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Measuring Management Performance in Educational Organizations in Sudan Based on the (Efqm) Excellence Model: Conceptual Framework

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المستخلص:

يعتبر التحسين المستمر في الأداء الإداري على رأس جدول أعمال معظم المنظمات في جميع أنحاء العالم، ومع التزايد المستمر في نماذج التحسين وتعددتها فلقد تم في الوقت الحالي توفير أدوات متاحة تعمل على تبني أساليب تحقق العائد الأكثر جاذبية للاستثمار والمستثمرين. يعتبر نموذج المؤسسة الأوروبية لإدارة الجودة والتميز والتحسين المستمر إطار ليس عليه قيود، ويمكن استخدامه من قبل أي منظمة من المنظمات بغض النظر عن مجال المنظمة أو الهيكل الإداري لها أو النضج الإداري للموظفين بالمنظمة. تشكل العناصر الأساسية لنموذج المؤسسة الأوروبية لإدارة الجودة والتميز المفاهيم الأساسية للتميز وإدارة الجودة، ويعتبر إحدى أدوات التقييم الذاتي التي تساعد المنظمات في التأكد بانتظام عن أنشطتها ونتائج هذه الأنشطة وذلك بتحديد نقاط القوة والضعف في المؤسسة. توضيح أهمية وأثر تطبيق النموذج الأوروبي في المؤسسات التعليمية وخاصة مؤسسات التعليم العالي، يشكل الهدف الرئيسي من كتابة هذه الورقة. وإيضاً إبراز دور المؤسسة الأوروبية لإدارة الجودة وذلك بتوضيح كيفية تحول المؤسسات نحو التميز الإداري من خلال الاستفادة من التحسين المستمر وفلسفة الجودة الشاملة في المؤسسات. وكذلك توضح الورقة كيفية التحقق من العلاقة بين نتائج الأداء الأساسي والقيادة والشراكات والموارد في المؤسسات التعليمية وبصورة خاصة مؤسسات التعليم العالي.

الكلمات المفتاحية: النموذج الأوروبي للجودة والتميز، قياس الأداء، التطوير والجودة، القطاع التعليمي.

ABSTRACT:

Performance improvement is high on the agenda of most organization around the world and with the growing number of improvement models now available care has to be taken to adopt an approach that will yield the most attractive return on investment. The EFQM Excellence model is a non-prescriptive framework for continuous quality improvement that can be used by any kind of organization, regardless of sector, size, structure, or maturity. The essential elements that constitute the EFQM are the fundamental concepts of excellence. EFQM Excellence Model is one of the self-assessment tools helping companies in regularly questioning their own activities and results of activities and determining strong and weak points. The main aim of this paper is to declare the impact of implementation EFQM excellence model on Educational organizations, and explained the role of European foundation for quality management, how to move organizations toward excellence through utilizing continuous improvement and total quality philosophy, and also investigate the relation between results of basic performance, leadership, partnership and resources, and process parameters of a company operating in Educational organization especially Higher education sector.

KEYWORDS: EFQM Excellence Model, Performance Measurement, Quality Improvement, educational sector.

INTRODUCTION:

The literature in the area of performance management systems (PMSs) and management control systems (MCSs) increasingly recognizes the need for research to be based on more coherent theoretical foundations. The distinction between performance measurement and performance management systems become clearer when the paper starts discussing broadening the scope of performance measurement to include the development of strategies or objectives and the taking of actions to improve performance, based on the insight provided by the performance measures Otley(1999);Ittner et al. (2003) and Neely et al. (2005). The performance management system also is known as a system that not only allows an organization to cascade down its business performance measures, but also provides it with the information necessary to challenge the content and validity of the strategy Ittner et al. (2003). Also performance management system can be defined as a collection of activities, including the setting of objectives or strategies, identification of action plans, decision mating, execution of action plans and the assessment of achievement of objectives and strategies Bititci et al. (2000), and also defined as traditional accounting based performance measures have been characterized as being financially based, internally focused, backward-looking and more concerned with local departmental performance than with the overall health or performance of the business Bourne and Neely (2003).

THE STEPS OF PAPERES:

This paper are followed by serious paper in future work which declare the impact of EFQM excellence model implementation on Educational organizations especially Higher education sector, and explained the role of European foundation for quality management. In addition, in second paper the researcher would make empirical study with design questionnaire and distributed it, to collecting data after that analysis this data, in third paper would make evolution of study for results and outcomes by standard criteria after that collecting, analyzing and abstracting data. Below diagram No 1 shows the steps of papers.

