



SOCIAL DIMENSION OF QUALITY MANAGEMENT

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1. ABSTRACT

Proposal: The end of this essay is to identify and to show the importance of quality's social aspects on public organizations. Thus, the present document first shows the quality evolution referring to its different approaches and the authors that have made a bigger input to it. The document will later show a distinction between the key bearings of quality, the “soft” and “hard” aspects. After an in-depth analysis of soft aspects and of different quality models on the document, those soft aspects will be applied on the EFQM model to a public organization showing their agreement.

Design / Methodology: This document is based on a theoretical review of quality, focusing on “soft” and “hard” aspects. Furthermore, the European excellence model will be applied to a public organization.

Findings: Concepts that are part of the Soft aspect. Evaluating these concepts at the Faculty of Economics, we were able to determine their degree of commitment to them. With this study we can conclude that the commitment of the organization is near excellence at soft aspects.

Key words: Soft aspect, EFQM Model, Faculty

2. INTRODUCTION

The Royal Spanish Academy of Language defines quality as the inherent property set that defines something, which allows to judge its value as well as superiority or excellence. Those properties are the ones that companies, since the 20th century, have been trying to control in order to classify its products and services as higher or excellence quality. Companies, conscious of the competitive growth of the 20th century, tried to understand the quality of their businesses as an strategy to compete, as a higher quality implied lesser costs and a better productivity, which at the same time gives to the company a bigger market share and better competitive levels (Deming, 1982).

Initially, and as we will see more in depth lately on subsequent, companies (mostly industrial) were looking for a competitive advantage based on quality that help them to control and improve the production processes (Shewhart, 1931). After that, it was seen that in order to have success on the competitive strategy the quality concept had to be expanded to all the processes, from design to the shipment, clearly defining each activity. That way quality expanded from an independent department to a department that was dependent from all the members of the company (Feigenbaum, 1961). More recently, market globalization has pushed companies to the next level in quality. We are referring to total quality management, which doesn't define quality as what the client wants (Feigenbaum, 1961) but it searches for implication of one and all of the productive chain members. TQM aims for increasing the company's benefits, improving client satisfaction, either insiders or outsiders.

Thanks to these new approaches as well as the growth that was getting the Quality Management on the companies, mainly in Europe, the need of creating a series of norms and/or models that accredited and controlled quality processes of companies arose. The first system was the ISO norms (International organization for standardization) that appeared in 1946 with the finality of coordinating and unification all the industrial products' procedures. Later, in 1988, the European Foundation for Quality Management (EFQM) was created, whose end is to inspire organizations achieving the excellence on all the aspects of its activities. The creation of those models, which will be later studied, among others, on this theoretical essay, show the importance that quality has acquired on companies.

Nowadays, with the ease to access of technology and the parity of production and capacity, organizations have to look for new ways to compete through quality

(Masipand Cabrerizo, 2011). This excellent new approach is based on improving the social aspect of quality in order to improve the efficiency of people and, so, the competitiveness of the organization.

For that reason, this document will try to show what concepts are part of the social aspect of quality (Soft aspects) and will apply them to a public organization through the EFQM model, showing that way its value.

With the end of a better understanding of quality related concepts, on the first place, this essay will expand a revision of the different quality approaches. After that, the contributions made by the big minds of quality, called gurus, will be analyzed, detecting those soft aspects that were including indirectly.

Following, we will analyze and we will show the distinction between the Soft and Hard aspects of quality helping ourselves with different authors that have already analyzed those aspects such as: Rahman, S. and Bullock, P. (2005) o Abdullah, M.M.B., Uli, J. and Tarí, J.J. (2008), among others. Then we show the different models and existing quality awards, exalting those highlights and Soft-related aspects thereof. This paragraph shall conclude with an analysis of the central model of this study, the European Excellence Model.

At the end, we will establish a methodology of our investigation and we will close with the conclusions that we found on it. The aim is to distinguish between the two types of aspects and check the degree of commitment of a public organization about them.

3. THEORETICAL FRAMEWORK

This section will consist of a review of the literature regarding the quality evolution from its beginnings to its current view. Subsequently it distinguishes between soft and hard aspects. Finally, after briefly analyze the different quality models, we will have a Comparative analysis of them.

3.1 Quality Management

Along history, quality management has had numerous approaches until reaching to the total quality management that many companies have incorporated in order to obtain the different benefits that this strategy has. To understand the vision of what we have today in quality management we are going to analyze the different approaches that had being showing of it and the most influent people on this aspect, called quality gurus.

The concern for quality began on workshops from the end of 19th century and beginning of the 20th century as a way of controlling production. The main idea of those workshops was based on the inspection of the production comparing one or more characteristics with some specific standards in order to determine the conformity of the production. This first approach is called Control on Inspection. The inspection means, on the first place, making measuring activities of the characteristics to establish as a quality standard and make a comparison with the production. Here is where appears the first problem of this approach, it's impossible to inspect all the production and it adds a big cost.

Those approach defects make W. Shewhart to establish a new way to manage quality in 1930, which was called Quality Control. Shewhart's contributions are based on the development of statistic techniques and on rendering methods (control graphics) that allowed to maintain processes under control observing variations that are over the stablished standards. With it, the responsibility of the quality is in the hands of the production department without integrating neither Direction nor the rest of the organization. This fact as well as the approach, despite being less costly that the previous one, are the main problems that provoked the abandonment of the Quality Control.

Therefore, in 1950, a new approach appears that will try to solve the problems of Quality Control. The new approach called Quality Assurance looks for coordination of all the departments and people, and as Juran settles on his first contributions (1951), the quality control has to be a integral part of the management function with a proactive

system which aims for prevention of defects increasing the efficiency of the whole company. That way a cost reduction and a better positioning on the market is achieved. Nonetheless, the Quality Assurance approach keeps some limitations, which mainly are that it doesn't integrate on the whole lot of the business chain (from provider to client) but it limits itself to the domestic scope and, despite the improvements, the quality is still responsibility of some little groups inside of all the departments of the company.

Later, in 1980, is when the quality experiments a bigger magnitude between companies and the quality management can be added. This fact is due to, amongst other factors, the appearance of new ways to understand quality provided by a series of people that nowadays are known as quality gurus. Walter Shewhart was the first to apply statistics over quality management.

Later, and even more influenced by the Shewhart studies, W. Edwards Deming appears. Deming considers on his studies that every worker must be trained on statistic techniques that will allow them to improve productivity and the competitive position of the company. This philosophy called the attention of Japanese which, after WW2, refocused their economy and productivity becoming the market leaders. The first Deming input, and the one that Japan based its change, was the creation of a statistic process control, that consists on a mathematical language with which workers can understand what machines detect variations on processes standards. Besides, he developed the Deming cycle or PDCA cycle, based on a concept from Shewhart, which consists on a continuous improvement strategy in 4 steps: Planning, making, verifying and acting. Even with them, the biggest input made by Deming consists on 14 points or principles for Quality Management (Deming, 1986), which are:

- 1) Constancy of purpose.
- 2) Adopt a new philosophy.
- 3) Desist from dependence on massive inspection..
- 4) Compete with quality instead of sale price.
- 5) Continuous improvement.
- 6) Staff training.
- 7) Enhance teamwork.
- 8) Eliminate fear in the organization.
- 9) Eliminate department barriers.
- 10) Eliminate slogans.
- 11) Eliminate production standards.

- 12) Encourage workers to be proud of their work.
- 13) Staff education.
- 14) Feedback.

As these 14 Deming points show, there is no quality concept as having the best materials or controlling the whole of the process, namely, it's not based on "hard" aspects of quality but it introduces concepts referring to "soft" aspects as foment teamwork or eliminate the fear of organization. In other moment of this present essay we will develop the differences between both concepts better but first we have to establish the importance that Deming had on his first introduction as he meant a change and a revolutionary vision of understanding quality based on people.

Another of the most important gurus was Joseph Juran who defines quality as an "aptitude for the use" and focuses his studies on the managers' role. Juran considers that quality problems on companies are produced because of manager errors on decision taking for strategy (Juran, 1951). This guru explains that senior managers lack of knowledge for quality management and, therefore, they make decision mistakes. Thus proposes that managers must be trained on quality management in order to not condemn quality to failure. In his research called The Juran trilogy (Juran, 1986) the guru adds a series of processes that must be basic for a good quality management. Those are:

- Planning. Quality goals and means to achieve them are established. Juran defines a series of steps to develop this phase; Identify the clients, insiders as well as outsiders, determine their needs, develop the products to meet their needs, establish goals for the characteristics of those products and, finally, create the necessary process to accomplish those goals.
- Control. Once the planning is made, the process takes command of the operative forces whose finality is to control the quality and achieve the determined goals of the previous phase.
- Quality improvement. The last phase of the process consists in learning from the possible mistakes and improve the company's efficiency on the different product realization processes or services. Juran concludes determining a universal quality improvement process that consists in identify the deficiencies and create solutions, solve the resistance to change and establish controls to supervise those changes.

This guru concludes that in order to achieve success, organizations had to made a series of changes to improve quality. He determines that the success achieved is thanks to a new structure and new management processes intended to make big quality improvement. Lastly, Juran includes a soft aspect on his essay and it is that managers must be leaders not cheerleaders.

The next guru we are going to study is Armand V. Feigenbaum, known to be the defender of the term quality as “What client wants”. On its most outstanding book Total Quality Control (Feigenbam, 1961) he claims that the responsibility of the quality is not of one department only but requires from the implication of the whole organization and every activity must be focused on satisfying the client. On the other hand, this same book focuses on the quality costs classifying them: Prevention costs, revaluation costs, internal failure costs and external failure costs. With that, Fiegenbaum concludes establishing 3 steps for companies to achieve the maximum quality according to his own understanding. These are:

- Leadership on quality.
- Modern quality techniques. All the organization is responsible of the quality and so it must be integrated in all the departments.
- Organization commitment. He considers that the staff motivation is the key to success.

Lastly, one of the most important quality thinkers was Philip Crosby who stated, as his 1994 book's name “Quality is free, if you understand it” said, that quality has no cost, the cost is defects fixing. Crosby created 4 quality management principles:

- Quality defined as conformity
- The way to achieve a good quality is prevention not evaluation.
- Zero defects standard.
- Quality measurement is its cost.

By-products of these 4 principles Crosby creates a 14 step list to achieve his zero defects philosophy:

- Management compromise.
- Quality improvement team.
- Quality level measurement.
- Quality consciousness.
- Corrective actions systems.

- Establish a zero defects program committee.
- Supervision training.
- Establish a “zero defects” day
- Set goals.
- Remove causes of errors.
- Give appreciation.
- Create quality councils.
- Repeat all over again.

Those gurus, despite being very focused on processes control and on achieving zero defects, they start to introduce concepts related with the main subject of this essay, the concern on people. Deming on his 14 principles already contemplates the importance of teamwork and the way departments communicate with each other. This vision along with Feigenbaum's in which quality is what the client wants and that quality is a whole organization's responsibility, plus the importance of a continuous improvement of Juran and the vision of Crosby where quality doesn't cost we found the basic principles of the most actual quality vision: the Total Quality Management (TQM). TQM appears to give a response over the competition increase, because of markets globalization, in design, price, capacity, technology access and the challenge, thanks to an offer increase and a much more exigent clients. With that it's not enough for organizations having a zero defects process, fast and/or cheap as others could offer a very similar conditions product. Thus, TQM emerges for organizations may be able to keep competing in quality focusing on not-so-common aspects, which are the people that makes it and the way they relate each other.

The British Standards Institution defines TQM as a new philosophy based on the participation of all the company members, and it tries to increase client satisfaction (both external and internal), while the organization efficiency is improved and benefits are obtained for all the organization members (BSI, 1991).

On the other hand Juse, member of Deming Prizes committee establishes that it is a set of systematic activities driven through all the organization to achieve the objectives effectively and efficiently, as well as provide products and services with a quality level that satisfies the clients on time and at a right price. (Juse, 1998).

Finally Evans defines it like a direction system focused on people who wants a continuous increase of consumer satisfaction to a real continuously lower cost (Evans, 1992). It is a full systemic approach, and a main part of the high level strategy: Working

horizontally, crossing functions and departments implies all the staff from top to bottom, from back to front to include the providers chain and clients. Accentuates the learning and adaptation to continuous change as keys to organizational success.

Out of those definitions and the visions of gurus common elements can be obtained from that are the main principles on which TQM focuses:

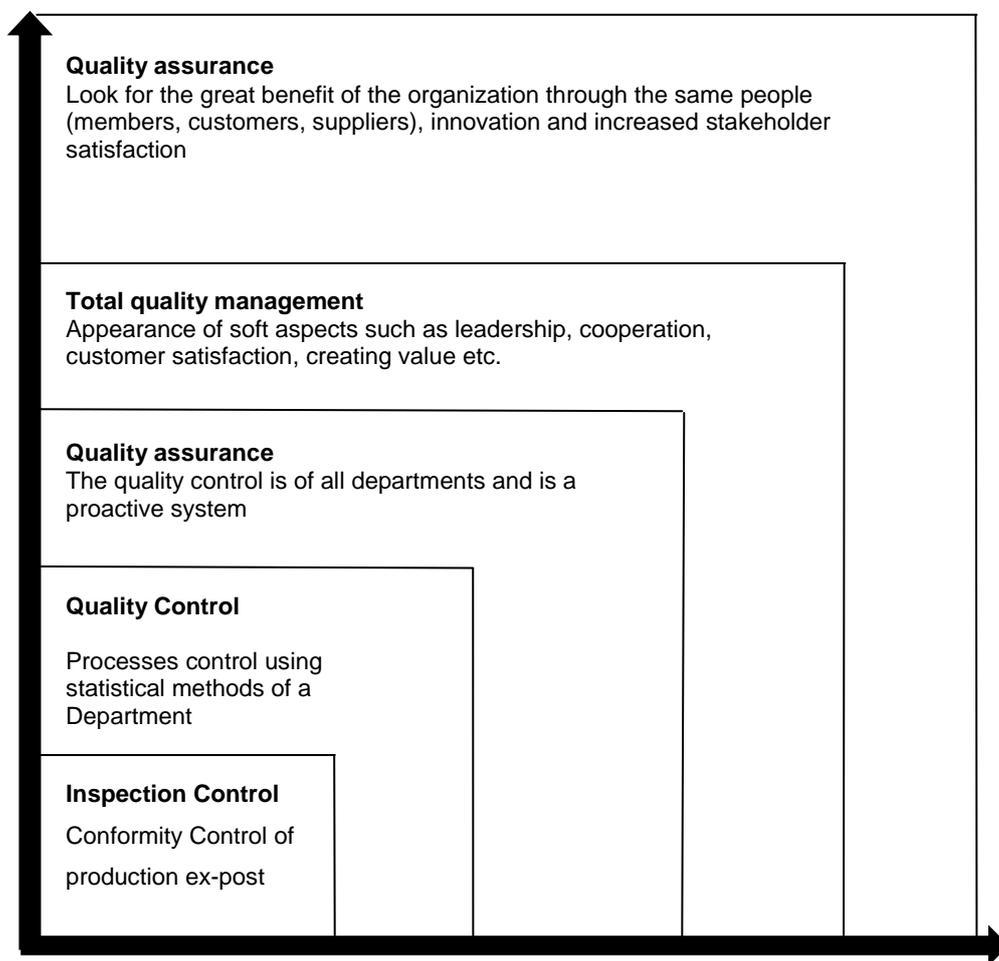
- Client orientation. Quality is what clients want (Feigenbaum, 1961). It's pretended to know what the client wants (internal and external) and design the products and processes that way.
- Orientation to people. Quality is responsibility from each organization member and their participation must be pursued
- Leadership and compromise from Direction. Direction is responsible for 85% of the quality problems (Juran). That way TQM searches for a new leadership style, more participative that manages the change and increases organization efficiency.
- Continuous improvement.
- Global organization vision. The company considers itself as a system formed as interdependent elements and related each other through other external systems.

