A Study on TQM Implementation in a U.A.E Public Sector Organisation in the Context of HRM

دراسة عن تطبيق مفهوم إدارة الجودة الشاملة في مؤسسة قطاع عام في دولة الإمارات العربية المتحدة في سياق إدارة الموارد البشرية

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نبذه

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مع التزايد المستمر هذه الأيام للمنافسة بين المؤسسات و الشركات من أجل السعي وراء كل فرصة و وسيلة ممكنة لتحسين نتائج أعمالهم، جاء مفهوم إدارة الجودة الشاملة (TQM) ليساعد الشركات و المؤسسات في تحقيق التحسينات المستمرة في الأداء من أجل الحفاظ على التميز في العمل. ان مفهوم إدارة الجودة الشاملة يعتبر من المفاهيم الإدارية الحديثة التي تهدف إلى تحسين وتطوير الأداء بصفة مستمرة. اعترفت المنظمات بأهمية العنصر البشري في إدارة الجودة الشاملة، و أن الموظفون هم المحرك الرئيسي للتحسينات المستمرة و هم ضمانة استدامة برنامج إدارة الجودة الشاملة، وفقا لذلك يتعين على المنظمة أن تنظر في جميع العوامل الحاسمة التي تتعلق بالعاملين فيها لكونها أهم عنصر يؤثر على نجاح تطبيق البرنامج.

من خلال الأبحاث و الدراسات المختلفة حول إدارة الجودة الشاملة، تم تحديد خمسة عوامل حاسمة لنجاح برنامج إدارة الجودة الشاملة هذه العوامل لها علاقة بشكل مباشر مع الموظفين. العوامل الخمسة هي نظام التواصل, التنمية والتدريب، المكافآت والتقدير ، التقييم والمشاركة وتمكين الموظفين لإتخاذ القرار . تم استخدام العوامل الخمسة لبناء الإطار النظري كأساس للأسئلة التي أستخدمت في المقابلات التي أجريت في المؤسسة التي نفذت إدارة الجودة الشاملة. وقد كشفت النتائج على أهمية عوامل النجاح الخمسة في تطبيق برنامج إدارة الجودة الشاملة بنجاح. النتائج التي توصل إليها هذا البحث هي أنه من المستحسن أن تشرك إدارة المؤسسات العاملين بها في اتخاذ القرارات و أن توفر الاستقرار الوظيفي و الأمان المهني للموظفين.

Abstract

With the continuously growing competition within the business environment these days, organisations are struggling to seek and pursue with every possible opportunity and way to improve their business results. The concept of Total Quality Management (TQM) generally helps in achieving continuous improvements in the performance in order to sustain business excellence. Organisations recognise the significance of the human factor in TQM, the employees are the main driver of continuous improvements and sustainability of the TQM program, accordingly the organisation must consider all the critical factors that are related to the employees that influence the success of the TQM program.

Through studying different literature regarding TQM, five critical success factors (CSF) were identified that directly impact the employees. The factors are the communication system, development and training, rewards and recognition, evaluation and assessment, and involvement and empowerment. The factors based conceptual framework was used as basis for the semi-structured interviews that were conducted in an organisation which implemented TQM. Findings have revealed the importance of CSFs for a successful TQM implementation. It is recommended to consider the requirement for more effective application of the involvement and empowerment of the employees, sustaining the TQM implementation and enabling job security.

Keywords: U.A.E., Critical Success Factors (CSFs), Total Quality Management (TQM), Human Recourses Management (HRM)

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Abbreviations

U.A.E. –United Arab Emirates

TQM – Total Quality Management

HRM –Human Resources Management

CSF – Critical Success Factor

MBNQA –Malcolm Baldrige National Quality Award

EFQM –European Foundation for Quality Management

SKEA –Shiekh Khalifa Excellence Award

ADAEP – Abu Dhabi Award for Excellence in Government Performance

ISO –International Organisation for Standardization

HSEQ –Health Safety Environment and Quality

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Chapter 1 – Introduction

1.1 Background

Organisations all over the world are facing a difficulty to continuously improve their production efficiency and quality of the products and services they produce. According to Demirbag et al. (2006) the increasing global competition and the continuously growing demand by customers for an improved quality of products and services, caused organisations to realise that they must rapidly response to successfully compete in this marketplace.

In a country like the U.A.E., where the majority of its residents are expatriates coming from different parts of the world, they come with their different cultures and knowledge. They compare and measure the level of services they are receiving with what they are used to obtain in their home country, some of them would be satisfied if the comparison is to the favour of U.A.E, either same or better, but to others it could be the opposite. Brah et al. (2002) stated that the customers nowadays are more sophisticated, if they are satisfied today this satisfaction may change tomorrow because their expectations are continuously changing, therefore continuous improvements in product and services quality are essential to satisfy those expectations and needs.

Demirbag et al. (2006) stated that for organisations to meet those global competition challenges, many organisations have invested significant resources in adapting and implementing the concept of total quality management (TQM) strategies. According to Cole (1992) and Philips et al. (1993) organisations that successfully implemented TQM can realise improvements in competitive capabilities and can deliver strategic advances in return on investment and the marketplace.

But implementing the TQM program in public sector organisations is a tough challenge, due to reasons like complexity of the organisation structure and high levels of bureaucracy. Yang et al. (2012) identifies cultural complexity of the organisation structure and communication difficulty as main barriers for TQM in public sector organisations. Human Resources Management (HRM) plays a major role in making a TQM implementation a successful one; this can be achieved by aligning its strategies and policies that are related to employees' management, with the TQM critical success factors. Snape et al. (1995) states that if organisations want to achieve and sustain a

successful TQM implementation they must align their HR systems and strategy with quality goals. According to Blackburn and Rosen (1993), HRM policies must be managed in accordance to TQM principles, the HRM strategy in an organisation which implemented TQM, works to foster the organisational communication system, employee involvement and empowerment, teamwork, reward system, trainings and commitment to quality.

After achieving a successful implementation, the challenge of the post-implementation phase starts. Morrison and Rahim (1993) states that to achieve and sustain the implementation, TQM philosophy must pervade all aspects of the organisational functions, emphasising on the criticality of human resource excellence. TQM hinges on effective management of the employees as they form the pillars to sustain the implementation. The employees are a key factor for the success of the implementation and its sustainability. Evans and Lindsay (1993) states that the concept of TQM will be successful and effective only when all of the employees are involved and the involvement will accordingly empower the employees. Oakland (1998) confirms that training of the employees is the most important factor for the success of TQM program. The training programs shall also be assessed and their effects evaluated. Evans and Lindsay (1993) also confirmed the essential need for training at all the levels of the organisation for a successful TQM implementation. Educate, empower, involve, reward and communicate, those are some of the critical activities that organisations must consider to assure success and sustainability of the implementation.

1.2 Research Issue/Problem

When an organisation acquires quality awards such as ISO or SKEA it can be presumed that TQM implementation in that organisation was successful to some extent. However that is not the end of the story, it is only a milestone to the endless journey towards excellence. An award winning organisation must guarantee a sustained and continuously growing awareness level of the TQM principles. The employees are one of the main drivers for the success and sustainability of the TQM program. Therefore the technique that organisations manage their employees in the context of TQM is a significant element to ensure a successful TQM program. This research studies the level of organisational awareness and compliance to the critical success factors of the TQM program implementation in the context of human resources management

1.3 Aim & Objectives

Based on an existing TQM implementation in a U.A.E. public sector organisation, this research aims to understand and discuss the level of awareness and compliance of the implementation, in the context of HRM.

The objectives of this research are as follows:

1. Study the TQM principles and the approaches to its implementation and sustainability.
2. Study the CSF for TQM implementation and identify CSF related to HRM.
3. Develop a conceptual framework with the identified CSF.
4. Use the conceptual framework as basis to assess and assure successful implementation of TQM in the context of HRM.
5. Develop an understanding of the success of the implementation and if necessary propose further areas for future improvements.

1.4 Scope of the Research

This research intends to comprehensively study a public sector organisation in Abu Dhabi, U.A.E. which already implemented TQM and was granted multiple quality awards. For this to materialise, it would be necessary first to understand the concept of TQM, approaches of implementations and challenges, importance and benefits of implementation, quality awards models and critical success factors for implementation. From the literature review, a conceptual framework will be produced to identify and discuss the critical success factors, which are related directly with HRM, and accordingly will be used as the proposition for this research.

Chapter 2 – Literature Review

Total Quality Management (TQM)

2.1 Definition

Waldman (1994) view TQM as a strategy that is implemented organizational wide to improve the quality of products and services. Aggarwal (1993) defines TQM as a journey, an attitude of the mind and a philosophy that is supposed to assist in gaining customers' satisfaction and confidence in the organisation and also help in securing long term profitability. Chase & Aquilano (1992, p. 186) defined TQM as "managing the entire organisation so that it excels in all dimensions of products and services that are important to the customer" they defined TQM from a customer angle viewpoint. Another definition given by Oakland (1998, p. 354) "Total Quality Management is an approach to improving the effectiveness and flexibility of organisations as a whole. It is essentially a way of organising and involving the whole organisation; every department, every activity, every single person at every level. For an organisation to be truly effective, each part of it must work properly together, recognizing that every person and every activity affects, and in turn is affected by others."

If we compare the first two definitions with the third one, we can easily notice that the first two concentrates the definition on the customer and focuses mainly on the services and products that are significant to the customer, hence organisations should not consider improving the quality of other process in the organisation that do not directly have influence on the customers' products or services produced. In contrast, the third definition puts focuses more on the inside of the organisation and fails to put emphasis on the customer.

Andreoli (1992) defined TQM as a combined and an innovative system of both organisational and managerial actions that are designed to clearly outline and restructure the production process, eliminate randomness, accomplish high levels of performance with fewer resources, and meet or exceed customers' expectations.

Miller (1996) postulated a definition for TQM his approach was by defining each word independently and then joins the three definitions into one whole definition which can adequately define and describe TQM. Considering quality as the central concept of the

two words Miller (1996) started by defining quality and accordingly defining the other two words total and management as follow:

Defining Quality: Miller (1996) identified essential characteristics that are involved in the concept of quality, which are designing and producing products and services that meets or exceeds customer expectations, meeting specifications and inducing continual improvements.

Defining Total: Miller (1996) defines the concept of total as everyone in the organisation who directly or indirectly deals with customers in any way. He identifies the perception of customers to be internal and external, from this view of customers being anybody whom one provides a service or produce a product, and therefore participation in the practice of quality management can surely be considered total.

Defining Management: Miller (1996) stated that the working definition for management that can be related to TQM is a set of detailed phases that an organisation shall undertake to accomplish the goals and objectives of transforming the organisation.

Miller (1996) developed a definition based on those concepts, which is TQM is a continuing procedure that involves top management to take whatsoever steps that are essential to make everyone in the organisation in the path of executing all tasks and duties, that establishes and achieves standards which meets or exceeds both internal and external customers' expectations.

2.2 How to Implement TQM

Partlow (1993) identifies five principles that should be followed to apply TQM in an organisation, he states that by concentrating on those five principles employees will understand that TQM is not just something that will disappear soon, but a system that will be followed and sustained, the five principles are as follows:

1. Committing to quality: top management must circulate and support the culture of TQM within the organisation and make it clear that quality is a top priority.
2. Focusing on customer satisfaction: customers are always concerned about quality and hence they are the ones that set the required standard. Accordingly the organisation must meet or exceed their customers' expectations.

3. Assessing organisation culture: selecting a group from top managers and employees to continuously audit and asses the levels of compliance to TQM by the employees within the organisation. Accordingly identify strengths, weaknesses, opportunities and threats.

4. Empowering the employees and teams: top management would monitor and mentor TQM but the real work happens bottom-up, therefore teams and employees must be empowered and given additional authorities to propose suitable changes when found necessary. Top management shall also implement reward policies for positive and effective employees to create a challenging and innovative culture.

5. Measuring the quality efforts: constantly gauge customers' and other stakeholders' satisfaction through surveys or questionnaires and use their input to benchmark the performance.

Joiner (2006) identifies that an atmosphere of support and continuous backup to TQM within the organisation would insure a more effective implementation of TQM. Roney (1997) rectifies the cultural implications that should be taken into consideration when implementing TQM, what can be adapted in in one country may be difficult to be implemented in another due to cultural diversity and other complications, hence an in-depth analysis would be required to understand and identify what can be implemented now, later or needs to be tailored to fit the culture.

Babbar and Aspelin (1994) illustrated the an organisation's journey towards successfully implementing TQM as shown in Figure 2-1, they demonstrated the journey as climbing a staircase where one step up is equivalent to a successful step towards the journey and stresses on the factors forming the foundation to the structure of the staircase as shown in Figure 2-1. Those factors that are inside the pillar will be repeated over and over again to sustain the success.
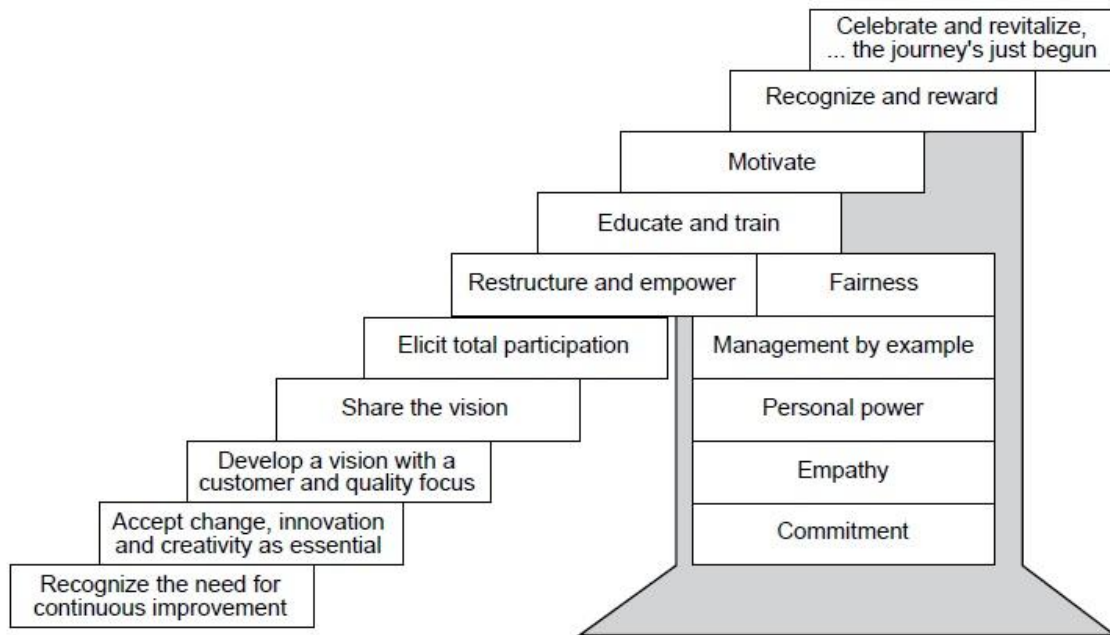
Figure 2-1: Steps in TQM (Adapted from Babbar and Aspelin1994, p.36).