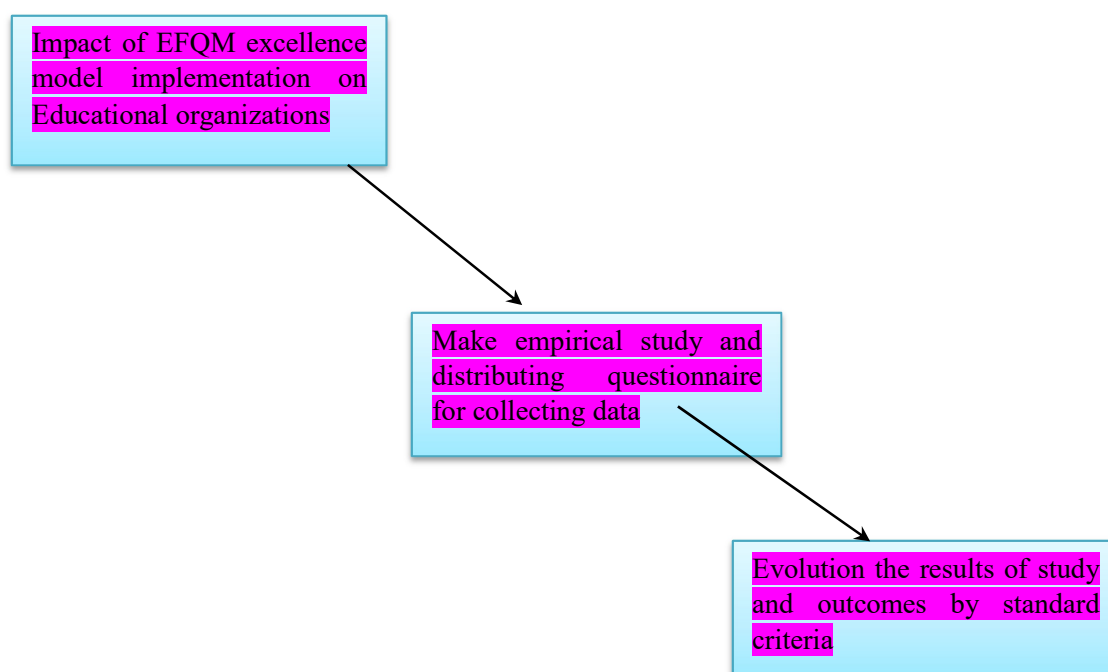


Figure 1: shows the steps of papers. (Prepare by researcher 2018)

THE OBJECTIVE OF PAPER:

The main objective of this paper is to declare the impact of EFQM excellence model implementation on Educational organizations especially Higher education sector, and explained the role of European foundation for quality management. And how performance management provides a proactive closed-loop control system, where the corporate and functional strategies are deployed to all business processes, activities and tasks. And the action component deals with using the information generated through the two components to take actions and make decisions regarding human resources, capital management, information technology, leadership, and result-based management capacities to improve organizational performance. Strategic planning provides the overall direction and goals of the program to performance measurement and action component, strategies, services, operation, standards, is shown in the figure 1 bellows the linkages between the strategic planning and the performance measurement.

THE SIGNIFICANT OF PAPER:

The paper was contained below significant issues:

A. becomes critical to business success according to globalization and the increased competitive environment. Performance measurement helps to align organizational activities, processes and resources, so as to achieve the planned objectives of the organization. Performance measurement should not only focus in the short term goals focuses, but at the same time should focus on the long-term goals. Performance measurement should cultivate the strategic views of the organization and therefore produces meaningful measures.

B. Wide variety of useful applications.

C. very important and useful in doing the appropriate benchmarking in order to know the position of the organization among the peers or so as to set the relevant and needed standards for completing the acceptable comparisons with best classes organizations, it gives a consistent basis for comparison during internal change efforts and indicates results during improvement efforts.

D. One of the major gains is the improvement and alignment of the organizational and employee performance towards the implementation and achievement of the organization strategy and vision.

E. guides an organization to think on their objectives easily and clearly, therefore it helps to optimize the organizational operations since objectives and results are more defined and closely aligned.

