



Total Quality Management in Nestle

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Abstract:

Total Quality Management (TQM) is a method that aims for to improve high quality and overall performance which will meet or exceed consumer requirements. This can be accomplished by combining all quality-related features and procedures throughout the company. TQM examines the all round quality measures utilized by a company including organizing high quality design and development, quality control and maintenance, quality improvement, and quality assurance. TQM considers all quality measures taken at all stages and involving all company workers. In this paper we will discuss about the total quality management in Nestle.

Key words: TQM, Quality measures, quality control.

PREFACE:

Total quality management helps to ensure that each and every employee is effective in the direction of the development of work culture, processes, services, systems and so on to ensure long term success.

Total Quality management can be divided into four categories:

1. Plan
2. Do
3. Check
4. Act

Also referred to as PDCA cycle.

Planning Phase

Planning is the important part of total quality management. In this first stage employees have to come up with their issues and concerns which need to be addressed.

They need to come up with the different challenges they face in their day to day operations and also analyze the problem's root cause. Employees are required to do required research and gather relevant data which would enable them to find solutions for all the issues.

Doing Phase

In the doing stage, employees develop a solution for the problems defined in planning phase. Strategies are devised and implemented to overcome the challenges faced by workers. The effectiveness of solutions and strategies is also measured in this stage.

Checking Phase

Checking phase is the stage where people actually perform a comparison analysis of before and after data to verify the effectiveness of the processes and evaluate the results.

Acting Phase

In this phase employees document their results and prepare themselves to address other issues.

Review of Literature:

The researchers have done research on various parameters of TQM ranging from quality assurance, curriculum development, administration, stakeholders, leadership.... (Tom Noone, 2008) in his article discusses about Deming's philosophy through his 14 - principles which helps a service sector to attain quality. The principles indicate what management needs to do to ensure that they and their employees are able to deliver good service quality to its customers.



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The purpose of this paper is first, to select and describe six of the 14 principles and explain their implications for organizational management; and second, to highlight the relevance of these principles within higher education. Six of Deming's principles help in transforming organizational management and discuss the application of these to management within the area of higher education. The selection of these six principles, for discussion is not due to their more importance for quality, but because they important for management in higher education. (Kato, 2010)in his paper seeks to shed some light on the importance of Japanese-style management and Total Quality Management (TQM) in higher education institutions. This paper begins by describing management concepts and relates these concepts to Japanese-style management and TQM in universities. Then review on the Japanese -style management and TQM, management in higher education institutions with the implementation of ISO 9000 is discussed.

This paper also examines the role of management system in universities in shaping their mission and vision, and concludes with suggestions that can facilitate awareness from staff in the organisation that would promote their cooperation for successful implementation of ISO 9000. (Choppin, 1995)in his article talks about the study of total quality management (TQM) which demonstrates a divergence of cultures. It explains how success stems from developing a unique model of TQM, reflecting the business ethics and purpose of the organization. One organization focuses on teamwork, another has strong process control, while a 3rd develops strong internal customer relationships. On the larger canvas, TQM provides a direction and a framework for morality in business. It considers and rewards the effort of those directly involved, both inside and outside the organization. While the principles of total quality may appear in different forms,those developed by the British Quality Foundation represent the core of most TQM initiatives.

(Satish, 2009)This paper examines the role of quality management concepts towards enhancing classroom learning. The article talks about cooperative learning and how it can enhance the learning process among students as the teaching shifts from teacher oriented to student oriented. Collected data were analyzed using factor analysis to arrive at specific focus areas to improve learning. It is found that specific quality management concepts can assist towards increased classroom learning for students. This research broadens the scope of the applicability of quality management tools for enhanced students learning across varied cultural settings. (Chowdhary, 2012)in his paper talks about higher education sector that is characterized by diversity, students and course profiles are different and how universities help to develop students with distinct characteristics and attributes.

