

Integrating for Excellence

3rd International Conference

27 and 28 June 2007

Sheffield Hallam University, UK



Searching for the Essence

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Mike Pupius

Conference Chair, Sheffield Hallam University, UK

Mike joined Sheffield Hallam University as Director of Organisational Excellence seven years ago with the brief to implement the EFQM Excellence Model® across the University. He is now Director of the Centre for Integral Excellence at the University which is specialising in the cultural and organisational development of organisations. The Centre is part of the Faculty for Organisation and Management.



For the last six years he has been leading a consortium of UK universities, in a programme of work to evaluate the benefits of applying the EFQM Excellence Model® in Higher Education. The programme is funded by the Higher Education Funding Council for England under their developing Good Management Practice and Leadership, Governance and Management Initiatives.

With a background in general management, he was formerly Director of Business Excellence and Planning for Royal Mail North East (turnover £500m) and was first trained as an EFQM assessor in 1992. He participated in several Royal Mail internal assessments, the last as senior assessor. His role was to manage the planning process in a way that built on the results of Business Excellence Reviews against the EFQM Excellence Model® to ensure that policies and strategies were deployed through a framework of core processes. Performance management and the linking of planning to performance appraisal through deployed objectives, was central to this process. He was an assessor of the 2000 EFQM Public Sector Award winner. As Public Sector Manager on secondment to EFQM (1997-1999) he was responsible for developing the 1999 Public Sector version of the EFQM Excellence Model®. He was Chair of the Cabinet Office Benchmarking Good Practice Advisory Board that had oversight of the introduction of the EFQM Excellence Model® across the whole of the UK Public Sector.

He is Chair of the Education Community of Practice. The network provides members with the opportunity to meet with other institutions from the UK and Europe who are considering using, or who are already using, the EFQM Excellence Model® as a framework for continuous improvement. He has recently been elected to the council of the National Consortium for Continuous Improvement, a US network working to improve quality and organisational effectiveness in universities.

He is working closely with Richard Barrett, CEO of the Values Centre in the US, on approaches to cultural transformation. He is a member of the Richard's Whole System Change Collaborative, a global network of change management experts specialising in values based approaches to cultural transformation. He is applying these approaches to Higher and Further Education institutions and in the private sector.

Professor Kadim Al-Shaghana

Chair, International Editorial Board, Sheffield Hallam University, UK

Kadim joined Sheffield Hallam University in 1990 having previously worked at the universities of Aston, Kuwait and Basra and at the Kuwait Petroleum Corporation. He has established himself as an international expert in the field of Total Quality Management (TQM) and Organisational Excellence (OE) through his varied and prominent involvement in prestigious national and international professional organisations, which include both academic and industry representatives. The focus of this work has been to assist businesses across Europe to adopt best practice in their approach to TQM and supply chain management.



As well as influencing businesses through professional organisations, Kadim and his TQM team developed the University's MSc in TQM and OE so that it is recognised internationally as a leading provider of professional development in these fields. It won the award of 'Centre of Excellence' in 2003 from the Institute of Quality Assurance (IOA) and Kadim was elected to Chair the IOA's Education Advisory Group and to Chair the National Award of best research in quality related areas.

Kadim plays a key role in the European Foundation for Quality Management (EFQM) which is acknowledged as the leading body for promoting Organisational Excellence across Europe. He has been a Subject Matter Expert since 1995 and Senior Assessor for the European Quality Award. His Self-Assessment Model for Supply Chain Management was adopted by EFQM in 1999 for use by European SME's and in 2000 he was awarded the European Trophy for his contribution to teaching, learning and research in TQM and business excellence. Kadim's influence extends beyond Europe and he has advised the Singapore National Institute of Productivity, the Dubai Quality Group, the Hong Kong Federation of Industry, the Health Ministry of Costa Rica and the Malaysian Quality Institute.

Building on the success of Sheffield Hallam University's MSc, Kadim was selected by the Institute of Operations Management (IOM) to join a team which developed an innovative and highly regarded e-learning strategy for teaching production/operations management at postgraduate level. In 2005, he worked closely as a member of the organising committee and Chair of the International Editorial Board with the University's Centre for Integral Excellence in organising the first International Conference of Integral Excellence in Sheffield. Kadim has just completed leading an assessment project based on the EFQM Excellence Model® for assessing public sector organisations organised by Dubai Government Excellence Programme (DGEP).