INDICATORS OF PERFORMANCE MEASUREMENT:

Indicators of Performance Measures are called “quantify how well the activities within a process or the outputs of a process achieve a specified goal”. By applying and understanding performance measures, organizations can find it is easier to manage and improve what they are do, performance indicators used to define the performance of the organization come from a number of perspectives. Therefore, it is very important to design those indicators so that they relate directly to the various perspectives that an organization decides to adopt.

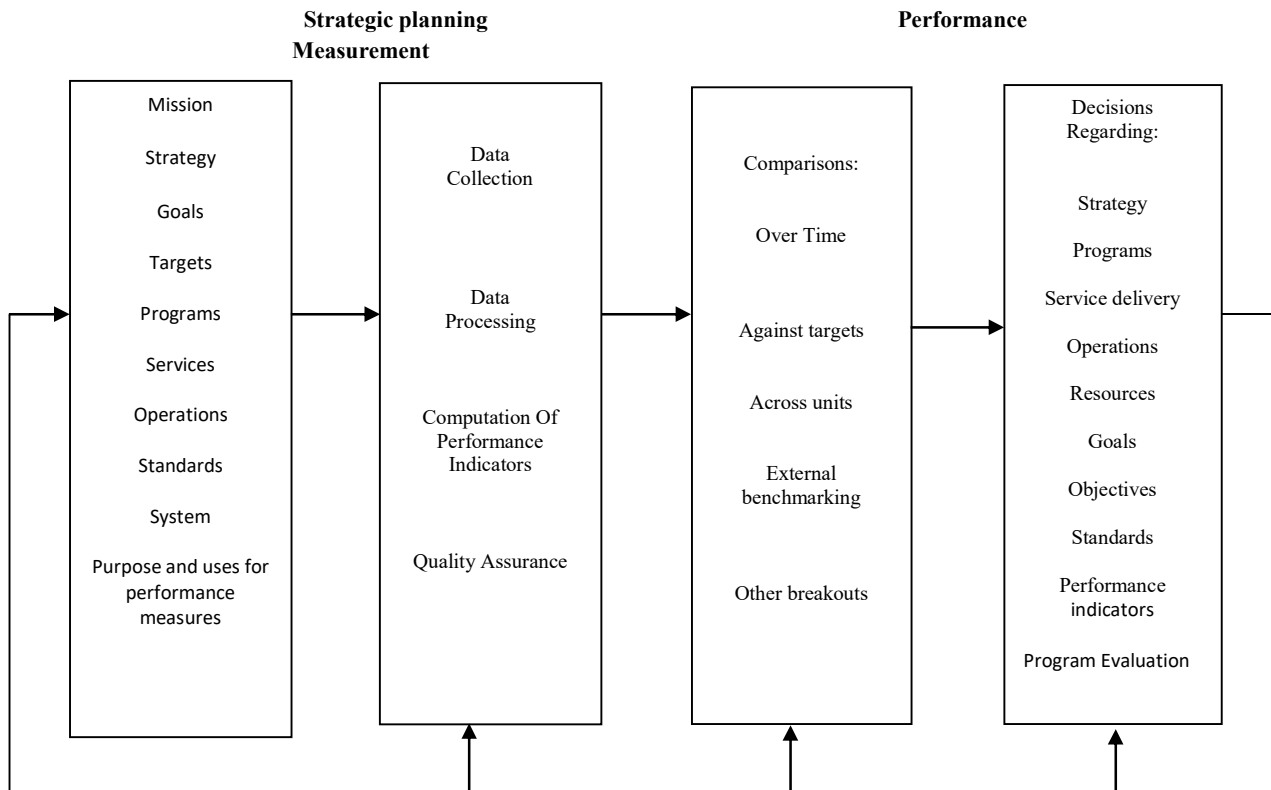


Figure 2: Show the Performance Management System (Poister, 2003).

MODELS TYPES OF PERFORMANCE MEASUREMENT

There are many types of Performance Measurement Models addressed below:

- Supportive Performance Measures (SPA) this model is simple and easy to use for performance measurement, and could be developed further to incorporate certain elements of refined lead measures, and does not make explicit links between different dimensions of business performance which makes the measurement of performance of a system complex.
- Productivity Measurement and Enhancement System (ProMES) the productivity measurement and enhancement system is a formal, user friendly and step-by-step process that identifies organizational objectives develops a measurement system to assess how well the unit is meeting those objectives and develops a feedback system that gives unit personnel and managers information on how well the unit is performing.