Goetsch and Davis (2003) proposed in their book 20 steps to implement total quality as illustrated in figure 2-2, in this model there are three main phases to implementation which are preparation, planning and execution. Interestingly they highlighted a closed loop starting from step 12 to step 20 that will continue and must be followed as long as the total quality process is in use, in addition to those steps also step 7, communication and publicity, would also be in the closed loop, because for a successful implementation employees must be kept involved and informed.

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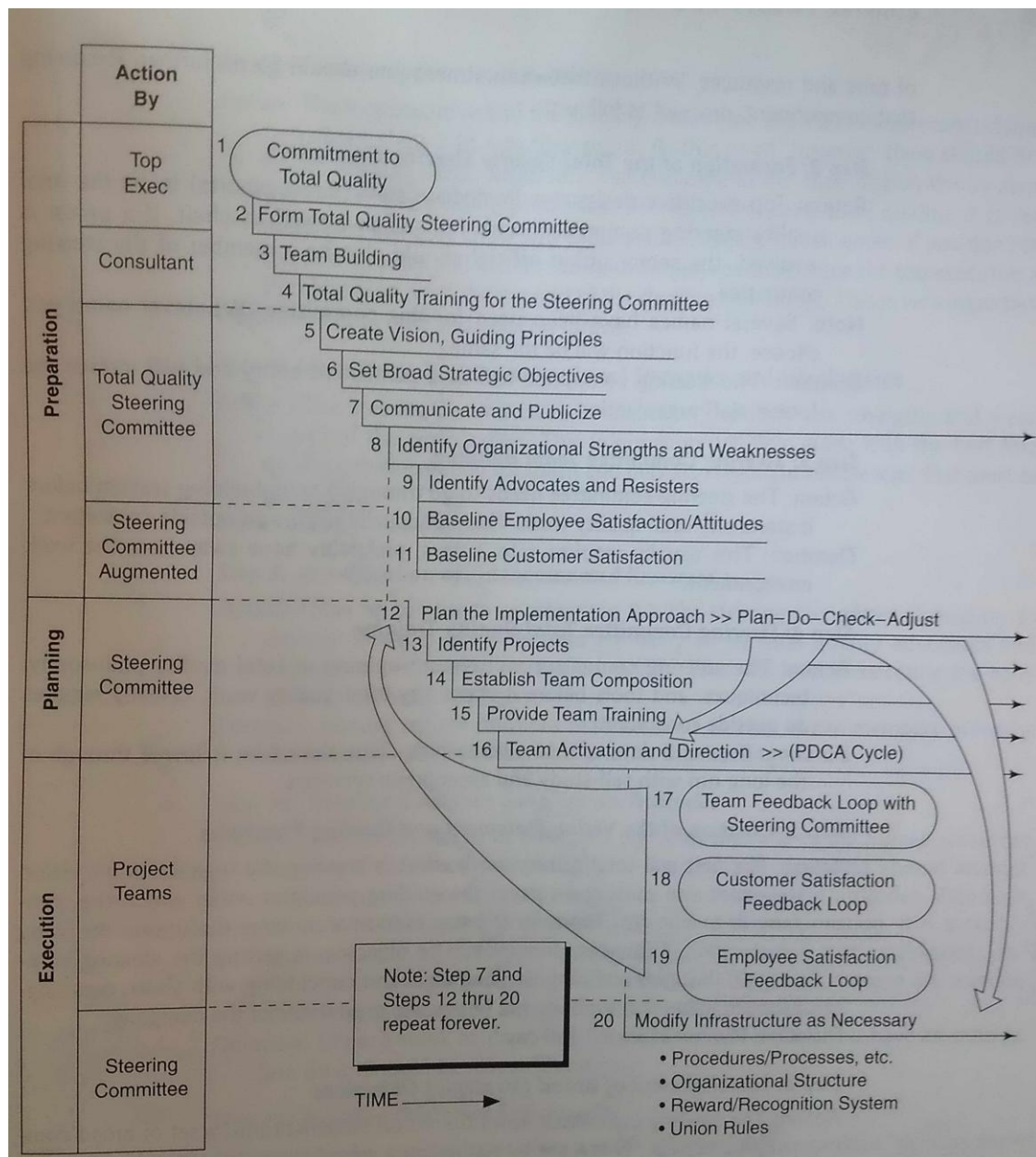
Figure 2-2: The Goetsch–Davis 20-step total quality implementation process (Adapted from Goetsch and Davis 2003, p. 821).

Due to the diversity of cultures and nationalities in the U.A.E it would be required to analyse and plan the implementation phases and to also continuously monitor the effectiveness and levels of success of the implementation progress. Due to the high presence of expatriate employment in the U.A.E, organisations experience high turnover rates of employees for many reasons like people who are looking for better job opportunities, lack of job satisfaction, inability to adapt to the culture or personal reasons that force them to go back to their home country. Accordingly the organisation that faces this risk of high turnover loses its investment in experienced employees and

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trainings that were already commenced, accordingly the organisation must have an immediate training and mentoring plan for the new replacements that joins the organisation to get them committed as fast as possible, to the existing TQM program. Hence it is very important to assess the level of awareness of TQM in the organisation from time to time to assure the compliance and the competence level of the new and the existing employees.

The first step to be taken to implement TQM is recognizing the need to change and accepting the change, at the same time winning the management support and the employees must get involved. Then modify the organisation's vision statement to reflect its intentions in present and future environment. The new vision must be explained and shared with all the employees; everyone must be allowed to participate to guarantee their commitment. The organisation may need to restructure the organisation chart and empower their employees, provide them with training, education and keep motivating them. It is very important to set a reward policy and make it clear and transparent, contributors must be recognised and their work shall be highlighted, this will give them more confidence and trust.

2.3 Importance and Benefits of Implementing TQM

According to Chin and Pun (2002) implementing TQM can reduce costs, improve the products and services quality, the employees and customer would be more pleased and satisfied and noticeable financial performance improvements. Lemak et al. (1997) states that organisations that implemented TQM methods and techniques, had significantly improved and developed their relative industries' financial performance and customer satisfaction. They suggest that organisations that implemented TQM properly should noticeably improve revenues via higher quality and more reliable products and services, and/or reducing the costs via actions like continuous business processes enhancements. Conca et al. (2004) also identifies benefits of implementing TQM such as it insures customers' satisfaction is met or exceeded, it can strengthen the brand's image, hence assists in marketing and reducing the costs by avoiding mistakes, i.e. doing it right from the first time, and also making continuous improvements in the organisation's procedures which will eventually reduce the time and accordingly costs.

Joiner (2006) associated the proper implementation of TQM in an organisation with steady improvements in the performance, by creating and boosting a challenging environment between the co-workers. Kumar et al. (2009) believes that implementing TQM would lead to improvements in the company's performance and there is always a positive relation between implementing TQM and performance. The U.S. General Accounting Office GAO (1991) identified four positive outcomes of implementing TQM they are:

1. Improved employees relations: the employees' attendance rate and job satisfaction rate increases, accidents and absenteeism decreases.
2. Better operating procedures: the reliability and on time delivery of the organisations products and services upsurges, errors and costs gradually decrease.
3. Greater customer satisfaction: better reputation of the organisation, new customers will join existing ones, less customers' complaints and exchange or return of products.
4. Increased financial performance: profit would noticeably increase gradually.

Accordingly, we can summarise the benefits of implementing TQM as follows:

1. Increasing profits
2. Reducing costs
3. Increasing internal and external customers' satisfaction
4. Increasing the quality and reliability of products and services
5. Improving organisation image hence competitive advantage
6. Improving the performance of the organisation

2.4 Challenges of implementing TQM

Applying TQM to an organisation is found to be quite a big challenge and sustaining an existing implementation is even a bigger challenge. Flott (1995) identifies the following key issues when implementing TQM in an organization:

1. Cost to implement: there is always a short term cost induced at the implementation at the beginning, an example is training and educating all the employees.

2. Management culture: what is the management approach? Is it changing and accepting TQM? Are the managers empowering their employees enough? For any change to be successful it firstly must be accepted, absorbed and committed by management.

3. Factors allowing the change to happen: for a change to happen there must be first a concrete foundation for it to be built on, TQM requires an existing proper procedures and mechanisms for it to succeed. One of the most challenging mechanisms is communications, it must be genuine and encouraged in all directions, another challenge is are people allowed to bring in good and bad news to management? Also are the employees awarded and recognized for the level of effort or only final results?

   All of those mechanisms must be healthy and active before and after implementing TQM and this is a real challenge.

4. Buy everyone into TQM: management must accept the input from everyone and everyone in the organisation must understand and accept the implementation and believe in that implementing TQM would have positive direct and indirect returns, accordingly making everyone optimistic.

5. Management must set the example: management must be a role model for commitment and set a rewards system to motivate the dynamic employees.

Flott (1995), viewed the challenges from a perspective of the current or as is situation of an organisation and assumed the worse to be existent, those challenges are not only confronted at the beginning of the implementation but they will exist all along the way, if any of them are altered the whole implementation will be put in jeopardy and this is the real challenge to keep the changes maintainable by continually monitoring and evaluating the level of compliance.

Miller and Cangemi (1993) identified another reason for TQM implementation to fail, the bureaucracies that are formed inside an organization cannot be easily broken up and hence the new implementation faces resistance. They also identify another obstacle, the organisations which are built on the concept, that short term profits always override a long term strategy, those organisations always faces difficulties to be patient enough to wait for the results.

It's in peoples' nature to always resist change, first thing that come to peoples' mind is that I will not fit in this new situation and I may lose my job. Fok et al. (2000) discusses another interesting reason for employees to resist the implantation of TQM, when managers introduce the change, they think that this will enrich and empower their employees' jobs, but on the other side employees may perceive this as a burden were more control and monitoring is induced on them by the management and accordingly they try to resist the implementation. Feinberg (1996) believes that TQM itself is the best treatment to overcome the resistance of implementing TQM.

Goetsch and Davis (2003) cited in their book Deming's seven deadly diseases that can constrain the transformation to TQM they are:

1. Lack of devotion to the purpose: organisations must have a long-term plan and they must stick to it, otherwise they may get confused by any new inspiration.
2. Emphasising on short term profits: organisations vision must focus on long term profits, rather than short term.
3. Evaluation by performance: teamwork must be promoted more than individual contributions; employees must be evaluated against their compliance to TQM not only their production rate.
4. Mobility of management: the implementation is a long-term project, accordingly continuous movements and changes in management can constrain the implementation.
5. Depending on short term figures: it is dangerous for organisations to depend on short term figures to assume successful transformation and to start celebration, this can take the organisation into a wrong direction.
6 & 7. Dr. Deming identified in those last two diseases of costs induced in the U.S. at that time which is currently applicable in most of the countries. They are medical insurance costs and warranty costs which organisations may incur during the transformation phase. Those costs would increase the price of the final product and service and accordingly reduce the international competitiveness.

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2.5 Cultural Diversity Challenges

Jeffries et al. (1996) define the culture of the organisation as "all the interactions which take place between people, their relationships and the feeling engendered by their behaviour." The U.A.E is one of the Gulf Countries that has a diverse multicultural population that is rapidly growing, in such multicultural communities administrative processes must be flexible and responsive to swiftly interact with this cultural and linguistic diversity, otherwise the interactions between the service providers and customer will be faced by issues and challenges. In the same perception those challenges are expected to be faced in organisations which also have the same diversity as in the community.

Jones and Seraphim (2008) states that if a cultural gap exists between the ideal culture for implementing TQM and the prevailing culture of the organisation this would put the TQM program at risk, hence that gap cannot be ignored. Dawson (1994) suggests that most TQM models and implementation techniques assumes the presence of a homogeneous workforce culture inside an organisation, if this is not the case the organisation must take actions first to create this cultural homogeneity through education and awareness programs. On the other hand if the organisation fails at any time to accommodate this cultural heterogeneity the TQM program will be at jeopardy.