Integrating for Excellence Conference Programme

| Wednesday 27 June | |
|-------------------|--|
| 9.15am | Registration and coffee |
| 10.00am | Introduction by Professor Christine Booth, Dean of Faculty |
| 10.15am | Keynote Leadership Challenges in Higher Education <i>Ewart Wooldridge, CEO, Leadership Foundation for Higher Education, UK</i> |
| 11.00am | Break |
| 11.30am | <ol style="list-style-type: none"> 1 The Future of Quality John Swanwick, UK 2 Re-engineering a Student Services Department and Its impact on the Institution: A case study from the University of Southampton Marion Philips and Pat Usher, UK 3 (i) The 'New Managerialism': Experiences of Introducing Formal Management Education into the Public Sector through the Mechanism of the MBA Dissertation Steve Page, UK (ii) Higher Education Mediation Professor Jawed Siddiqi, UK 4 (i) The Influence of Internal and External Motives on ISO 9001 Implementation Siti Arni Basir and Dr John Davies, UK (ii) Onwards and Upwards: A Russian University Committed to Excellence Alexander Rusakov, Russia |
| 12.30pm | Lunch |
| 1.30pm | Keynote Transforming Performance through Excellence <i>Ian Clarke, Director of Process Improvement, Siemens Medical Solutions, UK</i> |
| 2.30pm | Break |
| 3.00pm | <ol style="list-style-type: none"> 1 Integral Approaches to Individual and Organisational Development Dr John Darwin, Paul Johnston and Richard Breese, UK 2 (i) Engineering/Managerial Education for Business in European Small Countries Janis Mazais, Latvia (ii) Interpretation of Leadership in Various Quality Systems and Quality Awards Guna Civcisa, Latvia 3 (i) Process Management Improvement: A Case Study from the Construction Industry in Trinidad and Tobago Steve Rajpatty, Trinidad and Tobago, and Prof Kadim Al-Shaghana, UK (ii) ESI a New Method for Excellence Measurement Professor Hamid Reza Hassanzadeh, Iran 4 (i) Micro and Macro Political Behaviour in Non-Western Context: The Case of Strategy Making in a Major Sudanese Enterprise Dr A M Elamin, UAE (ii) Development and Implementation of Lean Framework with SMEs via the Knowledge Transfer Partnership (KTP) Jim Marsh and Selvaganapathy Chidambaram, UK |
| 4.00pm | Close |
| 7.30pm | Cutlers' Hall reception and conference dinner plus after dinner speaker Dr Richard Field OBE |
| Thursday 28 June | |
| 9.15am | Registration and coffee |
| 10.00am | Keynote Defending, Responding, or Leading Change? Seizing the Opportunity of Criticism and Crisis <i>Maury Cotter, President, National Consortium for Continuous Improvement</i> |
| 11.00am | Break |
| 11.30am | <ol style="list-style-type: none"> 1 From Outputs to Outcomes Andy Bagley, UK 2 Extending the Corporate Academic Scorecard: The Fingerprints of Integral Excellence in Academic Entrepreneurship and International Educational Development Patrick Ezepue, UK 3 (i) The Human Dimension: A Dynamic Approach to Organisational Change Ventura Sawyerr, UK (ii) Privatisation at the cross road: Indonesian SOEs' case Frederik G Worang, Western Australia 4 (i) An Innovative Way to Integrate a Quality and Social-Ethical System in the Post graduate Education of 'Scuola Normale Superiore' of Pisa Andrea Chiarini, Italy (ii) Igniting the Spirit at the Workplace with Ethical Management Practices: A Case Study of Polyhydron Pvt. Ltd. (India) Dr Vijai Caprihan, India |
| 12.30pm | Lunch |
| 1.30pm | <ol style="list-style-type: none"> 1 Soft Skills Development as Collateral Learning: A Case Study Penelope Tobin, UK 2 (i) Navigating the Journey across Boundaries in a 'Virtual' HEI Lin Smith, UK (ii) Core Concept Science: A Holistic Approach to Teaching and Learning Mike Cox, Jersey 3 (i) Truth and Excellence: An Integral Approach Dr John Darwin, UK (ii) Appropriate Change Leadership for the Introduction of Flexible Learning within University Governance and Strategic Leadership Frameworks: A Comparative Analysis of Case Studies in Developed and Developing Countries Dr Philip Uys, Australia |
| 2.30pm | Break |
| 3.00pm | Keynote Quality and the Quest for Happiness <i>Bertrand Joslin de Noray, Secretary General, EOQ</i> |
| 3.45pm | Mike Pupius, Conference Chair |
| 4.00pm | Close |

Keynote Speakers

Ewart Wooldridge

Chief Executive of the Leadership Foundation for Higher Education, UK

Ewart Wooldridge took up his appointment as Chief Executive of the Leadership Foundation for Higher Education in January 2004. His role was to create from scratch a new organisation to support and promote the development of leadership, governance and management skills in the Higher Education sector. In 2006 the Leadership Foundation received a very positive endorsement in its first evaluation by the HE sector funding bodies.

As well as leading the Foundation, Ewart Wooldridge directly undertakes consultancy work in the sector, focusing particularly on senior team development, coaching and organisational development interventions. Previously he was the Chief Executive and Director of the Civil Service College, now known as the National School of Government. He was also a director within the corporate development group of the Cabinet Office actively working on civil service reform and the modernisation of public services. He was also the Cabinet Office champion for relations with the voluntary sector and played an active role in promoting equality and diversity.

His previous career spanned HR and line director positions in the private and public sectors in engineering, printing and the media (Granada plc and TVS television). From 1992-96 he was Director of Operations at London's South Bank Arts Centre. He worked closely with all the other South Bank businesses and institutions to improve the environment of the area with schemes such as the transformation of Hungerford Bridge and the London Eye. He led the project which created the People's Palace Restaurant in the Royal Festival Hall.

He then became a Chief Officer of Hampshire County Council with responsibility for lifelong learning, culture, countryside and community services. He was responsible to the Lord Lieutenant for Hampshire's millennium celebrations. He is a Companion of the Institute of Personnel and Development. He was a Vice-President of the CIPD from 1993-95 and chair of the National Forum on Counselling and Career Management for many years after that. He helped found the Winchester Festival and is active in his local community in Hampshire.

He was awarded the CBE in the Queen's Birthday Honours in 2004 for his contribution to leadership development.



Ian Clarke

Director of Business Process Improvement, Siemens Medical Solutions, UK

Following a grounding in electronic design and functional and project management, Ian took up a Business Process Improvement role in 1995 with a remit to bring his engineering skills to bear in the area of business transformation. In 1997 his business group was part of a three-way merger and eventual transfer of ownership to Siemens at which point it became Siemens Communications Limited (SCL).

The formation of a new company with a clear strategy, unified processes, rationalised resources and a single culture was undertaken by its leadership team, advised by its Business Process Improvement group and guided by the EFQM Excellence Model®. Over a five year period the company was transformed. Significant improvements were achieved in sales volumes and profit. SCL regained market leadership, lost shortly before the merger, and achieved its highest ever levels of customer and employee satisfaction. The company won the Midlands Business Excellence award in 2000. In 2002 SCL won the British Quality Foundations Business Excellence Award and also received a Siemens AG global award for achievements in the area of Business Value Improvement.

In 2003 Ian joined Siemens Medical Solutions (SMS) as Director of Business Process Improvement. Since the late 1990's SMS' sales volumes had increased as the government accelerated investment in the Health Sector but its profit as a percentage of turnover had decreased and annual application of EFQM assessment had not delivered expected results. With the full support of the leadership team Ian built a business process improvement team which implemented an integrated management system and began a culture change based on the Siemens Top+ improvement methodology and the Siemens Management System.