THE BEST AND EXCELLENCE TYPES OF AWARDS AND MODELS:

There are three types of Awards and Models:

- Baldrige Award Program**, The Baldrige Award was established to improve the quality awareness among the American organizations, set the foundation for the quality excellence, and share information about in the relative aspects to quality strategies and benefits. The Baldrige award has three categories: manufacturing organization, services organization and small firms. Unlike the Deming Prize, public or not-for-profit organizations are not qualified to participate in the award program. Also, there is no category in which all applicants that satisfy a given level of performance receive a quality prize.

The Baldrige Excellence Framework Criteria

The Baldrige Excellence Framework has some of criteria mentioned as following:

- Become the most important catalyst for transforming American business.

- Powerful standard for manufacturers.
- B. The Deming Prize,** Deming Prize is Japan's national quality award for industry, Deming Prize is considered as one of the oldest awards worldwide. The idea behind the Deming prize was to encourage the national Japanese organizations to participate in one competition that aimed to improve the quality standards, or generally the TQM. There are four categories in the Deming prize program:
 1. The Deming prize for individuals.
 2. The Deming Distinguished Service Award for Dissemination and Promotion.
 3. The Deming Prize for application, given for organizations that have implemented TQM suitable for their management philosophy, scope/type/ scale of business, and management environment
 4. The NIKKEI QC literature prize: Given to author(s).

EFQM EXCELLENCE MODEL (EUROPEAN FOUNDATION FOR QUALITY MANAGEMENT):

The EFQM Excellence Model is based on a set of European values, first expressed in the European Convention on Human Rights and the European Social Charter. This treaty is ratified by the 47 member states of the Council of Europe and the principles are incorporated into national legislation. The basic Concepts of Excellence build on the foundation of these basic human rights, assuming they are universally applied. Recognizing the role business can play in supporting the broader goals of the United Nations, the UN Global Compact 2000 was established. The initiative encourages organizations to actively apply these values, set out as 10 Principles for sustainable and socially responsible business, across their global operations. Whilst a number of these principles are explicitly covered in the EFQM Excellence Model, a number are implicit, including those relating to human rights, corruption, bribery and forced labor, as these are already a legal requirement within Europe.

THE ADVANTAGE OF EFQM:

The EFQM assumed that "regardless of sector, size, structure or maturity, organizations need to establish an appropriate management framework to be successful". They stated that, EFQM Excellence Model is a practical, non-prescriptive framework that enables organizations to:

- Integrate existing and planned initiatives, removing duplication and identifying gaps.
- Provide a basic structure for the organization's management system.
- Provide a common vocabulary and way of thinking about the organization that facilitates the effective communication of ideas, both within and outside the organization.
- Assess where they are on the path to excellence; helping them to understand their key strengths.

The EFQM Foundation was formed to recognize and promote sustainable success and to provide guidance to those seeking to achieve it. This is realized through a set of three integrated components which comprise the EFQM Excellence Model:

1. THE FUNDAMENTAL CONCEPTS OF EXCELLENCE:

The underlying principles which are the essential foundation of achieving sustainable excellence for any organization. There are eight fundamental concepts in the EFQM excellence model, figure 3 shows these concepts.

