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Infusion of TQM in Management Consulting Professional Training in Ghana: Exploring Key Strategic Issues

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Abstract

The purpose of this study is to systematically review the TQM milieu to identify the key dynamics of TQM infusion into management consulting professional training in Ghana. Systematic review of current literature significantly hinged on synthesis, inference and finally typified by innovative frameworks for implementation. The study unfolds the key dynamics of TQM implementation focusing on "hard" and "soft" enablers, benefits of TQM implementation and innovative frameworks for TQM infusion into management consulting professional training couple with future research agenda for advancement of management consulting professional training. The infusion of TQM into the professional training of management consultants in Ghana sets the ambiance for churning out well-cut-out consultants to solve corporate problems and to guarantee value for donor inflows from advanced countries by managing projects efficiently. Developing a world class management consulting training institutions comparable to Boston Consulting Group among others in Ghana. This paper pioneers the application the infusion of TQM into management consulting training.

Key Words: Total, Quality, Management, Professional, Training, Infusion, Evolution, Award

1. Introduction

In the global marketplace, increased levels of competition require Total Quality Management (TQM) to stay in business (Martínez-Lorente *et al*., 1998). TQM is now social movement (Hackman & Wageman, 1995). Decades ago, the core ideas of total quality management (TQM) were set forth by Edwards Deming, Joseph Juran and Kaoru Ishikawa in the U.S. management community. Customer demands and sophistication re-wrote the rules of competition to compel organisations to focus on quality (Nosakhare, 2000). Today, quality is the underlining factor in satisfying customers (Nosakhare, 2000); implying the survival of organisations is dependent on provision of quality products and services to outdo competitors using Total Quality Management (Nosakhare, 2000). TQM has permeated man spheres of organizations notably health care organizations; public bureaucracies; non-profit organizations; and educational institutions; and now prominent in popular press; in the portfolios of trainers and consultants *inter alia* (Hackman & Wageman, 1995).

Over the past eight decades, theoretical and empirical studies conducted to improve total quality delivery of goods and services to consumers include an investigation into the impact of total quality management application in the construction industry by Iruobe *et al*.(2012) which concluded that successful training should be organizational-wide from top management to the lower levels Irechukwu (2010) studied quality improvement in global competitive marketplace advocating an organizational TQM framework; hinged on critical factors of commitment from all employees; training and education; customer satisfaction; co-operation and teamwork; employee empowerment; adequate planning and monitoring among others;

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Mohamed and Samir (2003) critically reviewed the essentials of TQM concluding enabling "soft" factors for TQM implementation must support enabling "hard" factors; Martínez-Lorente *et al*.(1998) assessed the origins of TQM and concluded that the term TQM became popular in the second half of the 1980s transforming many elements developed from the 1950s to the 1970s mostly in the USA with extensive application in Japan. Hackman and Wageman (1995) examine the empirical and conceptual dimension of TQM and concluded by advocating a massive research effort be devoted to TQM; and found TQM TQM behavioural processes comprise of motivation (work redesign, goal setting and pay for performance); learning (learning from one another, learning from work processes, learning about collective goals); and change.

In spite of the theoretically and empirical development of TQM; demonstrated in above research studies conducted over the years; attempts were not made to   infuse TQM in to management consulting professional training. In this light; the aim of this research is to methodically review relatable extant literature on TQM and management consulting in order to identify the implementable dynamics of TQM infusion into management consulting professional training. To accomplish the novel aim stated above; the objectives of this research encompass a detailed review of pertinent literature on TQM and management consulting; and to analyze and synthesize the reviewed literature in order to identify key variables to serve as the basis for further empirical studies for the infusion of TQM into management consulting professional training. Methodologically is axiological, adopting inductive reasoning and inference of general concepts and theories within the framework of the research aim and objectives. The critical review of led to development of frameworks to guide the implementation of TQM in professional management consulting training. This research is novel as it serve as a guide and a point of reference for providers of management consulting professional training; the identified research gaps provide avenues for future research in the academia; and it is a tool for awareness creation on TQM in Ghana; and authorities ensuring that TQM is religiously adhered to in educational and training institution particularly for management consulting. The structure of the paper borders on the historical dimension of TQM evolution; conceptualization of total quality management (TQM); epitome of TQM dimensions;   exploring the dynamics of TQM implementation; TQM within Ghanaian perspective; conceptualizing management consulting ; global total quality management systems for education and training of professionals; exploring management consulting training; professionalism and management consulting in perspective; exploring TQM in education and professional training of management consultants; hindrances to TQM adoption in the training of management consultants; and summary and conclusion.

Historical Dimension Of Tqm Evolution

According to   Powell (1995) TQM is traceable to Union of Chinese engineers during the post war era in a bid to improve the quality of life; adopted by American firms, TQM finally emerged in the 1980s (Martínez-Lorente *et al*., 1998). TQM was adopted in an attempt to find a substitute for 'Total Quality Control' to achieve zero level defects (Martínez-Lorente *et al*., 1998; Deming, 1982 and Crosby, 1979). The infusion of TQM into American production system is credited to penetration of Japanese products into American markets, a phenomenon evident in the writings of Crosby, Deming, Feigenbaum and Juran in the 1970s (*c.f*. Martínez-Lorente *et al*., 1998). Following its introduction into the American markets, companies and academics studied the works of the authors like Ishikawa, and integrated their approaches into quality management which gave birth to the concept of TQM; and consequently, this movement got exported to the UK (*c.f*. Martínez-Lorente *et al*., 1998). Again, Martínez-Lorente *et al*. (1998) recounted the massive utilization of TQM in the 1990s; its ascendency in 1993; and later declination in the number of papers published on TQM for lack of attraction; however, its components, benchmarking and self-assessment continue to receive attention from writers especially in management literature.

Conceptualization Of Total Quality Management (Tqm)

According to Sallis (2002) TQM is a practical and strategic approach adopted by organizations to satisfy the needs of their customers excellently in a deliberate and systematic manner requiring innovation and continual improvement (*c.f.* Bawden, 1991) through people. Similarly, TQM is perceived as representing a new way of thinking in organizations with responsibility for all members to improve quality (Norman, 2007).