From the nineties the term TQM has been losing interest between organizations and it is giving way to new terms such as Business Excellence (Dahgaard-Park, 2011). Business excellence is understood, from this point of view, as the mood of all the people form the organization rather than a concept (Metaxas & Koulouriotis, 2014). This new way of understanding quality management isn't absent of dispute, some authors understand it as a terminology change of the TQM (Dale, 2000) and not as the next step on quality management evolution as Metaxas and Kouloutiotis stated in 2014. This controversy was produced because of both approaches have common characteristics like the continuous improvement, the strategy, the client focusing, the innovation, the learning, the knowledge and the staff empowering (Wang y Ahmed, 2001). Business Excellence as well as the aspects mentioned before considers that terms that are learned, such as leadership, are responsible of all the organizations members and must not be limited to reach, but their sustainability must be guaranteed (Dervitsiotis, 2006). Furthermore the Business Excellence keeps special attention to innovation because it adds value and increases client and stakeholders satisfaction which allows the organization to have a competitive advantage (Stampaccha, 2002;

Kanji, 1998). For all commented, looks like the Business Excellence is the next step for TQM to business success in the actual competitive world (Vora, 2002; McAdam, 1998).

Precisely those concepts augmented by Business Excellence and shared by TQM what we are going to develop intensely in this essay because the equality of access to technology and the incremental competition on price, capacity and many more factors that in order to keep competing in quality companies search for new dimensions. These are related with soft aspects of quality, as we will explain next, and they are focused on boost the company's efficiency improving the way of coordination and his orientation to people.

Graphic 1. Evolution of quality concept



Source: Own elaboration

3.2 The distinction between soft and hard dimension of quality management

As we already said on the previous section, previous studies have suggested that in quality there are key factors that could be classified as soft and hard factors (Madi, Uli & Tarí, 2008). In this section we are going to try to define some of the most important aspects of each one.

The aspects that take part of hard factors are those destined to controlling production and labour processes that guarantee the correct working of themselves (Madi, Uli & Tarí, 2008). Namely, they are a limited set of technical tools on which we can find: Computer based technology, Just-in-Time philosophy, technology usage and continuous improvement indicators (Rahman & Bullock, 2004). If, furthermore, we have other authors' contributions in mind, we can add the process design mentioned and the seven tools for basic quality control: Cause-Effect diagrams, inspection templates, control graphics, flow diagrams, histograms, Pareto graphics and scatterplots, as hard aspects of quality.

The aspects that are part of soft, however, are referred to management behavior or human aspects (Wilkinson, 1992; Rahman, 2004). They are, essentially, people management dimensions and human resources practices (Madi, Uli & Tarí, 2008, Rahman & Bullock, 2004). Another definition that previous studies have granted is that those correspond to intangible social and behavior factor (Wilkinson, 1992). According to the study and the author, the classification or gathering of soft aspects may be diverse but in every single one a series of common elements lay down, such as: leadership, staff participation and recognition, staff motivation, staff training and development, teamwork, communication and client orientation (Rahman & Bullock 2005). Most of them were already been rated by some mentioned gurus on the last chapter, as Philip Crosby and the compromise and leadership of direction with staff recognition or Deming and his staff education (Dotchin & Oakland (1992).

One of the classifications that we should consider in this essay is the one made by Rahman & Bullock (2004). Those authors consider that soft factors are formed by the following concepts:

- Workforce commitment. In it there are activities included that, if done, they show and help people of the organization to be compromised with it. Activities such as: propose improvements, an active listening based on an ascendant and

descendant through ideas of production operators are applied, a culture centered on innovation, barrier elimination between people of the organization and the way workers search for the organization's success are the soft aspects that encourage the Workforce commitment and the organizational performance.

- Shared vision. On this element of the classification, authors search for people from the organization to follow the same direction. To do it, the mission, vision and strategy must be well defined and communicated in order to make people internalize them and to achieve organizational objectives.
- Customer focus. In this one, the authors want to show the value of the client's soft aspect inside the organization. Because of that, the organization must be focused on finding their clients' needs and make them being understood by all their members.
- Use of teams. Previous studies have shown that the use of workteams and employees participation increases organizations' efficiency. That way authors include it as one soft aspect to have on mind. To check what workteams grades the organization has, the authors have estimated a series of items such as the proportion of people that are on quality circles or "in cellular work teams".
- Personal training. Staff training and development, as Deming (1986) already stated on his 14 points, is one soft aspect to have in mind. Thus Rahm and Bullock (2005) incorporated the personnel training as one of the soft aspects to consider. On their study they used measurement items like the ones they used on training courses during one year.
- Cooperative supplier relations. This last element, considered soft, includes the relationships with providers of the productive chain and how this can improve the products and the organizations' performance.

Rahman y Bullock made this classification of soft quality aspects. If we analyze their classification carefully some aspects have already been commented how the staff education (they introduce it on the Personal Training concept), client orientation or team use. These authors add the soft elements shared with previous studies a series of elements that they consider that must be on them like "Workforce commitment", "shared vision" or "Cooperative supplier" relations. Everything more the elements mentioned before, as we can see on Table 1, are the elements considered soft.

It must be said that other studies have evaluated the importance of soft aspects mentioned in the performance of the organization. Abdullah, Uli, and Tari, (2008) demonstrated that aspects valued by Rahman & Bullock (2004) Workforce

commitment, Customer focus and Use of teams and employee involvement as the most significant. On the other hand they discarded one by not significantly affect performance, this is Cooperative supplier relations.

On the other hand, previous management studies have shown that soft factors have a positive reaction with benefits and business results (Rahman, S. and Bullock, P. 2005). Powel (1995) showed that 3 out of 12 soft aspects on his study; the executive compromise, employee empowerment, are positively related with performance (Rahman, S. and Bullock, P. 2005 & Shams-ur Rahman & Philip Bullock, 2004). Later, Adam (1997) highlighted that employee satisfaction, orientation and quality knowledge are significant predictors of business performance (Shams-ur Rahman & Philip Bullock, 2004). Other authors like Sanson y Terziovski (1999) or Dow (1999) also showed that soft aspects have a strong relationship with the organization's performance. Lastly Rahman and Bullock (2005), study on which we've based to make a soft aspects establishment, they reached to a very similar conclusion.

Those authors showed that soft aspects, essentially dimensions of HRM, are related in one way or another to the organization's performance grade. it is noteworthy that Workforce commitment, Customer focus and Shared vision are the aspects that more influence have on his study.

They also state that soft aspects have an indirect effect over the performance through his influence on hard aspects, such as: Usage of JIT values, technology usage and the continuous indicators improvement.

With all this it is shown and confirmed that soft aspects, whether it is a direct impact or through the hard aspect's influence, they have a positive influence on current business' performance. That way on this study we are trying to transmit the value these factors have on the current business world.

Through the study of literature made in this section we can frame the two dimensions of quality studied;

Table 1. The distinction between soft and hard concept

	Hard	Soft
Quality Dimension	<ul style="list-style-type: none"> - Technical dimension of quality - Focused monitoring and evaluation of work processes 	<ul style="list-style-type: none"> -Social quality dimension - Focused HR and people management
Items	<ul style="list-style-type: none"> -Philosophy Just In Time -The 7 Tools: Cause-Effect Diagrams, Templates Inspection, control charts, flow charts, histograms, Pareto charts and scatter plots 	<ul style="list-style-type: none"> -Leadership -Employee motivation -Training -Shared Vision -Communication -Use of work equipment -Participation of employees -Commitment Organization - Customer orientation

Source: Own elaboration

3.3 QM Models

Current society tends, on the public and private sector, to adopt quality models that work as referent and guide on processes, practices, products and services improvement that take place.

These models are a criteria set that are taken as a reference to structure the set up and improvement of the quality management, based on principles and key areas of the TQM. They therefore allow the establishment of a framework for the organization of the Total Quality Management and they diagnostic the organizations' improvement areas related to a series of criteria establishes on each different model.

Since the creation and expansion of new theories and quality models, businesses, as much public as privates have been welcoming them on their organizations in order to try solving their own deficiencies. One of the positive aspects that the adoption of quality models and norms is that they establish, thanks to already created standards and criteria, the areas where companies show some clear deficiencies. That way is, therefore, that models that state some objectives that would allow organizations to be more efficient and profitable.

Numerous models exist that can be applied to every business scope. Among the most important include the Model or Deming Prize, created in 1951, the model Malcolm Baldrige National Quality Award (MBNQA), ISO Standards and model, in which this study is based, European Foundation for Quality Management (EFQM).

3.3.1 Deming Prize

After the 2nd World War, Japan was in a serious economic situation. Thanks to the contributions of Edward Deming in their quality studies ("Fourteen beginning and seven diseases management" statistics and quality control techniques), Japan could leave the bad situation in which he found himself. In 1951, the Union of Japanese Scientist and Engineers (JUSE) created the National Quality Award or Deming Prize in honor of this quality guru for their assistance to the country. Besides being an incentive to take all Japanese organizations implement guru contributions so that the country quickly recover from your situation and again become globally competitive.

The award, consisting of a medal engraved with the profile of Edward Deming, is divided into a number of categories; The Deming Prize for Individuals, the Deming Distinguished Service Award for Dissemination and Promotion (Overseas), The Deming Prize for organizations and the Deming Grand Prize. To aim the award must submit a report and / or documents, which will be evaluated by a committee, where TQM practices applied in describing the organization. After passing the assessment report, the committee will conduct a site assessment and if the organization meets a set of criteria will be awarded the prize. Evaluated aspects of organization are grouped into 10 criteria:

- 1) Management policies. Examines the way in which the quality management policies are established and how they are transmitted to the entire organization.
- 2) Organization. Analyzes interdepartmental cooperation, structure, responsibilities and authorities to carry out quality control.
- 3) Information. It described as collects and transmits information both internally and externally.
- 4) Standardization. Examines the establishment, review and repeal standards.
- 5) Development of Human Resources. Scans level of education that is applied to workers in relation to quality control.
- 6) Quality assurance. All activities that ensure the quality of products and services and the development of new products is analyzed.

- 7) Maintenance and control activities. This section describes the quality problems and the way they have analyzed are analyzed.
- 8) Improvement activities. Linked to the previous paragraph, will be described the means used to analyze critical issues.
- 9) Results. Examines whether there is a level of improvement in products and services, and if the company has improved.
- 10) Future Plans. Basically reflects the strengths and weaknesses of the organization, if they are recognized by it and how planning is done improving.

3.3.2 Malcolm Baldrige National Quality Award (MBNQA)

The main drawback of this model is that it does not consider, at least not directly since they are not required to receive the prize, activities have already shown in this study that are of vital importance to organizations such as improved employee satisfaction. Of course, if an organization has worked soft activities already mentioned in other sections and want to include it in its memory, these will be evaluated by the committee but not a basic requirement for achieving the award (Juse, 2015).

In 1980, in the United States, the leaders noted that companies in the country should start focusing on the quality mode to cope with increasing competition and global demand. Thus, the Secretary of Commerce, Malcolm Baldrige, defended and promoted management based on quality as a way to prosper national companies. In 1980, in the United States, the leaders noted that companies in the country should start focusing on the quality mode to cope with increasing competition and global demand. Thus, the Secretary of Commerce, Malcolm Baldrige, defended and promoted based management quality as a way to prosper national companies. After his death in 1987 Congress decided to create the Malcolm Baldrige National Quality Award in his memory and in order to improve the competitiveness of organizations. Its main scope was the industrial market but subsequently has expanded to service companies, small businesses, organizations dedicated to health and education (1999) and for non-profit organizations (2007).

The criteria evaluated by this model to determine which companies are worthy of the prize are seven;

- 1) Leadership. Analyzes the way in which managers lead the organization and as managed within the community.

- 2) Strategic planning. It describes the way in which the organization implements its strategic plans.
- 3) Customer and market focus. It sets the way in which the organization maintains lasting relationships with its customers.
- 4) Measurement, analysis, and knowledge management. Analyzes the way in which the organization uses data to support and improve performance.
- 5) Human resource focus. It measures the way in which we educate and involve the workforce in the organization.
- 6) Process management. It sets the way they organize, manage and improve key processes.
- 7) Business / organizational performance results. Encompasses all the above aspects comparing their levels with those of competitors.

3.3.3 International Organization for Standardization (ISO)

In Europe one of the most known and used models are ISO standards. This continent has given great importance to the point of being adopted by governments (Gomez Martinez & Lorente, 2011). This model appears in 1946 when delegates from 25 countries met in London and decided to create a new intellectual organization in order to facilitate the international coordination and unification of industrial standards (ISO 2016). A year later this NGO began its activity in order to share knowledge, develop strategies and create a set of rules and regaining industrial quality standards. Currently the standard encompasses different aspects of the activity of an organization from the Environmental Management (ISO 14000) to the Information Security (ISO 27001). One of the most popular among European companies is the norm dedicated to Quality Management (ISO 9000), which ensures that products and services meet the needs of customers according to a marked standards. This standard has been revised and modified over the years and has led to ISO 9001. ISO 9001 is formed by a series of chapters that mark requirements and assess the degree of compliance of the organization with standards. The first four chapters, as discussed below, is a summary of information of the organization and others are terms and conditions. The following chapters are responsible for marking requirements of the standard.

