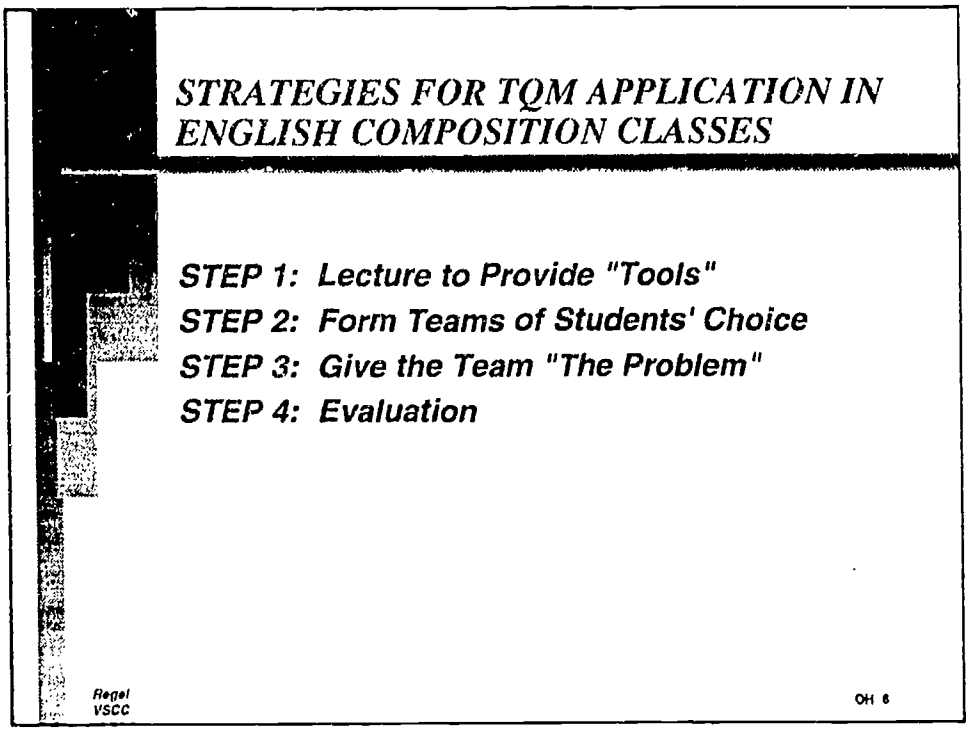

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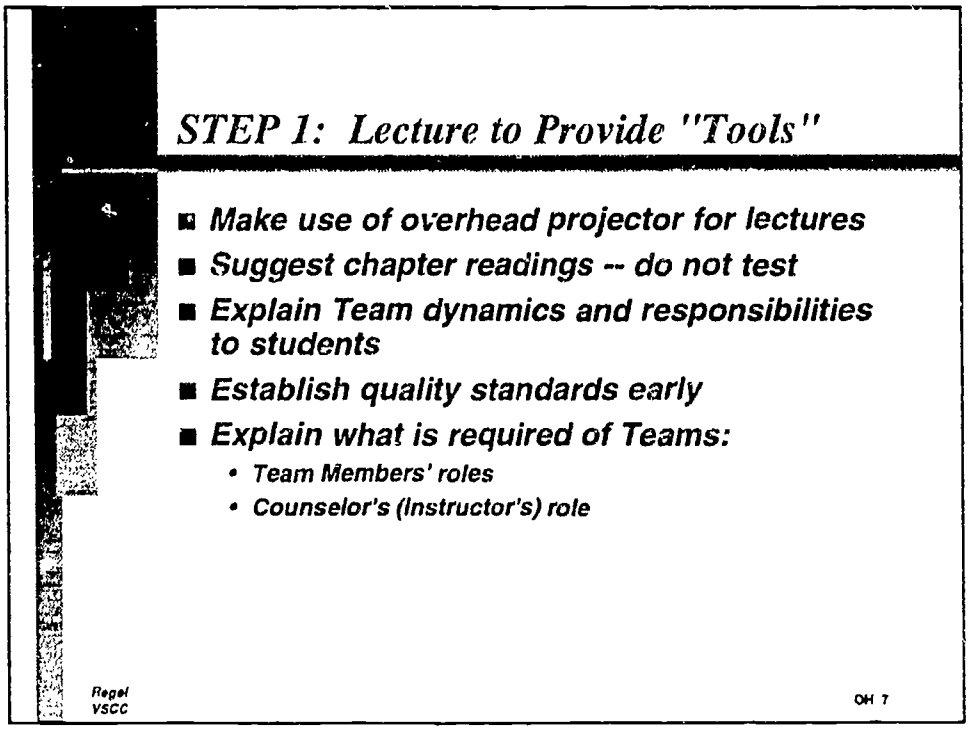