According to Murad and Rajesh (2010) TQM seeks to integrate activities of quality, cost, functions; employee empowerment (Irechukwu, 2010) delivery of goods and services for customer satisfaction by applying quality principles. Gaither (1996) adds that TQM is the process of changing the fundamental culture of an organization and redirecting it towards superior product or service quality. Witcher (1990) clearly identified the main components of TQM *total* (*involvement of every person right from the supplier to the customer*); *quality* (*meeting customers' requirements exactly*); and *management* (*commitment of top executives*). TQM is a quality management approach requiring the cooperative endeavour of organizations to produce services or products with focus on quality customer (Irechukwu, 2010).

Majority of works on TQM draw on the philosophies of W. Edwards Deming, Joseph Juran, and Kaoru Ishikawa, the primary authorities of the TQM movement, their philosophies hinged on production of quality products (*c.f.* Hackman & Wageman, 1995 and *c.f.* Crosby, 1989). Organizations desire perpetuity in business to promote stability of communities, produce goods and services for customers and provide congenial environment for employees (Juran, 1969; Ishikawa, 1985; and Deming, 1986). The philosophical underpinning of TQM strategy is interlocked in quality, people, organizations, and the role of senior management (*c.f.* Hackman & Wageman, 1995).

2. Epitomizing TQM Dimensions

Corporate authorities desire to improve quality within the framework of Total Quality Management(TQM) epitomized by researchers, practitioners and theorists as top management support; employee management, production management; performance and data customer data management (Martínez-Lorente *et al*.,1998; *see also* Dale *et al*., 1994; Saraph *et al*., 1989; Flynn *et al*., 1994; Ahire *et al*., 1996). Gurus of TQM applied four key principles of training and coaching, analysis of variance, statistics, and lifelong learning for quality improvement in organizations (*see* Deming, 1986 Juran, 1974; and Ishikawa, 1985).

Drawing from the plethora of review above, it is obvious TQM evolved in 1949 from the works of "quality" gurus Deming, Juran, Crosby and Ishikawa. TQM was first adopted by the Union of Japanese Scientists and Engineers followed by American firms; a phenomenon engineered by the works of academics and companies. The focus of TQM is holistic management of organizations with the prime objective of satisfying the customer by continual organizational improvement of services. Elemental to continuous improvement are quality, cost, function and delivery of goods and services to the satisfaction of the customer positioned within TQM philosophies of quality, people, organizations and the most critical of all is the role of senior management which are critical for management consulting firms.

TQM dimensions are necessary for the measurement and operation of TQM principles and philosophies in organizations especially in the professional training of management consultants.

Quality principles for improvement cannot be underestimated in a bid to secure successful TQM implementation in management consulting professional training. The conceptual framework in figure 1 below clearly demonstrates the nature of TQM

TQM GURUS
-Deming
-Juran
-Crosby
-Ishikawa

TQM PHILOSOPHY
-Quality
-People
-Organizations
-Role of Senior Management

TQM DIMENSIONS
-Top management support
-Customer relationship
-Quality data and reporting
-Benchmarking
-Supplier relationship
-Role of quality department
-Workforce management

ELEMENTAL FOCUS
-Customer Satisfaction
-Quality
-Cost
-Function
-Delivery of services

TQM PRINCIPLES
-Improving quality
-Variability analysis
-Collection of data
-Learning and improvements
-Better work methods

TQM ADOPTION
-Japanese scientists and Engineers
-United States Academics
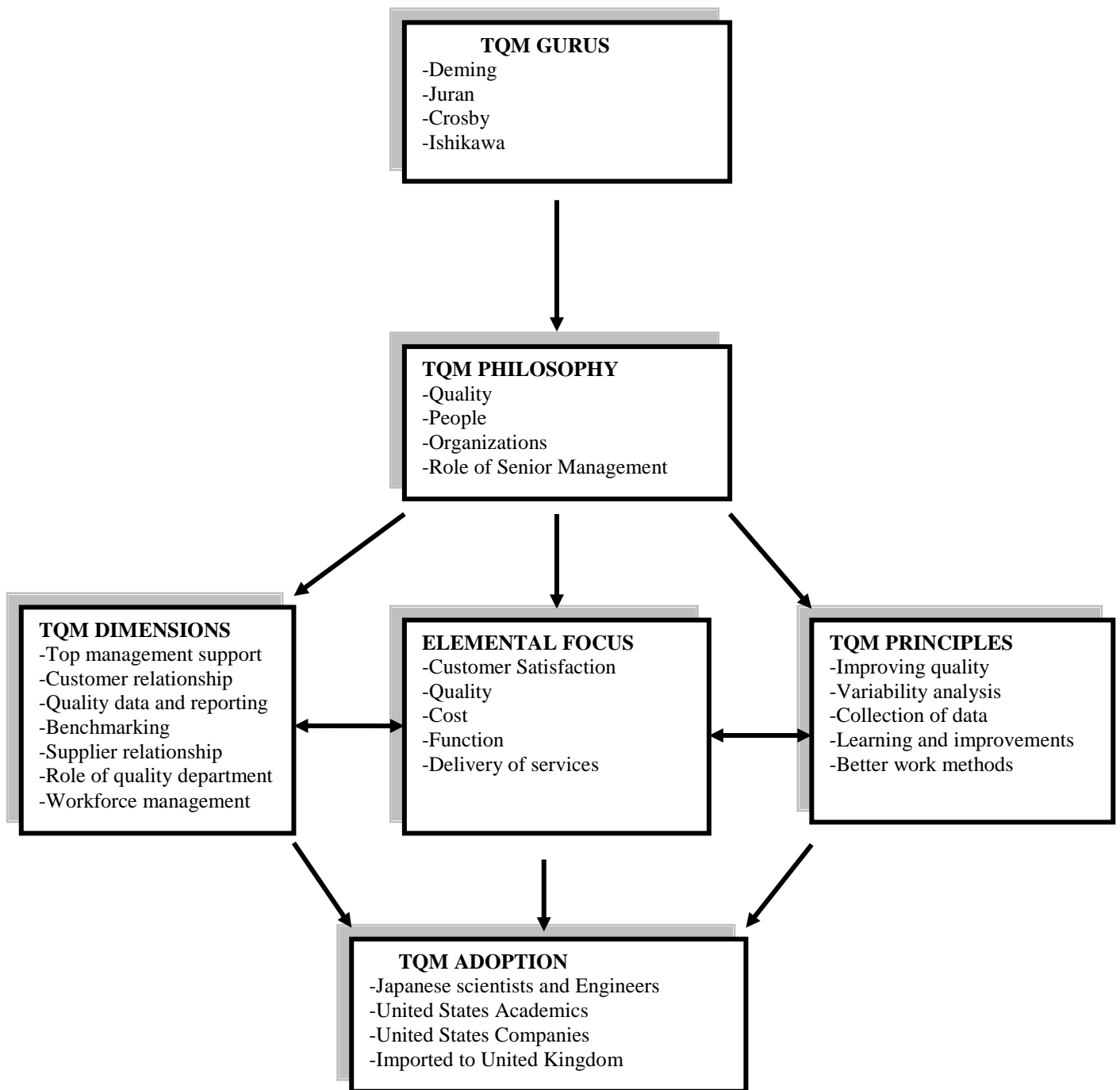-United States Companies
-Imported to United Kingdom