According to Al-sulimani (1995) culture in the Arab world is a complex issue especially in the gulf countries due to the multinational workforce in those countries, hence before implementing TQM in an organisation in those regions, broad cultural changes must happen first to ensure the presence of a healthy cultural environment for the implementation and the organisation must sustain this healthy environment to sustain the success of the implementation. Cao et al. (2000) states that an incompatible culture may have a direct influence on the success of TQM program in an organisation, however successful implementation programs often lead to major positive cultural changes i.e. TQM itself can lead to the change. Dahlgaard et al. (1998) suggest organisations can establish a quality culture by inspiring a quality consciousness and awareness in all employees

2.6 Post TQM Implementing

Spencer and Loomba (1995) identify twelve specific areas that employee shall expect to observe after TQM implementation they are as follows:

1. A general growth in the level of enhancements made due to the TQM program
2. Increase in the amount of job performance feedback
3. Increase in the level of team work
4. Increase in the level of awareness regarding the role of the customers
5. Increase in the level of employee empowerment and decision making
6. Boost in the levels communications
7. Existence of an overall positive view for the success of the implementation
8. An increase in the job satisfaction levels
9. A decrease in the level of paperwork
10. Increase in the level of organisational trust
11. Increase in the level of understanding of the employees regarding the organisation's mission, vision, goals and objectives
12. Increase in the level of trainings and development of the employees

All those twelve areas that they identified are signs that should be experienced from employees' side, which would indicate a healthy TQM implementation in an organisation.

2.7 TQM in Public Sector

The successful implementation of TQM in private sector and its fruitful outcomes made public sector keen to also implement it. But the implementation in public sector organisations can be quite a challenge and more difficult than implementing it in private sector due to reasons like the complexity of the organisational structure, high density of approvals, high levels of bureaucracy and cultural barriers. According to Yang et al. (2012) the most significant challenges that may hinder the TQM implementation in public or government sector organisations is cultural issues and the complexity and difficulty in communication. MaCambridge and Tucker (1988) deeply investigated into public sector implementation of TQM, they believed in the positive contributions and effectiveness of the new management philosophy, one of their surveys concluded the following:

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- The majority of the mangers believed that the principles of TQM added to the value of management practices in their respective departments much more than their traditional previous practices.

- The utmost disturbing barrier to the implementation of TQM was the employees' resistance to change and their overall absence of understanding of TQM.

- Due to budgeting issues, not all of the employees got proper training, management is to be held responsible for this.

- The recommended method to oversee the success of implementing TQM is by collecting statistics and information from both external and internal customers using face to face meetings, surveys and focus groups.

- Communicating results of implementation and progress performance to external and internal customers would increase the public support and understanding.

Wilford (2007) states that due to the large number of employees that public sector usually holds and the political influences that exists it is usually more challenging to implement TQM in public sector organisations, also due to cultural factors within the public sector employees', it is challenging to keep the level of TQM awareness of the managers and the employees at competent levels to sustain the implementation. MaCambridge and Tucker (1988) also rectifies a pitfall that public sector may fall in which is adoption of TQM rather than implementing it, the difference between the adoption and implementation of TQM is that adoption would only be verbal announcements by managers that their departments are committed to continuous improvements and quality. But implementation would mean actual formation of multiple programs throughout all departments and the commitment of adequate resources to actually start the implementation.

In the Middle East and specifically the U.A.E. the challenges are more complex due to the different culture and difficulty in providing a suitable environment for the implementation, Mersha (1997) recommends that governments in less developed countries must prepare an appropriate and sustain a suitable environment with a practical infrastructure to successfully implement TQM.

2.8 Quality Awards

These days there is a continuous aggressive competition between organisations, in order for an organisation to fit and succeed in such a competitive environment they have to be special and distinctive from others. Wilford (2007) identified three categories of awards as follows:

1. Category Specific: awards that are gained when an organisation achieves a high performance in specific or multiple areas, Beacon Council Scheme is an example of this type of award.

2. General: this type of award is gained only after the organisation goes through intensive multiple self-assessments and an evaluation by external assessors. The assessment would cover all entities of the organisation; EFQM, MBNQA and SKEA are examples of this type of award.

3. Benchmark: this type of award are different from the above in the sense that they are non-competitive, organisations shall only follow a standard and accordingly be entitled to obtain the award automatically, ISO 9000 family is an example of this type.

Wilford (2007) adds that the awards itself is not the key or technique to achieve excellence but it is surely an indicator of a high performing organisation through complying to the award's model or prescribed standard. Bohoris (1995) states that with such competitive environment, organisations have realised that their only way to survive is becoming a successful "total quality organisation". But due to the difficulty of finding a universally agreed upon definition and calibration criteria to total quality, as illustrated in previous chapters, quality awards, either regional or national, have been established to encourage quality deployment and serves as models and guidelines towards achieving TQM.

Bohoris (1995) lists the Malcolm Baldrige National Quality Award (MBNQA), the Deming Application Prize (DP) and the European Quality Award (EQA), which is currently known as the EFQM Excellence award, as the three well-known quality awards that offers to organisations a continuously changing blueprint to self-assess and self-analyse by focusing on the strategic effects and consequences of quality and providing motivation for non-stop improvements. According to GAO (1991) MBNQA

award was originally designed to recognise and identify organisations who have successfully implemented TQM hence the main aim for quality awards is to assess the successful implementation of TQM by an organisation.

Lee (2002) identifies some benefits that an organisation gain from winning a quality award, the award would offer an important marketing opportunity; it raises the profile of the organisation and makes it more significant between other competitors, the award would generate a pride for the employees and accordingly raise their esteem and confidence. Awards are seen as a symbol of excellence in both business and quality and this will serve positively for customers looking for reliable organisations producing high quality services and products.

According to Oakland (2005) the awards frameworks are seen as finest exercises to be used to implement excellence strategy, self asses and benchmark accordingly to deliver an improved performance. Goetsch and Davis (2003) identifies the importance of conducting the self-assessments of any of the awards models even if the purpose is not running for the rewards, this will provide the organisation with a scorecard for comparing the organisation current standing against the best practices in the world, giving opportunity to improvements.

Bohoris (1995) stated that assessments procedures that are undertaken to achieve quality awards are nowadays the only comprehensive means that are currently available to guarantee proper compliance of organisations with TQM at all time and through it TQM initiatives can be methodically assessed and monitored.

2.8.1 The Deming Prize 1951

According to Jackson (1999) when the Deming Prize was launched in 1951 in Japan by Dr William Edwards Deming the self-assessment became publicly known and valued. The Japanese founded the Diming Prize which is based on self-assessment, for organisations to be awarded with the prize they had to accomplish a significant achievement in relation to quality.

2.8.2 Malcolm Baldrige National Quality Award (MBNQA) 1987

According to Jackson (1999) after the launch of the Deming Prize by the Japanese, the US government found themselves under serious threat to survive the competition and therefore in response the US government launched the MBNQA in 1987. The award was similar to the Diming Prize in the sense that it was based on self-assessment and rewarding organisations that successfully implemented TQM. Vokurka (2001) explains the Baldrige award seven criteria for organisational performance excellence as follows:

1. Leadership
   - How do senior leaders guide and review the organisation
   - How the organisation communicate its tasks and responsibilities to the public
2. Strategic Planning
   - How organisation strategy affects it's performance and competitiveness
   - How the strategy lead to action plans and performance measures
3. Customer and Market Focus
   - How organisation can forecast short and long term customer satisfaction, expectations and requirements to ensure the applicability of existing products and services and to adequately develop new ones.
   - How organisations measure customer satisfaction and build a relation with customers
4. Information and Analysis
   - How effectively do the organisation measure and analyse performance data
   - How do organisation manage this information
5. Human Resources Focus
   - How are the organisational chart and job description enable high performance
   - How effective is the employees training, education and development plans
   - How the organisation provide proper environment for employees well-being and satisfaction
6. Process Management
   - How organisations manage the design of their main products and services
   - How effective is the business processes
   - How effective is the support processes

7. Business Results

- Customers focused results

- Financial and market results

- Human resources results

- Organisational effectiveness results

Against those seven criteria and their subcategories organisations can self asses themselves to understand where they stand from this model and also help organisations improve their performance. Figure 2-3 below illustrates the Baldrige Award criteria.

BALDRIGE CRITERIA FOR PERFORMANCE EXCELLENCE FRAMEWORK
A Systems Perspective

Customer and Market Focused Strategy and Action Plans

- 1 Leadership
- 2 Strategic Planning
- 3 Customer and Market Focus
- 4 Information and Analysis
- 5 Human Resource Focus
- 6 Process Management
- 7 Business Results
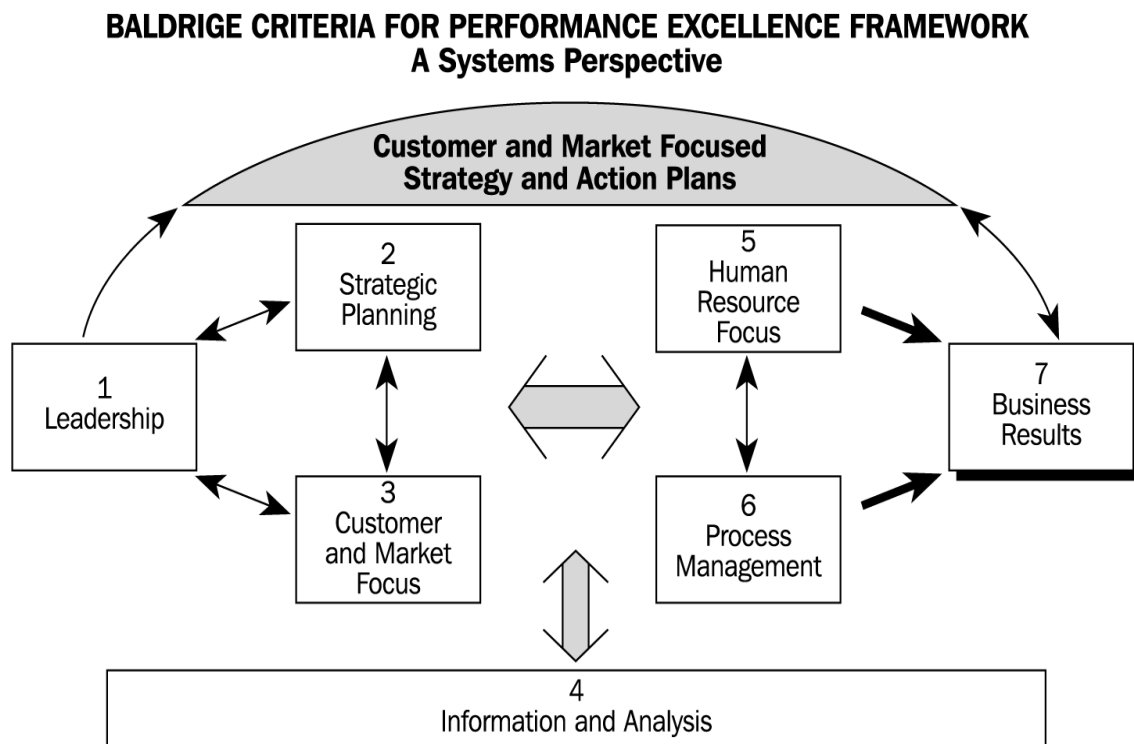
Figure 2-3: Baldrige Criteria: Framework for Performance Excellence (Adapted from www.nist.gov/baldrige 2011).

2.8.3 EFQM Excellence Award 1991

In 1988, the chiefs of large European companies founded the European Foundation for Quality Management (EFQM), the main objective of EFQM was the implementation of TQM to make the European organization join in the competition. The European Quality Awards (EQA) was launched in 1991 after the EFQM model was created (Jackson 1999).

According to EFQM (2010), the main objective of the EFQM Excellence Award which was previously known as EQA is to recognise best performing private, public or non-profit organisations. Through a challenging assessment processes organisations will be assessed against the EFQM model (Figure 2-4), the main purpose is to encourage organisations to transfer from an inflexible business structures to more agile ones that can fit better in today's challenging international economic environment.

Figure 2-4: The EFQM Model (Adapted from: www.efqm.org 2010)

The EFQM Excellence Model is a practical, non-prescriptive framework that enables organisations to:

1. Assess where they are on the path to excellence; helping them to understand their key strengths and potential gaps in relation to their stated Vision and Mission.

2. Provide a common vocabulary and way of thinking about the organisation that facilitates the effective communication of ideas, both within and outside the organisation.

3. Integrate existing and planned initiatives, removing duplication and identifying gaps.

4. Provide a basic structure for the organisation's management system.

Achieving the award is realised through a set of three integrated components:

1. The essential concepts of excellence as illustrated in figure 2-5.
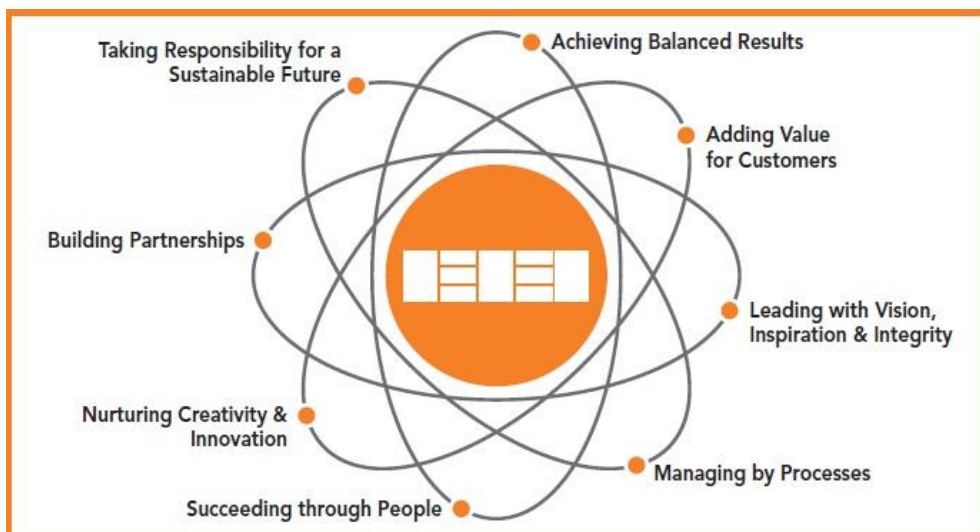
Figure 2-5: The Essential Concepts of Excellence
(Adapted From: www.efqm.org 2010)

2. The EFQM Model as illustrated previously in figure 2-3 is used as the basis for the self-assessment exercise were an organisation will be graded against nine criteria. Those nine criteria are driven from the eight essential concepts of excellence that are illustrated in figure 2-4.