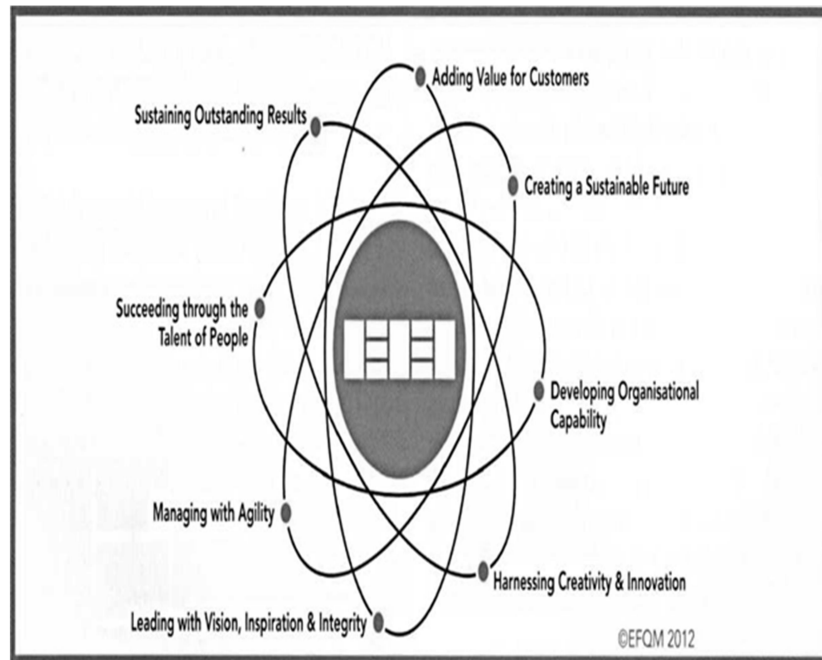


Figure 3: show EFQM Fundamental Concepts.

2. The EFQM Excellence Model: A framework to help organizations convert the Fundamental Concepts and RADAR logic into practice.

3. RADAR logic: A dynamic assessment framework and powerful management tool that provides the backbone to support an organization as it addresses the challenges it must overcome if it is to realize its aspiration to achieve sustainable excellence. At the highest level, RADAR logic states that an organization needs to:

1. Determine the Results it is aiming to achieve as part of its strategy.
2. Deploy the approaches in a systematic way.
3. Assess and refine the deployed approaches based on monitoring and analysis of the results achieved and ongoing learning activities.

The RADAR logic is illustrated below in figure 4 the arrows represent the dynamic nature of the RADAR logic.

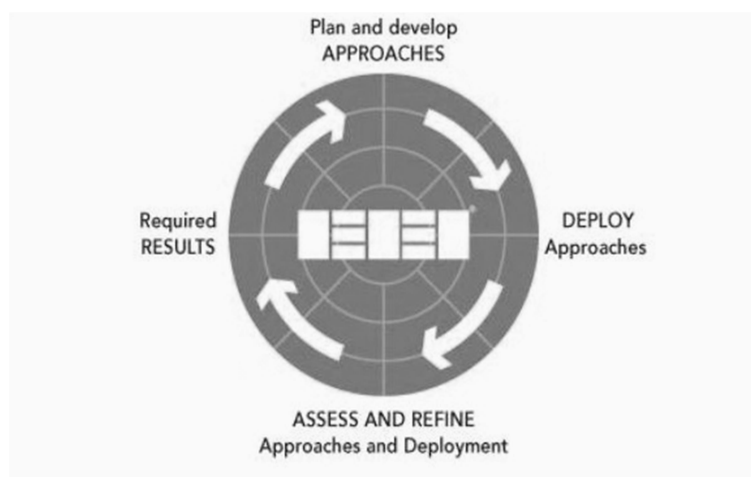


Figure 4: show EFQM RADAR Logic.

COMPARISON BETWEEN (EFQM) AND (MBNQA)

The table number 2 bellow compares the criteria of the EFQM excellence model and their scores with the MBNQA's criteria and scores:

Table 1: Show compares the criteria of the EFQM excellence model and their scores with the MBNQA's criteria and scores

EFQM Criteria	Score	MBNQA Criteria	Score
1.Leadership	100	1.Leadership	120
2.Strategy	100	2.Strategic Planning	85
3.People	100	3.Customer Focus	85
4.Partnerships and Resources	100	4.Measurement, Analysis, and Knowledge Management	90
5.Process, Products and services	100	5.Workforce Focus	85
6.Customer Results	150	6.Operation Focus	85
7.People Results	100	7.1Product and Process Outcomes	120
8.Society Results	100	7.2Customer-Focused Outcomes	90
9.Business Results	150	7.3Workforce-Focused Outcomes	80
		7.4 Leadership and Governance Outcomes	80
		7.5 Financial and Market Outcomes	80
Total	1000	Total	100

CRITICAL SUCCESS FACTORS:

The critical success factors (CSFs) are those factors which are crucial essential for the success of any business; they differ from one business to another. In order to define the critical success factors of an organization it is highly needed to understand the nature of that business, its strengths, its weaknesses so as to be identified and improved. By identifying these strengths and weaknesses an organization could focus on how to achieve its objectives, can find in process, staffing or technologies used by the organization in certain period of time.