Figure 1: **A Conceptual Framework for TQM**

3. Exploring The Dynamics of TQM Implementation

TQM implementation must dovetail with perspective held by TQM founders (*c.f.* Hackman & Wageman, 1995) to provide enviable management consulting professional training. Top-down implementation strategy is common and dominant in US organizations, a practice in consonance with tenets of TQM founders is suitable for short-term problem solving teams (Conference Board, 1991). Collecting data about customers (Hackman & Wageman, 1995) is crucial for successful TQM implementation; commonly used sources of obtaining data on customers is the toll-free complaint lines, marketing research firms, and customer focus groups (Olian & Rynes, 1991).

Key research studies conducted revealed: a well implemented TQM in organizations have an average gestation period 3 years for benefits to manifest (*c.f.* Quality Progress, 1994; *c.f.* Taylor, 1998; Mann, 1992; DDI, 1994) except and Hendricks & Singhal (1999) who held TQM benefits take long period of time to materialize. If the gestation period of TQM benefits is an average of 3 years, what then are these benefits? Critical studies unfolds TQM outcomes as improved organizational performance; fewer defects; and numerous organizational aspirations (Salenga & Fazel, 2000); *see also* Norman (2007); Camp (1989); and Martini and Rickard (1991) for comparable benefits of TQM implementation. However top management resistance; erratic TQM implementation; non-sustainability of TQM agenda; inadequate empowerment; poor communication strategies; inappropriate teams are key suspects for poor TQM outcomes (Gatchalin, 1997). Similarly, Salegan and Fazel (2000) ranked causes of TQM implementation failures as lack of devotion to quality initiatives; poor inter-organizational communication; lack of employee empowerment; and lack of employee trust in senior management respectively.

Several works examined the enablers of TQM implementation in organizations with varied opinions emerging; to European Foundation for Quality Management (EFQM, 1999) the enablers of TQM implementation are the initial inputs; "hard" (*benchmarking, quality control tools, cost, documentation of quality management, customer and supplier management*) and "soft" enablers (*senior executive commitment, policy development and goals deployment, employee commitment, training and education*) are driven by the "hard" enablers; the (*c.f.* Mohamed & Samir, 2003). However, Black and Porter (1996) regarded "hard" quality factors/enablers as tactics.

In reference to the review above, TQM success in organizations is vital to overall quality performance. The TQM implementation dynamics demonstrated TQM implementation must be in accordance with the tenets of TQM founders espoused earlier. TQM implementation involves work simplification; training of top managers preluding the training employees; enhancing supplier relationship; and data collection. TQM implementation strategies and its tenets provide the same functions, significantly confirming the earlier assertion that TQM implementers adopt the tenets of TQM founders. Averagely; the gestation period for TQM benefits is three years. TQM implementation enabling factors or drivers are catalyst for TQM benefits gestation period. Thus enabling factors consist of numerous factors identified and generally categorized as "soft" and "hard" factors. TQM implementers mitigate the underlining factors for failure outcomes identified earlier.