In 2005 SMS won the British Quality Foundations special award for Customer Excellence and in 2006 it won an overall Business Excellence award and special awards for Process and People Management. In the 2005/06 financial year it returned its best ever performance in terms of profit as a percentage of turnover despite a highly competitive market and an extended period where input cost increases had exceeded the annual increase in customer service contract prices. This was achieved through focusing its people on the customer and transforming its processes and business operation. Over the period SMS achieved benchmark levels of customer satisfaction in its market and achieved an overall positive trend in employee satisfaction.

Ian is currently a member of the Siemens PLC Top+ board which has a responsibility for promoting excellence and spreading best practice across the diverse Siemens business units operating in the UK. He is a lead assessor for the British Quality Foundation and through the Business Excellence Award process has experience of companies and organisations in the public and private sector operating in a wide range of market environments.



Maury Cotter

President of the National Consortium for Continuous Improvement (NCCI), USA

Maury Cotter is Director of Strategic Planning and Quality Improvement at the University of Wisconsin-Madison. Reporting to the Chancellor and Provost, she coordinates the development and implementation of the campus strategic plan and the Deans' Council. She leads the Office of Quality Improvement (OQI), a staff of consultants who provide consultation services for cross-campus initiatives, as well as administrative and academic departments throughout campus. www.quality.wisc.edu. Maury helped establish OQI in 1990, and since that time the office has assisted over 120 units on campus, including over 90 academic units.

Maury is a founder and President of the National Consortium for Continuous Improvement in Higher Education (NCCI), an organisation with over 80 institutional members – www.ncci-cu.org

Maury has consulted with a number of universities and associations on their strategic planning and improvement efforts, including the American Council on Education, the Business-Higher Education Forum, University of California-Berkeley, University of Miami, and the CIC – a collaborative network of the Big Ten institutions. She has served as a member of the operating committee of the Juran Center at the University of Minnesota, on the implementation committee for the Kellogg Commission on Future of State and Land Grant Institutions, and coordinated the Total Quality Leadership Steering Committee Advisory Council, a collaboration of top leaders from major research universities and major US corporations. She served on the board of directors of MAQIN – Madison Area Quality Improvement Network. She was a regular presenter at Dr Deming's management seminars.



Bertrand Jouslin de Noray

Bertrand Jouslin de Noray, Secretary General of the European Organisation for Quality (EOQ)

In this position, Bertrand is responsible for Supporting EOQ members (37 countries in Europe) in the promotion and deployment of quality management. Facilitate the development and exchange of information, knowledge and experience in quality theories and techniques leading the implementation of Performance Excellence. He has the responsibility to manage European projects among which the EOQ Personnel Registration Scheme. Bertrand launched with 200 change leaders from 30 countries the European Platform on transformation.

Before joining EOQ in 1998, Bertrand spent 10 years within MFQ, the French Movement for Quality where he was in charge of

- the development of the French Quality Award (1500 candidates)
- director of the first magazine on Quality in France 'Qualité en mouvement'
- member of the Research in Quality committee at governmental level.

He introduced the Management Breakthrough in France. Prior to MFQ, Bertrand spent 15 years in ITT where he held a number of management positions in various parts of ITT France, including Video Communication Development and Quality.

Bertrand wrote the history of the world quality movement (in the book 'Traité de la Qualité totale' Dunod Editor 1990, published in four languages. He is the co-author with Pr SHIBA, D Noyé and Martine MOREL of 'Le management par percée' Paris 1996 (Management breakthrough) and 'La conception à l'écoute du marché' Paris 1996 (Concept Engineering). He is co-author of Transformation Fieldbook 2006 (GOAL-QPC) and of Transformation cases studies 2006 (GOAL-QPC). Bertrand is a graduate Electronic Engineer (ESME) 1971 and Advanced Management ITT/INSEAD 1984. He is a Certified Coach (Consulting Level) (TRANSFORMANCE) 1994. Bertrand is member of the International Academy for Quality.



Conference Abstracts

THE FUTURE OF QUALITY

John Swanwick

Open University, UK

'Quality' might be thought of in many different ways, from 'standards' to 'models of excellence', and with many variations in between. Whilst many organisations seem to be adopting various forms of quality standards, by 2007 we could say limited progress has been made in introducing more holistic models into organisations, both in HEIs and elsewhere. Some see such models as merely 'management fashion', whilst others see many of the principles of excellence which underpin these models already incorporated in the established lexicon of management. In the HEI context there are issues surrounding the suitability for such models in an academic environment and this, in turn, opens up questions of what is a 'suitable environment'? Should we consider models more suitable for unitarist organisations and less so for the kind of pluralist institutions many of us belong to in HE?

Drawing on his research and a keynote speech to the 11th World TQ Congress in Wellington New Zealand in 2006, John Swanwick will present his thoughts on the current state of the quality movement, and open up the session for a debate on why we are where we are and what might happen next for the 'future of quality'.

RE-ENGINEERING A STUDENT SERVICES DEPARTMENT AND ITS IMPACT ON THE INSTITUTION: A CASE STUDY FROM THE UNIVERSITY OF SOUTHAMPTON

Marion Philips and Pat Usher

University of Southampton, UK

In 2004, the Student Services Department was created from an amalgamation between a traditional Academic Registrar's Department, the Student Welfare and Support Services, a Quality Assurance Unit and a Careers Advisory Service. Early on in its formation, the Department's senior team agreed to adopt the EFQM Excellence Model® as the management framework through which to create its new identity. We were attracted by the emphasis on the close links between learning and management which have supported us in blending disparate and disconnected groups together, motivating them to adopt a new mission and vision in support of student centred approaches to enabling administration and learning skills.

Now three years on, Marion Philips and Pat Usher will reflect on the approaches we have adopted and share with the audience the lessons we have learned from our attempts to address our key strategic themes

- a student centred/customer focused approach to the delivery of services to meet a diversity of needs
- a partnership way of working in all our activities
- business process knowledge obtained through a detailed analysis of our operational processes
- continuous improvement en route to excellence

Our presentation will discuss the progress we have made in establishing a new identity for the Department and the delivery of services against our strategic aims.

It will also discuss the strengths and weaknesses of attempting to manage the department within a university that is not committed to one particular model of management nor was it aware until recently of the need to manage through horizontal inter-dependent and inter-related systems and processes.