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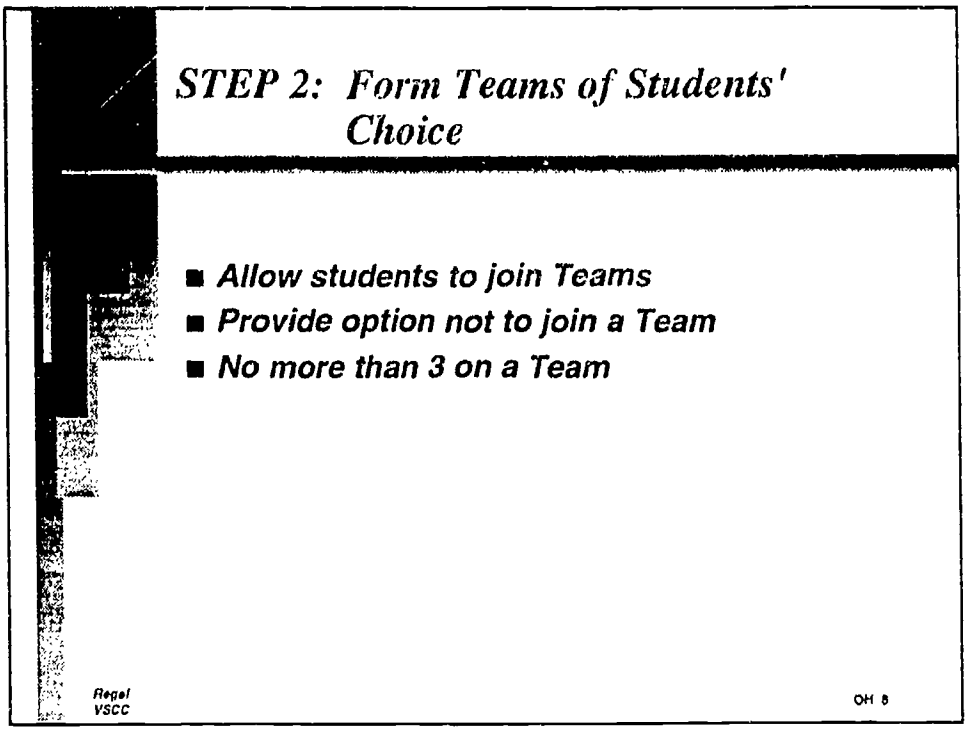

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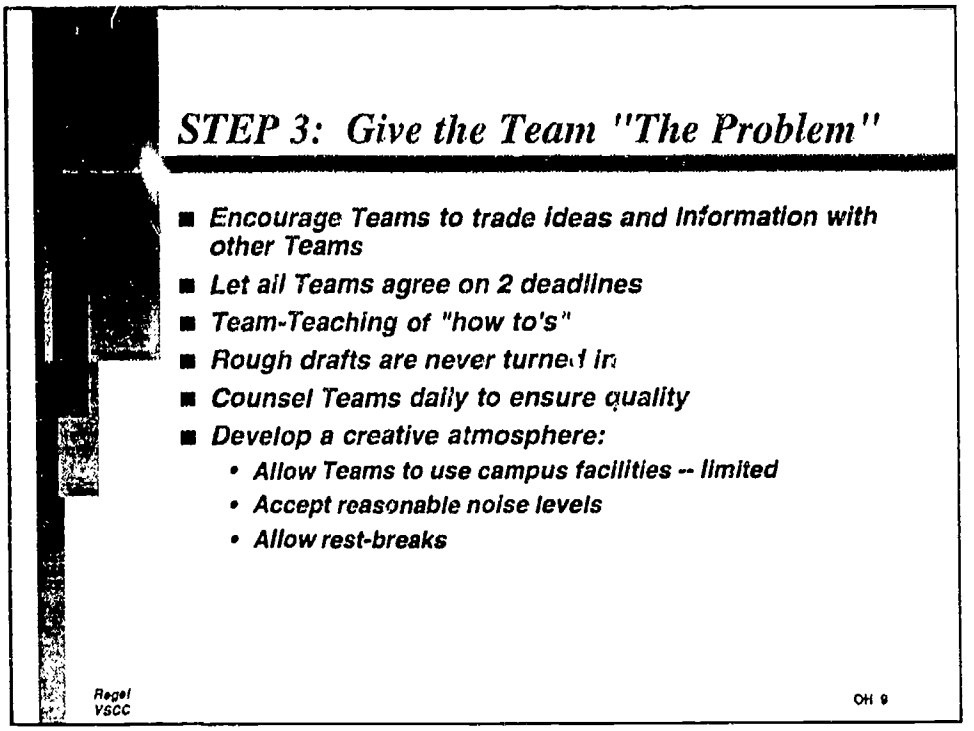

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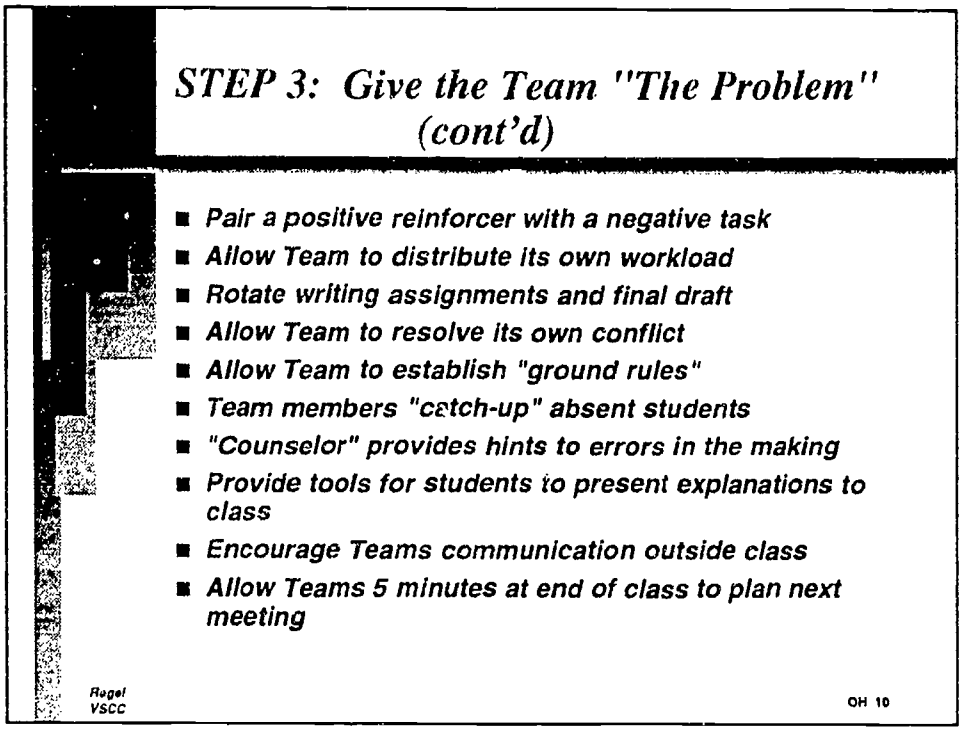