In spite of the above challenges confronting TQM implementation process; its benefits to organizations consist of quality improvement; fewer defects; reduced rework; improved organizational performance; reduced lead times; lower inventory levels; and increased employee satisfaction. Figure 2 below diagrammatically illustrate the dynamics of TQM implementation
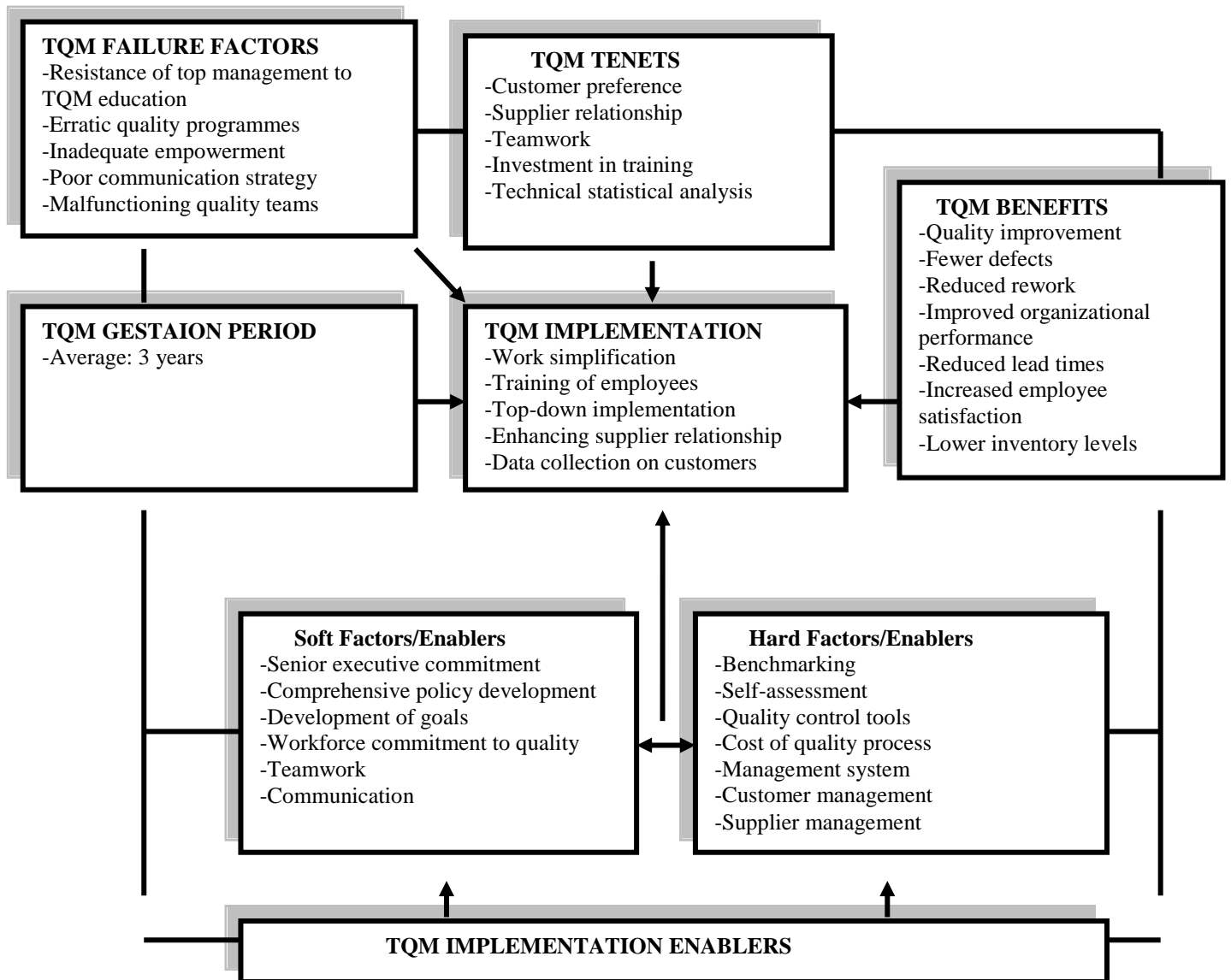
TQM FAILURE FACTORS
-Resistance of top management to TQM education
-Erratic quality programmes
-Inadequate empowerment
-Poor communication strategy
-Malfunctioning quality teams

TQM TENETS
-Customer preference
-Supplier relationship
-Teamwork
-Investment in training
-Technical statistical analysis

TQM BENEFITS
-Quality improvement
-Fewer defects
-Reduced rework
-Improved organizational performance
-Reduced lead times
-Increased employee satisfaction
-Lower inventory levels

TQM GESTAION PERIOD
-Average: 3 years

TQM IMPLEMENTATION
-Work simplification
-Training of employees
-Top-down implementation
-Enhancing supplier relationship
-Data collection on customers

Soft Factors/Enablers
-Senior executive commitment
-Comprehensive policy development
-Development of goals
-Workforce commitment to quality
-Teamwork
-Communication

Hard Factors/Enablers
-Benchmarking
-Self-assessment
-Quality control tools
-Cost of quality process
-Management system
-Customer management
-Supplier management

TQM IMPLEMENTATION ENABLERS

Figure 2: TQM Implementation Dynamics

TQM Within Ghanaian Perspective

Research in TQM progressed tremendously since its conception. TQM philosophy has assume global dimension being applied in varied field. Research on TQM in Ghanaian context focused mainly on the manufacturing, human resource management, construction and real estate sector and the services sector (*c.f.* Imbeah, 2012; Botsio, 2012; Fening, 2012 and Fening *et al*., 2013). These TQM studies in Ghanaian context do not deviate from the TQM philosophies earlier espoused by previous researchers conducted in similar contextual scope. Having conducted TQM studies in similar fields for the past decades, it is appropriate to challenge the status quo with TQM studies in areas that the concept is virgin; this is the reason the infusion of TQM in management consulting professional training in Ghana is a worthy course.

4. Conceptualizing Management Consulting

Wall Street analysts expect the cost of management consulting services to increase twice the rate of corporate earnings the next decade (Mckenna, 1995). To Ainamo and Tienari (2002), management

consulting is an institution conveying independent advice into the managerial boardroom for decision making. Management consulting is classified as strategy consulting, organization consulting and change consulting, linked to economics and psychology respectively (Nadler & Slywotzky, 2005) ; management consulting services include problem solving (Poulfelt *et al.*, 2005), corporate philosophy enforcement (Maister, 1993), and providing expert advice (Maister, 2008). Schein (1998) view the role of management consulting as a doctor providing treatment to clients (patients); an expert executing well-defined tasks; and process facilitation. Lippitt and Lippitt (1986) encapsulate management consulting roles in directive (consultant as a leader and director of activities); and nondirective (consultant as a provider of data for the client) continuum. The future of management consulting is bright per Wall Street analysts, better job prospects for management consultants requiring training.