Graphic 2. Structure ISO

1. Object and field of application
2. Enquiry Standards
3. Stipulation and definition
4. System Requirements Quality Management
5. Direction's responsibility
 - a. General requirements
 - b. Customers' requirements
 - c. Legal requirements
 - d. Politics
 - e. Planning
 - i. Objectives
 - ii. Quality planning
 - f. Quality management system
 - i. General requirements
 - ii. Responsibility
 - iii. Management agent
 - iv. Internal communication
 - v. Quality Manual
 - vi. Documents control
 - vii. Search Control
 - g. Management review
6. Resource management
 - a. General requirements
 - b. Human Resources
 - i. Staffing
 - ii. Training and competences
 - c. Information
 - d. Infrastructure
 - e. Work Environment
7. Production
 - a. General requirements
 - b. Customer-related processes
 - i. Identification of customer requirements
 - ii. Review of customer requirements
 - iii. Communication with costumers
 - c. Design and development
 - i. General requirements
 - ii. Entrance to design and development
 - iii. Exit to design and development
 - iv. Design and development review
 - v. Design and development verification
 - vi. Change control
 - d. Buys
 - i. General requirements
 - ii. Buys information
 - iii. Buys information
 - iv. Verification of the products and services purchased
 - e. Production activities and service delivery
 - i. General requirements
 - ii. Identification
 - iii. Costumers goods
 - iv. Handing, storage and delivery
 - v. Processes validation
 - f. Control of measuring and monitoring equipment
8. Measuring, test and improvement
 - a. General requirements
 - b. Measuring and monitoring
 - i. Measure and monitor system performance
 1. Measurement and monitoring of customer satisfaction
 2. Internal audit
 - ii. Measurement and monitoring of processes
 - iii. Products and services measuring
 - c. Control of nonconformity
 - i. General requirements
 - ii. Treatment and review of nonconformities
 - d. Data analysis for improvement
 - e. Improvement
 - i. General requirements
 - ii. Corrective actions
 - iii. Preventive actions

Source: Tema, "Las Normas ISO 9000" (Academic notes AE1039-Quality Management).

Chapter 4 of the standard. Quality management system. Explain what activities should be marked to implement a QMS and mandatory documentation developed.

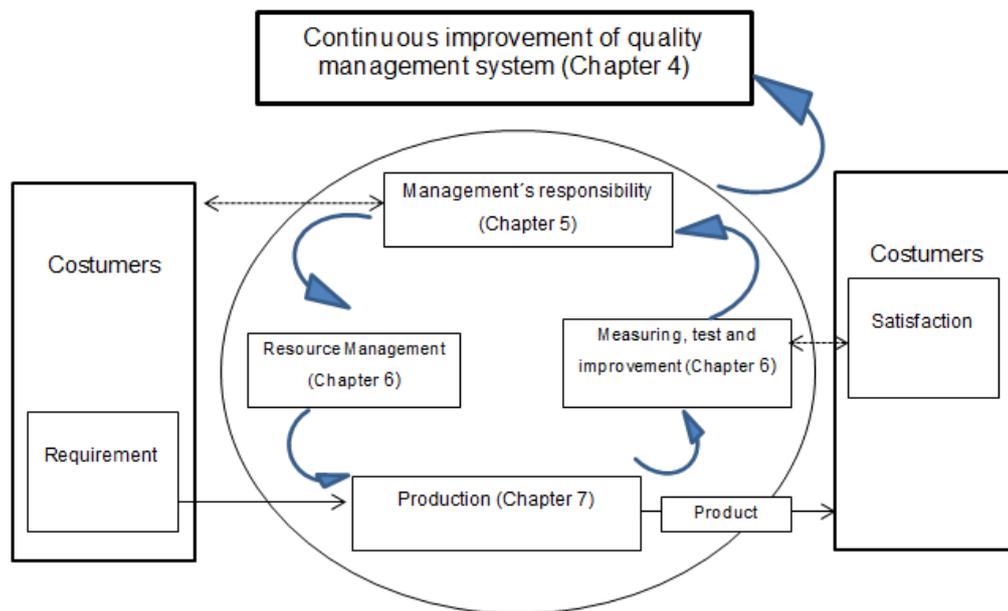
Chapter 5. Management responsibility. The level of commitment of senior management is analyzed, if they have a clear customer focus and quality policy defines carried out.

Chapter 6. Managing resources on aspects such as the level of employee training provided by the company, facilities and environmental conditions that can affect employees in carrying out their work, as light can be investigated, noise, etc.

Chapter 7. Product realization. Analyzes each and every one of the processes of planning and development of product realization. Aspects are included in it from the process of identifying customer needs to process materials.

Chapter 8. Measurement, analysis and improvement. All above aspects should be improved, so this section measures the level and quality monitoring, measurement, analysis and actions carried out by the organization to achieve them.

Graphic 3. Quality Management System (QMS) according to ISO 9001



Source: AENOR (2008). Adaptation

In the above diagram we can see how the ISO connect the different chapters that form, showing the influence they have on each other and how each is intended to pursue Continuous Improvement Management System (QMS).

The ISO 9000 standards have the purpose help companies to establish and maintain a QMS. During his career these standards have evolved to adapt to the new needs of organizations, expanded its giving greater weight to concepts such as customer satisfaction and continuous improvement versions. We can say that ISO standards are not rules aimed at fulfilling an objective but are guidelines that set the need to systematize and establish business processes (Casadesus & Heras, 2005). That is, they are a tool that systematizes and formalizes the tasks to achieve compliance according to customer specifications. Perhaps, for this reason, these standards were

applied to 62% of the companies seeking certification in quality (ISO 2003). More recently, as set Casadesus & Heras in his study entitled "The boom of quality in the Spanish companies", to have a change of trend in certifications ISO Standards leaving at a time of decline. Perhaps it is because ISO standards focus on key processes in systems that make the quality and performance of operations (Kim, Kumar & Murphy, 2010) regardless of you effects that have the aspects studied in this project organizational performance. That is why the gradual abandonment of ISO standards is leading to organizations seeking new certifications that meet their needs. EFQM is the certification that is currently living a more promising future and that is why in this study will analyze in detail (Casadesus & Heras, 2005).

3.3.4 Comparison of QM Models

Since the quality began to gain importance among organizations, many authors have studied and compared the aforementioned models. In this section we will conduct a comparative study of models relying on a review of the literature.

With regard to the mission of each of the models; the Deming Model seeks to create an organizational system based on the (internal and external) cooperation to facilitate improved process management. The MBNQA uses a system of leadership, strategic planning and customer orientation that does improve the quality of the organization. Meanwhile, EFQM Model looking for excellent results through leadership, staff, strategy, resources and processes observing the effect of these agents in a statement. Instead, ISO standards seek to promote international trade through standards organizations certifying that they meet quality requirements (Nieto and McDonnell, 2006).

The MBNQA, Deming and EFQM models have as a central pillar TQM philosophy while the ISO certificate especially looking for process control and minimum standards (Gomez Martinez and Martinez-Lorente, 2011). The MBNQA, Deming and EFQM models have as a central pillar TQM philosophy while the ISO certificate especially looking for process control and minimum standards (Gomez Martinez and Martinez-Lorente, 2011): It is true that the 4 models have different structures but all include social concepts here studied in greater or lesser degree. All they value, for organizations, aspects such as leadership, customer focus and aspects of HR as pillars, although to a lesser extent ISO Certificate (Nieto and McDonnell, 2006). This is because the ISO standards focus on research and improvement of key processes and systems that most affect the quality and performance.

In addition, all models encourage organizations to conduct audits aimed at finding strengths and areas to improve. Meanwhile, an ISO standard for the audit is a condition for certification (Kim, Kumar and Murphy. 2010).

Another aspect that we can comment is whether organizations get better yields with these models. Most studies have been inconclusive. With ISO standards, for example, some studies showed increased performance through certification (Corbett, 2005) while others did not support him (Martinez Costa, 2009). In our case, with the model EFQM, it seems to be the next step to ISO standards because it appears to increase organizational performance. Proof of this is the growing numbers of companies that are using this model seeking organizational excellence (Gomez Martinez Costa and Martinez Llorente, 2011). This, along with that, is one of the models that influence the most the soft aspect, and these are the reasons why this work is making base.

Table 2. Comparison of QM Models

	Deming Award	MBNQA	ISO Standards	EFQM
Creation (Date)	1951	1987	1987	1992
Structure	Long-term award	Annual competition	Certification	Annual competition
Main Application	Japan	EEUU	All the world	Europe
Approach	Control. Improving key processes.	Leadership, organizational support, process measurement.	Minimum quality standards. Importance of process control and support.	Facilitators of the organization based on leadership, customers and results.
Importance of Soft Aspects	High	High	Media (not the main area of the model)	High

Source: Own elaboration

3.4 DESCRIPTION OF THE EFQM MODEL

In 1988, 14 European business leaders met with the intention of creating a foundation that would increase the competitiveness of companies in the continent. Later the Foundation assembled a team designed to create a comprehensive framework that evaluate, both public and private organizations regardless of size, compliance and incorporating the TQM philosophy. Thus was born the EFQM model whose objective is, besides the already mentioned, support the sustainable development of European economies, expand awareness of the importance of quality in this new globalized market (EFQM 2013).

To obtain the Seal of Excellence the company concerned has to go through a series of phases:

- 1) Delivery of documentation. The organization must submit self-assessment criteria assessing the model, highlighting areas for improvement and an action plan to solve its shortcomings.
- 2) Visit validation. After delivery, a professional will move to the organization and check that you are developing the action plan.
- 3) Final Report. As a result of the previous phase the professional responsible for reviewing perform report areas of improvement of the organization plan and propose a level of EFQM for it.
- 4) Sending file to CEG. A review of the report is made and the applicant is given to the appropriate organization according to their score in their assessment seal.

According to the Club of Excellence in Management (CEM), as we already mentioned, the model has a number of levels according to their score on self-assessment corresponds to a seal or another. These are:



The organization obtain between 200 and 300 points in his self-assessment, it is awarded the Seal commitment to Excellence.



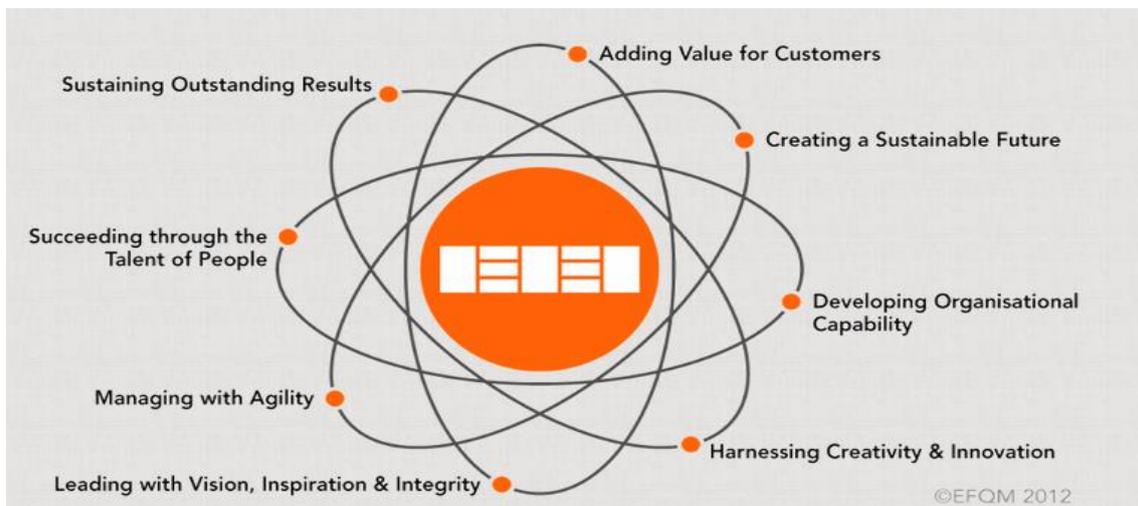
From obtaining 300 points Model establishes a stamp for each level of excellence and involvement of each organization with TQM philosophy.

Therefore, EFQM satisfies the need to recognize and promote sustained success and creates the necessary guidelines for those trying to achieve excellence (CEG, 2013). These aspects are incorporated into the three parts that create the model, as shown below:

A. Fundamental concepts model

These mark the base and the basic attributes for organizations to achieve sustainable excellence. As shown in the graph these basic concepts are:

Graphic 4. EFQM Fundamental Concepts 2012



Source: EFQM Organization

- Adding Value for Customers. Excellent organizations should always know who your customers are and must anticipate their needs and expectations transforming them into value propositions. To achieve this they can establish a dialogue with the mimes being transparent and giving people the skills and tools necessary for customer satisfaction increased display.
- Creating a Future or Sustainable. It refers to the impact made by companies with doing business in the world around them improving economic, environmental, social, etc. At a more practical level refers to the assurance of

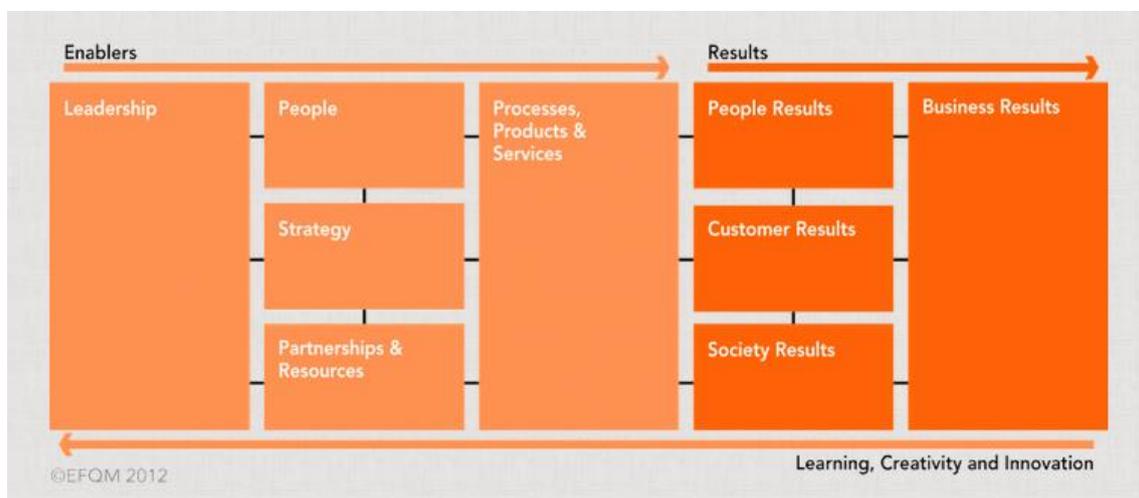
the organization defining and communicating its values, vision and mission, the design and management of products and services, a practice promoting economic and social standards of their basic sector, etc.