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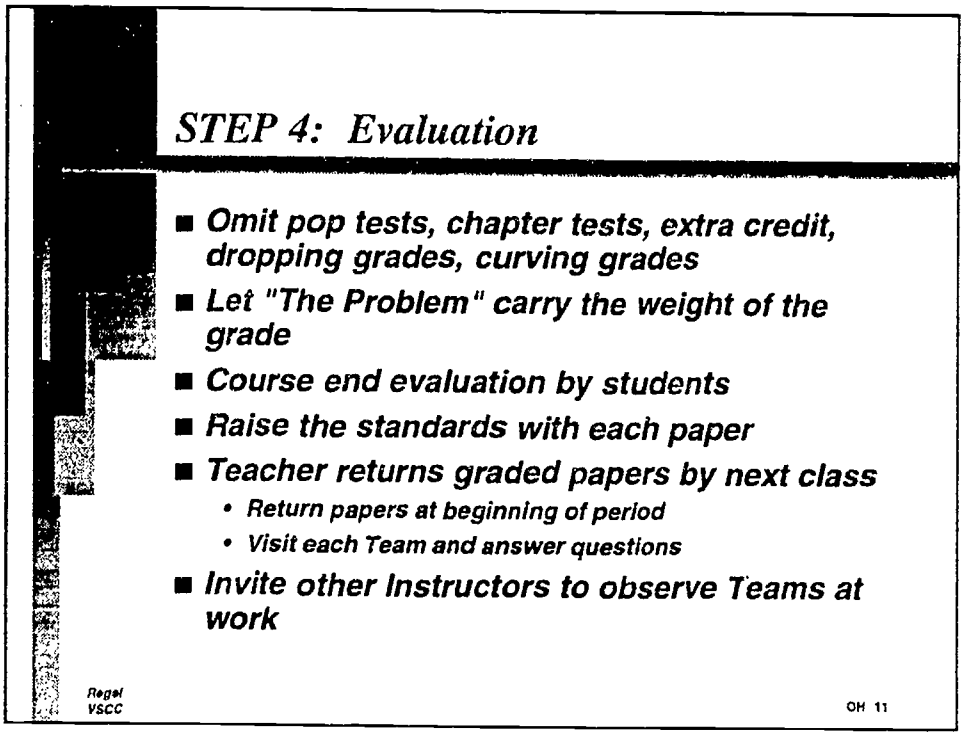

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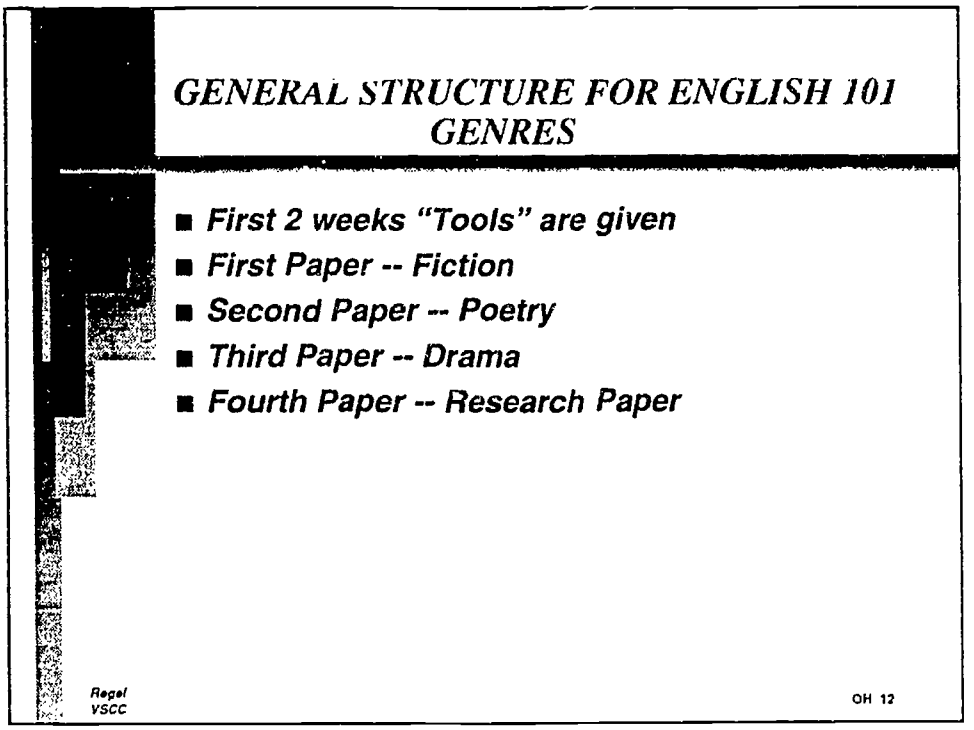