Universities are required to work in developing employability skills in their students by providing academic staff with relevant support and resources, integrating these skills into curriculum and course design, providing students with work placements and exposure to professional settings and providing advice and guidance through career services. The article also brings to notice the importance to set strategies related to programs so that employment skills are formulated and monitored religiously, then the vision of India of being a developed country will be achieved in the true sense. (Berry, 2002)through this article makes one understand quality from the point of view of labour or administration and how both are important and how one needs to understand each aspect and check out the recommendations that have been suggested. What "quality" means in higher education depends on whether one speaks from the labour (faculty) or the management (administration) perspective, but the current "cooperate around quality" trend does not leave room for debates about definitions of quality. This reflects the fact that faculty and administration do not come to the bargaining table as equals.



Increasingly, the administration's definition is simply imposed on employees who are, in the majority, contingent, and not yet represented by unions. To show how differences in what counts as "quality" play out in a highly unequal confrontation, we present a case study of the experience of one teacher and union activist in the Chicago City Colleges. We then place this case in the context of the current campaign to privatize both administrative and instructional functions of the Chicago City Colleges. Instead of "cooperating around quality," they recommend an alternative strategy of coalition with other higher education workers and students and commitment to a labour definition of quality. (Han)through this article talks about the challenge that the education environment faces is to ensure that the quality of teaching and learning is maintained. One possible path for improving the quality of education lies in the application of the ideas of Total Quality Management (TQM) to the teaching and learning (T&L) process. Employing these TQM quality attributes in the education context creates value for educational institutions, employers, and students.

This paper focuses on the limited application areas of specific key components of TQM methods/tools in managing, scrutinizing and enhancing the quality of teaching and learning practices in the classroom environment. (Misra, 2012)talks about how important accreditation is presently, how it is advantageous to the various stakeholders, why it is so essential in the present scenario, how it is attained and best practices for accreditation. (Rena, 2006) in the article states how the Government of Eritrea offers both formal and informal training programmes at different levels in order to develop the human resources. An attempt is made in this article to analyse the educational and human resource development after independence. This article also provides detailed account of technical and vocati on education with special reference to skill development programme.

(Stukalina, how to prepare students for productive and satisfying careers in the knowledge-based economy: creating a more efficient educational environment, 2012) The article talks about how globalization poses new challenges to higher education institutions. The main concern for educators is to provide their graduates with an extensive assortment of skills required for the new knowledge-based economy. To successfully address the emerging challenges education managers have to create an efficient educational environment for providing a sustaining learning process. The integrated educational environment, where students have an opportunity to develop their creative potential, is an efficient means of preparing students for productive and satisfying careers in the knowledge-based economy. Realizing their strategy educational managers employ a variety of management practices.

(Muralikrishnan, 2009)through his paper tries to project a method from the parlance of management into the arena of higher education thereby anticipating the relative improvement of quality consciousness among all constituents so as to enhance their effectiveness and competence. (Lunenbug, 2010) In his article, sets the framework for transforming schools using Deming's 14 TQM principles. The concepts formulated by Total Quality Management (TQM) founder, W. Edwards Deming, have been suggested as a basis for achieving excellence in schools. It is an opportunity to conceptualize a systematic change for schools. (Stukalina, . Using Quality Management Procedures In Education: Managing The Learner-Centered Educational Environment, 2010)In the article talks about how the role of quality management in education is increasing. Managing for quality is now one of the major issues for educational organizations. One of the key tasks for education managers is to provide the learning process participants with an effective and motivating educational environment.



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(Yeshodhara) states in his article about how total quality management is incorporated for teachers and they avoid including quality in various processes, policies, management etc. (Furst -Bowe & Bauer, 2007). States how The Baldrige model promotes quality improvement in innovation and performance excellence and is useful for educational institutions, emphasizing visionary leadership and systematic assessments for change initiatives to help align processes and resources across the organization. According to Hodson & Thomas, (2003) Quality Assurance "emphasis compliance and accountability". So in quality assurance certain standards are adopted by the institutions to promise good outcome to the customer. Thus the main purpose behind evaluations of faculty and system is to keep a check on the standards (Lillie, 2003). Universities are giving quality assurance more preference so that they can promote their business in the market (Delanty, 2001).