Traditionally, management consulting is considered knowledge-based; recognised for personnel competency; division of labour; and information sharing facilitation utilizing economics and psychology which must underpin future training programmes to meet the demanding nature of clients in the global financial crisis. Figure 3 below demonstrate the conceptualization of management consulting.
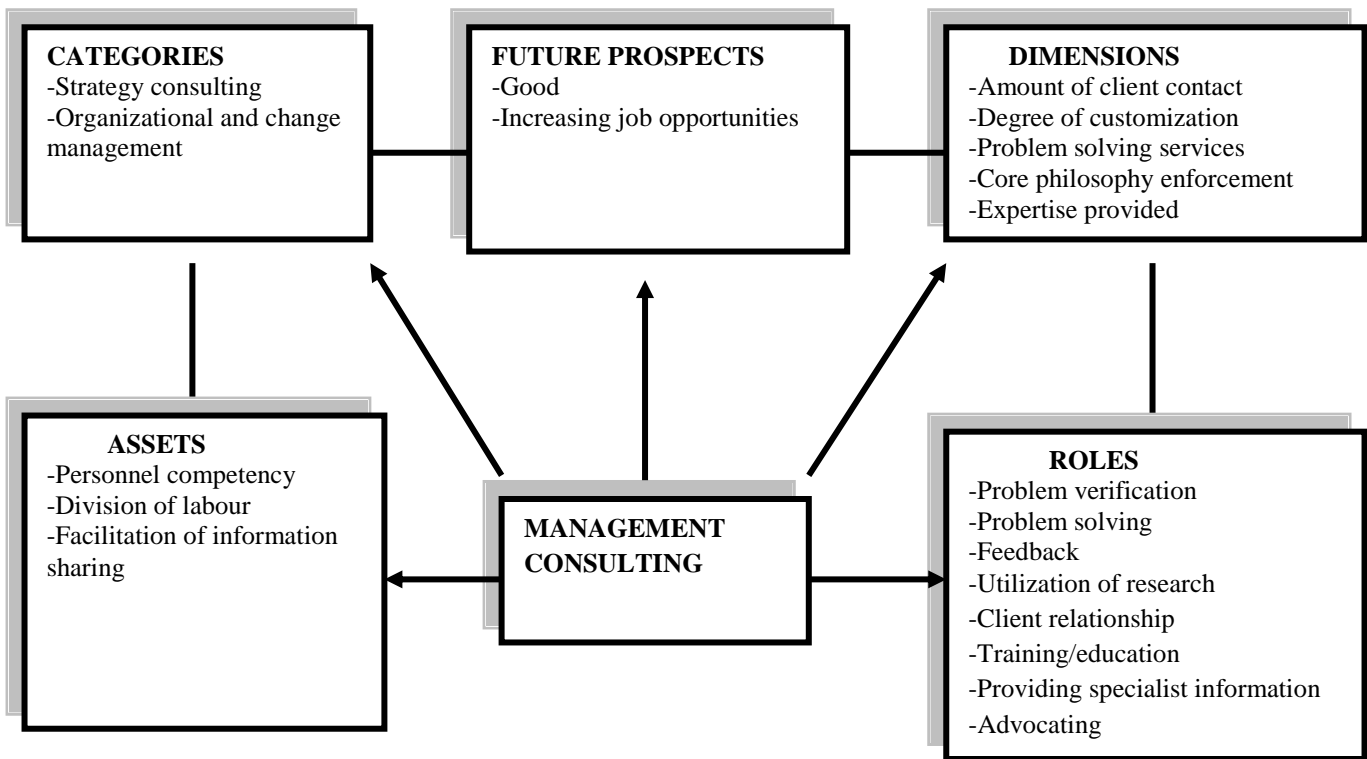

Figure 3: Management consulting conceptual framework

TQM In Management Consulting Professional Training

TQM blended with key elements of policy statement; quality management system; review mechanisms; programme delivery; staff policies; learner policies; assessment policies; and management system and policies for the education and training of management consultants to better learners expertise in the job market (*c.f.* SAQA, 2001).

5. Global Total Quality Management Systems for Education and Training of Professionals

Global quality management systems can be adopted to achieve consulting management education and training. Thus SAQA (2001) noted, the Malcolm Baldridge National Quality Award of USA emphasis core values and concepts of management including strategic planning leadership; strategic planning; customer and market focus; information and analysis; human resource focus; process management; and business results); for awards in education and training (SAQA, 2001). Other global quality management organizations devoted to improvement of education and training with applicable core values and concepts similar to Malcolm Baldridge National Quality Award include The European Quality Award; The Australian Quality Award; The Koalaty Kid Programme of USA;; The Deming Prize of Japan; The ISO 9000/2000 International Code of Practice for Quality Management Systems; Investors in People; The South African Excellence Model; and The Scottish Quality Management System. The commonality of criteria among these globally quality management in education and training of human resource made the adoption of single criteria applicable in the other award criteria. Thus management consulting training institutions ought to adopt these benchmarks in the training of their learners for international acceptability.

GLOBAL QUALITY MANAGEMENT SYSTEMS
-The Malcolm Balridge National Quality Award
-The European Quality Award
-The Australian Quality Award
-The Koalaty Kid Programme
-The ISO 9000/2000 International Quality Code
-Investors in People
-The South African Excellence Model
-The Balanced Scorecard
-The Scottish Quality Management System

Management Consulting Training: Utilize

THE SCOTTISH QUALITY MANAGEMENT SYSTEM

COMMON KEY QUALITY ELEMENTS
-Policy statement
-Quality management structure
-Review mechanisms
-Programme delivery
-Staff policies
-Learner policies
-Assessment policies
-Management systems and policies

Distinct Elements
-Strategic management
-Quality management
-Marketing
-Staffing
-Staff development
-Equal opportunities
-Health and safety
-Premises and Equipment
-Communication and administration
-Financial management

Figure 4: Quality management System for Management Consulting Training

In spite of their suitability, empirical evidence of the impact of the core values and concepts of quality management systems on the training of professional management consultants is lacking; an empirical research study in this direction will be appropriate and timely. The diagram below in figure 4 demonstrates the strategy for infusion of quality management systems in the training of professional management consultants.

6. Exploring Management Consulting Training

Training is one of the pillars of TQM implementation. Training is a deliberate process of behaviour, alteration to achieve a stated goal by increasing the potential of prospective trainees (*management consultants* appropriately) (*c.f.* Iruobe *et al*., 2012). Several consultancy management training approaches include reactive and proactive (Obikoya, 1996); to find remedies to the needs of new employees orientation; performance improvement; response to changing environment; increasing morale; and investment in human resources (*c.f.* Iruobe *et al*., 2012). Identifying the training needs for management consulting provides the basis for selection of appropriate methods of training; hence techniques for identifying training needs include identification of organizational and production problems of high costs; poor material control; poor quality *inter alia*; job and employee analysis; and anticipating impending and future needs(*ibid*). Existing training methods comprise of on-the-job training; vestibule training using facilities, equipments and workshop materials normally used in the workplace, a classical example is training schools by organizations; apprenticeship training; and internships (Iruobe *et al*., 2012).