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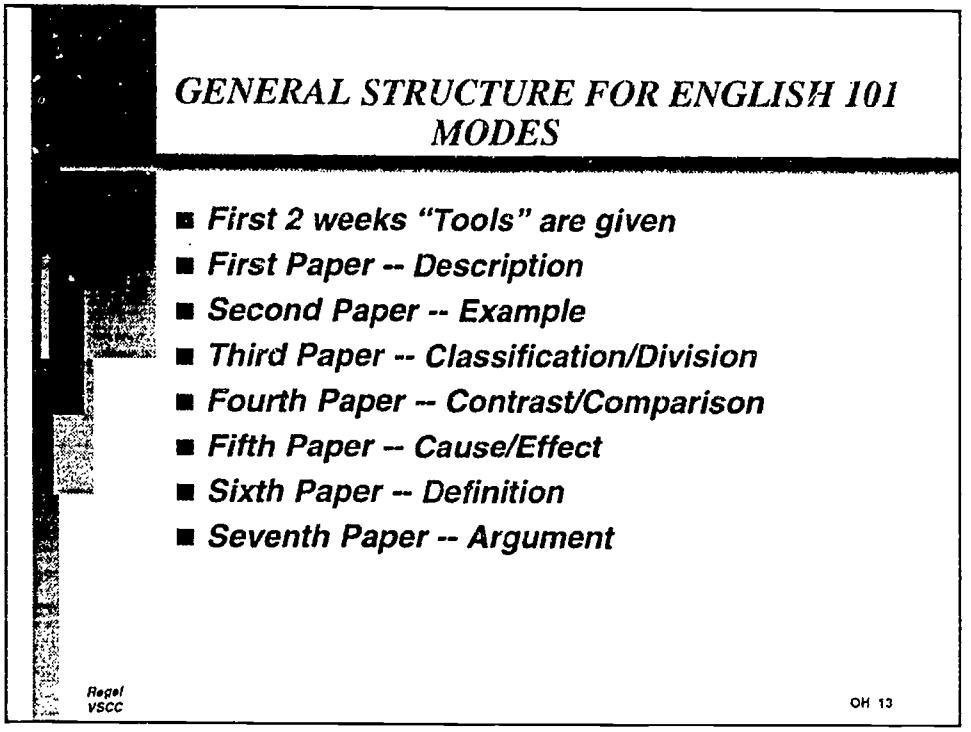

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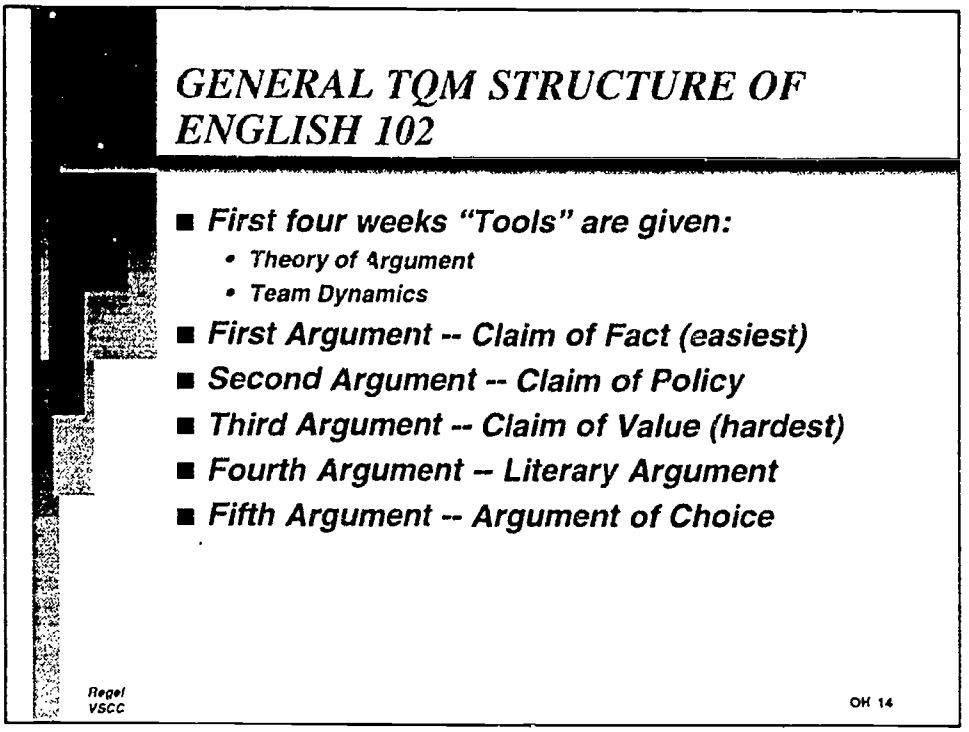