Increase in competition and development of the education industry lead to shortage of resources, this directed to the realization of a creation of system where the available resource give maximum payoff (Piana & Agasisti, 2009). Universities are under extreme inspection, so they have to go through constant strategic changes from role to the infrastructure. These exercises are conducted by referring to the managerial approaches from the literature (Barnabe & Riccaboni, 2007). J N Choudary in his article (2012) states how higher education sector is characterized by diversity, students and course profiles are different and how universities help to develop students with distinct characteristics and attributes. According to Gates, (2002) there are ways to access the higher education system. Guided self-assessment is an external system created by the International standard organization (ISO) which keeps a check on the internal system of the organization and their quality standards. ISO has now created assessing strategies for higher education.

(Spanbauer, 1992). Intermediary conduct assessment is also a n external system however it checks on the institutions goals and outcomes. Independent self assessment is when the institutions take full responsibility of checking the quality standards. TQM in education surfaced in 1988. TQM has become increasingly popular in education, as evidenced by the plethora of books and journal articles since 1990 (Tucker 1992). TQM has also spread into mainstream of educational organisations. The Association for Supervision and Curriculum Development, for example, devoted its entire November, 1992 issue of its journal, Educational Leadership, to the quality movement in education. In support of the TQM initiatives in education, Crawford and Shutler (1999) applied Crosby (1984) model to suggest a practical strategy for using TQM principles in education. Their strategy focused on the quality of the teaching system used rather than on students' examination results.

They argue that examinations are a diagnostic tool for assuring the quality of the teaching system. To satisfy the educational needs of students, continuous improvement efforts need to be directed to curriculum and delivery services. From such a perspective, various root causes of quality system failure in education have been identified. These include poor inputs, poor delivery services, lack of attention paid to performance standards and measurements, unmotivated staff and neglect of students' skills (Ali and Zairi 2005). One of the weaknesses of such a perspective is in its concentration on the student as a customer whereas TQM in education should concern the customer beyond students.

Need for the Study:

TQM, that used for continuous improvement in organisational performance. TQM, thus, strengthens the competitive strength of enterprises in this paper we will discuss about tqm in NESTLE.



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Objective:

To study the total quality management in NESTLE.

Methodology:

This paper mainly based on secondary data .The articles which are published in the area of total quality management .and information from nestle website.

Quality and safety

Quality and Safety for our consumers is Nestlé's top priority. This applies to our entire portfolio, from foods and beverages to all our systems and services.

Nestlé Quality Policy

Our actions to ensure quality and food safety are guided by the company's which describes our commitment to

- Build trust by offering products and services that match consumer expectation and preference
- Comply with all internal and external food safety, regulatory and quality requirements
- Gain a zero-defect, no-waste attitude by everyone in our company
- Make quality a group-wide objective

Nestlé Quality Management System

Our Quality Management System is the platform that we use globally to guarantee **food safety**, compliance with **quality standards** and to create value for consumers. Our internal Quality Management System is audited and verified by independent certification bodies to prove conformity to internal standards, ISO norms, laws and regulatory requirements. **From farm to fork** Our Quality Management System starts on farms. We have a long history of working together with farmers in rural communities to help them improve the quality of their produce and adopt environmentally sustainable farming practices. The Quality Management System not only ensures our ongoing access to high quality raw materials.

It also enables farmers to protect or even increase their income. Often the standard of living of entire rural communities is raised as a result. The system helps address key global environmental and social issues. **Quality by design** Quality is built in during product development according to the requirements of the consumers and following all food safety and regulatory requirements. Nestlé's R&D network applies in this "Quality by design" to all of our products. **Good Manufacturing Practices** We apply internationally recognized Good Manufacturing Practices (GMP) to ensure quality and food safety. GMP covers all aspects of manufacturing, including standard operating procedures, people management and training, equipment maintenance, and handling of materials. **Hazard Analysis and Critical Control Points** We apply the internationally recognized HACCP (Hazard Analysis and Critical Control Point) system to ensure food safety.