- Developing Organizational Capability. Excellent companies must increase their capacity to manage change effectively. In practice this concept refers to the organization must develop a culture that has as its cornerstone the continuous improvement of the value chain, establish mechanisms to increase their skills and abilities, etc.
- Harnessing Creativity & Innovation. Organizations have to include in their bases innovation and continuous improvement as a way of creating value. That is, it seeks to develop initiatives to involve people who, through their knowledge, generate ideas and innovation. It must be set based on the learning and collaboration as it will allow better detection of opportunities and development of new products and services.
- Leading with Vision, Inspiration & Integrity. Seal worthy organizations EFQM has leaders who shape the future and, through its values and ethical principles, make them reality. The concept is to say that an excellent organization must have people to serve as references through their actions and behavior, promoting the values of the organization and the integrity of it.
- Managing with agility. An excellent organization must be able to identify the opportunities and threats and know how to respond effectively to them. In practice, excellent companies, carry out a set of performance indicators that control the effectiveness of its processes and make its results in improvement activities.
- Succeeding Through the talent of people. The organizations value people that are creating a culture of accountability that achieves both goals of each individual as those of the organization. Seen from practice Excellent organizations have to define the skills and competencies of people that fit with the culture of it. They must also worry about talent retention and increased employee satisfaction by allowing good conditions and a healthy environment the person get out their full potential. It must also is proactive in the areas of training, development and motivation of its members so that their work to be as efficient as possible.
- Sustaining Outstanding results. The EFQM model seeks long-term positive for all stakeholders' results.

B. EFQM Excellence Model.

The model in question in this paper is a non-prescriptive framework based, as depicted in the diagram below, on 9 criteria. Five of these are called "Enablers" and four are referred to as "Results". The first mark the activities the organization performs as a series of markings, such as leadership or strategy aspects. Instead the "Results" are the result of the first and set the level achieved by the organization in every aspect in relation to customers, employees, society and other key outcomes (Calvo, Ruiz, Picon and Cauzo, 2013). The model comes to show its logical basis that achieving excellent results pertain closely related to leadership, the quality of the strategy and expanding it through people, resources and processes (Calvo, Ruiz, Picon and Cauzo, 2013).

Graphic 5. EFQM Model Criteria



Source: EFQM Organization

With this separation criteria, the Model organization success continued through positive leadership and direction of the properly defined strategy. In addition it attaches great importance to the development and improvement of people and creating adequate processes to achieve excellence in quality. If all these parts are properly made by the company, the model states that it will get the desired results and it will keep improving. This fact has been demonstrated in numerous articles, including the article Rahman and Bullock (2005).

As we said, the model is divided into 5 "Enablers" and 4 "results", which have a definition and are in turn divided into sub-criteria that are intended to describe examples of events that can be observed in an excellent organization. We can say that all these criteria are closely related to the fundamental concepts above. Here we will describe as detailed as possible the aspects valued by each of the criteria taking into account the limitation of this study.

1. Leadership. This approach provides an excellent organization that has made the future leaders actually acting as a reference model of its values and ethical principles. They are also flexible, allowing the organization to anticipate events likely to harm the success of the organization. The subsections in which is divided the criteria are:

1a. Leaders develop the mission, vision, values and ethical principles and act reference model.

1b. Leaders define, supervise, review and drive both the improvement of the management system of the organization and its performance.

1c. Leaders engage with external stakeholders.

1d. Leaders reinforce excellent culture among people in the organization.

1e. Leaders ensure that the organization is flexible and manage changes effectively.

2. Strategy. Organizations must get a strategy to expand its mission and vision by focusing on its stakeholders. For achieving the organization can divide their strategy plans, objectives and well-marked processes for their success. The criterion strategy is divided into the following:

2a. The strategy is based on understanding the needs and expectations of stakeholders and the external environment.

2b. The strategy is based on understanding the organizational performance and capabilities.

2c. The strategy and its supporting policies are developed, reviewed and updated.

2d. The strategy and its supporting policies are communicated, implemented and monitored.

3 People. The model shows the importance of valuing people and creates a culture that embraces mutual benefit as a way to achieve personal and corporate goals. It also seeks to promote the development of staff skills and equality as a way of success. It is an excellent organization that must worry about the people who are promoting internal communication, motivation and commitment. Finally excellent organizations favor the use of the skills and knowledge of its members as mutual benefit.

3a. People management plans support the strategy of the organization.

3b. Knowledge and skills of people are developed.

3c. People are aligned with the needs of the organization involved and take responsibility.

3d. People communicate effectively throughout the organization.

3e. Rewards, recognition and attention to people in the organization.

4. Alliance and Resources. A feature of an excellent organization is planning and managing external alliances, suppliers and resources in order to support its strategy.

4a. Partners management and suppliers for sustainable benefit.

4b. Management of financial and economic resources to ensure sustained success.

4c. Sustainable management of buildings, equipment and natural resources.

4d. Technology management to realize the strategy.

4e. Management information and knowledge to support effective decision making and building the capacity of the organization.

5. Processes, products and services. In order to create greater value for customers and stakeholders organizations design, manage and improve their processes, products and services.

5a. The processes are designed and managed to optimize the value for stakeholders.

5b. The products and services are developed to give optimum value to customers.

5c. The products and services are promoted and put on the market effectively.

5 d. The products and services are produced, distributed and managed.

5e. The customer relationships are managed and enhanced.

So far we have defined and detailed criteria related to the "enablers". Then we will expand the knowledge of the criteria "results". As we will see each one of the criteria are divided into two sections that value "perceptions" of the agents affected by the criterion and the "performance indicators" which are the mechanisms used by organizations to supervise and understand their impact on the above affected agent.

6. Results in customers. Excellent organizations are concerned about customer needs and incorporate them into their processes, products and services. The purpose of this criterion is to establish the extent to which the organization is getting it.

7. Results in people. Excellent organizations search a high level of satisfaction, meeting the needs and expectations of the people who form it. In addition, the organization analyzes whether the people in the organization are motivated and satisfied with their work situation.

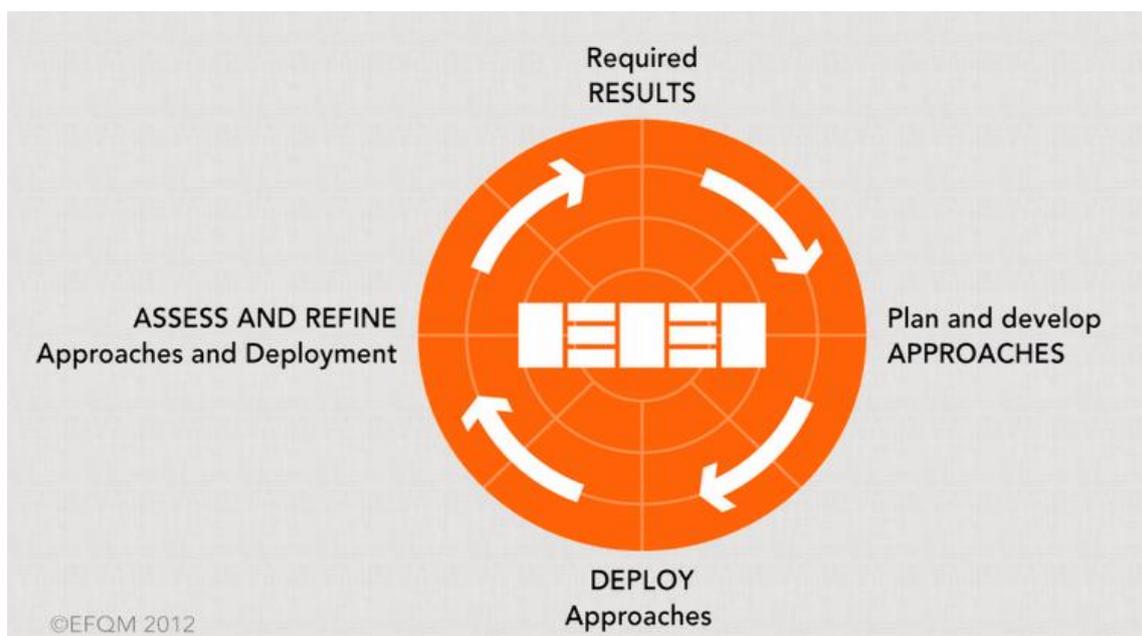
8. Results in society. Excellent organizations wish to maintain over a long period of time the satisfaction of its stakeholders. It is this criterion indicates the image that society has of the organization.

9. Key results. Mark the achievements that reach the organization with business objectives and planned performance.

C. Logic Diagram RADAR

The logical diagram RADAR (Results, Approaches, Deploy, Evaluate and Refine) is a management tool that sets the EFQM Model as a form of performance appraisal of a structured organization.

Graphic 6. Logical Diagram RADAR



Source: EFQM Organization

Basically, what RADAR tool is looking for, on the one hand, is to confirm the actions to improve the organization and planned it in them. Seeking this integration be systematic and complete for the entire organization and, finally, seeks to measure these actions in order to learn and improve. On the other hand, it claims that the areas of analyzes performed in the organization are relevant and appropriate to preserve the success of the organization.

That is, the RADAR tool finds an analysis of the "Enablers" and "Results".

3.4.1 The social side of QM in the EFQM Model

During this study we have mentioned the distinction between Hard and Soft Quality Management factors and we have considered the importance that the factors related to human resources as a source of success. In this section we will try to identify these aspects within the EFQM, focusing on social aspects.

As Calvo-Ruiz, Picon and Cauzo (2013) stated, the EFQM Model does not distinguish between hard and soft aspects. However, studies such as Bou-Lusar et.al (2009) and Brown (2002) on the model in question consider some criteria that could be classified as aspects Soft and Hard. These authors argue that within the model Hard aspects would be found, on the one hand, under the heading of "Results" as these are control tools that measure the effects on different stakeholders. Moreover, within the so-called "Enablers" can be identified as an aspect "Hard" the 4.Asociaciones Criteria and Resources and Criterion 5. Processes (Brown 2002; Bou-Llusar et al. 2009)

On the other hand Bou-Llusar et al. (2009) and Brown (2002) suggest that the "soft" aspects or the social dimension of quality are represented in the model by Criterion 1. Leadership and Criterion 3. People clearly. These aspects are related to leadership, commitment (Criterion 1) and training, communication, motivation and use of work equipment or employee participation (Criterion 3) as set Rahman (2001). As Criteria 2. Strategy, the authors show some uncertainty when classified as "soft" or "hard" aspects. The reason is that the criterion has "soft" characteristic elements and "hard" (Black and Porter, "1995). Second criterion "The strategy is based on understanding the needs and expectations of stakeholders and the external environment" has social and behavioral aspects as it provides an understanding of the needs of stakeholders. Criterion 2d. "The strategy and supporting policies are communicated, implemented and monitored" could be a link of both aspects as it relates to processes seeking the satisfaction of stakeholders (Calvo-Mora, Picon, Ruiz & Cauzo, 2013)

At this point, in this study we found some controversy with the revision of certain authors when classifying Model soft and hard aspects. In previous sections we have drawn a distinction between the two aspects of quality relying on a classification by Shams-ur Rahman & Philip Bullock (2004). Here the following soft aspects are identified;

- Workforce commitment

- Shared vision
- Customer focus
- Use of teams
- Personal training
- Cooperative supplier relations

Some of these aspects can be easily found on the EFQM Model in the criteria that Bou-Llugar et al., (2009) and Brown (2002) authors classify as a "Soft". The aspect referred to Workforce Commitment which includes concepts such as proper communication, the importance of internal customer and employee engagement can be found within the EFQM in Criterion 1. As defending Black and Porter (1996). The following soft appearance, shared Vision, referring to the organizational culture and values are shared by all of it, we could find in several criteria Model. First in Criterion 1. Leadership. Leaders are responsible for expanding the culture and values of the organization through proper communication and acting as a reference model (sub-criterion 1a, 1d and 1e). Secondly we might find this aspect in Criterion 2. Strategy understanding "Shared Vision" as the foundation of the organization have been explained and set correctly. Aspects that fit in were evaluated by Calvo-Mora, Picon, Ruiz & Cauzo (2013), as discussed above, specifically the 2nd sub-criterion and 2d.

Regarding the Use of Teams, their importance is whether the people in the organization are integrated and involved in decisions, teams, etc. We can easily recognize it, in the model, in Criterion 3. "People". Specifically in the sub-criterion 3c. "People are aligned with the needs of the organization, involved and take responsibility." These aspects had already qualified Brown (2002) and Bou-Llugar (2009) as soft.

With regard to staff training, we would find day dedicated to educate and train people in the organization. This is easily located within the EFQM. It would be in the Criterion 3. People, particularly in sub-criterion 3b. Knowledge and skills of people develops.

In the last two aspects to be analyzed are those we observe a controversy. Aspects Customer focus and Cooperative supplier relations, which are classified by Shams-ur Rahman & Philip Bullock (2004) as Soft, would be in the EFQM criteria that Bou-Llugar (2009) and Brown (2002) have classified as Hard. The first, Customer focus, is found in Criterion 1 and Criterion 5. Processes, Products and Services which is in charge of design and excellent organizations manage their activity to generate greater value to customers and stakeholders, particularly in the sub-criterion 5e. The second, based on

the Cooperative supplier relations, we will not consider in this study because previous studies have shown no significant effect on the performance of the organization (Abdullah, Uli, and Tarí, 2008)

After the explanation of this controversy found in analyzing and having supported this study on certain authors we can establish some concepts on Soft aspects within the EFQM. First, we can establish that the model includes more Soft aspects marked by classifying previous sections, such as motivation, equality, employee health in the workplace, etc. Then we consider that, as we have seen, the model is based on the aspects studied although there are some criteria that are more focused on them than others. This is the case of Criterion 1 Leadership and 3.People; these are most closely related with Soft aspects. As for the rest of criteria we found some controversy when establishing whether they would be soft or hard aspects. As Black and Porter (1995) consider that Criterion 2. Strategy has concepts of Soft and Hard and so we included it in our methodology. Concerning Criterion 5, as the literature has concluded that belongs to the hard aspects, not be taken into account in this study. All aspects soft model are detailed in the following table.