GENERAL OVERVIEW OF SUDAN'S HIGHER EDUCATION SECTOR:

The Ministry of Education and Higher Education was established in 1971 to develop policies, plans and programs for higher education, scientific research and coordination among its institutions. The institutions of higher education and scientific research are composed of universities, governmental and private institutes, research centers and institutes established by virtue of their own laws and founding orders. These institutions enjoy scientific, administrative and financial independence and are supervised by their boards and administrative bodies.

History of Higher Education in Sudan

The rise of higher education in Sudan dates back to the establishment of the Scientific Institute in 1912, the Kachener Medical School in 1924 and the Higher Administration in the late 1930s. The following institutions are the basis of higher education in Sudan:

1. The scientific institute in Omdurman (1912), which was founded on the decision of Al-Azhar Al-Sharif and Dar Al Ulloom in Egypt to take care of religious education in Sudan. The Higher Department started

in 1920 and began its university level in 1957 with the establishment of the Sharia and Arabic Language Departments. Islamic University of Omdurman in 1965.

2. Kachener Medical School: 1924 and the higher schools of science, agriculture, veterinary, law and engineering, established in the late 1930s to provide post-secondary education and follow government departments to prepare the frameworks they need in their field of work. The upper schools were merged into the Gordon Memorial College in 1945 and later formed the Khartoum University College of Khartoum (Abadan College of Nigeria and Makerere Bioganda College). Upon independence in 1956, the Khartoum University College became a scientific and administrative independent on behalf of the University of Khartoum as the first national university in the country.

The Institute of Radiology (1936) - Faculty of Forestry Experts - Institute of Optics (1954) - Institute of Radiology Agricultural Shambat (1954).

4. Technical education in Sudan started with the establishment of the Technical Institute of Khartoum as a school attached to the Ministry of Works to prepare professionals to raise the school years from three to four years in 1960 and requires the development of the study linked to recognized external levels and students were allowed to sit for the certificate eligibility in Lancashire institutes in the Kingdom. The Khartoum Technical Institute is the basis of technical and technical education in Sudan and developed until it became Sudan University of Science and Technology in 1990.

AN OVERVIEW ABOUT THE REVOLUTION OF HIGHER EDUCATION IN SUDAN:

The Higher Education Revolution in Sudan was announced in December 1989 in order to keep pace with the higher education desired change in society. Higher education has succeeded in making a big leap in the acceptance and establishment of universities and linking planning for higher education with planning in the economic and social fields. 1992-2002 "has a number of objectives, most important of which is to link higher education with the development orientation in the country and to reformulate curricula and curricula in line with the state's orientation, especially in the field of economy, society, etc. Continuing updating the curricula continuously to keep pace with the progress of knowledge and need To give priority to technical education and the development of technical and technical education to reach 60% of the total number of students, Of higher education and doubling of universities to accommodate four times the current numbers, higher education has achieved a great expansion in acceptance.

SUMMARY:

After finish this paper which discussed the excellence models, business excellence, organization performance, quality and excellence awards and the development of performance management frameworks. As a summary from the literature review, the first phase gave the author a preliminary list of the most common PMS (performance management system) successful implementation in general. Then in the second phase the author will attempt to identify the critical success factors that have major impact on the successful implementation of PM system, finally, the author identify the Educational organizations and the impact of implementation EFQM excellence model, in their Educational organizations especially Higher education sector.

FUTURE WORK:

In next paper the researcher would make empirical study by design questionnaire for collecting data to achieve main aim of this serious papers, that to investigate the impact of Management Performance when implementing or adopting the EFQM Excellence Model in Educational organizations especially Higher education sector..

CONCLUSION :

Higher education sector had been not implementing the EFQM excellence model. It was notice that the organization in the word improving the quality performance simultaneously and periodically, that with increasing effectiveness and other tools using in quality from year to year. This paper was recommended to:

1. Adaptation to a constructed approach for the internal communication among the technicians and labors.

2. Awareness programs for the organizational culture were needed.
3. Involve technicians and labors on the supply chain of the processes (end to end processes).
4. Strategic goals cascading must be clear to the lower levels.
5. Higher education sector needs a clear strategy for promoting a culture which supports the generation of new ideas and motivating policy with high transparency.
6. Higher education sector need to Use technology to support culture of creativity and innovation.
7. Implementing the EFQM excellence model in Higher education sector, to enhance the performance system and improve work, product environment.

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