This preventive and science based system identifies, evaluates, and controls hazards that are significant for food safety. It covers the entire food production process from raw materials to distribution and consumption. Our HACCP plans and systems are verified by external certification bodies against the international ISO 22'000:2005/ISO 22002-1 standards. **Consumer Use** Our products carry information to ensure that they are used safely with the highest level of quality for the consumer. Consumer services Our worldwide consumer services organization ensures that we can immediately respond to any consumer inquiry, question or concern. The labels of all Nestlé products invite our consumer to talk to Nestlé, and provide our address or telephone number. The quality and safety of our products is our top priority. Here are just some of the steps we take to ensure that the Nestlé products you buy are safe to consume.

Materials

Our approach to food safety covers the entire supply chain, starting with farmers and suppliers.



We follow rigorous procurement and auditing processes to ensure we select safe, high quality raw materials. This includes defining specifications for the materials we use, and performing checks to ensure they always comply with the most stringent regulations and the latest scientific knowledge. If they don't comply, we reject them.

Preparation:

All our manufacturing facilities, wherever they are in the world, are designed to ensure we prepare our products to the highest quality and safety standards. This includes preventing foreign bodies from entering products, enabling the management of allergens, and controlling pests. Our factories are all built according to precise prerequisites, including those for a clean and safe water supply, for air filtration, and for any material that will come into contact with food, to guarantee that the materials, equipment and manufacturing environment are all designed to produce safe products. We carefully manage the flow of ingredients and products in and out of our factories to ensure raw materials and prepared foods are properly segregated. Our factories have dedicated zones, equipment and utensils for different ingredients to prevent cross-contamination. We follow certified cleaning and sanitation practices at every step of production, and our employees are trained to fully adhere to the principles of good food hygiene.

Processing

Our recipes and processing techniques are scientifically formulated to deliver the safest possible products. We prepare products in quantities that provide an appropriate and consistent dosage of any nutrient, to avoid any harm linked to over- or under-dosage. And we process food at optimum temperatures to retain its nutritious value, while removing dangerous microorganisms and preventing the formation of chemical contaminants.

Testing

Before a batch of product leaves one of our factories, it must pass a 'positive release' test to confirm it is safe to consume. At Nestlé we carry out more than 100 million tests a year to verify product compliance with internal and external standards, including for harmful compounds or microorganisms in the materials we use, the environment we operate in, and also in our products. We don't test products to check they're safe. We do so to verify that they are. We have so many stringent, inbuilt controls to guarantee safety, that by the time we reach the final testing stages, we're already extremely confident that the finished product is safe.

Packaging and transportation

When products are released from the factory, we make sure they reach their destination in optimum condition. For chilled or frozen products, this also means ensuring they are stored and transported at the correct temperature. Packaging has a vital role to play in ensuring our products reach consumers in a safe condition. It also carries clear information about how to prepare, store and use the product, with information on ingredients as well as any allergen risks. We make sure that best-before and use-by dates are correct so consumers understand when the product will be past its best and when it will no longer be safe to consume. This also helps to avoid generating unnecessary waste. Packaging also helps to ensure traceability in our factories. We use unique batch codes, to tell us exactly when a product was produced, what ingredients went into it and where those ingredients came from. Managing risk We have an early warning system to help us pinpoint signals that may develop into issues. The earlier we can spot potential issues, the better we can prevent or manage them. Food safety is never static. Expectations are always changing, regulations are changing and our scientific knowledge is changing.



That's why we constantly improve our procedures and share our expertise on food safety with the rest of the industry, external authorities and our consumers.

Conclusion:

TQM, that used for continuous improvement in organisational performance. TQM, thus, strengthens the competitive strength of enterprises ,nestle maintains their quality in from production to packing in each and every step of process to maintain quality and standards it helps them to gain more potential customer and helpful them to win trust and confidence of customers.

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