Table 3. Soft Criteria corresponding to the EFQM Model Criteria

Soft items	EFQM criteria
Leadership	Criteria 1
Employee motivation	Criteria 3 (3e)
Training	Criteria 3 (3b)
Shared vision	Criteria 1 and sub criteria 2d
Communication	Criteria 3 (3d)
Using teams. Employee participation	Criteria 3 (3a,3c)
Organizational commitment	Criteria 1 and 3
Customer orientation	Sub criteria 2a and 2d

Source: Own elaboration

4. METHODOLOGY

The methodology of this study consists of an analysis of the score on the soft EFQM criteria of an organization. That is, the methodology consists in an assessment from EFQM applied to an organization, which will allow us to check the degree of commitment that the organization has with these aspects of quality. The selected organization is University Jaume I (UJI) located in Castellón. Specifically, the model will be applied to the Faculty of Economics to increase the simplicity of our empirical study, as we will explain below. The Faculty, as detailed in the next section, consists of 3 departments (Administration and Marketing Department, Economy Department and Finance and Accounting Department) and has about 200 workers between full-time professors, associate professors and researchers. Regarding the implementation of the EFQM, we will only focus on the soft issues identified above, which are; Criterion 1 and 3 in its entirety and sub 2.A and 2.D (Bou-Llusar et al, 2009; Brown et al, 2002; Black and Porter et al, 1995). We will get the score through the Questionnaire Profile provided by the EFQM and Excellence Management Club (CEG). This profile questionnaire helps organizations that are looking for the excellence. It is an evaluation mechanism developed by the European Foundation for Quality Management which aims to ease such evaluation. Each of the questions of our questionnaire will be aimed at assessing the effectiveness of the UJI in each of the soft aspects taken into account in this study. Then the level of excellence that has the organization in social aspects will be determined.

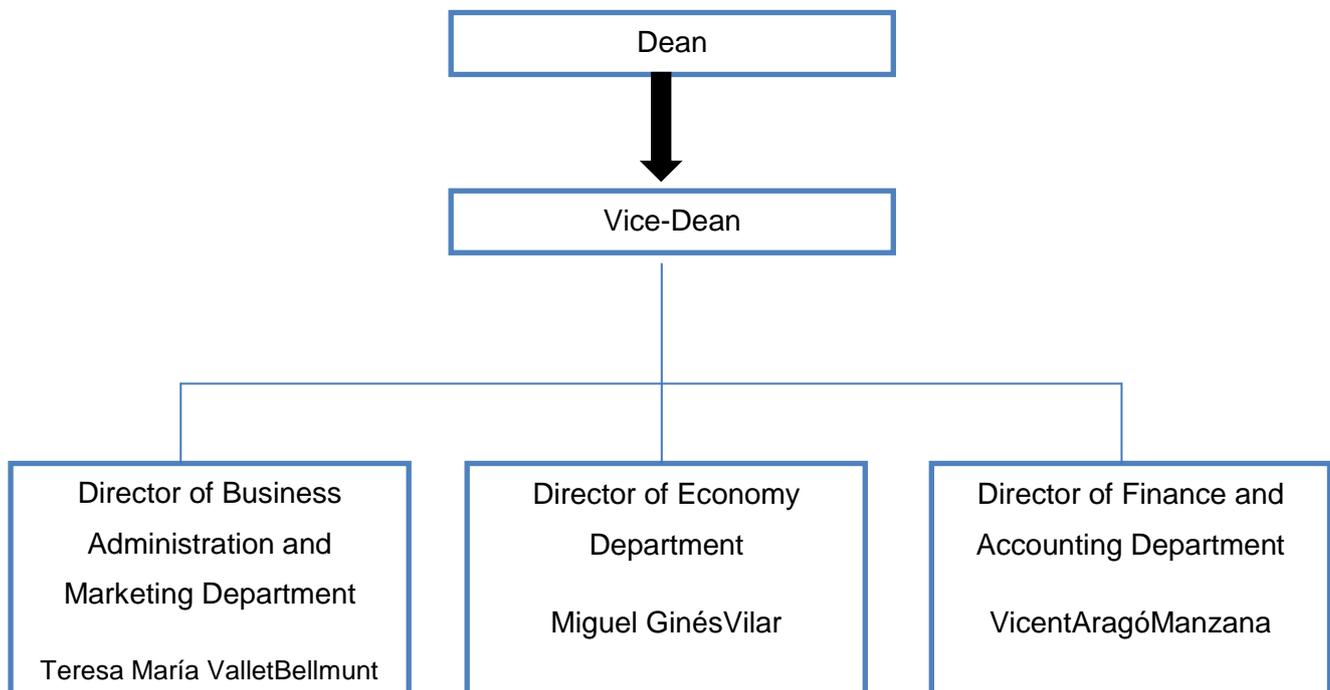
4.1 Scope of application

UJI is a public university that was created in 1991 in order to meet the educational needs of students. In its beginnings had three faculties; Law and Economics, Humanities and Social Sciences and the School of Technology and Experimental Sciences. Currently the university has a new faculty aimed at the health sciences, over 30 Grades and Masters and about 15,000 students. During these 25 years of activity the university has been focused on achieving excellence in all areas. Proof of this is the awards received as such as the certificate of ISO 9001 certification and apply this model study, the Club of Excellence for the Gold Seal of European Excellence Management (OPCW, 2015).

We limit our study to the Faculty of Economics, understood as a self-organization formed by a Dean a Vice Dean for each taught degrees and 3 departments; Economy, Finance and Accounting and finally, Business Administration and Marketing. Each

department has a director and more than 50 full professors, associate and / or researchers. In addition, the faculty has a Permanent Board (formed by the Dean a Vice Dean for each grade and each department director), a Board of Centre (formed by the Dean a Vice Dean for each grade, the director of each department and representatives of each interest group such as a representative of students), Internal Commissions (consisting of the Dean, coordinators and students representative) and finally by students representative.

Graphic 7. Faculty structure



Source: Own elaboration

The focus of our analysis is therefore, the faculty. The organization is formed by two types of workers. The first one is the Teaching and Research Staff (PDI) and the second one is Administration and Services Staff (PAS) that handle non-academic activities of the organization. Our interest is posited on the academic field and that is we focus on personal PDI. That is, the "People" that sets the EFQM model are, in our case, the Teaching and Research Staff (PDI). Now the questionnaire will be asked to those who consider suitable for complete information and as real as possible of the subject at hand. In our opinion these people are the Directors of each of the departments that form the Faculty of Economics. We selected these people because they can have a more global view of the organization and may have a more critical and constructive spirit, which will facilitate the collection of information. In a private organization, the evaluation would be carried out by the management team who will discuss each of the issues raised. It therefore, seems obvious that in a public organization such as we propose are the directors of the different departments those conducting the evaluation. Since there is no possibility of meeting each other, we made a separate assessment for each department and we have grouped the data collected. We have to recognize a limitation in this regard because one of the interviews could not be performed due to the inability to contact with the Economics Department Director.

To summarize we will say that the organization assessed is the Faculty of Economics, the "People" are the Teaching and Research Personal (PDI) and, therefore, the alleged customers are students in grades. The object of analysis will be the Faculty of Economics and informants will be the three directors of the departments that make up the faculty since they have a more complete view and are leaders in their areas.

4.2 Application Method

In order to get the relevant information to help us evaluate the Faculty of Economics in its path to excellence, we will build on the profile questionnaire that the EFQM itself has developed. In our case we will build on the 2010 Questionnaire profile provided by the Club of Excellence. This is a Spanish organization licensed to offer the complete portfolio of EFQM products and services. The questionnaire consists of 90 questions pertaining to the 9 sections that make up the Model (5 Enablers and 4 Results). Each of the questions has a rating of up to 100 points and each block represents 10% of the total score. Total score is used to evaluate the excellence of the organization and determinates the excellence grade (300 + 400 + 500 +). For our study, we only are going use the question that are related with soft Model Section. This limits the study results since all EFQM criteria are related and affect each other. Even with this, since

this study focuses on the Soft aspects we will only evaluate the criteria and questions Model Profile Questionnaire related to them. Our questionnaire is based on 17 questions that evaluate the organization in the soft aspects. Here are the relationship between the soft issues identified by the literature occupation within the model and its correlation in the questionnaire. It should be noted that the soft aspects evaluated can be found within several criteria and questionnaires and the classification made below only serves to simplify the reader's understanding.

Table 4. Relationship between the soft aspects, EFQM criteria and questionnaire.

Item Soft	Criteria EFQM	Sections of the questionnaire
Leadership	Criteria 1	1- Leadership Questions 1.1, 1.2, 1.3, 1.5 and 1.6
Employee motivation	Criteria 3 (3e)	3- People Questions 3.1, 3.2 y 3.9 1- Leadership Question 1.5(motivation from recognition)
Training	Criteria 3 (3b)	3- People Questions 3.2 and 3.3
Shared vision	Criteria 1 y sub criteria 2d	2- Strategy Question 2.2
Communication	Criteria 3 (3d)	3- People Questions 3.6 and 3.7
Using teams. Employee participation	Criteria 3 (3a,3c)	3-People Questions 3.2, 3.4 and 3.5
Organizational commitment	Criteria 1 o 3	3- People Question 3.8 1- leadership Question 1.4
Customer orientation	Sub criteria 2. A	2- Strategy Question 2.1 and 2.2

Source: Own elaboration

As an example we include questions to ask for Criterion 1 Leadership. The analysis of other criteria will be implemented in the Annexes.

- Leadership. Soft appearance corresponding to Criterion 1. Excellent organizations have leaders who act reference model values and ethical

principles and inspire confidence. Questions to ask to establish what level has the UJI in this regard are;

1.1 Have you identified who are the leaders of the organization and how it should be your leadership style? Do they act their leaders as role models? Do most leaders are consistent with the mission, vision and values? The areas to be addressed by this section of the questionnaire are:

- The behavior of leaders is consistent with the mission, vision and values.
- Leaders are the reference model of integrity, social responsibility and ethical behavior, acting as an example both internally and externally.
- Maintain a receptive attitude towards people in the organization, encouraging communication and addressing their opinions and suggestions.

1.2 Do you review and improve the effectiveness of their leadership behavior as leaders and develop a culture of shared leadership? Do they make sure that people in the organization act with integrity and according to ethical behavior? Is there a culture of shared leadership? Leaders have personal plans for improvement?

1.3 Are leaders personally involved in the process to understand, anticipate and respond to the needs and expectations of external stakeholders (customers, partners and suppliers, etc.)?

1.4 Do leaders generate an entrepreneurial culture of involvement and ownership, responsibility and continuous improvement to the results? Do they foster a culture that supports the creation and development of ideas and mindsets that drive innovation and development? Do leaders provide resources or delegate responsibility, so that people can realize their potential?

1.5 Motivation through recognition. Do leaders support people to achieve their plans, objectives and goals, recognizing their timely and adequate efforts?

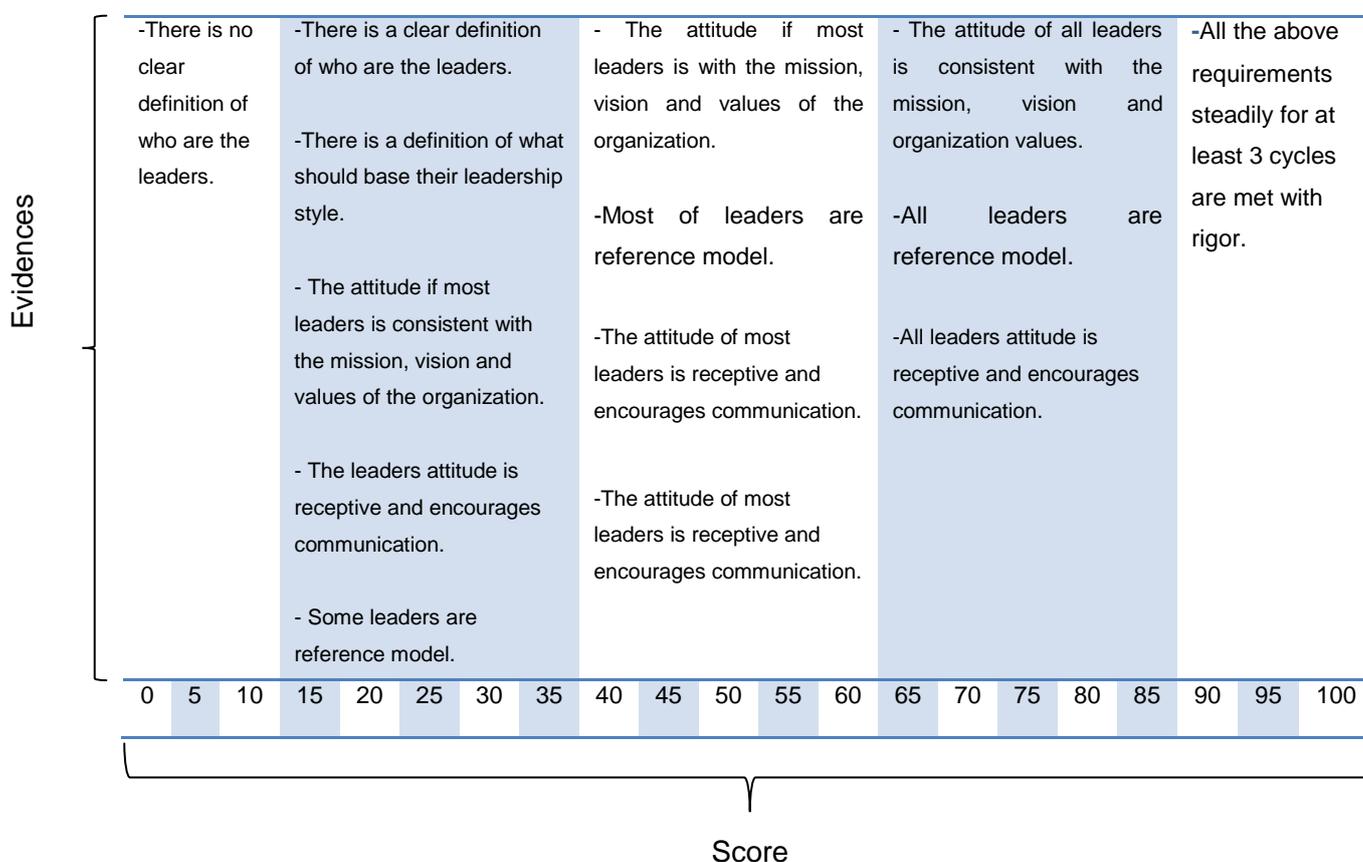
1.6 Discuss aspects of leadership and motivation. Are leaders are involved in the implementation of change management programs, ensuring effective communication with and participation of affected stakeholders? Are leaders encourage and support people in the organization to participate actively in the working groups set up to facilitate the implementation of the changes?