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3. A dynamic assessment framework, the RADAR logic, that acts as a backbone to assist the organisation in overcoming challenges that can be faced, it is used to score organisations. The RADAR logic is illustrated in figure 2-6.
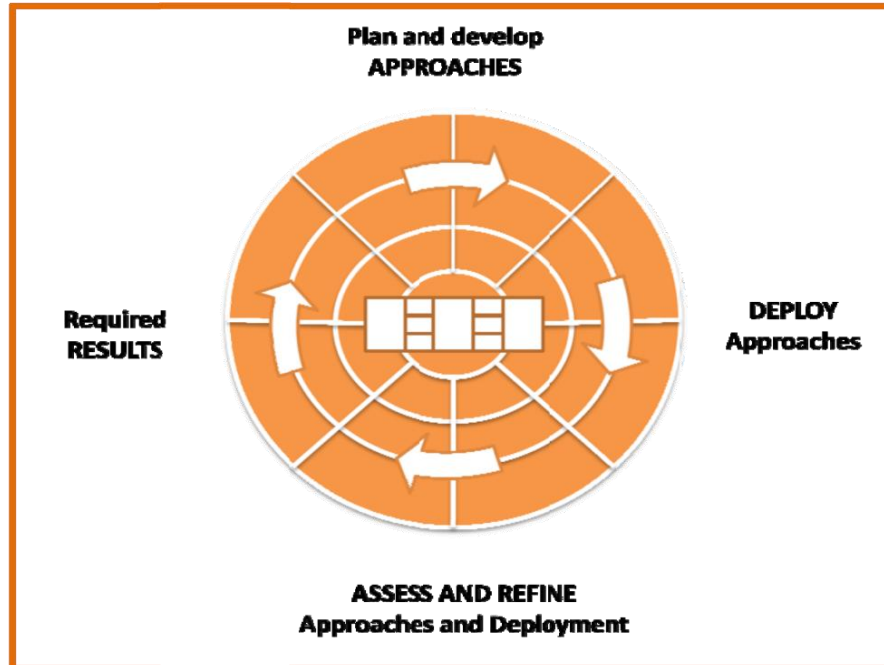
Figure 2-6: The RADAR Logic (Adapted from: www.efqm.org 2010)

According to Camison (1996) the EFQM model allows organisations to clearly identify strengths and weaknesses and focusing on the connections between people, process and the final results. The processes are the way organisations guide and manage their people to achieve the results; hence the processes and the people are the enablers or agents that are used to achieve the results. Sampaio, et al. (2012) states that the model should not be understood as methodology or a tool for organisations to use in solving their daily issues or problems, it should be seen as a holistic approach for organisations improvements an aligning the organisation's goals and objectives.

2.8.4 Sheikh Khalifa Excellence Award (SKEA) 1999

The government of Abu Dhabi established the Sheikh Khalifa Excellence Award (SKEA) in 1999 it was designed to offer organisations a roadmap to assist them in improving their performance, to support a healthy economy and to unite their

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management practices in a balanced holistic model (SKEA, 2008). Matherly and El-Saidi (2010) stated that SKEA is fully aligned with the Baldrige and EFQM awards models and is awarded annually in the United Arab Emirates to both private and public organisations, the central focus of the SKEA is to inspire and encourage organisations to develop their systems, plans and resources grounded on performance excellence indicators.

2.8.5 Abu Dhabi Award for Excellence in Government Performance (ADAEP) 2007

The Abu Dhabi Award for Excellence in Government Performance was launched in 2007, and like the SKEA it is also based on the EFQM model. Abu Dhabi Award for Excellence in Government Performance (2012) states that the award promotes the organisations to understand the prerequisites and fundamentals that leads to government excellence and a competitive environment leading to improvements in products and services produced, also the award promotes the successful organisations to share the knowledge and information. Figure 2-7 illustrates an overview of the award's structure there are four categories as follows:

- Category 1: Excellence Progression Maturity
- Category 2 and 3: Excellence in Capability and Capacity
  - Individual Awards
  - Team Awards
- Category 4: Drivers of Excellence
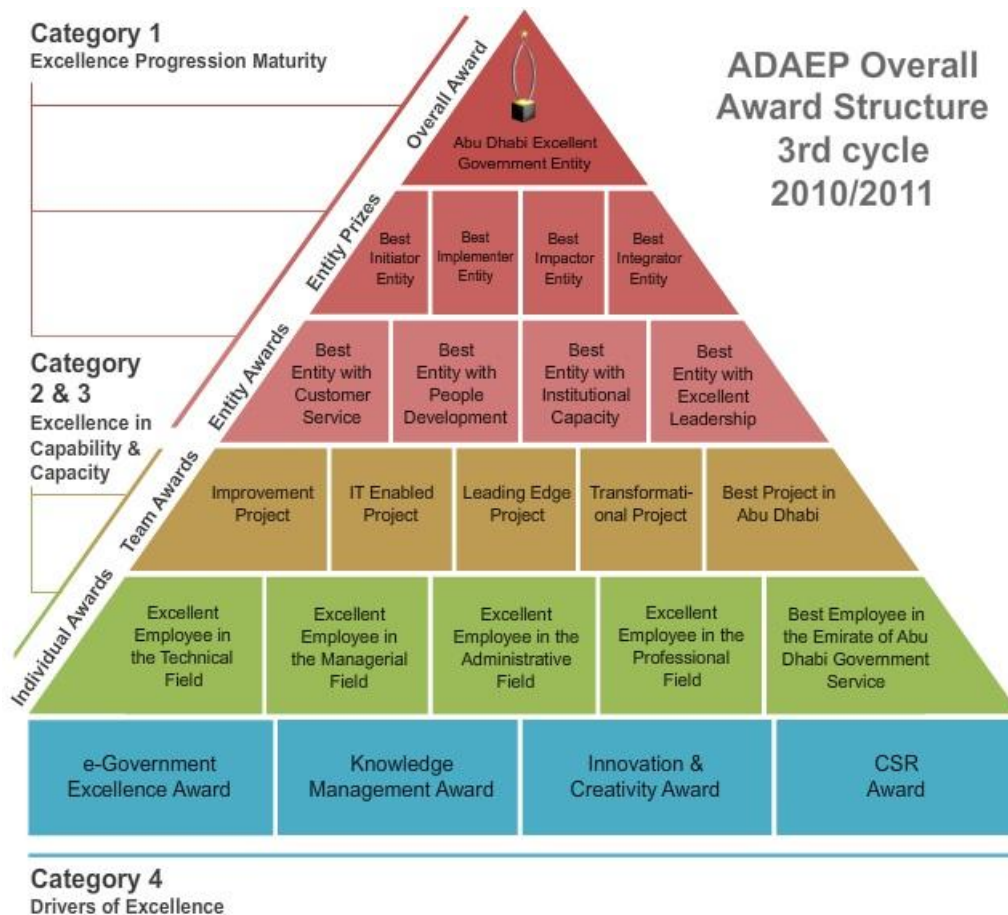
Figure 2-7: Structure of the ADAEP Cycle 3 Awards

(Adapted From: www.adaep.ae 2012)

2.8.6 International Organization for Standardization (ISO 9000) 1987

According to Withers and Ebrahimpour (2000) ISO 9000 was introduced in 1987 and evolved with time, ISO 9000 series standards provided the foundation for indicating an organisation's compliance to a quality system by successfully following the documentation and procedural standard in the ISO. Curkovic and Pagell (1999) ISO9000 series is a widespread internationally accepted standard that has a formal system for evaluating an organisation's ability to consistently design, produce and to supply high quality products and services. The illustrated model in figure 2-8 shows that customers are the ones who define their requirements and those requirements are the input to the quality cycle, the output of this process would be the satisfaction of the customer.
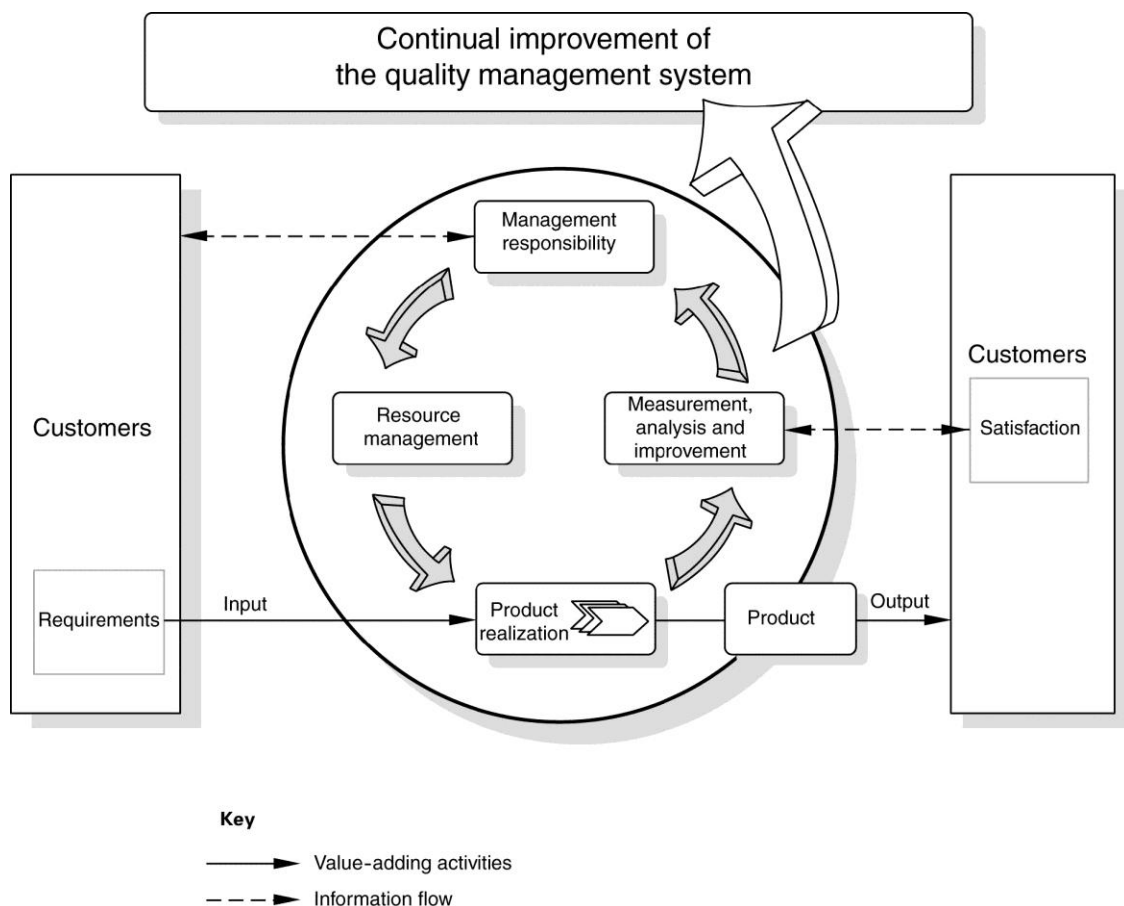
Figure 2-8: Model of a process-based quality management system

(Adapted From: ISO 9001:2008(E). 2008)

2.9 TQM Critical Success Factors

According to Dooyoung et al. (1998) proper implementation of TQM can be a powerful means by which organisations can achieve business performance excellence, however many organisations who successfully implemented TQM fail to maintain key factors required to preserve this successful implementation. One of those important key factors is failing to sustain and/or update the employee's TQM related knowledge and skills to deal effectively with quality related issues. Krasachol and Tannock (1999) recognises human resources development as a key factor for a successful TQM implementation, continuous effective training programs are an essential element to the organisation on the excellence journey track by stimulating and inspiring the knowledge awareness of the TQM within the employees.

According to Thiagarajan and Zairi (1998) organisations usually agree to a list of critical factors that are necessary for a successful TQM implementation, critical factors are those factors that are absolutely essential for the implementation to be successful. This list usually shares most of the values that are covered in the models and frameworks of the quality awards. They added that the list of Critical Success Factors (CSF) can be used as a tool to assess the TQM understanding and awareness among the employees in an organisation, the importance of such assessment is that it would act as a meter to gauge the awareness level and identify strengths and weaknesses, the management then would appreciate the strengths and set a strategy to correct the weaknesses or gaps. Curry and Kadasah (2002) states that one of the main reasons for TQM implementations to fail is not complying with the CSFs.

Several lists of CSF have been developed by researchers, Saraph, et al. (1989) developed eight CSF as shown in table 2-1 below, and each factor was then subdivided into a more detailed sub-factors.

	CSF	Explanation of the CSF
1	The role of management leadership and quality policy	-Top management contribution in quality enhancement efforts.
2	The Role of the quality department	-Level of effectiveness of the quality department in consultation and coordination. - The quality department accessibility to top management

3	Training	- Quality related training for all employees
4	Product/service design	- Involvement of all affected departments in the design review. - Emphasis on quality rather than roll out schedules.
5	Supplier quality management	- Procuring policy emphasise quality more than price. - Supplier quality control
6	Process management	-Clarity of process ownership, boundaries, and steps
7	Quality data and reporting	-Use of quality cost data - Evaluation of employees based on quality performance - The availability of quality data
8	Employee relations	- Employees involvement - Employee participation in quality related decision taking - Employee responsibility for quality - Employee recognition and award for superior quality performance - Supervision effectiveness in handling quality related issues. - On-going quality awareness evaluating for all employees.