According to Adams and Zanzi (2004), expertise for management consulting goes beyond the traditional skills of MBA or undergraduate business programme because students graduating from management consulting training institutions are regarded as raw recruits, and subsequently progressed to junior consultants, expert contributors, occasional consultants, and managing consultants depending on the years of consulting experience. Similarly, individuals in management consulting field are regarded as junior or managing level (Dehni, 1999; Upton & Steinman, 1996; and WetFeet.com, 2000). Managing consultants have above three years of experience; raw recruits are new entrants to the management consulting field with or no relevant experience; expert contributors enter consulting practice with technical or managerial experience without consulting experience; and occasional consultants are experienced managers with regular consulting experience (Adams & Zanzi, 2004). The academic needs of management consulting students differ and satisfied by course offerings in management consulting (Adams & Zanzi, 2004). Those with no experience will require training in courses notably project management with emphasis on client management, teamwork, recruitment practices, career paths, consulting process and client relationship; the junior recruit will require strong research background with much emphasis on data collection, data analysis, diagnosis and reporting and teamwork(*ibid*). Managing consultants require courses in client management and team supervision (Upton & Steinman, 1996). In an empirical research study conducted to investigate the management consulting courses at the graduate and undergraduate level with a sample of 93 top three tier business schools; Adams and Zanzi (2004) suggested a curriculum for management consulting training comprising of course outlines namely course overview with focus on management, career progression, ethics, consulting process, organization development and business advisory, contracting, *inter alia*.

Management consulting training must connect the needs of trainees per the job market hinged on the training modes identified in the review by Iruobe *et al*. (2012) using a state of the art curriculum relating to the needs of students and clients. However, apprenticeship as a management consulting training mode may not be appropriate since the profession is significantly intellectual in nature Irrespective of its novelty it is imperative to measure the suitability of the curriculum to meet the needs of clients as well and not only the needs of learners or trainee management consultants; hence an exploratory research to investigate the suitability of management consulting curriculum in meeting the needs of learners and clients is appropriate to boost the development of management consulting. The figure 5 below demonstrates the dynamics of management consulting training.
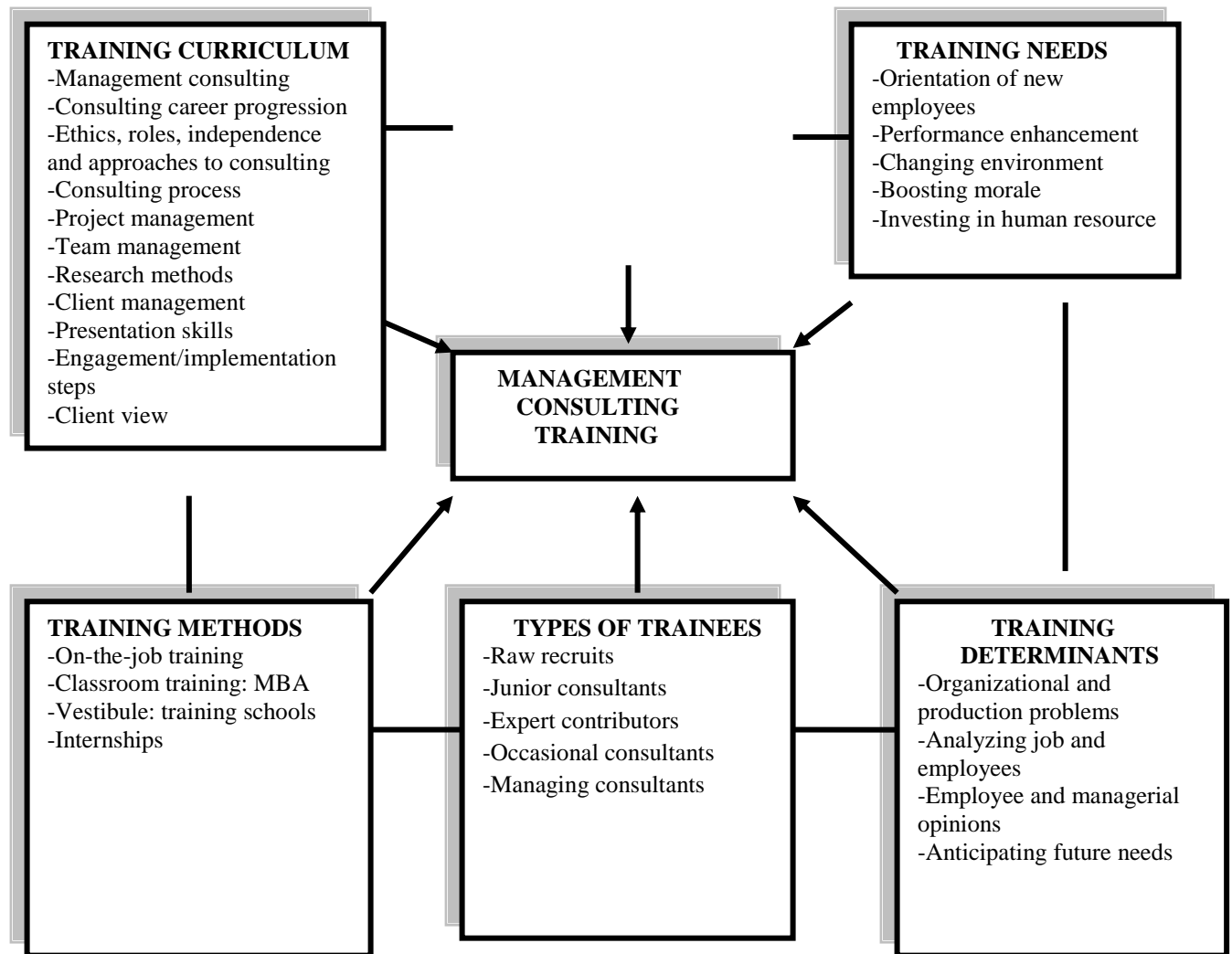
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TRAINING CURRICULUM
-Management consulting
-Consulting career progression
-Ethics, roles, independence
and approaches to consulting
-Consulting process
-Project management
-Team management
-Research methods
-Client management
-Presentation skills
-Engagement/implementation
steps
-Client view
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TRAINING NEEDS
-Orientation of new
employees
-Performance enhancement
-Changing environment
-Boosting morale
-Investing in human resource
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MANAGEMENT
CONSULTING
TRAINING
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TRAINING METHODS
-On-the-job training
-Classroom training: MBA
-Vestibule: training schools
-Internships
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TYPES OF TRAINEES
-Raw recruits
-Junior consultants
-Expert contributors
-Occasional consultants
-Managing consultants
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TRAINING
DETERMINANTS
-Organizational and
production problems
-Analyzing job and
employees
-Employee and managerial
opinions
-Anticipating future needs
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Figure 5: Management consulting training