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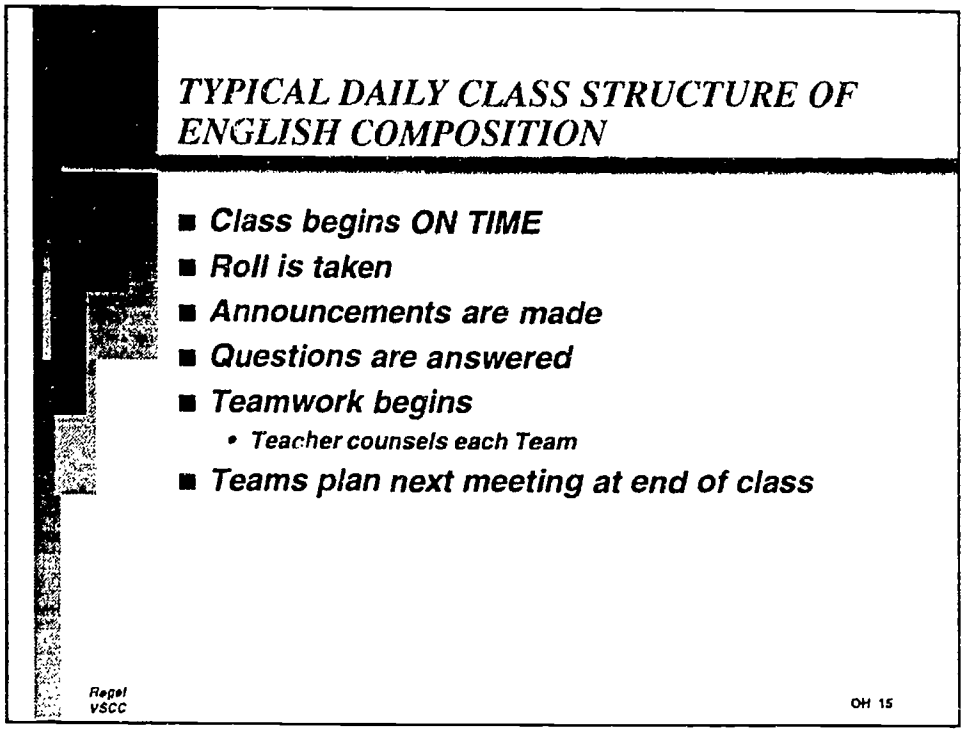

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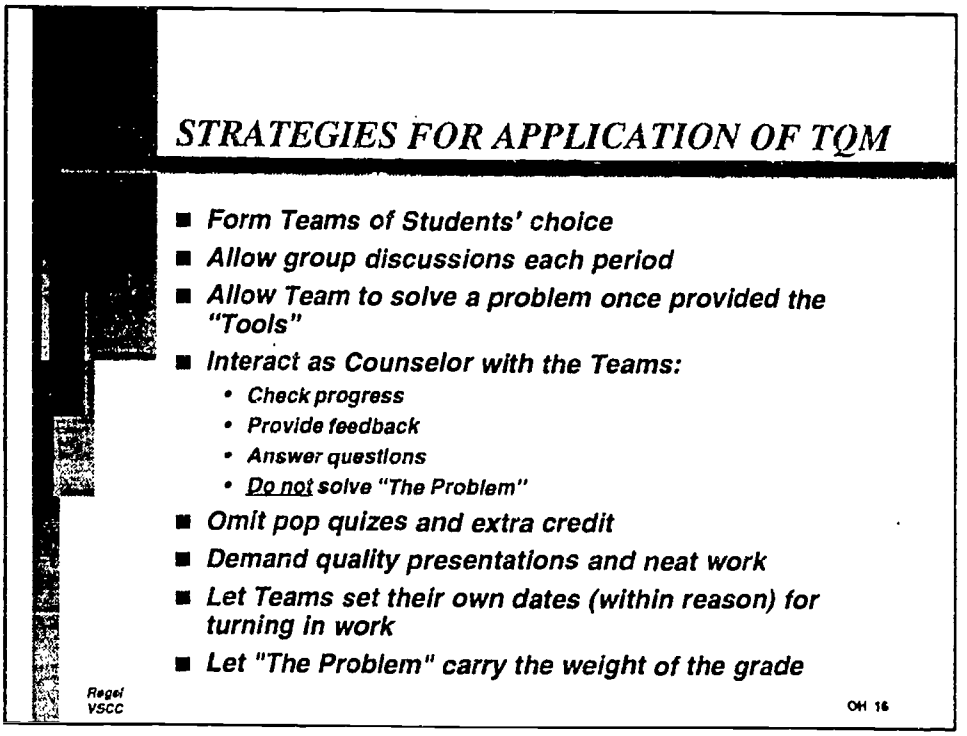

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SUPPLEMENTAL INFORMATION

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14. Teacher stands in the way of application.	14. Teacher encourages application.
15. Teacher sets deadlines.	15. Students set deadlines.
16. Teacher sets number of rough drafts & proofs them.	16. Students (Teams) determine the number of drafts & proofs them.
17. Teacher repeats ad nauseam.	17. Students (Teams) use Team-Teaching.
18. Teacher corrects procedural errors.	18. Students (Teams) correct procedural errors.