Table 2-1: Saraph, et al. Critical success factors of TQM

(Adapted from: Saraph, et al. 1989, p.818)

Zhang et al. (2000) identified eleven TQM CSF were each was divided in detailed sub-factors (78 items in total) to be used by organisations as an instrument to evaluate their TQM program and to easily identify the problem areas which needs improvements. The eleven factors that were identified by Zhang et al. (2000) are summarised in table 2-2.

	CSF	Explanation of the CSF
1	Leadership	- Top management must be committed to quality - Top management vision should be on long-term business achievements and focus on product quality more than production quantities. - Quality related issues shall be discussed in management meetings. - Arrange adequate resources for employees training and education. - Encourage employee involvement in the improvement process and quality management.
2	Supplier quality management and quality policy	- Organisations should form long-term supportive relations with their suppliers. - Organisations shall participate in the supplier's quality related activities - Organisations shall Perform quality audits to the suppliers
3	Vision and plan statement	- Plans and statements must be well communicated to the all the employees. - All employees should be involved in setting and revising the statements to encourage their commitment.
4	Evaluation	Continuous evaluation of: - Different strategies and policies. - Quality costs and quality audits. - Organisation departments' performance. - All employees' performance.
5	Process control and improvement	- Ensure that process abilities can meet the requirements of production. - Ensure the calibration of all equipment used - Equipment maintenance and preventive maintenance plans

6	Product design	- Design shall meet or exceed customers' expectations. - Participation by all entities in the design to avoid production issues.
7	Quality system improvement	- Availability of a constantly updated quality manual. - Apply or constantly renew ISO certifications
8	Employee Participation procedures	- Employees to personally get involved in quality improvements activities. - Participation would increase the employee's commitment and their self-esteem. - Participation would change certain personal negative traits. - Employees suggestion should be evaluated and implemented if found suitable. - Form quality coordinators in all departments.
9	Recognition And reward	- Individuals or teams shall be rewarded and recognised for their exceptional performance or participation with valid ideas and suggestions. - Recognition and reward should efficiently stimulate and improve employees' commitment to quality. - Some forms of reward are like promotions, financial rewards, working conditions improvements or salary increments.
10	Education and training	- Education and training are crucial for the continuity of improvements and updating. - Employees shall be seen as extremely valuable resources that are worthy to receive the finest education and training during their career. - All employees shall receive adequate quality awareness and quality management methods trainings.

11	Customer focus	- Successful organisations must put the customers first in any decision they make. - Organisations shall maintain a close relation to customer to understand them more and accordingly predetermine their needs. - Through surveys or other means receive periodic feedback from customers to understand their satisfaction levels and further expectations. - Customer complains must be treated with top priority. - Warranty and customer rights must be clearly communicated to customers.

Table 2-2: Zhang et al. Critical success factors of TQM

(Adapted from: Zhang et al. 2000, p. 732)

Saraph, et al. (1989) and Zhang et al. (2000) developed and empirically validated CSF lists, they are instruments that can measure TQM implementation in an organisation, it can be used to evaluate their TQM program and identify gaps or areas that need improvements. The instruments can be used fully, using all the factors, to assess the whole program or partially to assess specific entities or areas.

Jones and Seraphim (2008) stated that cultural diversity in an organisation can have a direct conflict with the following five CSF:

1. Working conditions and environment
2. Employee participation, empowerment and involvement
3. Working in teams
4. The communication system
5. Awareness of the society needs

The first four of the identified CSF are linked directly to employee management; also those CSF can be related to the previously reviewed CSF by Saraph et al. (1989) and Zhang et al. (2000) they identified employee relations and employee participation procedures within their sub-CSF.

Aly (1995) stated that the reasons that TQM is not spreading successfully in the Middle East is due to lack of sufficient training and education, bureaucracy and traditional cultures.

As discussed previously in this literature review, it is very critical in multicultural organisations to identify and resolve the gaps between the existing culture and the ideal culture for TQM. In a community like the U.A.E. where the majority of the workforces are expatriates, this gap analysis and identification procedure is not a one time job, and shall be done frequently enough so that the issues can be adequately resolved to avoid putting the TQM program at jeopardy.

2.10 Summary of Literature Review

The literature review that was discussed in this chapter explained and cleared what is TQM, different methods for TQM implementation, challenges of the implementation with emphasis on cultural diversity challenges, post implementation phase, discussion about the implementation in public sector organisations, the quality awards with emphasis on some major awards and critical success factors for successful TQM implementation, that have been developed by two different researchers. For organisations to successfully implement and sustain TQM program the CSF must be understood and satisfied at all times. This proper understanding will enable the implementers to pave the way for a successful TQM program implementation, not understanding and complying with one or more of those factors may lead to the failure of the implementation and the program as a whole. Curry and Kadasah (2002) stated that a main reason for TQM implementations to fail is not complying with the CSF.

Without sustaining the TQM implementation there will be no benefit to be gained from it, the challenge of sustaining the implementation in the developing countries is higher than others, hence for countries like the U.A.E. that challenge exists in addition to the cultural diversity making the sustainability of the implementation a greater challenge.

Chapter 3 – Conceptual Framework

3.1 Introduction

The aim of this chapter is to realise the conceptual framework of this research; the previously presented literature review will be analysed and explored to find connections and relationships between the previously identified TQM CSF and the CSF linked to HRM. This would lead to recognising the CSF in the context of HRM, accordingly each of the identified CSF will be analysed to project the framework on how this research will proceed from the literature review that was previously exposed in chapter 2.

3.2 Post TQM implementation

As discussed previously in the literature review, the implementation of TQM is an endless journey, if an organisation acquires one or more quality award that does not mean that the end of the journey is reached, on the contrary it means more commitment to sustaining this excellence and to continually improving and developing the processes. Babbar and Aspelin (1994) and Goetsch and Davis (2003) identified in their implementation steps, some steps that are going to be repeated forever even after successful implementation, here is a list of some of the those steps

1. Commitment of top management
2. Effective communication: Employees to kept informed
3. Effective involvement of employees
4. Educate and train
5. Employees satisfaction feedback
6. Customers satisfaction feedback
7. Motivate through recognition and reward
8. Restructure and empower
9. Equity and fairness for all employees

Spencer and Loomba (1995) identified that a reflection of a successful implementation would be observed in 12 areas, it can be linked that for the employees to sense improvement in those areas the repeated implementation steps must be followed.

Multiple quality awards where discussed, they all shared common purpose which is to recognise and identify organisations who have successfully implemented TQM by

assessing them against the award model. The models assess the organisation against the model's framework which is a set of criteria, each criterion having a different weigh. If the organisation found to be compiling to the model criteria, it is granted the quality award that it was assessed against, but this is not the end of the excellence journey, it has been clearly identified by multiple researchers that journey is continuous and there is no final destination to it. The quality awards that are granted to organisations increase their burden to induce more improvements and sustain the existing successful achievements. To sustain those achievements organisations must guarantee and assure continuous compliance against the success factors and don't waver or ignore any of the steps that were identified earlier, that are required to be repeated over and over after successful implementation.

3.3 Critical Success Factors (CSF)

CSF, as identified in the literature review, shares most of the values that are covered in the models and frameworks of the quality award, accordingly the CSF can be used as a tool to assess the organisation's TQM awareness and understanding to determine the strengths and weaknesses in the implemented TQM program. There have been many empirical studies that were undertaken to develop and validate CSF, among those two were chosen for this research.

For the purpose of this research CSF will be selected from those two CSF lists that were developed by Saraph et al. (1989) and Zhang et al. (2000), the selected CSF will be used to derive and formulate the questions to be used, an in-depth study of the selected CSF will be done to clearly understand each one. The selection criteria of CSF will be based on the relevance and relation of the CSF to the HRM (employee management), the reason for that is to satisfy the scope of this research which is studying the awareness of multicultural organisations against the HRM related TQM implementation critical success factors.

3.4 Identifying CSF in the Context of HRM

Redman and Mathews (1998) argues that for a TQM implementation to be completely successful and self-sustaining, an extensive attention must be given to the HRM practices in the organisation. Ooi et al. (2006) identified essential elements that are critical to the success of TQM implementation in an organisation and are directly linked

to employees, they are considered as key practices that can support the organisational business strategy in the direction of continuous improvements and a sustained implementation. Those elements are: employee participation and involvement, organisational communication system and employee empowerment. Evans and Lindsay (1993) states that the TQM program will be successful only when all the employees get involved and stresses on the need for training, that must be provided at all levels of the organisation. Hradesky (1995) states that it is very important to minimise the resistance to change, this can be achieved by implementing and obeying TQM values and beliefs, and properly communicating them to all of the employees, as well as offering incentives to employees who show outstanding participation and compliance to the program.

Dale (1999) identified key practices that are directly related to organisational excellence and connected to people oriented aspects from a HRM/TQM's perspective, they are as follows:

1. Organisational communication
2. Training and development
3. Rewards and recognition
4. Employee Evaluation and assessment
5. Employee involvement and empowerment

From all of the preceding, it became possible to clearly identify and correlate HRM practices to CSF, five CSF were identified and an explanation for each is presented underneath.

3.4.1 CSF 1: The Communication System

Troutt et al. (1995) defines organisational communication as the process of distribution and sharing of information among all employees in the organisation. Kassicieh and Yourstone (1998) states that eliminating barriers to improvement is vital for TQM to be effective in an organisation. One of the significant barriers is lack of effective communication throughout the organisation. Gray and Laidlaw (2002) states that an important element of TQM implementation is connecting all the employees and keeps them informed through appropriate and effective communication channels.

Boon et al. (2007) confirms that effective communication is the way to obtain the support of the employees towards realising corporate objectives. When the organisation

communicates its vision to all of its employees, the path, the future and the ultimate goals are made clearer, accordingly the organisation can move steadily towards total employees job involvement and a successful TQM program. According to Wali et al. (2003) effective communication channel have to exist in the organisation between all employees, effective communication is very important in aligning all of the employees with the cooperate expectations. The effectiveness of communication can be achieved with the assistance of new technologies or setting new modes of communication. Thiagarajan et al. (2001) stated that effective communication can ensure that all of the employees understand and committed to the organisation's goals, the effectiveness of communication can be achieved by communicating the mission statement and objectives, expectations, changes and defining quality values clearly and consistently. The communication strategies must be frequently assessed and reviewed to maximise the employees' continuous involvement and support.

The effectiveness of the communication system is very important, without communicating to the employees in a clear and timely manner all the related announcements or changes the employees cannot be held responsible for not complying with them. TQM depends on communication that flow in all directions i.e. top-bottom, bottom-top and horizontally, the organisation must review its communication strategy frequently to assure its effectiveness.

The culture of knowledge sharing must be dominant in the organisation's culture, this would make employees teach each other and possibly highlight and correct non conformities adequately. The medium and language of communication guarantees the proper transmittal and decoding of the transmitted message, hence organisation must assure that employees are capable of receiving and understand the communicated message. Quality department and quality related employees must frequently communicate with groups of employees to follow-up on their performance and to listen to their issues and doubts. Management shall communicate to employees the organisation's achievements, its progress against the goals and make key initiatives clear to everybody to keep the employees informed and accordingly involved to frequently stimulate the continuous improvement spirit in them.

3.4.2 CSF 2: Development and Training

Snape et al. (1995) stated that training and development are essential elements in implementing and sustaining a successful TQM program. According to Cherrington (1995), an effective development and training program would create more positive employee attitudes, increase the employee's loyalty and assist the employees in their job involvement and personal development. Yusof and Aspinwall (2000) identified a critical factor for the success of a TQM program, is providing appropriate and effective training for all of the employees. Training is a crucial element for changing the dominant culture and attitude of the employee towards an innovative thinking, and will make quality the employee's approach. They also added that measuring the effectiveness of the provided training, through assessment and feedback from the employees is a very important issue, to understand the outcome of the provided training.

Thiagarajan et al. (2001) stated that for a successful TQM implementation, it is essential to provide trainings and make necessary resources available for all employees. Distinctive employees shall attend high level quality related train the trainer courses, which can enable them to share the knowledge they acquired and share it with other employees. According to Ooi et al. (2006) organisations must conduct formal TQM training programs for all the new joining employees in a timely manner and provide the existing employees with continuous formal training program; this should guarantee the employees commitment to excellence and sustainability of the implementation. Simmons et al. (1995) states that the TQM program puts great demands on the employees, it is expected from them to understand first to be able to apply TQM practices and excellence; and therefore, focused and extensive training of all the staff is required to be undertaken. The training shall familiarise them with the TQM program to be competent to apply its concepts.

Quality related training and awareness programs must be annually planned, to guarantee up-to-date knowledge transferred to the employees. The organisation has to strengthen the culture of excellence within the employees, by continuously identifying the benefits and paybacks of the TQM program and make the employees feel the pride of their excellence practices. New joiners to the organisation must get into an orientation program, which shall include intensive training package that illustrates the applied TQM concepts to be able to catch-up and move in the same stream of other employees. The

training effectiveness must be measured through frequent assessment of the TQM knowledge of the employees; this will gauge the successfulness of the training and will demonstrate the understanding level of the employees of the TQM concepts and hence estimate the expectations.

3.4.3 CSF 3: Rewards and Recognition

Juran and Gryna(1993) define rewards and recognition as benefits that employees may be compensated with. Examples of the benefits are like bonuses, an increment in salary and promotions that results from the assessment and performance reviews. O'Driscoll and Randall (1999) stated that empirical studies indicated that rewards an recognition that are offered to the employees by their organisation, have a positive powerful effect on the employees' attitude towards their job, towards their colleagues and generally towards the organisation as a whole. Kassicieh and Yourstone (1998) states that incentives and rewards must be in place for individuals and teams to help the organisation achieve continuous improvements. Employees who are rewarded for valid quality ideas do lead to a successful TQM implementation and have a positive relationship with self-esteem.