We will indicate how we have begun to disseminate our own approaches about organisational learning to the wider audience of academic and managerial staff in the academic schools at this university.

THE 'NEW MANAGERIALISM': EXPERIENCES OF INTRODUCING FORMAL MANAGEMENT EDUCATION INTO THE PUBLIC SECTOR THROUGH THE MECHANISM OF THE MBA DISSERTATION

Steve Page, Professor Tony Proctor and Paul Webb

Chester Business School, University of Chester, UK

Sub Question: What is associated with the production of a 'good' MBA dissertation in the context of a 'Closed Access' public sector executive MBA programme?

The paper reflects on experiences of supervising dissertations on a public sector executive MBA programme run for a large metropolitan council. It assesses the benefits that accrue to staff teaching on the programme and reflects on the new opportunities in terms of career development and better management practice afforded to executives who have participated in the programme. Staff benefits include interesting and stimulating work sometimes leading to refereed publications at conferences and in journals. Individual executive benefits include the progression to promoted posts in the organisation and the obtaining of promoted posts in other organisations. The program has also aided the implementation of managerialism in the organisation. Lessons have also been learned about good practice in supervising dissertations and these are illuminated in the paper.

1 Teaching staff perspective

- a There should be the opportunity to develop this activity into interesting and stimulating 'work' that leads to a more interesting and stimulating experience for the academic than say 'normal' undergraduate or postgraduate teaching.
- b The opportunity for potential joint publications – improving academic staff profile – leading to greater 'kudos' for the department/school and university.
- c Potential consultancy 'spin-offs' – these may benefit the individual academic directly or could be used to finance other projects and indeed conferences which might not normally be funded by the department/school and university.
- d To provide significant applied teaching material – case studies, lecture material, discussion topics for use with other groups.
- e There is considerable potential to improve the existing 'applied knowledge base' of teaching staff.

THE ROLE OF MEDIATION IN HIGHER EDUCATIONAL INSTITUTIONS

Professor Jawed Siddiqi

Professor of Software Engineering Informatics Group, Sheffield Hallam University, UK

The nature of Higher Education Institutions (HEIs) in the UK has dramatically changed. The most significant factors related to students are

- the year on year increase in the number of students entering higher education
- the increased emphasis by university management on treating student as customers
- the introduction of student fees reinforces the above emphasis

Moreover, the change in working conditions of staff particularly academics because of the change in the nature of universities mission and management style has resulted in

- increased emphasis on income generation at expense of scholarly activity
- increased emphasis on managerialism rather than academic leadership
- increased workloads and stress accompanied by more frequent industrial disputes

An informal review of the Times Higher Educational Supplement (THES) and scrutiny of the academic union former newsletters shows a marked increase in disputes between different members of the academic community particularly between the HEI and student complaints and staff grievances. These disputes inevitably involve huge amounts of time of senior administrators and Human Resource personnel and can often result in heavy legal costs. They often do result in causing seriously high levels of stress for all parties but particularly the complainant and often recourse to litigation results irreparable damage to the relationship that previously existed.

For these reasons the paper assesses the role of mediation in Higher Education Institutions. It introduces Alternative Dispute Resolution (ADR) and how the fundamental concepts and mechanisms of ADR are employed and then provides a brief survey the use of ADR in HEIs particularly contrasting the situation in the UK and USA. The paper details for HEIs an appropriate framework for dispute resolution based on a process model for mediation and elaborates a novel mediation maturity model to assess the degree of dissemination or incorporation of mediation within the organisation.

THE INFLUENCE OF INTERNAL AND EXTERNAL MOTIVES ON ISO 9001 IMPLEMENTATION

Siti Arni Basir

University of Malaya, Malaysia

Dr John Davies and Dr Alison Rudder

Research Centre for Organisational Excellence (CORe), Salford Business School, University of Salford, UK

The aim of this paper is to assess the influence of internal and external motives on the perceived benefits gained from ISO 9001 implementation within two Malaysian Higher Education Institutions. This study adds to the knowledge of ISO 9001 implementation and gives a particular insight into its use in Malaysian Higher Education.

Research Methodology: A case study strategy was used to investigate the phenomenon in two ISO 9001 certified universities in Malaysia.

The literature (eg Gotzamani and Tsiotras, 2002) reveals that organisations with internal motives for ISO 9001 implementation were able to maximise its benefits. On the other hand, organisations with external motives were not able to gain maximum benefits.

The study supports the evidence from the literature, wherein a university that possessed internal motives for ISO 9001 implementation attained a range of perceived benefits from ISO 9001 certification. On the contrary, a university that possessed external motives attained few perceived benefits.

In order to gain perceived benefits from ISO 9001 implementation, the study recommends that universities considering ISO 9001 certification should carefully review their motives. The orientation of the motives is important as it can influence whether perceived benefits are derived from ISO 9001 implementation.

ONWARDS AND UPWARDS: A RUSSIAN UNIVERSITY COMMITTED TO EXCELLENCE

Alexander Rusakov

Yaroslavl State University, Russia

Carol Steed

Centre for Integral Excellence, Sheffield Hallam University, UK

Anna Mazaletskaya

Yaroslavl State University, Russia

The definition of excellence is a long debated theme in higher education. Research undertaken by Sheffield Hallam University with a consortium of other UK HE institutions since 2000 has been exploring the practical implementation of organisational excellence principles using the EFQM Excellence Model[®] as a tool for investigating this further. The learning from this work, and the tools and techniques that have been created particularly for the HE sector are now being tested in a university in Russia to analyse whether the methodologies and concepts can support change across international and cultural boundaries.

In this three year project, support by European Commission funding through Tempus, Sheffield Hallam, EFQM and Yaroslavl State University have been implementing the EFQM Excellence Model[®] across the whole university and working on the process improvement of two core university wide processes: curriculum management and student acquisition. This presentation will share the findings and results so far as we are going through the third year of our Excellence Journey.

The results so far include the sharing of university wide actions for change as agreed by the Administration team, and the additional engagement of faculties and departments to the project at an operational level, at their own request. The development of a project management approach to process improvement has also led to significant improvements in the operation of the two core processes.