Professionalism and Management Consulting in Perspective

Management consulting depends on professionalism to obtain credibility, authority and status to provide services to clients (Alvesson & Johansson, 2000). Adding on, Abbott (1988), Kyrö (1995) and Selander (1989) further deepen the discussion on professionalism by espousing its scientific dimension touching on its place in formal education; ethics; autonomy; occupation; client orientation among others in management consulting. Proponents of consulting, Block (1981), Ettinger (1991), Greiner and Metzger (1983), Kubr (1996) and Schein (1969), held: management consultant is a competent professional of integrity and self-control to expertly handle management problems Management consultants evolved by combination of training in formal education and on the job training in management (Alvesson & Johansson, 2000). Contemporary management consulting firms, premium is placed on formal education and training of consultants with focus on specific consulting skills (Poulfelt, 1998). Alvesson and Johansson (2000) concluded by supporting the view of Poulfelt (1998) that professionalism is the bedrock of the growth in management consulting market. Clearly, professionalism must be rooted in well-defined body of knowledge emanating from cognitive rationality (*c.f.* Alvesson & Johansson, 2000). Institutionalization of professional consulting management through certification as quality assurance provides capability and market reputation to protect the client and the consultant by working according to standards (Alvesson & Johansson, 2000).

Similarly, a better regulation and control; and a better education of the consultant would enhance the expansion of the management consulting industry (*ibid*).

7. Exploring TQM in Education and Professional Training of Management Consultants

Provision of quality education has been strongly advocated for in contemporary times; quality education emanates from outstanding teachers; high moral values; outstanding learner performance; parental and community support; good curriculum; technology application; resource support and purposeful leadership (*c.f.* Sallis, 2002). TQM in education and training of management consultants provides professional responsibility; competition inherent educational marketplace; and accountability (*ibid*). Practices that offset effective service delivery in education and training of professional management consultants encompass organization's behaviours or attitudes resulting from lack of leadership, care and courtesy, indifference, lack of training and concern; training providers must therefore work tirelessly to mitigate these negative tendencies. Achieving effective TQM in education and training of management consultants require continuous improvement; changing cultures; keeping close to the learners; professionalism; and quality of learning (*c.f.* Sallis, 2002).

Methodologies adopted to achieve TQM in consulting management education and training are vital to the success of producing competent consultants; these approaches identified by Harris (1994) learner focus; involving staff in the setting of policies and priorities; and conformity with specification to meet key measurable milestones in the educational and training processes of management consultants. Lawrence and McCollough (2001) advocated a system of guarantees to accommodate the stakeholders (learners, teachers and employers of learners after graduation). Model focusing on leadership, policy and strategy, people management, resources and partnerships and processes for TQM in education and training will yield stakeholder satisfaction in consulting management training and education (Osseo-Asare and Longbottom (2002). According to Murad and Rajesh (2010) TQM in teaching and learning at management consulting education and training institutions must utilize extensively discussions, case study analysis, presentations, field projects, role plays and simulation methods; research leading to commercialization of products and services; application of developed knowledge to solve socio-economic problems; service price determination; and blended delivery mechanism at affordable prices notably part time learning, distance learning, correspondence courses, open learning and e-learning among others.
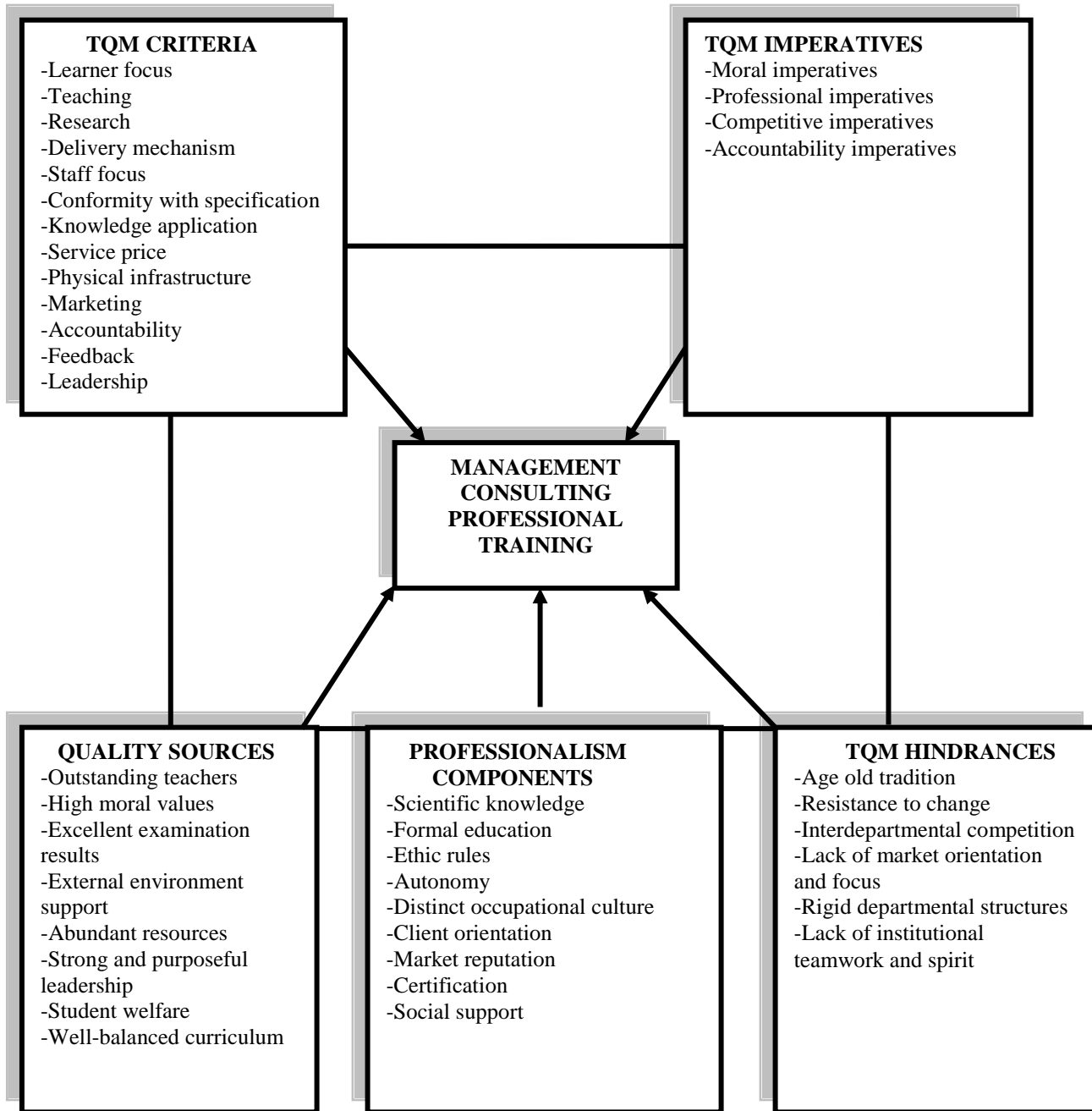
Hindrances to TQM Adoption in the Training of Management Consultants