As part of motivating the dynamic employees, a rewards and recognition system must be in place for employees who show distinctive participation in quality related matters and practices, either by their fruitful suggestions and participation or compliance with the TQM program. The existence of a functioning reward system would act as a motivator for employees to comply with the concepts of TQM and would be a catalyst for them to get involved and positively participate.

3.4.4 CSF 4: Evaluation and Assessment

According to Soltani et al. (2004), the system that organisations use to evaluate the performance of its employees needs to be consistent with the TQM principles. The harmony between the TQM principles and the employee performance appraisals measure is linked with the acceptance and effectiveness of the implemented TQM program, hence positive employee satisfaction levels is usually a sign for a successful implementation. Lack of consistency between the evaluation system and TQM principles may result in direct effects on the implementation of the TQM program. Soltani et al. (2003) stated that organisations must re-examine and revise frequently

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their evaluation system, to assure its alignment with TQM concepts and employee's needs. Valid employees' feedback shall be seriously considered by the management of the organisation, and shall be used as guidance for future improvements.

Measurement of the employees' job satisfaction level can reflect their vision on the TQM program, and can allow the organisation to identify the gaps and deficiencies in the implemented program. Accordingly through evaluation and assessment, organisations can evaluate the success level of the program, and consequently take a decision on either advancing forward with the program or rectifying the identified weaknesses and resolving them.

3.4.5 CSF 5: Involvement and Empowerment

Conger and Kanungo (1988, p. 474) defined empowerment as "a process of enhancing feelings of self-efficacy among organisational members through the identification of conditions that foster powerlessness and through their removal by both formal organisational practices and informal techniques of providing efficacy information". Empowerment of the employees is one of the TQM powerful instruments to create a quality culture than can encourage employee involvement, satisfaction, loyalty and motivation (Geralis and Terziovsky, 2003). Kirkman and Rosen (1999) found out that when team member increase the practice and experience of empowerment, the level of organisational commitment at the team level would also highly increase. According to Karia and Ahmad (2000), empowering the employees can be achieved by giving them adequate resources, responsibility and authority to plan, implement, organise, measure their work and take their own decisions that they see necessary.

According to Wilkinson (1997), employee involvement is one of the important concepts of TQM, it demands from the employees to take the accountability on the quality of the work they produce, and requires their unceasing active participation to seek continuous improvements towards excellence. The involvement practice benefits the employees in the sense that it improves their motivation, self-esteem, work environment and personal skills.

Holden (1999) highlighted the connection between the concept of involvement and empowerment, the concept of empowerment is evolved through the use of employee involvement initiatives. Hence the empowerment can be considered an outcome of

involvement, and is it controlled by the top management to increase employee commitment and improve competitiveness and quality. Therefore if the employees practice the concept of involvement more frequently it is perceived that they will sense empowerment.

According to Brown (1992) employees involvement is one of the most difficult management style that can be applied in real life, it requires that all employees to have the same philosophy and function with that philosophy. Glew et al. (1995) stated that lack of employees' knowledge, which should be acquired through effective trainings, and improper communication practices are major factors that can limit the effectiveness of involvement and participation of the employees. According to Mohrman et al. (1996), the existence of a proper reward system is a very important organisational tool and a motivator, which has a direct impact on the employees' attitudes towards involvement.

The employees are the main driver of improvement and sustainability, the organisation shall encourage the employees to give their feedbacks and suggestions on the TQM program at all time, also shall allow the employees to get involved and participate in giving their opinions on major changes that are about to be introduced to get their buy-in and acceptance prior to implementing the changes, this would provide management with indicators to the expected acceptance levels and would avoid possible resistance to the proposed changes. From the previous discussion regarding CSF5, we can deduce that the barriers for it are improperly implementing CSF1, CSF2 and CSF3. Hence those CSF form the foundation that enables CSF5, in addition to those three CSF the commitment from top management towards CSF5 must be strong and supported, to allow the concept to be practiced and accepted by the employees' line managers.

3.6 Summary

In this chapter we discussed post TQM implementation phase, and recognised the steps of the implementation practices that had to recur endlessly to assure the sustainability of the success that was achieved. CSFs were revisited to identify the factors that are relevant and linked to HRM; this was achieved by reviewing the relation between TQM and HRM. Accordingly five CSF were identified, those identified CSF can be also

related to the previously reviewed quality awards models or framework, for example the MBNQA awards fifth criterion is human resources focus

This conceptual framework that was developed, will be used to derive the how and why questions to test the proposition. Accordingly it will be either fully or partially supported or opposed, and also potentials of adding new understanding will be considered.

Chapter 4 – Research Methodology

4.1 Research Approach

According to Castellan (2010) there are two general approaches for conducting a research they are qualitative and quantitative approaches, however there are different perspectives on how those approaches are conducted, both or one only i.e. qualitative or quantitative approach or a hybrid of both approaches. According to Tooly (1998 cited in Clark, 2000, p. 251) quantitative research is concerned with collection and interpretation of the data that can be studied and analysed using different statistical tools and techniques, qualitative research typically involves the collection of proper evidence that explores the significance, meaning, impact, individual or collective interpretation of events; it is an approach which attempts to probe beneath the surface of events, to elicit the meanings sometimes deeply buried, the interpretations and explanations, significance and impact of classroom life.

Qualitative research usually seeks for answers to questions, this is achieved by examining multiple social settings and the personnel which inhabit these settings, the qualitative procedures provides a way of getting access to unquantifiable facts about the actual people that the researcher observe and talk to (Berg 2007, p. 8).

In this research an assessment of the level of organisation awareness and compliance against the success factors that are related to the employees management in organisation OMNIC will be carried out, as well as identifying the impacts of the cultural diversity and how it influence the existing TQM implementation. To achieve this, an in-depth investigation that pursues for answers to understand and analyse the research area questions is required, hence I presumed that the qualitative approach would be suitable to achieve this goal.

The case study method will be used for this research, Berg (2007, p. 283) defines case study as "a method involving systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how the subject operates or function." According to Hagan (2006, p. 240) the case study method is an in-depth qualitative study of one or more descriptive cases. Bogdan and Bilken (2003, p. 54) defined case study as "a detailed examination of one

setting, or a single subject, a single depository of documents, or one particular event." Putting all those definitions together we can deduce that the case study is a method that is capable of examining a phenomenon through data gathering and accordingly deduce meaningful outcomes that can answer the researcher's questions.

Berg (2007, p. 292) identifies three case study design types they are exploratory, explanatory, and descriptive. When conducting it exploratory, prior to defining the research question, fieldwork and collection of data can be undertaken, this type can be useful in pilot studies when planning large investigations. When conducting casual studies explanatory type is useful, this is accomplished by using a pattern matching technique where several chunks of information from one case can be related to theoretical proposal. Descriptive demands from the researcher to establish the overall framework that will be followed throughout the research, hence the researcher shall identify a viable theoretical orientation prior to setting the research questions. Yin (1994, p.20, cited in Berg, 2007) recommended five components:

1. Study questions.

   The study questions in descriptive are in general aimed towards how and why considerations and their definition is the first task for the researcher.
2. Study the propositions or theoretical framework.

   Derive from the how and why questions, to assist in developing a theoretical focus
3. Identification of the unit of analysis

   Defines what the case study focuses on, for example an organisation or an individual
4. Logical linking of the data to the theory
5. Criteria for understanding the findings

Berg (2007, p. 293) states that instead of an exploratory study having propositions it might have a specified purpose or a criteria that will provide a framework or guidance that the case study shall follow.

Castellan (2010) identifies that in qualitative studies, there are generally two methods used by researchers when they are designing the research questions. The first is an inductive process where the design is to a certain extent loose and open, the researcher

is absorbed in the case to see and monitor what emerges, accordingly the researcher develops the design from the field observations rather than starting with a literature review first. The second method is the opposite, the researcher starts with an in-depth literature review before entering the field; hence the researcher prepares the design beforehand and enters to the field knowing what he is looking for in advance. It is important to point out that both methods will not stop the evolvement and flexibility of the questions and design while the researcher is in the field.

4.2 Data Collection Method

According to Patton (1990, p. 10) typically with qualitative research there are three kinds of data collection that can be utilised they are interviews, observations and written documents. Most of this data comes from the field where the researcher has to spend adequate time and effort in the subject that is under study to collect the required data, sometimes the researcher may need to act as a participant observer and engage personally into activities and interactions that are related to the study.

For the purpose of this research interviews will be the primary source for collecting the data, documents that the interviewee may furnish to support his/her responses will complement the data collection procedure. Berg (2007, p.92-95) identifies three types of interviews they are standardised, semi-standardised and un-standardised interviews. The standardised interview uses formally structured predetermined questions, researches who use this kind of interviews assume that the designed questions are adequate enough to extract all required data and information that is needed to satisfy the research purpose, and hence the interviewer will not ask for further clarification or induce additional questions to the interviewee and will not deviate from the order of the questions. The second type is the semi-standardised interview, it uses semi-structured style were the interviewer is allowed to reorder the questions, have more flexibility in wording the questions, add inquiries to the interview and encourage clarifications by the interviewee. The third type is the unstandardized interview, which is the opposite extreme of the standardised interview, the interviewer cannot predetermine the list of questions fully from the beginning, it is completely unstructured, and the interviewer may remove or add questions between interviews.

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For this research semi-standardised, semi-structured interviews will be conducted to seek answers to the questions that were prepared beforehand for the relevant selected interviewees. The interviewee will be given the chance to make further clarification around the question topic to add or clarify information and the interviewee will be encouraged by the interviewer to show supporting or relevant documents in the context of the discussion or question.

4.3 Case Selection

The selected case for this research is an organisation, according to Berg (2007, p. 296) case studies of organisations is done by gathering adequate information about that organisation to allow the researcher get deeply into the life of the organisation. It is always advised that the researcher perform a quick examination on the proposed case before commencing with actual collection of data to understand the eligibility and if the selected case is suitable for the research, also to understand the level of expected future cooperation, this will reduce the risk of facing problems that may occur in the future. Therefore the profile of the organisation that is under research will be explored to gauge the competence of the organisation to undertake this research.

OMNIC is a customer focused public sector organisation in the Emirate of Abu Dhabi, U.A.E., the core business of the organisation is ensure delivering a high level of customer service in the electrical and water utility sector through adequate planning, designing, constructing and operating the electricity and water distribution network in the Emirate of Abu Dhabi. OMNIC started its journey towards excellence in 2004 and achieved until present date multiple quality awards. Since 2004 and up to date OMNIC possessed a very robust Integrated Management System duly certified against the following standards: ISO 9001:2008, ISO 14001:2004, OHSAS 18001:2007 and ISO 17025:2005. In 2007 OMNIC won the Sheikh Khalifa Excellence Award (SKEA) in services sector and in 2009 won the Abu Dhabi Award for Excellence in Government Performance (ADAEP) in two sectors: the first is customer focus and the second is continuous learning improvements and innovations. To give more idea about OMNIC here are the vision and mission of the organisation:

Vision:

> *"OMNIC is committed to support the government vision by becoming the leading electricity and water distribution company, comparable with the rest of the world. OMNIC is also committed to continuously improve the quality and efficiency of its operation and customer service delivery"*

Mission:

> *"To plan, develop, maintain and operate a reliable, secure, safe and cost effective electricity and water distribution system in Abu Dhabi. This will be achieved by recruiting and developing a skilled workforce and adoption of highly advanced international standards; codes of practice; management methods and technology"*

Through previous literature review regarding selection of the case, I found out that the above mentioned details were quite good enough to approve OMNIC as a valid organisation to perform the research on, because it got the competent environment and enough proofs that TQM principles are being implemented and hence it would be realistic and fair to assess the awareness of TQM.

4.4 Candidates (Interviewees) Selection

According to Diefenbach (2009) the interviewees selection is a very important step and have a direct influence on the outcome of the research, also the level of cooperation and helpfulness is a critical issue in the data collection process. Berg (2007, p. 44) identifies purposive or judgemental sampling strategy, this involves that the researcher perform field investigation on the case under research to identify the candidates who display certain attributes and traits that are required for the research.

For the purpose of this research the selection of the interviewees was not random, the organisational chart for the organization under study was analysed to identify the eligible candidates who are suitable for this research. The main illegibility criteria was that the candidate shall be involved in the TQM program, either dedicated i.e. quality is the main scope of his work for example a QA/QC engineer or partially i.e. quality is an additional scope to his original function for example a maintenance engineer who is also a quality coordinator, hence the quality related responsibilities of the coordinators are in

addition to their existing job responsibilities. Some of the main responsibilities of the quality coordinators are:

1. Accountable for the HSEQ manager for representing HSEQ department in their area of work.

2. To be the bi-directional communication channel between HSEQ department and their area of work.

3. To attend the weekly coordinators review meeting with the HSEQ department.

4. To coordinate with HSEQ department for identifying and implementing the quality system requirements in his/her are of work.

5. To coordinate with their department manager in identifying the training needs, especially on HSEQ awareness and induction needs.

6. To coordinate between their work area and HSEQ department on quality issues from time to time.

7. As and when any Excellence model improvement schemes are adapted by the organisation, quality coordinators shall liaise for promoting the awareness on excellence models, to coordinate for effective implementation of the model in their area of work, to monitor and measure the level of implementation and report to HSEQ department and to coordinate that the follow up and corrective action are taken to ensure effective implementation of the excellence model.

For the above reasons and the identified responsibilities, it can be assured that the selection criteria that was used shall guarantee that the interviewee have the adequate knowledge to understand and answer the questions, and can guarantee that he/she is directly subjected with the planning of the TQM related matters and possibly with decision making.