Each of these questions gives us the evidence to determine the score that can be awarded to the organization in each section.

4.3 Scoring method

When determining the score on each valued section we will do this through the evidence provided with the questionnaire mentioned above. Depending on the degree of evidence the organization boast a rating higher or lower. As an example we include in this section the evidence of the questions related to paragraph 1.1 of the questionnaire:

Table 5. Example of evidence to the first question



Source: Questionnaire profile. CEG (Adaptation)

As you can see the evidence are 5 contents blocks, ranging from a score of zero to 100 depending on the level of excellence that the organization has in each section. Each of the evidence found to be located in a higher score organization and, therefore, on the path to business excellence. Thus, according to the present example, organizations with a defined leadership, with leaders who promote the mission, vision and values of

the organization and meet these requirements for 3 cycles would receive a score of 100. Another aspect to consider is that many of the valued aspects are intangible and therefore we conducted an interview with the directors of the departments in order to know how they perform. It should recognize the limitation of the Model planted here. You cannot accurately determine the score for the UJI in the EFQM model since it is not going to evaluate all areas.

To establish what level of excellence has the organization will make a weighted score Model. If the full model became totally excellent, the company should obtain a total score of 900 points. For the Seal (300+) one third of the points would be needed for the next prize level (400+) is required 44% and to achieve the highest award (500+) 55% of the points is needed. In our case, we will make only 17 questions. They will get a total of 1700 points which represent 10%. A totally excellent organization in social aspects must obtain a total of 170 points. Like the Model, we have created three levels of awards. The first will be awarded from 55 (170 1/3 points) points, the second from 75 points (44% of 170) and the maximum from 94 points (55% of 170). Thus we can determine what level has the only organization in the social aspects.

5. RESULTS

After the interviews conducted with the directors of the departments of the Faculty of Economics, we have obtained a series of results by applying the EFQM Model.

The first result to note is that the faculty of economics does not reach excellence in most aspects evaluated for Leadership Criterion. The reason lies in that interviewed department directors have recently arrived in office and, therefore, they cannot meet the requirement of excellence to carry 3 full cycles complying with the necessary evidence. Here are the results of each question along with the evidence found.

In Question 1.1 regarding the leadership, the score obtained by the faculty would rise to 80 points. The first evidence found is that there is a clear definition of who are the leaders within the organization. The structure of the faculty is properly defined, stating the role played of each member. It is true that leaders are not called as such. They are referred to as directors and fulfill the role of leader within each department as they are those who manage and regulate most actions taken by the department. As for the attitude of the leaders, since they are in an academic environment, and were chosen to fulfill the mission, vision and values of the organization being an example to follow. In addition we have found that all leaders maintain a receptive attitude and encourage

communication and listening to the people in their department and mediate conflicts and needs of people. As for the style of leadership, although it is not clearly defined itself establishing that the base should be a coordinator or management within the department. On the other hand every department leads in a different way because the needs of their employees require different leadership styles (Pregunta1.1).

In question 1.2 concerning the leadership, executives of each department have plans to improve as teachers. Both are evaluated by students in the subjects taught and are also evaluated in other organizational aspects. This allows both teachers and directors improve their skills and act as leaders in improving their subjects. From what we have seen interviews with all leaders are aware of the skills necessary to be as can be a good active listening, good communication, a mediator, etc. In addition throughout the organization there is a visible shared leadership that each teacher raises their assigned subject in an autonomous manner without having to mediate the principal or other person of higher ranks. Therefore, the score obtained by the faculty in this question is 85 points.

As for the question 1.3 which refers to the involvement of the leaders in meeting the needs and expectations of stakeholders (students, teachers, etc.). The score, as in the previous case, is near excellence (85 points). It must be said that there is a documented formal process in which the needs of the students are collected. These are surveys of evaluation of teachers and subjects they serve, first, to them to improve their courses. Second serve leaders as a control method for different subjects of the department in order to achieve continuous improvement. As for the needs of teachers or internal customers it is more casual. Leaders receive the individual needs of each teacher and transferred to the Permanent Board in which it is decided whether or not it is approved. Leaders also are involved in the performance of his department and if they see any deficiency or need to cover either training or other activity have the power to carry it out. So, these concepts demonstrate that leaders are committed to the needs of stakeholders.

In question 1.4 concerning the generation of entrepreneurial culture and involvement belongings, the results are very positive. Leaders have created an atmosphere of involvement and belonging within the organization. It is true that according to the department the degree of involvement may be different. For example, the Department of Marketing, every so often, meetings are held with teachers to look for areas of improvement and to enable them to propose activities. This causes the teachers of this department are more involved and have a greater sense since in the other two

departments you are more activities are carried out on time. This throughout the organization is favoring the generation of ideas and not just personal projects but for improving the department and faculty. As for accountability, as we have said, each teacher is "owner" of their subject and can make decisions about it. Moreover, in every department responsibilities are delegated either advice or representation in meetings, decision-making in them, etc. All this leads us to determine that in this question the score obtained by the organization is 75. The principal found deficiency is the lack of evidence that generating ideas is systematized.

Question 1.5 which refers to whether the leaders recognize the efforts of workers have found certain differences. First we can say that the organization has a basic recognition system but leaders do different awards. In the Department of Marketing recognition does exist, it is casual but serves as employee motivation. It consists of a board located in the staffroom in which the contributions of each of the teachers so that colleagues can watch him hang. As for the other departments we have not obtained evidence that recognition practices are being made. It is possible that the leaders of these departments recognize the successes of their peers in a more timely and informal manner. That is why the score so that the organization has in this question is 60 points.

The next question refers to change management by the leaders what we were most interested in obtaining evidence that there is excellent communication. Changes are transmitted from the senior (Dean) to teachers through the deans and department heads. Even some significant changes are transmitted to the representatives of students and other stakeholders. The score is 80 points.

Turning to the second set of questions, which refers to the stakeholders, we have obtained positive results of the organization. The first question evaluates the identification of stakeholders, their needs and expectations. With this question we have evidence that both organizational and departmental level, have been properly identified each interest group. We put the example of the Department of Marketing. This department has a virtual classroom in which all members are in a section of interest groups, which are established; UJI, students, academic bodies, research contracting agencies, etc. Regarding the mechanism for collecting the needs of stakeholders, the organization conducts surveys for it. Students, as we have said, they spend about find where they can explain the shortcomings of the subjects and thus improves the following year. At the departmental level needs they are also checked through surveys so that if a department notes that in any section can improve appropriate measures for

this purpose is proposed. Thus the needs of students, teachers and other stakeholders present and future at all levels of the organization so the score is 100 points are collected. Regarding the second question, which refers to the organization maintained communication with stakeholders we believe that it is near excellence. All information is transmitted at all levels through structured communication channels such as emails, virtual classroom and meetings which are representatives of different interest groups. Good communication promotes a shared vision of all members of the organization, oriented towards achieving goals and mission of it. In these criteria the organization is excellent since it is carrying out the identification of stakeholders and duly informed steadily for at least 3 cycles.

The next block of question refers to people (teachers) of the organization. The evidence of the first question places the organization on excellence. This is because since the beginning of the power of different types of teachers were identified and were determined at different levels of remuneration. Besides the possible promotions by each teacher and requirements they are defined to access the desired position. All this is done from an automated management and meet all these aspects stringency for more than three cycles. The organization is excellent in these aspects evaluated.

The question 3.2 which refers to the involvement of people in the organization, we can say it is complete. Specifically, teachers of all departments are represented in the various meetings that affect their activity. This fact encourages the involvement of people within the organization and increases knowledge of it in their needs. On the other hand, there is a regulation of promotion and career management of different positions in the university regulations. It set out the requirements for access to the new posts and other conditions. Therefore, and since these activities is met for at least 3 full cycles, we can put the power in a score of 95.

The next question assesses the training of people in the organization. We have found that exists throughout the organization plan training and development of all the people who form it. In fact we learned that this training is normally given by the people themselves. If a teacher wants to form in a particular field, it can propose to the Director of the department. This is responsible for submitting the application to Council of Directors, which will decide for approval. A high percentage of these requests are approved with what the training needs of the people are heard and implemented. The other mode of training can be given by the Director of the department. If this notice any deficiency or some interesting act may propose to the Council as in the previous case. These facts lead us to score with a score of 95 points to the faculty.

Question 3.4 refers to taking responsibility. The faculty structure although it is very hierarchical and straight at all levels allows take responsibility. One example is that, as we have said, each teacher is responsible for his subject and projects carried out without supervision.

The next question assessment evaluates the support and involvement of individuals within the organization. This aspect already has been seen in previous questions and this is confirmed. Faculty since its inception has had a culture of innovation and idea generation that promotes the involvement of people in it. Generating ideas is valued and encouraged throughout the organization and there is a formal channel that guarantees each initiative. This channel passes through the Director of Department to the Council and is considered the option of applying both departmental and organizational level. This culture is imposed in the organization for more than three complete cycles so the faculty is excellent in this respect.

Question 3.6, as happened in the previous already been discussed in the results. The reason is that people (defined as workers) have been included in the stakeholders of the organization. Throughout the organization there is an internal communication plan that manages the needs of people. It describes the issues that have to be communicated to all areas of the organization and how they do it is established. As already we mentioned, if the communication is rising in many cases have to go through the Director of the department and to the Council of Directors consists of vice-chancellors and the rector of the faculty. Thus the communication reaches the highest level of the organization. Downstream communication works similarly. Through representatives and managers to address the situations reach all members of the organization. As for the channels (Question 3.7) it has no formal organization such as department meetings, and informal Virtual Classrooms such as the "hallway conversations". Both are necessary for the organization and serves to be connected both vertically and horizontally. All this leads us to place the organization in a score of 95 points in both issues.

As the latest survey questions we consider that organization can improve. The first have found certain problems or deficiencies. This is a question about personal and work-life reconciliation. Although there is a formal policy to promote the reconciliation of personal and working life, it is often difficult to apply. We consider the question score is 40 points 3.8 and is one of the main areas for improvement by the organization.

The last question refers back to recognition. We recall that there is a basis for organizational recognition and at the departmental level is different in each. If we were to judge each department, consider that the Department of Marketing get the highest score in terms of recognition. At the organizational level the score almost at the level of excellence.

Then we attach a summary with the score on each question and the prize would get the organization according to our model of social aspects:

Table 6. Score per question

Question	Score
1.1	80
1.2	85
1.3	85
1.4	75
1.5	60
1.6	80
2.1	95
2.2	95
3.1	95
3.2	95
3.3	95
3.4	90
3.5	95
3.6	95
3.8	95
3.9	40
3.10	90
Subtotal	1445
TOTAL (10%)	145

Source: Own elaboration

The score obtained by the Faculty is 145 points which get the highest award in the social aspects that would amount to a 5 stars or excellence 500+. Thus, the commitment of the organization to these aspects is demonstrated.

6. DISCUSSION AND CONCLUSIONS

In this study we observed as the quality has evolved from a simple control tool to a search of business excellence. This new view of quality is made up of two types of key aspects or factors; hard and soft. The hard aspects are elements of production control and processes that maintain the proper functioning of the organization (Madi, Uli&Tari, 2008). Examples of these technical aspects are the use of indicators and philosophy Just In Time (Rahman & Bullock, 2004). Instead, soft key factors are related to people management and human aspects (Wilkinson, 1992; Rahman, 2004). So, these are social and behavioral elements that improve organizational performance (Wilkinson, 1992). Some of the soft factors are leadership, participation and recognition of employees, employee motivation, training and development thereof, teamwork, communication and customer orientation (Rahman & Bullock 2005). It is noteworthy that the literature has shown that improving organizational performance cannot be achieved only with the soft factors, so these must be accompanied by the hard factors.

All these aspects are evaluated by different quality models to recognize those organizations that are committed to this new vision of quality. In this study we observed 4 of the most popular models and we have seen their main differences. One of these models has helped us support when determining the excellence of an organization respects the soft factors. This is the EFQM Model.

The model consists of 9 Criteria, 5 Enablers and 4 Results. The first frame the activities of the organizations and the second set the level achieved by the organization in every aspect in relation to customers, employees, society and other key outcomes (Calvo, Ruiz, Picon and Cauzo, 2013). In principle the model in question does not distinguish between the two aspects but with the literature review we have been established that Model criteria are hard and soft (Calvo, Ruiz, Picon and Cauzo, 2013). The Hard factors belong to block Result because this involves indicators that help observe the impact of the organization in different areas. In addition within the so-called "Enablers" can be identified as an aspect "Hard" the 4. Asociaciones Criteria and Resources and Criterion 5. Processes (Brown 2002; Bou-Llusar et al, 2009). As for soft aspects, the literature has determined that these are located in the Enablers Criteria Model. Specifically within the Criteria 1-Leadership and 3-Persons (Rahman, 2001). Two sub-criteria that have characteristics of hard and soft factors "(Black and Porter," 1995) are also included. These are criterion 2a "The strategy is based on understanding the needs and expectations of stakeholders and the external environment" and Criterion 2d. "The strategy and supporting policies are communicated, implemented and

monitored" (Calvo-Mora, Picon, Ruiz & Cauzo, 2013). Although we encountered some controversy when determining soft and hard factors model, we were decided to apply our methodology criteria classified as soft by the authors.