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TRADITIONAL	TQM
19. Teacher "catches-up" slow Students.	19. Students (Teams) "catch-up" slow Students.
20. Teacher notes absences.	20. Students responsible to Team for absences.
21. Teacher distributes workload.	21. Students (Teams) distribute workload.
22. Teacher shares guilt for low grades.	22. Students (Teams) responsible for low grades.
23. Teacher is sole instructor.	23. Empowered Students teach Team-mates.
24. Teacher tests ad nauseam to assess progress.	24. Teacher counsels daily to assess progress.
25. Teacher returns graded papers "whenever".	25. Teacher returns graded papers next class meeting.
26. "No gum chewing" or eating in class.	26. May have food, meals.
27. Class is quiet, students seated.	27. Class is noisy, students seated or up.
28. Extra credit, dropped grades, curved grades.	28. No extra credit, no dropped grades, no curved grades.
29. Scheduled oral presentations or "reports".	29. Impromptu student/team presentations.
30. Team size is uncontrolled.	30. Teams are limited to 3 or less.
31. Malcontents ignored or coddled along.	31. Malcontents are responsible and held to same standards as others.
32. Students put into groups, if at all.	32. Team dynamics taught prior to work in teams.

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STRATEGIES FOR APPLICATION

PART 1: Lecture to Provide "Tools"
- Make use of overhead projector for lectures
- Suggest chapter readings -- do not test
- Explain team dynamics and responsibilities to students
- Establish quality standards early
- Explain what is required of teams:
  - Team Members' roles
  - Counselor's (Instructor's) role

PART 2: Form Teams of Students' Choice
- Allow students to join teams
- Provide option not to join
- No more than 3 on a team

PART 3: Give the team "The Problem"
- Encourage teams to trade ideas and information with other teams
- Let all teams agree on 2 deadlines
- Team-Teaching of "how to's"
- Rough drafts are never turned in
- Counsel teams daily to ensure quality
- Develop a creative atmosphere:
  - Allow teams to use campus facilities -- limited
  - Accept reasonable noise levels
  - Allow rest- breaks
- Pair a positive reinforce with a negative task
- Allow team to distribute its own workload
- Rotate writing assignments and final draft
- Allow team to resolve its own conflict
- Allow team to establish "ground rules"
- Team members "catch-up" absent students
- "Counselor" provides hints to errors in the making
- Provide tools for students to present explanations to class
- Encourage teams communication outside class
- Allow teams 5 minutes at end of class to plan next meeting

PART 4: Evaluation
- Omit pop tests, chapter tests, extra credit, dropping grades, curving grades
- Let "The Problem" carry the weight of the grade
- Course end evaluation by students
- Raise the standards with each paper
- Teacher returns graded papers by next class
  - Return papers at beginning of period
  - Visit each team and answer questions
- Invite other Instructors to observe teams at work

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GENERAL STRUCTURE FOR ENGLISH 101
GENRES

1. First 2 weeks "Tools" are given
   - -- Expectations and Standards are set
   - -- General Essay Format
   - -- Introduction to the Genres
   - -- Punctuation- Students are responsible
   - -- Team Dynamics
   - -- Teams are formed

2. First Paper -- Fiction
   - -- Lecture (plot, point of view. character, setting, symbol, theme)
   - -- Sample
   - -- Two (2) deadlines are set by students

3. Second Paper -- Poetry
   - -- Lecture (tone, speaker, setting, situation, structure, figurative language, types, imagery, symbols, irony, paradox, rhythm/versification)
   - -- Sample
   - -- Two (2) deadlines are set by students

4. Third Paper -- Drama
   - -- Lecture (tragedy, comedy, theme, plot, setting, rising and falling action, conflict)
   - -- Sample
   - -- Two (2) deadlines are set by students

5. Fourth Paper -- Research Paper
   - -- Lecture (MLA Style)
   - -- Sample
   - -- Two (2) deadlines are set by students

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GENERAL STRUCTURE FOR ENGLISH 101
MODES

1. First 2 weeks "Tools" are given
   - -- Expectations and Standards are set
   - -- General Essay Format
   - -- Introduction to the Modes of Development
   - -- Punctuation- Students are responsible
   - -- Team Dynamics
   - -- Teams are formed

2. First Paper -- Description
   - -- Lecture and Format
   - -- Sample
   - -- Two (2) deadlines are set by students

3. Second Paper -- Example
   - -- Lecture and Format
   - -- Sample
   - -- Two (2) deadlines are set by students

4. Third Paper -- Classification/Division
   - -- Lecture and Format
   - -- Sample
   - -- Two (2) deadlines are set by students

5. Fourth Paper -- Comparison/Contrast
   - -- Lecture and Format
   - -- Sample
   - -- Two (2) deadlines are set by students

6. Fifth Paper -- Cause/Effect
   - -- Lecture and Format
   - -- Sample
   - -- Two (2) deadlines are set by students

7. Sixth Paper -- Definition
   - -- Lecture and Format
   - -- Sample
   - -- Two (2) deadlines are set by students

8. Seventh Paper -- Argument
   - -- Lecture and Format
   - -- Sample
   - -- MLA Style - Students are responsible
   - -- Two (2) deadlines are set by students

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GENERAL STRUCTURE FOR ENGLISH 102

1. First 4 weeks "Tools" are given -- Theory of Argument and Team Dynamics
   - -- Expectations and Standards are set
   - -- History of Argument
   - -- Comparison of essay (101) with argument (102)
   - -- Parts of the argument
   - -- Model arguments are studied
   - -- Formats to the three (3) types of arguments
   - -- Team Dynamics
   - -- Teams are formed