The selected nominees were first contacted by phone to be briefed about the requirements, then an email was sent to the nominees who provisionally accepted to be part of the research, attached to the email were two files the first was an introduction letter that clarifies the interviewee rights and expectations (Appendix B) and the second was the interview questions (Appendix C). The interviewees were asked through the email to respond with an email to schedule for an appointment according to their agenda. Table 4-1 provides a summary of the selected interviewees and identifies who accepted or refused to be a part of this research, out of 15 identified candidates 12 accepted.

	Functional Position Title	Quality Position Title	Department	Accepted?
1	HSEQ Department Manager	Management Representative	HSEQ	Yes
2	Senior QA/QC Engineer	Senior QA/QC Engineer	HSEQ	Yes
3	Quality Engineer	Quality Engineer	HSEQ	Yes
4	Quality Officer	Quality Officer	HSEQ	Yes
5	Engineer	Quality Coordinator	Customer Service	Yes
6	Customer Service Representative	Quality Coordinator	Customer Service	Yes
7	Quality Officer	Quality Officer	Customer Service	Yes
8	Customer Satisfaction Officer	Quality Coordinator	Customer Service	Yes
9	Call centre supervisor	Quality Coordinator	Call centre	No
10	Senior Engineer	Quality Coordinator	Maintenance	No
11	Projects Engineer	Quality Coordinator	Projects	Yes
12	Projects Engineer	Quality Coordinator	Projects	Yes
13	Senior QA/QC Engineer	Senior QA/QC Engineer	Projects	Yes
14	Senior Accountant	Quality Coordinator	Finance	No
15	IT Technical Consultant	Quality Coordinator	IT	Yes

Table 4-1: List of Selected Interviewees

4.5 Designing and Formulating the Questions

According to Berg (2007, p. 103) researches faces many challenges while designing and formulating the questions, there are three major challenges they are firstly wording the questions affectively, this would make the interviewee more enthusiastic and willing to answer the question; the interviewee should not feel threatened by the question. The second challenge is the double-barrelled questions, questions shall not address two

issues at the same time, this would confuse the interviewee and may lead to inaccurate responses. The third challenge is complex questions, very long questions can lead to not hearing it in its entirety, leading to a response to what the interviewee was able to catch only and the researcher may lose the greater concern of the question. Berg (2007, p. 105) suggests that it is very important to take care when sequencing the questions; interviewer shall start with easy questions and gradually as the interview proceeds increase the sensitivity and complexity of the questions. Those schemes identified by Berg (2007) where considered when the questions were designed; also chronological order was considered as possible.

4.6 Data Analysis

Castellan (2010) defines the data analysis phase of the research as an on-going inductive process where the collected data are sorted, examined, read and reread then codes are assigned to certain identified patterns to form categories which are restructured in a way to appropriately represent the relationships, accordingly an interpretation can be concluded.

According to Berg (2007, p. 47) identifies the actions in data analysis, as data reduction data and data display. In data reduction, qualitative data need to be summarised and transformed in a way to make them more understandable and accessible so that various themes and patterns can be drawn out, hence by focusing, transforming and simplifying raw data that were collected the researcher can manage the data more easily, the data reduction process occurs through the lifetime of the research. Data display is a component of the analysis process where the researcher shall present the data in an organised manner that can help him/her in drawing conclusions; the display data can be presented in many forms like tables of data, summaries or various statements. Display data also helps the researcher to understand and spot certain pattern in the data, and identify possible additional analysis required.

Chapter 5 – Analysis and Discussion

5.1 Introduction

In this chapter the data that was collected through the interviews will be illustrated and analysed, each CSF will be separately analysed to determine the findings and to provide us with an understanding of the collected data. Analysing the case would reveal the framework that would agree, disagree or even add new information and facts to this research. In addition to that, the concept of continuous improvements from the perception of the interviewees will be also analysed.

5.2 CSF Analysed

CSFs that were developed and tested by multiple researchers are supportive and reassuring elements to achieve a successful implementation of TQM, they assist the organisation to know what to focus on to meet or exceed the expectations and the requirements. CSFs can influence the implementation either positively or negatively, they can provide the organisation with early alerts for missed opportunities or to avoid surprises and issues.

This section will consider and analyse the five identified TQM implementation CSFs, in the context of HRM, that were explored through the interview questions which were designed to study how those CSF concepts are implemented in the organisation that is under study. In addition to studying the current implementation, further examinations were made to understand how the practices are revised and amended to sustain the implementation effectiveness and success, and the continuous improvements of activities and interactions is in practice.

5.2.1 CSF1: The communication system

The effectiveness of the communication system for the organisation under study was firstly examined. The available communication media were found to be as follows:

1. Electronic: emails, shared network drives, intranet, internet, telephone and videoconferencing
2. Hard copy: monthly magazine, notice boards and printed brochures

3. Permanent conference and training room: conducting seminars, in-house trainings, coordinators and focus groups meetings.

4. Media office: prepares educational videos and tutorials

To further support the communication process, all of the communication is conducted in two languages they are English and Arabic, in some cases the organisation also communicate in Urdu language to transfer the required knowledge to employees who cannot read English or Arabic. Animated pictures and videos are also used to communicate basic concepts, which can be easily understood by the illiterate employees. It was also stated by the interviewees that the animated pictures was found to attract other employees and accordingly was further used to communicate complicated topics in a more simple and an exciting way.

A monthly magazine is published and distributed to all employees, and is used to communicate leadership and employees profiles, responsibilities of business units, internal events, induced changes, social events, customer and employees satisfaction survey results, announcements,

The organisation encourages sharing of knowledge through all communication tools and media. The primary system for knowledge sharing is through electronic documents that are shared throughout the organisation. They are stored in a database and all employees are authorised to access the information. Circulars and updates are posted on the organisation's web portal, and a notification is dispatched by email to all users. All the previous methods were virtual i.e. no physical interaction is incurred, other formats of knowledge sharing were employees meet in official and none official meetings and workshops to discuss and share experience and knowledge are frequently conducted. Four interviewees commented regarding employees who avoid the knowledge sharing practice, it was concluded that the reason for those types of employees for not sharing their experience and knowledge is that they think that sharing their experience and knowledge would harm their job security. This dilemma has direct effect in transferring knowledge in all directions of the career hierarchy, i.e. from up to down and vice versa.

The direction of communication in organisation is encouraged in all direction, top management is positive towards open doors policy where leaders interacts with employees, get to know them, learn about the problems they are facing on day-to-day

basis, build rapport and trust and always accepting to receive communication from employees at all levels. Accordingly communication is up, down and laterally.

Managing director of the organisation releases a quarterly communication letter which covers the progress of the organisation performance and the status of the key initiatives. While the management do this they take the opportunity to motivate and appreciate the distinctive work and contributions of the employees.

Quality coordinators perform a biweekly meeting with their respective entities, through those meetings employees share with their coordinators doubts, issues and questions related to quality in their day to day work processes. Quality coordinators would provide the employees solutions either in the same session if possible or later, also coordinators take the opportunity to either introduce a new quality related topic or review the existing applied concepts and their alignment with business processes. Minutes of meeting will be released to all related employees, the minutes would identify the required actions and responsibilities to accordingly follow up the agreed responsibilities progress in the next meeting.

Quality coordinators themselves have weekly meetings with the management, the management representative and quality department employees, to recognise the achievements and plan strategies for continuous improvements.

The communication strategy plan is revised annually; international consultants and experts are hired to be engaged in the revision and evaluation. A questionnaire survey is used to evaluate the effectiveness of the communication system by the employees, and it is the used as one of the tools to induce amendments and improvements to the system.

5.2.2 CSF 2: Development and training

There are many channels offered for employees to develop their knowledge and capabilities, examples of those channels are career development programs that are offered for local employees, internal and external training programs and professional academic curriculum and external learning. The organisation have an annual external training plan for the employees, they have the freedom to select the training subject from a predefined list. The training topic must be relevant to the employee's job title and his academic qualifications. Any employee has the opportunity to apply for

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additional training, other than the planned training, if the required knowledge is essential.

The organisation believes that education will bring out the best ability to transform its culture towards excellence. It focuses heavily on training and education to ensure that the TQM concepts are well embedded in its culture. Top management consider the employees as the main driver for improvement and sustainability, their contribution and participation in the journey of excellence is always encouraged and appreciated.

Creating and sustaining a culture of excellence is a must for the success in today's environment, OMINIC recognise the importance of excellence and are taking various actions to promote such culture this includes:

- Assigning leaders wisely: leaders are positioned in key areas taking into account relevant experience, potential, and Emiritization. The leadership team credentials include a diverse set of skills and experience spanning multiple industries including government and private sectors.
- Renewing leadership staff and team members: brining new people on board adds fresh perspective and energy. Leaders expect people to interact with others and to listen for new ideas; this enables problem solving, new ways of thinking and continuous improvements in the business.
- Fostering a shared vision: leaders establish clarity regarding the vision of the company and ensure people understand what is expected from them.

The workforce is composed of 38 different nationalities that are represented in all business units, functions and regions. Leaders are provided with adequate education and knowledge to understand how to manage this cultural diversity through inspiring team work among the workforce and be committed to create a performance driven culture and in turn career and growth opportunities are made available equally to all employees. The management also promotes and encourages social gathering and cultural activities, to bring in the workforce together and break any cultural barriers between the employees.

New employees are given an induction training right after they join, to understand the business process scope, flow, roles and responsibilities, and they are asked to report all of those issues to their functional/ line manager. Regarding new local employees, they

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are enrolled in a career development program called critical tasks development program and they are recognised as "developees" until the completion of the program. The tasks of the program are based on the qualification and the targeted position, after completion of the program, the "developee" becomes a "full job owner". This program is followed by personal and professional development programs were training is provided for the employees to ensure that they are being developed adequately to cove the organisation's needs. In order to enhance this approach, expatriates were involved in the process to utilise their competencies in training the new local employees. Career development team review regularly the rating and performance of the developees with their supervisors, in order to ensure the program effectiveness and continuing suitability. The developees also receive direct and timely feedback from their supervisors.

Since 2007, the quality department initiated an in-house training program that covered 15 training subjects in all the aspects of quality and business excellence. The sessions are held throughout the year and are conducted in English and Arabic languages, the sessions are instructed by quality department employees and quality coordinators.

The organisation continuously improves the approaches of raising the capabilities of its employees through internal and external trainings, to enhance the results of most of the perception points such as health, safety, environment and quality to improve the employee capabilities. Regarding improvements of the external training program, the organisation increased its programs to cover the fields of business, engineering, quality, leadership and other professional trainings to align the competencies of the employees based on strategic requirements and training needs provided to them.

Training concept is not only capsulated in training sessions and classrooms, but was further extended to the concept of external learning which includes attending conferences, forum, inspection visits to international organisations and strategic alliance partnership activities. Also distinctive local employees are offered chances to continue and advance in their academic studies in national and international universities, while keeping their current job at the organisation.

5.2.3 CSF 3: Rewards and recognition

The organisation strives to manage its workforce as a strategic element to create a culture that allows the mutually beneficial achievements of organisational and personal

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goals through a comprehensive performance management system. OMINC works to develop the capabilities of the employees and to promote fairness and equity between them as much as possible, accordingly it cares for rewarding and recognising valid suggestions and initiatives in a suitable way, that motivates the human capital, enhances their commitment and enables them to use their skills and knowledge for the benefit of the business. Therefore individuals' contributions as well as departmental contributions are encouraged, recognized and rewarded in external and in-house ceremonies.

Several committees and teams were established by the management to plan and execute improvements across functions and regions, those committees are rewarded and recognised to encourage more active involvement from the employees.

Motivation is considered to be the key towards high performance; employees in different situations are motivated by different needs based on Maslow's pyramid. There are basically two motivation philosophies that are followed they are financial and nonfinancial. The nonfinancial include two key points as follows:

1. What most employees want from their job can easily be addressed by their immediate team leaders and supervisors.
2. A person's career position will affect their motivation depending on the career level of the employee. For example, interesting work to a young person at entry level might be something that is technically new or challenging. To someone else in midcareer it can be new responsibilities for others, such as small team, for someone with a much longer experience, knowledge transfer and training new employees might be interesting.

The functional managers can decide how to provide a better motivational climate for their staff through personally thanking and greeting an employee for a job that was well done. Also giving timely feedbacks, meeting and listening to employees on a frequent basis, creating open trust and fun workplace, encouraging and rewarding of initiatives and new ideas are all actions that can be performed by the functional manager to motivate his staff.

Financial recognition is usually always the most effective method for motivating the employees, recognising the employees that have a high performance by promotions and

salary increments is one of the most successful methods, however nonfinancial and emotional recognition is sometimes as much effective as tangible financial ones.

The organisation believes that motivating the employees would create a higher customer satisfaction and in turn positively influence the organisation performance.

5.2.4 CSF 4: Evaluation and assessment

The organisation conducts annually an employee satisfaction survey, it is composed of ten categories that covers attitudes towards senior management, teamwork, health and safety, empowerment, quality, development and training program, salaries and bonuses, attitude towards direct line manager, communications efficiency and engagement. The results of the survey are then communicated to all employees, along with the created action plan by each business unit leader to address the bottom five rated questions in the survey.

Since 2007 the organisation adapted and continually assesses and review several approaches to improve the employees' satisfaction such as:

1. Improving the work environment by conducting social events to gather all employees and their families in order to show appreciation, thank the employees for their hard work, and drive motivation which would eventually reflect on performance and team working spirit and help in breaking cultural barriers that normally exists in U.A.E. organisations expatriate workforce structure.
2. Revision of the promotion and recognition scheme, which will certainly improve the sense of job security and consequently improve the job satisfaction level of the employees.
3. Frequent revision of the accommodation allowance package to compensate for the current market value, this guarantees that the employee will be provided with the best accommodation conditions for added stability and welfare.
4. Improving the health, safety, environment and quality factors to ensure an adequate working environment for the employees and make them feel secure and accordingly improve their morale.