However, the purpose of the study is to determine the level of commitment and excellence that had an organization with regard to the social aspects. To do this, once the soft criteria identified within the EFQM model had to assess the organization at hand. This is the Faculty of Economic Sciences UJI. A questionnaire consisting of 17 questions assessing the different soft aspects identified in the study was applied. This methodology has a number of limitations.

The first is that the Model criteria are influenced each other and to get a full view would have to apply the model in its entirety. The second limitation is that the criteria evaluated are often intangible aspects that are not registered. Even with this, once obtained answers was scored and a ranges were established from the Faculty of which could be considered excellent in the Soft Aspects. In virtually all the issues we are an organization aimed towards business excellence. It is true that we find some differences. One is the leadership styles brought in the organization. Although they are different according to the department and the model states that there must be a predefined style, for our opinion leadership style should not be fully structured. There should be a base that facilitates and route all leaders in the same direction but cannot make a style of leadership. This is because there are people of different backgrounds and characteristics, so it is logical to think that everyone should be led by a different style in each department. As for recognition issues also we found differences in the organization. All areas met formal recognition and only some were carrying out an informal recognition. In our view the informal skill recognition conducted by the marketing department found it very positive because it encourages motivation and communication of people. This does not mean that other areas perform poorly recognition simply believe that could be a good practice to implement throughout the organization. As long as, people in other departments consider this action as positive. Each department leader knows people that form and can propose the recognition that best suits them. With regard to training, we feel very positive that can be determined by the worker himself and by the department. Thus training is more personalized to each department and each employee, so the areas that each considers most urgent are improved. Another soft aspects evaluated in this study is communication. In organism evaluated there is good communication up and down. All changes, objectives and issues of interest are communicated to all levels of the organization that promotes

shared vision. As for customer orientation and employee participation, the organization includes these stakeholders in decision-making, information boards and other situations that foster their involvement in the organization. The biggest problem found in the organization is to reconciling work and family life, which can reduce employee motivation. We believe it is an aspect with which the organization must find an alternative to facilitate the reconciliation of work and family in order that the employee is more satisfied in their job life. Finally, to improve motivation we recommend that the organization conduct a survey to its members in order to meet and anticipate the needs could improve it. This will be achieved by adapting the motivation to each department and indirectly improve the involvement with people.

If organization continues with a good attitude towards soft issues and towards improving the areas highlighted in this study, no doubt that will get to be an excellent organization.

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8. ANNEXES

8.1 Profile Questionnaire

- Leadership. Soft appearance corresponding to Criterion 1. Excellent organizations have leaders who act reference model values and ethical principles and inspire confidence. Questions to ask to establish what level has the UJI in this regard are;

1.1 Have you identified who are the leaders of the organization and how it should be your leadership style? Do they act their leaders as role models? Do most leaders are consistent with the mission, vision and values? The areas to be addressed by this section of the questionnaire are:

- The behavior of leaders is consistent with the mission, vision and values.
- Leaders are or reference model of integrity, social responsibility and ethical behavior, acting as an example both internally and externally.
- Maintain a receptive attitude towards people in the organization, encouraging communication and addressing their opinions and suggestions.

There is no clear definition of who the leaders	<p>There is a clear definition of who the leaders.</p> <p>- There is a definition of what should base their leadership style</p> <p>- The attitude of most leaders is consistent with the mission, vision and values of the organization</p> <p>- The attitude of the leaders is receptive and encourages communication.</p> <p>- Some leaders are role model</p>	<p>- The attitude of most leaders is consistent with the mission, vision and values of the organization</p> <p>-Most leaders are role model</p> <p>- The attitude of most leaders is receptive and encourages communication.</p>	<p>- The attitude of all leaders is consistent with the mission, vision and values of the organization.</p> <p>-All leaders are role model.</p> <p>- Meet three annual cycles of review and improvement.</p> <p>- The attitude of all leaders is receptive and encourages communication.</p>	- All the requirements steadily for at least 3 cycles are met with rigor.																
0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

1.2 Do you review and improve the effectiveness of their leadership behaviors as leaders and develop a culture of shared leadership? Do they make sure that people in the organization act with integrity and according to ethical behavior? Is there a culture of shared leadership? Leaders have personal plans for improvement?

- Leaders know and review the skills required to be a leader in your organization.
- They strive to develop a culture of shared leadership.
- Every leader strives to develop his skills as a leader.
- Promoting the creation of a code of ethical conduct for people to act with integrity.

<p>-No leaders identified in the structure.</p> <p>-They have no personal improvement programs.</p> <p>-They have not developed a code of ethics.</p>	<p>- Some leaders have personal improvement plans</p> <p>- It has developed a code of ethical conduct</p> <p>- Some leaders are striving to develop their skills as such</p>	<p>- Top leaders assess their personal leadership with direct view of each and every one of the people in the organization and have personal improvement plans.</p> <p>-Shared leadership is part of culture.</p> <p>- Compliance with the code of ethical conduct is monitored and people act with integrity.</p> <p>- Most leaders know the skills required to act as such.</p>	<p>- All leaders have personal improvement plans.</p> <p>- There is a systematic process for measuring the effectiveness of each staff leader and ethical behavior of leaders and other people.</p> <p>- Shared leadership is included in the foundation of the organization</p> <p>- All leaders know the skills required to act as such.</p>	<p>- All the above requirements steadily for at least 3 cycles are met with rigor.</p>																
0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

1.3 Are leaders are personally involved in the process to understand, anticipate and respond to the needs and expectations of external stakeholders (customers, partners and suppliers, etc.)?

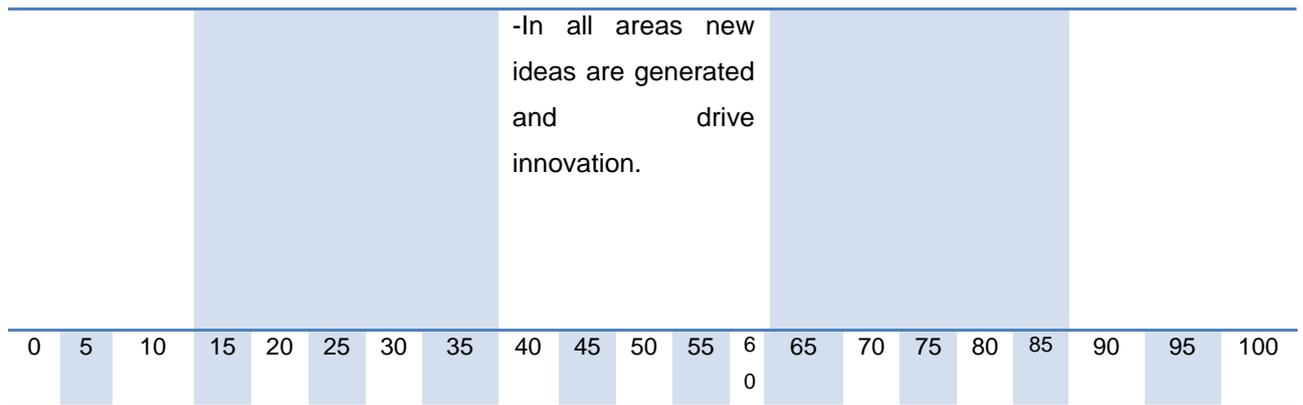
- There are regular and formal contacts with customers, suppliers and partners to meet their expectations and opinions.
- There are programs or specific actions for leaders to be involved with external stakeholders to understand and respond to their needs and expectations (visits to customers and partners satisfaction measurement, treatment suggestions and complaints, etc.). targets are set.

<p>-Known customers' needs.</p>	<ul style="list-style-type: none"> - They know and understand the most important needs and expectations of customers, partners and suppliers. - There are some agreements and continuous improvement plans. - Hardly contacts with customers, suppliers and partners are made - Leaders involve stakeholders in their research in order to meet their needs and expectations. 	<ul style="list-style-type: none"> - They know and understand the needs and expectations of all customers, partners and suppliers. - Regular agreements and improvement plans are established. - Leaders involve stakeholders in their research in order to meet their needs and expectations. <p>The organization has contacts with customers, suppliers and partners.</p>	<p>-There is a formal process, documented and consistent with clearly defined for the collection and channeling of information from all external stakeholders criteria.</p>	<p>- All the above requirements steadily for at least 3 cycles are met with rigor.</p>																
0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

1.4 Are leaders generate an entrepreneurial culture, involvement and ownership, responsibility and continuous improvement to the results? Do they foster a culture that supports the generation and development of ideas and mindsets that drive innovation and development? Are leaders provided resources, delegate responsibility so that people can realize their potential?

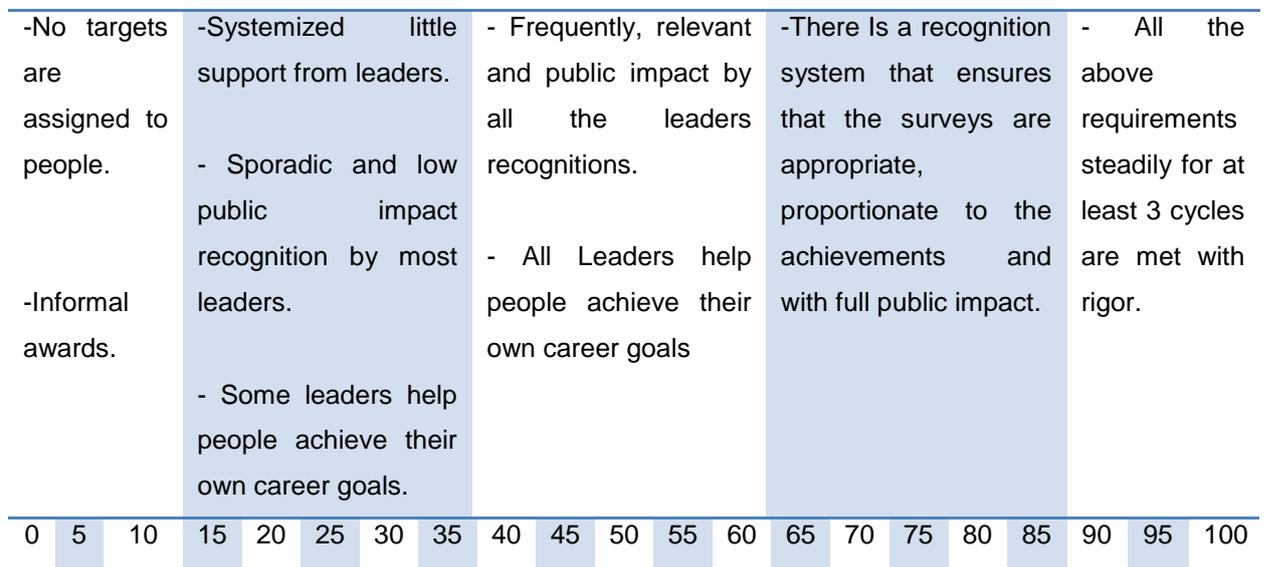
- Adapt the level of delegation of authority to the capabilities and needs of people.
- Dan opportunities provide resources and give responsibilities for people to do their work and make their own decisions.
- Provide information and knowledge to enable people to take Responsibility.
- Delegate responsibility so that people can develop their full potential. It is monitored if employees exercise level and agreed to delegate authority.
- Mechanisms or programs to motivate people to participate in improvement activities are used (even if they are not addressed to their area of responsibility), resources are allocated and evaluates and reviews the effectiveness of actions.
- Mechanisms are encouraged to promote the generation of ideas and are encouraged to implement projects of innovation and improvement.

<p>-Except isolated cases, leaders have created a culture of little involvement, delegation and continuous improvement .</p> <p>-Only Participates sporadically in improvement activities.</p>	<p>- Some leaders have created an environment in their areas of involvement and belonging, delegation and accountability and continuous improvement.</p> <p>- Improvement activities are promoted in some areas with allocation of scarce resources or timely manner.</p> <p>- In some areas new ideas are generated and drive innovation.</p>	<p>- Most leaders in their areas have generated an atmosphere of involvement and belonging, delegation and accountability and continuous improvement.</p> <p>-Is systematic continuous improvement, generating new ideas and innovation is driven.</p> <p>-Sufficient resources are allocated.</p>	<p>- There is an entrepreneurial culture, involvement and ownership, delegation and accountability, continuous improvement and accountability for results in the entire organization.</p>	<p>- All the above requirements steadily for at least 3 cycles are met with rigor.</p>
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1.5 Motivation through recognition Are leaders support people to realize their plans, objectives and goals, recognizing their timely and adequate efforts?

- Leaders set goals and help achieve them, providing resources and supporting the needs of people in developing their skills.
- There is an appropriate and timely recognition system, formal and informal, economic or otherwise, to reward achievements, both individual and collective
- Leaders properly use the recognition system.
- Leaders involved and are directly involved in acts of recognition, using them to enhance the motivation and involvement.
- The recognition is appropriate to ensure the effect as motivation and satisfaction.



1.6 Discuss aspects of leadership and motivation Are leaders are involved in the implementation of change management programs, ensuring effective communication with and participation of affected stakeholders? Are leaders encourage and support people in the organization to participate actively in the working groups set up to facilitate the implementation of the changes?

<p>-Some targets for major changes are defined.</p> <p>-It responds slowly.</p> <p>-The changes are not communicated.</p> <p>-It does not encourage people in the organization.</p>	<p>-Changes are communicated to the first levels of the Organization.</p> <p>-Measurable, concrete and achievable objectives are set for major changes.</p> <p>-Stimuli towards people are scarce.</p>	<p>-Defined objectives and outcomes for all changes are evaluated.</p> <p>- They communicate changes cascade to all stakeholders involved.</p> <p>- Some people and teams are stimulated to improve performance.</p>	<p>-There Is a formal process, documented and consistent with clearly defined objectives for defining, evaluation and review of performance criteria, and to undertake improvement actions based on the same.</p> <p>- Leaders motivate and encourage the entire organization.</p>	<p>-All the above requirements steadily for at least 3 cycles are met with rigor.</p>																
0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

2. Strategy. Excellent organizations implement their mission and vision by developing a focused strategy stakeholders.

2.1. Approach to customers. Does the organization identifies its stakeholders, and establishes the needs and expectations of them?

- Groups have identified their relevant internal and external stakeholders
- It has identified the most relevant segments of each interest group based on similarities or differences in their potential needs and expectations.
- He has developed communication channels, tools or sources of attracting general needs and expectations of each stakeholder, and specific to each of its segments.