INTEGRAL APPROACHES TO INDIVIDUAL AND ORGANISATIONAL DEVELOPMENT

Dr John Darwin, Paul Johnston and Richard Breese

The Centre for Individual and Organisational Development (CIOD), Sheffield Hallam University, UK

The proposal is to host a workshop where participants are asked to reflect critically on the management implications of taking a holistic and integral approach to development – both of the individual and of organisations.

The facilitators will illustrate the theme with three short presentations, each taking an integral approach [in particular

Wilber's Four Quadrants] and applying it in a particular context. Professors Jim Bryant and Isobel Doole, both of CIOD, will act as discussants, bringing out common themes and encouraging a discussion of the extent to which such an approach can be used successfully in a variety of settings.

Workshop format

- a. Three 10 minute key note presentations
 - John Darwin: Introduction to the Four Quadrant approach and the implications for organisational change – examples from the work of CIOD using whole system events
 - Paul Johnston: Delivering Customer Value: How might the Four Quadrant approach integrate service and product delivery in dynamic business environments?
 - Richard Breese: Public Sector: Using the Four Quadrants towards a holistic understanding of public policy issues
- b. General Discussion led off by the discussants, in which participants will be invited to contribute their own thoughts on the integral approach, and the extent to which it can be used in their own work in organisations. We hope here to explore both the strengths and the limitations of an integral approach. Prior knowledge by participants of Wilber's work in integral theory will be helpful, but by no means essential.

ENGINEERING/MANAGERIAL EDUCATION FOR BUSINESS IN EUROPEAN SMALL COUNTRIES

Janis Mazais, Jolanta Janauska and Narimants Salenieks
Riga Technical University, Latvia

The emerging European Higher Education Area will benefit from synergies created with the European Research Area, thereby strengthening the basis of Europe of Knowledge. Industry, research and research training are viewed as an important and integral part of higher education, relevant to technological, social and cultural evaluation and the needs of society. The two Areas should enhance the roles of industry, research and innovation to improve professional competence, develop engineering and managerial education and forefront interdisciplinary and trans-disciplinary knowledge and skills. Professional education, knowledge and qualifications are varying throughout the various industrial sectors with different types of production and kinds of businesses – B2C or B2B for small and large enterprises, countries and regions.

INTERPRETATION OF LEADERSHIP IN VARIOUS QUALITY SYSTEMS AND QUALITY AWARDS

Guna Civcisa
Riga Technical University, Latvia

The title of paper states the vital keyword of the topic. Leadership is one of the most relevant issues in quality management systems and quality award models. Although the term leadership is used in both, actions which should be done, differ between them. The aim of this paper is to explore differences in the meaning of the term leadership in various quality systems and quality award models.

Leadership is a process, which is brought in to effect by a person or group of people, whose purpose is to lead/manage the organisation. In order to lead/manage the organisation it is necessary to have a structured system. Every organisation, which chooses to implement and operate in conformity with one or another quality management systems or award models, has its reason or motivation to do so.

Before deeper interpretation of leadership in quality systems and awards has been explored, author would like shortly to outline differences between lead and manage in general. If we look at the common explanation of lead, it is understandable as purposeful movement forward to successful achieving (or finding) one purpose after another. While manage comes to be similar to 'control' or 'direct'.

PROCESS MANAGEMENT IMPROVEMENT: A CASE STUDIES FROM THE CONSTRUCTION INDUSTRY IN TRINIDAD AND TOBAGO

Steve Rajpatty BA, DBA, MBA, MSc, MRICS, MAPM, ICIQB, AMAI

Associated Services (Caribbean) Limited, Trinidad and Tobago

Professor Kadim Al-Shaghana

Sheffield Hallam University, UK

The construction industry in Trinidad and Tobago has been buoyant for the past ten years. However the sustained construction boom has been plagued by numerous problems, namely poor quality projects, deficient tendering procedures and untimely project delivery all ensuing in increased costs for the client. At the same time clients have become more knowledgeable and are demanding more value for money. Consequently construction professionals, contractors, suppliers and even clients are forced to look at ways and means of improving the total construction process, from project inception to completion in an effort to maintain their profitability, viability and overall quality.

Notwithstanding the fact that the construction industry has been criticised, for not keeping abreast of developments in the rest of the economy, the authors believe that process management improvement can play a critical role in assisting key stakeholders in delivering high quality construction projects on time and within budget. One pioneering integrated project management and quality related approach, which focuses on the customer/client (internal and external); the continuous improvement of the process and the final product is the ASL Integrated Quality Process Model (ASL Model). In the authors view, introducing and creating a culture for continuously improving the processes within the construction industry extends to all stakeholders and involves every aspect and facet of the project on hand.

It is the authors' belief that by implementing the ASL Model at the earliest stage of a project, construction professionals may be in a better position to improve the project's overall processes. The underlying assumption is that the successful implementation of ASL Model, with its core tenets of flexibility, accuracy, efficiency, ownership and quality will naturally improve the processes within the project life cycle. This in turn would ensure that client needs are met without compromising cost, delivery and quality. It should be noted that quality is the cornerstone of the ASL Model and thus is a key factor in its success.

ESI A NEW METHOD FOR EXCELLENCE MEASUREMENT

Hamid Reza Hassanzadeh, PhD

Hekmat Allah Mollasalehi, PhD

Shahid Beheshti University, Iran

Excellence synergic index (ESI) is a new method for excellence measurement. This technique is a causal method. ESI method was developed for studying the relations and interaction of excellence criteria and organisational pathology.

The approach for ESI formulation has been based on 'Descriptive-Survey' method and was based on applied targets within the range.

There has also been an endeavour to apply mathematical method for ESI formulation to promote accuracy in excellence measurement.

By 'ESI', it is possible to measure the performance excellence of any service enterprises, to diagnosis organisational pathos and to propose problem solving and weakness removing methods for service enterprises. The 'ESI' method is a self-assessment tool for service and non profit enterprises.