The way the employees perceive the HR policies is very important to the management; the organisation performs irregular measurement of the staff perception to improve HR

policies, working environment and performance motivators through surveys, appraisals and team meetings. The last survey that was performed included seven main questions to measure the perception of the employees about their satisfaction, learning chances, challenges faced in their jobs, job security, encouragement, utilisation of competencies and their pay.

Along with the quality department employees, the quality coordinators and focal points are responsible to communicate TQM concepts and principles to and from their respective section, department or division. They collect employees' feedback and suggestions to continually improve the overall implementation of the TQM program, to ensure that the excellence culture of the organisation is already deployed. Coordinators and focal points also play an essential role in monitoring and following up the quality performance with their functional manager and the quality department. Accordingly, they are provided annually with certified and assessed courses that assure their competence to the job functions that they are responsible for. Examples of such courses are certified lead auditor courses in all applicable ISO and OHSAS standards and EFQM certified assessor.

All of the employees are provided annually with in-house quality related training; examples of those trainings are ISO 9001: 2008, ISO 14001: 2009, OHSAS 18001: 2007, HSE, EFQM and RADAR concepts awareness courses, depending on the employee's technical and academic qualification a suitable training is selected for him/her. The employee is not evaluated for his awareness or knowledge that was provided during the training, but the application of the learned concepts in his daily work is tracked and the employee is held responsible to apply the knowledge that he gained from the training sessions in his day-to-day work. It is the quality coordinator's task to help the employee in achieving this target and to provide him with the appropriate guidance as and when required.

The effectiveness of leadership is continuously evaluated through various assessment schemes within the organisation. In 2010 a new structured assessment module to evaluate the leadership effectiveness was developed, its main scope was to help the leaders to discover the strengths points as long as the areas and opportunities for improvements within their working area and function. There were special training topics

that were put in place to reinforce the identified weak leadership styles, the trainings were collaborated with various reputed international universities and business schools.

5.2.5 CSF 5: Involvement and empowerment

All announcements, circulars, changes and propositions are communicated to all employees in a timely manner as soon as they are indorsed. In the organisation's communication system there is multiple communication media channels, which were previously discussed, are used to communicate to the employees the required messages.

Quarterly the organisation performance reports are shared with all of the employees to communicate achievements of business results in a transparent way. The reporting is based on established performance contract which includes agreed upon key performance indicators and initiatives. The shared reports demonstrate how well the organisation performs against its objectives and identifies where the organisation needs to focus its improvements.

Deputy managing director and the management representative conducts a monthly listening clinic where they select number of employees randomly from all levels of the organisation, to get their feedback about the company performance and their own suggestions for further improvements. The deputy managing director personally conveys the results of the feedback in the monthly management review meeting, to ensure that all the feedback will be taken into consideration and study how and when valid suggestions can implemented.

The interviewees stated that the organisation's top management believes that empowering the employees in making their own decisions make them feel the ownership of their jobs, hence giving employees chances to succeed and increases their morals and self-esteem. It is the organisation's task to encourage the employees to participate and to get involved. But most of the interviewees agreed that the implementation of the employee empowerment concept is not in force in the real world, top management is enthusiastic to fully implement the concept but the majority of middle management is resisting this implementation. The middle management argues that most of the employees are not competent and qualified enough to make their own decision, and also they do not have the holistic big picture of the organisational strategy. Accordingly if the employees are empowered to make their own decisions, the results

will be the possibility of diverting from the targeted performance KPIs and accordingly the goals and objectives of the organisation. Three of the interviewees commented regarding this by saying that the real reason is that if the middle managers enable the empowerment concept, they think that they are no longer responsible for the performance of the employee and their leading responsibilities will be depressed. They also added that middle management estimates that empowerment will eventually lead them to surrender their authority i.e. transferring their authorities to the employee and accordingly this at the end up with losing their jobs.

5.3 Continuous Improvements

A question was asked to all interviewees at the end of the interview regarding the concept of continuous improvements and how those improvements are being practiced in the organisation. The following were what the interviewees pointed out:

1. All ISO certificates are renewed on time.
2. Quality manual is regularly updated.
3. Scheduled and unscheduled internal audits are performed.
4. Frequent formal participation in quality awards competitions.

It has also been identified by the first and second interviewees that the organisation is commencing a strategic transformation project; the organisation strategic priorities will be designed to be aligned with the whole of government outcomes in order to achieve the overall vision of the Emirate of Abu Dhabi, where all public sector entities are required to align to Abu Dhabi vision 2030. The strategic transformation framework is established through five steps:

1. Developing the strategy: vision, mission and values
2. Translating the strategy: business strategy map
3. Align the organisation: directorates, divisions and departments aligned
4. Link to operation: strategic processes and initiatives aligned
5. Monitor and govern

The organisation aspires to be a top quartile performer according to international benchmarking practices in areas like customer service, operational efficiency, HSEQ, and people development, by year 2020. This project is related to TQM and continuous

improvements in the many dimensions like changing behaviours through inducing principles like valuing employees by providing and engaging an environment that treats employees with fairness and respect.

The HRM function in the organisation is viewed as being largely transactional in nature. Some of the current HRM policies tend to hinder the organisation's flexibility and responsiveness, therefore a need to improve the effectiveness of the HRM process that would help to transform it from a transactional contributor to a strategic partner.

Chapter 6 –Conclusion and Recommendation

6.1 Conclusion

This research explored and studied TQM implementation in a U.A.E. public sector organisation in terms of critical success factors in the context of HRM. The effective implementation of those critical factors would positively influence the success and sustainability of the implementation and on the contrary the incompetence to satisfy one or more of those factors may hinder the implementation and the continuous improvements strategies. The identified five CSFs within the context of HRM, can act as a checklist or standard specifications that the organisation can use to manage any uncertainties or conflicts in opinions. If the CSFs are applied correctly and consistently they would help improving HRM practices and resolve some of problems that might crop-up during and after the implementation and accordingly it would enable to achieve organisational excellence. CSFs have concrete and quantifiable aspects of the vital requirements for achieving organisational excellence. Being measurable means it helps the organisation to understand its current position from the target and accordingly it drives forward with continuous improvement towards excellence.

The main contribution of this research was to reveal and confirm the importance and influence of the employee with regards to the implementation of TQM, as they are the main driver for the success and sustainability of the TQM program. Their involvement and participation in the journey of excellence must be always guaranteed, encouraged and appreciated, otherwise the chances of delaying or even discontinuing the excellence journey can be encountered.

6.2 Recommendation

The following recommendations include areas for future improvements:

1. Although there are trainings that are being provided to middle managers to encourage and support the concept of employees' involvement and empowerment, it seems that the managers are not accepting to implement what they have been trained for. The reasons for that could be either ineffective training or the resistance of the managers to accept the concept of involving and empowering their employees for the reasons that were exposed previously in the analysis. To resolve the first assumption, the training program must be appropriately evaluated, to ensure its effectiveness and that the managers are able to absorb the "know how" knowledge. Regarding the second assumption, the top management must communicate effectively their concern about this issue, and communicate to the non-complying managers that this practice will not affect their job security or responsibilities in any means. This shall give them more confidence to accept the induced change to their management style and gradually implement the concept of involvement and empowerment without the fear of losing their jobs or authority.

2. Quality trainings that are provided to the employees are not assessed. It is usually presumed that without testing the knowledge that was gained through the training, it cannot be assumed that the employee who attended the training is competent enough to participate and implement the concept he/she learned. Therefore it is recommended that the knowledge given through the training to be assessed and the results of that assessment shall indicate if the employee is ready for field implementation or it is required to retrain that employee again. By doing this, the organisation can guarantee that the employee is competent enough to implement the acquired quality related knowledge in his work area.

3. Employees must have a feeling of job security that would prevent the employees being hesitate to ask questions or make suggestions, and scared to expose their possible lack of knowledge in certain area. In addition to that, job insecurity hinders knowledge sharing between the employees, leading to negative impacts on the TQM implementation process and on the organisation as a whole. The top

management must change this climate and culture by inducing effective motivation strategies such as showing appreciation for distinctive work, genuine equity in giving promotions and job advancement opportunities, and other motivation techniques. Changing this climate would positively influence the employee expectations and accordingly it would address the root causes that discourage employees to implement critical concepts of TQM.

4. Sustaining the TQM implementation is very important. The sustainability of TQM program in an organisation is determined by the effective and successful execution of the policies underlying the CSFs. This can be achieved by constant measurement which can guarantee the strength and sustainability of the performance. Approaches like the balanced score card, which can measure the performance of CSFs implementation and accordingly identify risks and challenges.

5. More tangible criteria should be in place for rewards system that clearly illustrates and identify the measures that the organisation recognises and selects contributors and high performers. This would increase the transparency and trust between the employees and the management, and would grow the culture of equity and fairness among the employees, accordingly giving more value to the reward system and its effectiveness.

6. Perception of the employees towards the HR policies must be more frequently revised; this can be measured through surveys and questionnaires. The measurement would give indications to the employees' satisfaction level from the existing HR policies and may induce new initiatives for improvements.

7. More stress shall be induced on bottom-up and horizontal communication directions. Management shall practice open door policies more effectively and must encourage formal and informal horizontal communication between departments and employees.

8. The findings of this research are useful and can be used as guidelines for organisations within the Gulf region that are in the phase of planning, implementing or already implemented TQM program.

6.3 Limitations of the Research

The limitations of the research undergone are as follows:

1. This research was limited to one organisation; it could be expanded further to study more than one organisation that is located in different emirates in the U.A.E.

2. For the purpose of this research, the sample size was relatively small and the results signified only their outlook.

3. The research was undergone in an organisation in the U.A.E. and therefore global generalisation might not be applicable except for countries with the same environmental and cultural nature like the Gulf countries.

6.4 Recommendations for Further Studies

The following can be suggested for further research:

1. This research considered only the critical success factors for TQM that are in the context of human resources management, further research could carry out the study from different perspectives like customer focus, leadership, products design or supplier quality management.

2. The same scope of the research can be studied from the employees perspective, i.e. the employees will be the candidates for the research. The study will analyse the five critical success factors that were used in this research through the analysis that was performed in this research. Hence the output of this research will be used to study the effect of TQM implementation on the satisfaction of the employees with regards to the existing practices.

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Appendices

Appendix A

Declaration Form

A Study on TQM Implementation in a U.A.E
 Public Sector Organisation in the Context of HRM

Appendix B

Dear Colleague,

I would like to introduce myself to you, my name is Michael Soliman, and I am a part time postgraduate student at the British University in Dubai (BUiD). I am conducting a research for the partial fulfilment of the award of MSc degree in Project Management at BUiD and would like to take 30 to 45 minutes of your precious time to conduct with you a semi-structured interview; firstly I would like to draw to your kind attention the following:

- This interview is not an audit of any kind; its sole use is in academic research **only**.
- Unless you desire otherwise, your name will remain **confidential** and only your position title will be used in the research.
- You can schedule the interview at any time and venue of your convenience.
- Due to the limited time frame available for me to complete the research, please send me your tentative date and time as soon as possible.
- Face to face interview is always appreciated, but if your time is constrained please feel free to respond to the questions via email.
- The interview will be of an open expletory discussion nature around the research subject to disclose and understand the "why, how, what…" questions.
- You are welcomed at any point to provide supporting documents (if available) that are related to the subject under discussion.
- You can freely decline answering any questions at your sole discretion.
- I confirm that all the information that is going to be collected through the interview will be **kept confidential** and will be **only** used for the purpose of this academic research.

The research subject is assessing the awareness of Total Quality Management (TQM) knowledge in your organisation; the questions attached (by email or hardcopy) will assist me in analysing the subject under research.

Finally I would like to thank you very much for your precious time and looking forward to hear from you.

Michael Soliman

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Public Sector Organisation in the Context of HRM

Appendix C

Name:

Department:

Job Title:

Quality Title:

Please be acknowledged that all questions aim towards Total Quality Management unless otherwise specified in the question itself.

The Communication System

1. What are the types of communication media that are used?
2. In what language(s) is the communication done?
3. How is knowledge shared and communicated?
4. How do you describe the communication direction of flow is it up, down, laterally?
5. How often do top management communicate to the employees? What do they communicate?
6. How often do quality department / quality coordinators communicate with respective entities? What do they communicate?
7. How frequent is the communication system and its effectiveness reviewed? And how is it reviewed?

Development and Training

8. Does the organisation plan annually training programs?
9. How is the culture of excellence reinforced?
10. Is there an orientation program for new employees? If yes please describe the orientation program.
11. How does the organisation deal with cultural diversity in the organisation?
12. Are specialised external training lectured by professionals provided? If yes are all the employees given that outsourced training?

13. Does the organisation have an in-house training program? If yes please elaborate.

14. Is training effectiveness measured? If yes how?

15. Is there any other means for educating the employees other that casual training? If yes please specify.

Rewards and Recognition

16. Are creativity and innovations encouraged and rewarded? If yes please state how?

17. Does the organisation consider motivation as the key towards high performance? If yes please elaborate how?

Evaluation and Assessment

18. Does the organisation conduct an employee satisfaction survey? If yes, what are the categories that are covered in the survey? And how frequent is the survey conducted?

19. How does the organisation improve the employees' satisfaction level?

20. Does the organisation measures the employees' opinion of HR policies?

21. Are the quality coordinators' quality related knowledge assessed? If yes how often and how?

22. Are the employees' quality related knowledge assessed? If yes how often and how?

23. Are leaders leadership style assessed? How and how often?

Involvement and Empowerment

24. Are all announcements, new changes, propositions communicated to the employees in a clear and timely manner?

25. How frequent do management communicate to the employees achievements, progress against the goals and create awareness of key initiatives?

26. Are all employees given a chance to introduce improvements suggestions? If yes how is this done?

27. Are employees empowered to take decisions? If yes, how is this achieved?