2. First Argument -- Claim of Fact (easiest)
   - -- Format is reviewed
   - -- Two (2) deadlines are set by students
   - -- Punctuation - Students are responsible

3. Second Argument -- Claim of Policy
   - -- Format is reviewed
   - -- Two (2) deadlines are set by students
   - -- MLA style is discussed -- students are responsible

4. Third - Fifth Arguments -- Claim of Value, Literary, Choice
   - -- Formats are reviewed
   - -- Two (2) deadlines are set by students

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BENEFITS OF TQM FOR THE STUDENT

1. Student learns to function within a group of his peers whose purpose is to solve problems.
2. Student learns to accept responsibility for his actions.
3. Student is able to exert power to control his work output.
4. Student is able to channel his energy, use his authority, and find identity within a group of his peers.
5. Student learns to trust his team members.
6. Student achieves successes and takes credit for his ideas.
7. Student believes he has the power to make a difference.
8. Student knows that his work is purposeful.
9. Student realizes that he must continually improve.
10. Student realizes that by reinforcing himself, he is reinforcing the team and affecting the outcome of the project.

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CHARACTERISTICS OF EMPOWERED STUDENTS

1. He feels the challenge of "owning The Problem" because the task of creating the paper is his.

2. Since he is acquainted with the theory, HE holds the keys to his own success, not his Teacher.

3. He acts responsibly in creating the paper, and in his relationship with his team members, he sees "The Problem" as his and realizes that the Teacher will not take it away and solve it.

4. He believes that his work on the Team counts for something, and he gains recognition for his ideas.

5. He knows where he stands on the Team and that he has a say in how things are done. He sees that he has control over his work.

6. He is reinforced by his Team members and has confidence that "The Problem" can be solved by the Team as a whole.

7. He realizes his importance to the Team and accepts flexible controls exerted by them.

8. He offers help by taking responsibility for the team "Problem" and contributes to the self-esteem of the whole Team.

9. He learns faster from his shared successes than he does his failures because he knows and accepts what is expected of him.

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WHAT DOES THE CUSTOMER (STUDENT) WANT?

The following are what students say they want on teacher evaluations:

1. "I don't want so much homework."
2. ". . . not enough time to complete projects."
3. ". . . would like more outside help."
4. "How does what you teach apply to my life?"
5. "Can I use what you teach me in my career?"
6. "I want more control over my work."
7. "I want more choices in material to write on."
8. "I want procedures spelled out for me specifically if I am going to be held accountable for them."
9. "Things should be put into a simple form, not made as difficult as possible."
10. "A prepared, knowledgeable teacher is important. I don't want someone wasting my time by talking off the subject all period."
11. "I want the best for what I pay for."
12. "If I have to be on time, the teacher should be too."

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WHAT SHOULD STUDENTS TRANSFER TO THE WORKPLACE AND PERSONAL LIFE?

1. The ability and desire to take responsibility for his life.
2. The belief that he is capable of achieving different goals.
3. An awareness and appreciation of the challenge each new "Problem" offers.
4. An ability to evaluate situations and take responsibility for improvement based on feedback.

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TEAMS WORK BECAUSE:

1. The more decisions the Team can make, the more improved and "charged up" they all feel.

2. Instead of being told what to do, they realize that they like agreeing on what they want to do.

3. They enjoy the versatility of being able to switch writing assignments and responsibilities within the Team.

4. They often positively reinforce each other and act as cheerleader for the Team.

5. Team members have shared goals or reasons for working together.

6. Teams appreciate and utilize each other's abilities to achieve these goals.

7. Team members are committed to the idea that working together leads to more effective decision-making than working alone.

8. Team members realize that they are accountable to the other members of the team.

9. Team members share the same expectations, support one another, and respect each other's individual differences.

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10 Principles for Empowering People

1. Tell people what their responsibilities are.
2. Give them authority equal to the responsibilities assigned to them.
3. Set standards of excellence.
4. Provide them with training that will enable them to meet the standards.
5. Give them knowledge and information.
6. Provide them with feedback on their performance.
7. Recognize them for their achievements.
8. Trust them.
9. Give them permission to fail.
10. Treat them with dignity and respect.

Tracy, Diane. 10 Steps to Empowerment. Quill, 1990.

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THE MOST OFTEN ASKED QUESTIONS ABOUT TQM

Q. "Don't we already have quality education here?"

A. The fact that one initiates TQM doesn't mean that quality doesn't already exist. It means quality (building it into the process) is stressed instead of being assessed at a later date. By assessing quality each day, students become more competent, we as teachers become more effective, and we improve our standards throughout the semester.

Q. "Is TQM, as it is used in the classroom, akin to non-threatening learning?"

A. Yes. Barriers to learning are removed, but materials are not remedialized or made simple in order to avoid being threatening. The student must still produce; the barriers to doing that are removed so that through empowerment, he can chart his own course to success.

Q. "Isn't the timid student at a disadvantage when teams are used?"

A. No. Students choose their own teammates. Those with like personalities tend to team up. Before long, shy teammates take charge and voice opinions along with their stronger peers. There are also times when these "shy" students assume leadership roles in the team.

Q. "As instructors, who are our customers?"

A. The Student is the obvious customer, but there are a few more:
- -- The next instructor to teach the student
- -- The college itself
- -- The next college the student transfers to
- -- The student's boss

Q. "What are the requirements (students')?"

A. It is always a good idea to ask the customer what he wants, and we do this at the end of a semester when students are asked to evaluate and comment. But, this process of evaluation could be carried out as a new semester begins as well. It would be wise to read and weigh student comments.