Stages of ESI are: determination of affecting score per criterion, calculation of ESI, calculation of synergic gaps, determination of priority attention area (PAA)s, determination of Priority Action Area (PAA)s, provide application solutions for resolve organisational pathos and review. Application of ESI in power ministry of Iran shows it's organisational pathos and provide treatment approaches for attain to excellence.

MICRO AND MACRO POLITICAL BEHAVIOUR IN NON-WESTERN CONTEXT: THE CASE OF STRATEGY MAKING IN A MAJOR SUDANESE ENTERPRISE

A M Elamin

Ajman University of Science and Technology, United Arab Emirates

This paper focuses on micro and macro political behaviour within a major Sudanese enterprise and its influences in strategy-making processes. Using grounded approach the paper suggests that strategy-making processes in this enterprise is an outcome of two types of relations: 'core relations' and 'boundary relations'. Core relations (CR) express relationships that exist within an enterprise describing what happens inside. Boundary relations (BR) depict those relations that exist between an enterprise and its outside context. Mutual interest between actors at the core relations' sphere (CRS) and boundary relations' sphere (BRS) drives the strategy making processes.

DEVELOPMENT AND IMPLEMENTATION OF LEAN FRAMEWORK WITH SMALL/MEDIUM SIZED ENTERPRISES (SME) VIA THE KNOWLEDGE TRANSFER PARTNERSHIP (KTP)

James Marsh

Sheffield Hallam University, UK

Selva Chidambaram

ARMEG Ltd UK

The relationship with ARMEG and Sheffield Hallam University began in 2003 with a Knowledge Exchange Programme (KE) and this led to a KTP in June 2005. Many deployments have been undertaken in that time with several successes to call on.

Many SME's over the last decade have implemented 'Lean' tools and techniques, some successfully and some with rather disastrous results. SME's wish to remove 'Muda' or what is more commonly known as waste within the organisation in order to reduce costs, improve quality and delivery to the customer. The reasons for this failure vary from sector to sector and range from cultural issues to management commitment. Following proper awareness at all levels of the organisation, appropriate training and assurance of management commitment it is still common for SME's to fail at the implementation phase. Therefore it is very important to have a structured approach that all key stakeholders within the organisation can use that will take them from identifying the problem through to implementation and finally to assessment of the benefits and lessons learnt.

After many years of working in industry on many deployments from various sectors the necessity to develop a robust framework was obvious. This paper documents the framework, its various phases and demonstrates it with an example case study.

FROM OUTPUTS TO OUTCOMES

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TEAL Consulting Ltd

Public service organisations are increasingly being urged to target their performance on improving outcomes rather than outputs – delivering results that really make a difference to customers, their communities and other stakeholders. But do we know what we mean by real outcomes, and how these differ from outputs? How can we measure whether we are delivering these improved outcomes successfully? And what implications does this have for the way organisations work?

This dynamic and interactive session looks at what is driving the public service agenda towards outcomes, and at what this means for the way organisations manage their business and their partner relationships. It considers the impact of local government changes, area-based assessments, community development and the increasing role of partnership collaboration between the public, private and higher educations sectors.

A stronger focus on outcomes has important implications for strategy and for performance management in organisations of all kinds. The session looks at where this is likely to take organisations on their journey towards excellence in the future.

EXTENDING THE CORPORATE ACADEMIC SCORECARD: THE FINGERPRINTS OF INTEGRAL EXCELLENCE IN ACADEMIC ENTREPRENEURSHIP AND INTERNATIONAL EDUCATIONAL DEVELOPMENT

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This paper builds on previous work on the application of integral excellence concepts to improvements in (higher) educational institutions by creating a scorecard that serves as a template guiding individual academics and knowledge workers on their journey to excellence. This scorecard extends an initial scorecard developed in Ezepue (2006) and presented in the 2006 Integral Excellence Conference. The paper explores the possibility (theoretically and practically) of combining insights from lean management, whole system change (WSC) and the theory of constraints into a unified framework for performance improvement in specific application areas combining person-centred EFQM models introduced in Ezepue (2006) with WSC approaches in order to explain how individuals can operationalise integral excellence concepts from the ground up and how this knowledge cascades to teams and organisations, such as universities. This requires us to specify key metrics for measuring achievement of excellence at these levels, especially with affect on values-based management, and with a focus on individual, team and organisational goals; [3] coalescing WSC approaches with insights from complexity theory and emergence, on the one hand, creative problem-solving and heuristics, on the other, into hybrid models that would facilitate organisational and staff development, with a focus on intelligent and innovative approaches to the production of management knowledge, at individual, team, organisational and external levels; [4] creating mini-case examples for testing the models in such areas as education, career development, coaching and mentoring (helping individuals to get the best out of their work) and the management

of complexity, uncertainty, conflict and change in organisations. The paper will scope out the foundations of person-centred development based on integral excellence principles and the links between these foundations and the creation of skills-based, functional and entrepreneurial education in developing economies. The paper will be organised into two main parts – firstly a theoretical development part and secondly an applications part.

THE HUMAN DIMENSION: A DYNAMIC APPROACH TO ORGANISATIONAL CHANGE

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The pace of change in the business environment is both volatile and accelerating driven by the development of an international marketplace, globalisation, shorter product cycles and a move towards a cyber economy. This means that more than ever companies need to understand how to change and adapt. Traditional approaches to doing this are no longer bringing about the desired results.

The aim of my research was to investigate how companies can successfully implement change. Two broad categories of approaches to change were explored. A mechanistic approach where the organisation is viewed as a machine and where change is pushed through in a logical sequence. This will be contrasted with an organic view where the organisation is viewed as an organism and where managers work with the forces that are already there and with patterns that emerge, encouraging responsiveness and learning. Both ways of dealing with change have their advantages and their limitations.

Ignoring the human dimension of change is highlighted as the key factor in the failure of mechanistic approaches. People's ability to deal with ambiguity and to re-invent the rules is essential to companies becoming more adaptive and responsive. If, as argued, notions of culture and the social creation of reality are relevant, organisational change should focus on the creation of shared meaning found at the heart of human interaction.

An integrated change model which includes the human dimension and draws on the best aspects of mechanistic and organic approaches will be presented.