Effective TQM implementation demands that hindrances are circumvented; providers of qualitative management consulting training will encounter resistance to change (lack of support from staff (senior and middle management); other competing interests to TQM initiatives; and the fear of failure (*c.f.* Sallis, 2002); Srivanci (2004) observed lack of necessary authority makes it herculean task to institute values and goals through players in higher educational levels and training institutions. The issue of deep rooted age old traditions persisting in higher levels of education and training like the universities; rigid departmental structures, inter departmental competition for scarce resources; lack of market orientation and focus; ambiguity in customer identification in TQM implementation(Murad & Rajesh, 2010). Owlia and Aspinwall (1997) observed that the customer focus orientation being associated with educational and training institution also makes it an impediment to the implementation of TQM in these institutions; Owila and Aspinwall (1997) contended that these institutions are full of individualism of academic staff thus lacking institutional teamwork and spirit as compared to business organizations.

TQM in education and professional training of management consultants is very crucial at the turn of the 21st century as the awareness in quality education and training is gathering momentum at a faster pace. Thus with much reference to the literature review; sources of quality in education and training should be effectively applied in the provision of professional management consulting training to ensure value for learners. To achieve this, the methodologies of education and training provision with regard to management

consulting training must be adopted to inure to qualitative training to circumvent the hindrances to TQM infusion.

In order to properly implement these identifiable criteria in the education and training of management consultants for an enhanced TQM; a future research study to investigate the various dynamics and their influence on management consulting training to formulate a framework of implementation will be appropriate and novel. Figure 6 below diagrammatically demonstrate the dynamics of management consulting education and professional training.

TQM CRITERIA
-Learner focus
-Teaching
-Research
-Delivery mechanism
-Staff focus
-Conformity with specification
-Knowledge application
-Service price
-Physical infrastructure
-Marketing
-Accountability
-Feedback
-Leadership

TQM IMPERATIVES
-Moral imperatives
-Professional imperatives
-Competitive imperatives
-Accountability imperatives

MANAGEMENT CONSULTING PROFESSIONAL TRAINING

QUALITY SOURCES
-Outstanding teachers
-High moral values
-Excellent examination results
-External environment support
-Abundant resources
-Strong and purposeful leadership
-Student welfare
-Well-balanced curriculum

PROFESSIONALISM COMPONENTS
-Scientific knowledge
-Formal education
-Ethic rules
-Autonomy
-Distinct occupational culture
-Client orientation
-Market reputation
-Certification
-Social support

TQM HINDRANCES
-Age old tradition
-Resistance to change
-Interdepartmental competition
-Lack of market orientation and focus
-Rigid departmental structures
-Lack of institutional teamwork and spirit

Figure 6: Dynamics of TQM in management consulting education and professional training

8. Summary Of Outcomes And Implications For Management Consulting Professional Training In Ghana

The methodical review of pertinent extant literature on TQM; management consulting education and professional training brought unearth abundant upshots of implications for professional management consulting training in Ghana. The conceptual framework in figure 1 for TQM application in management consulting professional training is a critical foundation for TQM infusion into the training of management consultants in Ghana.

The research identifies the various dynamics of TQM implementation in management consulting professional training. The implication of these findings is that providers of management consulting training in Ghana will have a deeper understanding; and a clearer idea of what the expected benefits of TQM. Another significant outcome of this critical review is position in the fact that the research has culminated in to the development of a management conceptual framework as in figure 3. This management consulting framework encompasses the future projection of management consulting which is good for future job opportunities in diverse areas of consulting. This outcome implies that providers of management consulting training in Ghana can tailor their programmes within these proposed frameworks of this research.

Identifiable global quality management systems consist of were extensively discussed with The Scottish Quality Management System being appropriate quality management system for TQM implementation in management consulting professional training.

The research has exposed gaps in which future research studies can focus on for the development of management consulting professional training in Ghana and the world at large. In this thinking; future research directions will be to investigate the impact of the core values and concepts of quality management systems on the training of professional management consultants; a research to examine the suitability of management consulting professional training curriculum in meeting the needs of learners and clients; and a future research to empirically investigate the influence of TQM implementation dynamics on management professional training.

9. Conclusion

The aim of this research was to methodically review relatable extant literature on TQM and management consulting education and professional training in order to identify the strategic issues for TQM infusion into management consulting professional training. The contributions of this research to knowledge is vast and some of them include the enablement of an overhaul of the management consulting professional training curriculum; and serving as a framework for ensuring TQM implementation in the Ghanaian educational system especially at the tertiary level. The paper contributed largely to knowledge theoretically by advancing the pragmatic frameworks for infusion of TQM into management consulting professional training; and also provided the needed impetus for teaching and learning in academic institutions on the subject matter of professionalism, training, total quality management and management consulting. Practically, the paper has the potential of igniting a new era of ensuring quality in the training of professionals and consultants as well to ensure value for learners and realisation of project goals by the provision of quality training.

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