<p>- Identification and nonexistent or anecdotal collection.</p>	<p>- Know who your stakeholders and know what your needs and high expectations.</p> <p>-Make selection and collection of information in response to some of the most relevant key interest groups segments.</p>	<p>- It has systematic processes to identify and to give most of its stakeholders and its key segments. The above set covers most of what is necessary to carry out its mission and move towards your vision.</p>	<p>- Both processes to identify its stakeholders and their segments, such as capture their needs and expectations, covering virtually all stakeholders and key segments. Addresses both the needs and expectations as future. The set covers everything needed to carry out its mission and move towards your vision.</p>	<p>-All the above requirements steadily for at least 3 cycles are met with rigor.</p>																
0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

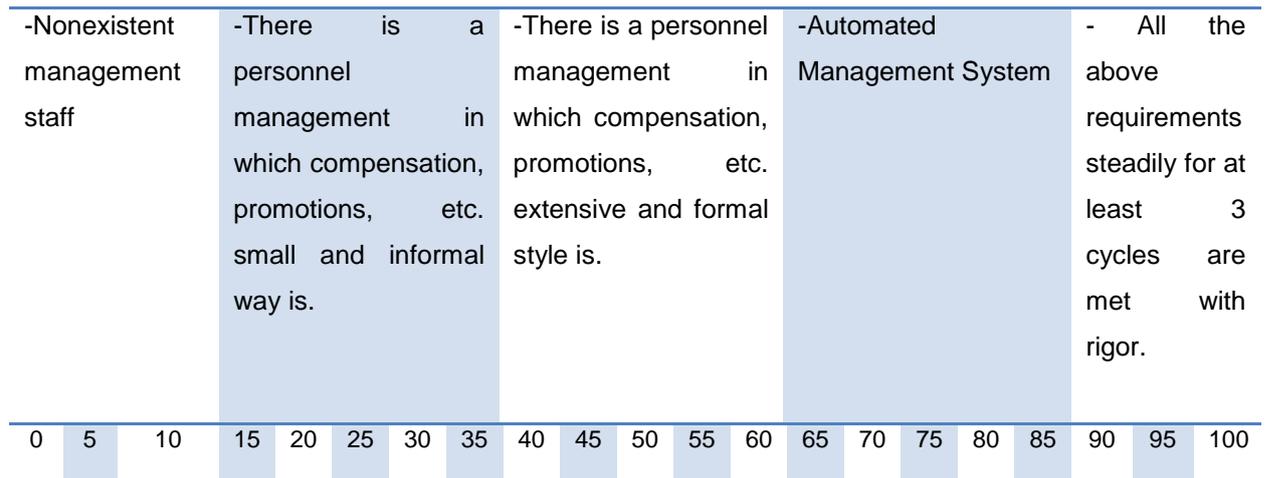
2.2 Do they communicate their strategy and supporting policies to stakeholders effectively?

- It establishes a communication scheme that includes what kind of information on strategy must be reported to which stakeholders, depending on the needs and interests of themselves and the Organization itself. Use this information as input to their decision making and formulation
- Develop communication channels or use the standard to communicate what each stakeholder must know their strategies, objectives, policies and plans.
- Timely communicate the strategy according to the different needs and ensures their understanding

<p>-Activity nonexistent or anecdotal analysis.</p>	<p>- The organization communicates internally the part relating to objectives and plans its strategy to key levels of responsibility, as part of the deployment actions.</p>	<p>- Has structured processes to decide what types of information on strategies, policies, objectives and plans should be communicated to which interest groups, depending on their needs and those of the organization itself</p> <p>- The scope covers the most relevant stakeholders.</p> <p>- Use channels and actions of general or specific communication for each stakeholder</p>	<p>-The scope covers all stakeholders of the organization.</p> <p>-Widely assesses the degree of understanding by stakeholders, aspects of its mission and strategy.</p>	<p>- All the above requirements steadily for at least 3 cycles are met with rigor.</p>																
0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

3. People. Excellent organizations value their people and create a culture that allows the mutually beneficial achievement of organizational and personal goals. They develop the capabilities of their people and promote fairness and equality. They care for, communicate, reward and recognize, in a way that motivates people, builds commitment and enables them to use their skills and knowledge for the benefit of the organization.

3.1 What people management remuneration contemplated promotions, awards reconciliation, etc.?



3.2 Does it involves people in the organization and their representatives (unions or others) in the development and review of the strategy, policies and plans for managing people? Is the selection, career development or mobility is managed to ensure fairness and equal opportunities?

- It investigates what aspects of managing people and affecting more employees are valued.
- It has a process that reliably collects the opinion of the staff and their leaders on aspects defined above.
- The participation of employees and leaders in survey processes or other methods of gathering information is power.
- There is a career plan for personal and professional development.

<p>-It only applies to staff occasionally. There is no promotion plan.</p> <p>- Do not empower people to get involved and participate.</p>	<p>-It involves leaders and representatives of employees (trade unions or others), their opinions are collected through surveys or other methods and analyzed, and the analysis results are included in the definition of people management plan.</p> <p>-It is people power to get involved and participate.</p> <p>-There is a plan to promote and casual races.</p>	<p>- It involves all employees through satisfaction surveys or opinion and considers all of their contributions in the definition of people management plan.</p> <p>-Full career plan for all employees.</p>	<p>- There is a formal, documented and systematic process with clearly defined criteria by which it involves all people in developing people policies.</p> <p>- Systematic process of selection and career development.</p>	<p>- All the above requirements steadily for at least 3 cycles are met with rigor.</p>																
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3.3 Are skills and competencies needed to achieve the mission, vision and strategic objectives identified? Are there plans for training and development to help get the skills and abilities needed?

- There is a description of the skills and competencies required for the present and the future and thus achieve the mission, vision and strategic objectives.
- There is a system of assessment of knowledge and skills.
- Plans are put in place training and development to adapt personnel capacities to current or future needs
- The usefulness of the training for the Improvement of training in the development of their work (training impact) is evaluated.

-Training actions without specific plans are made.	-Identification of generic skills and competencies of key positions. -Identifying needs very specific training and development (managers and technical staff) with very limited training plans and development.	- Identification of generic skills and competencies of key positions. -Identifying needs very specific training and development (managers and technical staff) with very limited training plans and development.	-Training and development plans for ALL people and covering all needs.	- All the above requirements steadily for at least 3 cycles are met with rigor.																
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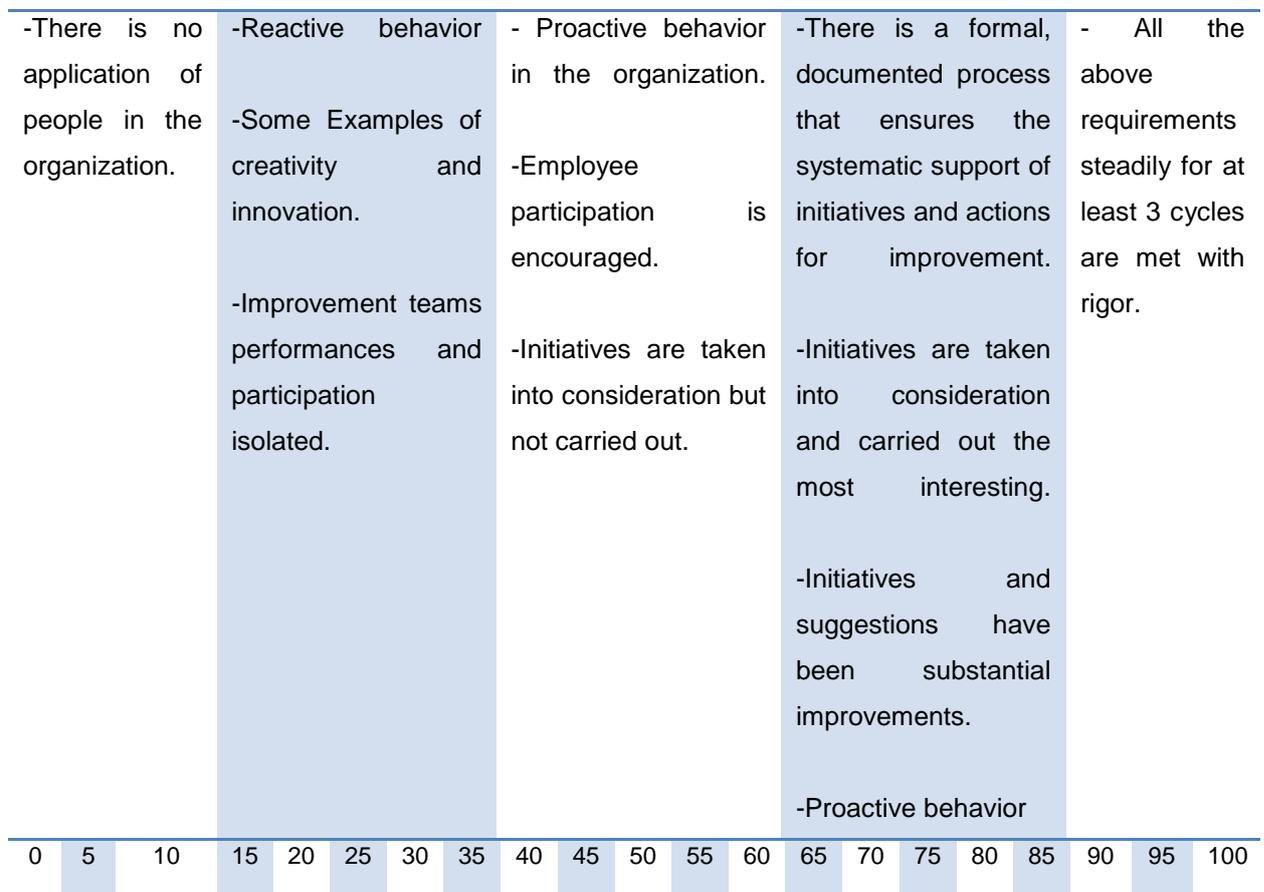
3.4 Participation through taking responsibility is the organization that people, individually and team are aligned with its mission, vision and strategic objectives are ensured? Does the Assumption of responsibilities is encouraged and autonomous is provided for professional development?

- It forms managers and middle managers to develop and implement guidelines that enable people to act responsibly and more autonomous.
- There is a system to facilitate delegation and accountability.
- Autonomy is provided to take responsibility and develop professionally.

-The staff has limited autonomy and independence, and there is a rigorous control.	-Flexibility and autonomy associated only levels of command and supervision. -Isolated initiatives regarding transmission of mission, vision and strategic objectives. -Isolated actions toward delegation and accountability (usually aimed at achieving the objectives).	- Flexibility and autonomy associated with all levels of the organization. -Actions systematic motivation toward delegation and accountability.	- There is a formal and documented with clearly defined criteria that ensure flexibility and autonomy necessary to support the career development process. -Staff Appreciates the degree of accountability. -The Staff feel motivated and part of the organization.	- All the above requirements steadily for at least 3 cycles are met with rigor.																
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3.5 Is it promotes and supports the involvement of people in reviewing and improving the effectiveness and efficiency of processes? Does your dedication, talent and creativity is valued? Is there a culture of entrepreneurship that enables innovation is created?

- The organization is proactive in defining actions to encourage and facilitate participation in reviewing and improving the effectiveness and efficiency of processes.
- It encourages and supports participation in work improvement teams.
- There are channels to present initiatives, suggestions and improvements.
- They encourage and support the creative and innovative attitudes and activities.
- Initiatives are supported and provided sufficient support to carry them out.



3.6 Do they identify and understand the needs and expectations of people communication and the communication strategy and its policies, plans and develops communication channels?

- The needs and expectations of communication people are identified.
- It has an internal communication plan based on the communication needs.
- the communication strategy and its policies, plans and develops communication channels

<p>-Formal communication actions and unsystematic leaders.</p>	<p>-Communication- needs intuited by leaders.</p> <p>-Communication down with little feedback.</p> <p>-Plan basic communication with communication channels that transmit the most relevant information.</p>	<p>-Effective process of identifying communication needs and development of the communication plan in line with them.</p>	<p>-Systematic process of identifying communication needs and developing effective communication plans follow a formalized communication strategy.</p>	<p>- All the above requirements steadily for at least 3 cycles are met with rigor.</p>																
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3.7 Do you have effective communication channels that are used to share information, knowledge and best practices? Do people understand the mission, vision, values and goals?

- Communication channels ensure that information flows both up / down and horizontally.
- The vertical, horizontal and cross-communication is effective, efficient and in both directions.
- People favorably welcome the communication going and use them properly.
- Established communication channels are used to spread the mission, vision, values and goals and are reviewed if understood.

-The effectiveness of communication is not measured.	-The perception of internal communication is collected through surveys, suggestions, complaints, etc., and acts accordingly (reactive attitude).	- It ensures the understanding and deployment of horizontal and vertical communication.	-There is a formal, documented and systematic process to review the effectiveness of communication channels.	-- All the above requirements steadily for at least 3 cycles are met with rigor.																
	-He disseminates information on best practices.	-All communication channels are effective.	-Entire organization knows and understands the mission, vision and values.																	
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3.8 Are there practices to facilitate the reconciliation?

- The people management policies, systems and work permits, responsibility facilitate reconciliation between work and personal life.
- It recognizes and welcomes diversity and promoting cultural backgrounds of staff integration activities.

-Policies are rigid or there are sporadic actions.	- Personnel policies regarding compensation, benefits, transfers, layoffs and other labor matters are tailored to the needs of the strategy. - Basic rules of conciliation.	- There is a formal policy to promote reconciliation between work and personal life. -Promoting integration diversity is welcomed.	-The system of conciliation is valued by staff	- All the above requirements steadily for at least 3 cycles are met with rigor.																
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3.9 Is there a culture of support and recognition between individuals and teams encouraged? Is there a safe and healthy environment?

- It is recognized in time by the leadership and other leaders the efforts of people.
- Shares of recognition encourage involvement. They are recognized, in particular, the achievement of objectives, the improvement actions and behavior values.
- The management system of occupational risk prevention ensures a safe and healthy environment.

-There is only occasional recognition.	- There are sporadic and collective recognition with little appreciation.	- Systemized and goal-oriented knowledge and improvements.	-There is a systematic process of adequate and timely knowledge generalized to all individuals and teams.	- All the above requirements steadily for at least 3 cycles are met with rigor.																
0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100