PRIVATISATION AT THE CROSS ROAD: INDONESIAN SOES' CASE

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One way of recovering from a lengthy financial crisis, as happened in Indonesia from 1997 onwards, is to bring capital investment into the country (Herwidayatmo, 2002; Shiroyama, 2003). Utilising the International Monetary Fund's economic reform package recommendations, direct foreign investment can be achieved through the privatisation of State-Owned Enterprises (SOEs) and the overseas purchases of listed Indonesian companies' shares. This paper primarily analyses the corporate governance issues which hinder the privatisation process in Indonesian SOEs. The results of this investigation show that the privatisation process is not in line with good corporate governance practices. The study also utilises a sub-set of qualitative interview data from thirty respondents at the managerial level within three SOEs and related government institutions to aid the assessment of corporate governance practices and privatisation in the Indonesian context.

AN INNOVATIVE WAY TO INTEGRATE A QUALITY AND SOCIAL-ETHICAL SYSTEM IN THE POST GRADUATE EDUCATION OF 'SCUOLA NORMALE SUPERIORE' OF PISA – ITALY

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The Scuola Normale Superiore in Pisa (hereinafter SNS) is a university center for teaching and research, founded by Napoleon in 1810. Inside SNS, there is also an office dedicated to Post Graduate and Continuing Education.

This office obtained the ISO 9001 certification in May 2005 for the planning and offering of post-graduate education, orientation, professional and continuing education and, later, it obtained also the SA 8000 certification. According to Social Accountability International's database, it was the first university office in the world ever to achieve this important result.

The office of the SNS developed a Quality and Social-Ethical Integrated System in a very innovative way. This research has been carried out in a deductive way, with a first organisation analysis, the development of a model, the testing on the field and the benchmark with Sheffield Hallam University TQM experts. The model developed, wants to prove that the best method to realise this kind of integrated system is

- to issue a strategic document (Policy) integrating both quality and social-ethical objectives and key indicators
- to implement an Integrated Manual based on the main processes of the organisation
- to implement integrated procedures and records
- to implement an Ethical Code

In particular, the Ethical Code contains eight social requirements that employees have to respect inside the office (discrimination, remuneration, working hours, forced labour, child labour, Trade Union relationship and freedom of association, Health and Safety management, disciplinary practices). The Ethical Code integrates also typical quality management processes such as not conformities (personnel claims, bad services, customers claims, etc) and document control. The model can be implemented in each other organisation of postgraduate and continuing education.

IGNITING THE SPIRIT AT THE WORKPLACE WITH ETHICAL MANAGEMENT PRACTICES' – A CASE STUDY OF POLYHYDRON PVT. LTD. (INDIA)

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In the current millennium, people are finding that there's more to life – and business – than profits alone. The 'triple bottom line' commitment of businesses, ie the three Ps – people, profit and planet – is almost on the verge of becoming a cliché. Employees and the environment are receiving equal, or sometimes even greater, attention than profits. 'Some people would say it's all about bringing your spiritual values into your workplace. A recent poll by KRC Research for Spirituality published on November 17, 2003 in USA Today found that six out of ten people say workplaces would benefit from having a great sense of spirit in their work environment.'

‘Spirit denotes that which separates a living body from a corpse and usually implies intelligence, consciousness and sentience.’
‘Spirit directs the mind, which is the instrument for thinking. The spirit-entity is the focus of vital energy which sends forth currents to the mental and physical planes.’ Spirituality, in a narrow sense, concerns itself with matters of the spirit.

Spirituality is a frequent topic of conversation, articles, books, tapes, seminars, and conferences. The very fact that chapters on spirituality in the workplace have found its way into textbooks meant for Business Administration programmes indicates that it may also be the focus of discussion and research at several educational institutions. Howard (2002) observes that spirituality is so difficult to describe because it is highly individual and intensely personal, as well as inclusive and universal. For many people – well, probably for most – spirituality means getting away from the busy world in one way or another. Thompson (2001) is of the view that, ‘spirituality comes into play when we decide to do what’s right. Spirituality has to do with how you feel about your work – whether it’s just a job or a calling. Spirituality gives birth to the values that make you who you are.’ Spirituality in the workplace, therefore, is that ‘at home’ feeling that we all should have when doing our daily job – a great level of comfort intermingled with a great level of responsibility at the same time.

What would a spiritual workplace mean for people? ‘It would mean that work would move from merely being a place to get enough money to survive – from just earning our daily bread – to being a place of livelihood. By livelihood I mean a place where we both survive and are fully alive.’ In this paper we understand that workplace spirituality is not about organised religious practices. It is not about God or religion. ‘Workplace spirituality recognises that people have an inner life that nourishes and is nourished by meaningful work that takes place in context of community’.

While some writers include ethics or team spirit within the boundaries although others do not, and some claim a nexus between spirituality and leadership practices while others treat workplace spirituality as an individual phenomenon. Goertzen and Barbuto (2001) in their empirical review of the literature on individual spirituality contend that spirituality is addressed through several paradigms – self-actualisation and spirituality, purpose and meaning in life and spirituality, health and wellness as outcomes of spirituality, spirituality in the workplace, and spirituality and leadership.

This paper focuses on the last two dimensions of the study of spirituality at the workplace, specifically dimensions of spirituality in the workplace that are observed – guided and motivated by the personal values of the leader of the organisation. Ethics is being considered to be well within the boundaries of workplace spirituality.

SOFT SKILLS DEVELOPMENT AS COLLATERAL LEARNING: A CASE STUDY

Penelope Tobin

Barrier Breakers, UK

Barrier Breakers is the charitable organisation I founded in 2000 to undertake educational and research projects that inspire human development and create positive change. Most of our early work was delivered through arts-based training and, as is the case for many educators, we were perpetually frustrated by the lack of an effective mechanism through which to capture the real human development that occurred as a result of our work.

The skills that suffer from this lack of attention are the ‘soft skills’ – the traits and abilities of attitude and behaviour, rather than of

knowledge or technical aptitude, such as communication, motivation, confidence and creativity. These are the very skills considered by many to be the most vital in the 21st century, when demands brought about by rapid, unpredictable, global change require a manifestly different skill set than in the past. Yet these skills are still sidelined, largely due to the problems that their elusive, open-ended characteristics pose to the existing paradigm.