Q. "Isn't Deming's TQM just a rehash of the old Zero Defects idea of years ago?"

A. No. Quality is built into the process daily, standards are continuously raised, and people near the problem are given the power to solve the problem. TQM is not management by objective; workers are not controlled, they are empowered. Deming emphasizes the system must be changed by management from the top down. It is the system that needs fixing, not the student.

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THE MOST OFTEN ASKED QUESTIONS ABOUT TQM

Q. "When using teams, are there those that leave their work to other members of the team while they goof-off?"

A. This does occur. But, the Team sets the workload. The Team can expel any member of the team who won't work, leaving the freeloader to fend for himself.

Q. "Isn't one grade for the Team an unfair assessment of each team member's ability?"

A. No. Each team member has input into what appears in the final text. The paper is a TEAM project. If the student were working alone, he would probably ask others to help him in varying degrees. If a team member is that concerned about individual assessment, he can withdraw from his team and work by himself. The choice is HIS.

Q. "What about troublemakers in the team? Won't they tend to disrupt progress?"

A. The Team has the power to expel any member it feels does not act for the good of the team.

Q. "What do you do about late work?"

A. I've had a late paper on two occasions only. Both reasons involved hospitalization of the student. In one case, the student was able to submit his work to his teammates from his hospital bed. In the other, the student and his Team requested four days to meet and finalize their work. Remember also, the class as a whole may require an extension date, but this is not often requested. Since the students set their own deadlines, I've never received late work other than these two instances.

Q. "How do you handle absentees from the Team?"

A. The team members are responsible to each other to get work in that they have agreed to do. They know they are to notify a teammate in case they are absent, and work is forwarded to the Team for the next class meeting so that the work of the Team may continue. Team members have already traded phone numbers, and they often keep in touch between classes this way.

Q. "Aren't you afraid to turn students loose to complete a project on their own?"

A. No. Remember that the instructor builds quality into the product by acting as facilitator and visiting each Team in each class each day. Students have already been given the Tools to solve "The Problem". Each Team will achieve varying degrees of success in the work it produces based upon their combined capabilities. They are responsibility for the outcome and are in complete control.

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THE MOST OFTEN ASKED QUESTIONS ABOUT TQM

Q. "Aren't you spoon feeding and mollycoddling students when you lecture to them during the first month rather than letting them dig out the information for themselves?"

A. No. The student is satisfied with his ability to achieve because he is empowered to produce the product. This does not take place at the expense of the course or the student's role in it. The satisfaction of the student at having achieved because he has the Tools is related to his self-esteem and his continued success.

Q. "What is the role of the Teacher as Facilitator/Counselor?"

A. In this role, the Teacher provides feedback to the Team in order to:
- -- Re-inforce positive performance
- -- Indicate to the Team how and where improvement is needed
- -- Motivate the Team to perform better
- -- Encourage Team self-reliance and responsibility

Q. "What is the use of employing TQM in my classes if my institution doesn't adopt it?"

A. There are several advantages:
- -- Students learn more, and they learn it faster. They also enjoy the learning process.
- -- Students have more time to complete a project and feel less stress because others on the team are there to help and teach.
- -- Students will want to raise their own standards with each new piece of work because they are in control and already have the "Tools" to assure their success.
- -- The atmosphere will be more relaxed and more conducive to learning.
- -- Teachers will have more time to do other projects instead of grading and "controlling" students.
- -- Teacher and students will enjoy the class more because there is variety and student input.
- -- The structure of the Teacher's class will constantly change for the better. Each semester brings with it new ways of exploring teamwork.
- -- As other instructors learn of the value of applying TQM techniques, they will promote its use throughout the institution.

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Using TQM in English Composition promotes these Basic Principles of Learning (formulated by the Center for the Humanities, Inc., 1972).

People learn best:

- when they are physically and emotionally comfortable.
- when they are stimulated emotionally as well as intellectually.
- when they select or help select problems and goals of real interest to them.
- through concrete, realistic, and predominately first-hand experience.
- when they are challenged within the range of their abilities.
- when they are involved in a variety of related activities.
- when a new learning is related to an older learning.
- when they have reflected on the meaning of their experiences and have participated in the evaluation of those experiences.
- when learning is reinforced by meaningful repetition.
- when their knowledge leads to some action related to it.
- when they have a sense of personal and group achievement.

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DEMING'S FOURTEEN POINTS

1. Create constancy of purpose toward improvement of product and service.
2. Adopt a new philosophy of leadership for change.
3. Cease dependence on inspection to achieve quality.
4. End the practice of awarding business on the basis of price tag.
5. Improve constantly and forever the system of production and service, to improve quality and productivity, and thus constantly decrease costs.
6. Institute training on the job.
7. Institute leadership.
8. Drive out fear so that everyone may work effectively on the job.
9. Break down barriers between departments.
10. Eliminate slogans, exhortations and targets.
11. Eliminate management by objective. Substitute leadership.
12. Remove barriers that rob people of their right to pride of workmanship.
13. Institute a vigorous program of education and self improvement.
14. Put everybody in the organization to work to accomplish the transformation. The transformation is everybody's job.

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SUGGESTED READINGS

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