Barrier Breakers Methodology (BBM) was devised in response to this challenge, aiming to provide a credible development and evaluation method for soft skills, to encourage authentic learning, and to produce quantitative and qualitative evidence of progress. It is an innovative, original concept, yet is securely rooted in established pedagogy.

This paper introduces BBM, describing its development, highlighting supporting research, and summarising its content and purpose. It then outlines the process and results of a case study that was undertaken during 2006 at City Lit (the largest provider of part-time adult education in London). This study allowed faculty to use and observe BBM in action on three programmes, and to gauge its possible long-term benefits for City Lit and similar organisations.

Conference participants are invited to reflect on the soft skills learning content of their practice, and will be provided with materials and techniques to take away, along with signposts to further information.

NAVIGATING THE JOURNEY ACROSS BOUNDARIES IN A ‘VIRTUAL’ HEI

Lin Smith

Open University, UK

The aim of this session is to briefly outline the approach being taken in the Open University Business School on its journey to excellence. The School is one of 1 per cent of Schools worldwide to have quadruple accreditation from the academic awarding bodies. It is one of the biggest Business Schools in Europe. It is part of a bigger university which has over 200,000 students and operates with dispersed faculty and part-time associate lecturers who help managers learn using blended learning. The session will consider the pathway or routes to excellence being taken and review the approaches while considering collegiality and the added complexity of working in a sort of co-operative. To consider enablers like leadership within the context is a challenge.

To try and help understanding a metaphor of the stars is used to guide the journey. This implies there are constant holistic pointers and guides to help if only we invest knowledge and understanding. Compasses are tools that rely on or are derived from the magnetic north and intuitively birds seem to know how to use direction in migration. Maps model natural phenomena and Satellite Navigation/GPS can further direct us and indeed control which way to turn should we listen. The stars, part of our solar system, are always there even if obscured temporarily on a cloudy night.

The journey in the school focuses on the Teaching and Learning community who appoint and manage the associate lecturers, allocate students to tutors and as well as contribute to curriculum, course development and can develop new approaches to learning. EFQM style assessor training was offered. A planning approach tries to ensure annual plans are developed to which staff commit in terms of agreed objectives and team working. The concept of a model hub, working across boundaries, and aiming for consistent quality in approach and delivery to the student was developed. Management strands and knowledge sharing strands to the plans attempt to move the community on in working practices. There are learning points to share and further

understand on the journey. Complexity arises in managing widely dispersed communities and who deliver across boundaries often termed silos within the organisation.

Our maps and compasses and sat nav can be so very useful. We can value and critically assess models which sometimes seem only to help if all things remain 'equal' or model. So what is different? What works? What might be better? Where can intuition be helpful?

CORE CONCEPT SCIENCE: A HOLISTIC APPROACH TO TEACHING AND LEARNING

Mike Cox

De La Salle College, Jersey

Has the effect of performance measurement targets in secondary schools produced a content and assessment driven curriculum? Has this impacted on science teaching and can we address the focus on understanding and make the learning experience more meaningful and successful?

In order to develop a new approach to teaching science we have integrated and developed four key areas.

- 1 A philosophical approach to ask ourselves 'In what direction were we steering pupils? And whose questions were being answered?'
- 2 An approach to the problems with learning and understanding have been simplified by defining each and using a theoretical model to implement a conceptual stance to accelerated understanding, rather than accelerated learning. This has in turn identified core concepts behind what we are teaching and exposed student weaknesses.
- 3 We have looked at the theoretical difference between behavioural and learning preferences to evaluate our own understanding of thinking styles and mechanisms.
- 4 Using the PCT psychological model of Kelly (Personal Construct Theory), to rationalise how thinking may develop and define a system for conceptual understanding and detail learning.

This has been integrated into a structured curriculum at Key Stage 3 that logically links and builds high level abstract ideas in what the students may consider a more rational way. Key questions that steer the teaching and learning have been taken from students and their common scientific misconceptions.

We are now able to teach high level concepts and ideas at an early age rather than in later years. Impact on assessment has been measured comparatively using internal and external data.

At each stage problems, solutions, strategies and results have been relayed to students, parents and Governors. Outside consultants have validated and reported on impact and evidence. The case study will also address the wider possible implications of this systems success.

TRUTH AND EXCELLENCE: AN INTEGRAL APPROACH

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In this paper we consider the relevance of theories of truth to an understanding of the way management thinking is created, developed and critiqued, and consider the implications both for management research and for management practice. The intention is to understand how we can participate more effectively in organisational practice, in the belief that this will contribute to the development of excellent organisations.

APPROPRIATE CHANGE LEADERSHIP FOR THE INTRODUCTION OF FLEXIBLE LEARNING WITHIN UNIVERSITY GOVERNANCE AND STRATEGIC LEADERSHIP FRAMEWORKS: A COMPARATIVE ANALYSIS OF CASE STUDIES IN DEVELOPED AND DEVELOPING COUNTRIES

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The central question guiding this research is the determination of appropriate change leadership approaches for the introduction of flexible learning within university governance and strategic leadership frameworks. Case studies over the last twelve years in two developed countries, that is New Zealand and Australia and two developing countries, that is South Africa and Botswana are compared and analysed in this regard. These case studies are the networked education implementation on the Wellington campus of Massey University, New Zealand from September 1995 to December 2000, a five-month consultancy in 2000 at the Cape Technikon, South Africa to lead the enterprise-wide wide implementation of open and flexible learning, four years of implementing eLearning at the University of Botswana to January 2005, and the enhancement of flexible learning at Charles Sturt University, Australia. There are a range of approaches to effect change in higher education and organisational change in general. It is therefore critical to ask about the appropriateness of change management strategies for moving flexible delivery of learning and teaching forward in higher education especially as it pertains to relevant governance and strategic leadership frameworks. Key issues with conventional change management approaches include the dominance of top-down change strategies, the lack of an educational base, the lack of rewards for collaborative work and the over-reliance on plans and alignment. The writers propose the use of action research and the skillful building of communities of practice among academics as change strategies with a higher potential for success.

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