

Chapter 11

EFQM in Management Education: A Tool for Excellence

José Manuel Saiz-Alvarez
Tecnologico de Monterrey, Mexico

Beatriz Olalla-Caballero
Pontifical University of Salamanca, Spain

ABSTRACT

Quality Assurance and Value Management can be both assured by combining informational competencies and integral values, especially in higher education. Educated new generations acquire informational and labor-oriented competencies that positively affect to firms enhancing productivity and efficiency. The development of the Internet has been converted into one of the main engines of economic growth by having created a new Postindustrial Technological Cyber-society that is focused on a worldwide-oriented business market. Only the best and well prepared businesses survive in a hostile economic world by attracting the best human capital, investors, and clients. As a result, and given the importance of higher education for firms, there is a necessity of enriching the EFQM Model that the authors propose in the chapter.

INTRODUCTION

Quality Assurance and Value Management can be both assured by combining informational competencies and integral values, especially in university education. Takayanagui (2014) defends the urgent transformation of higher education educational policies, universities included, in scientific and technological research done in countries inserted into the context of a Knowledge Society. These changes will provide sustainable processes of cognition, due to a developed research capacity, that make possible to promote a qualitative leap from the current model of education existing in universities based on professional, linear, and focused on dissemination of repeated and repeatable knowledge, to one in which the mul-

DOI: 10.4018/978-1-5225-1013-0.ch011

tiplication of means of learning enable the inquiry and learning to reach and apply solutions for firms and societies. Knowledge, skills and abilities (hereinafter, KSAs) are valued by employers seeking to hire entry-level professionals from universities (Cegielski & Jones-Farmer, 2016), as competencies are obtained. Highly-skilled professionals are needed to develop their knowledge in corporations, especially when they are global businesses. Developing KSAs is one of the keys for achieving business success, and for enlarging professional networks, both for corporations and individuals.

To reach these goals, an efficient-based management education combined with stronger cooperation between universities and corporations is needed. At this respect, Pavlin (2016) shows that companies' engagement in innovation departments supported all modes of University-Business Cooperation (hereinafter, UBC), defined by research and development, mobility of academics and students, curriculum development, and lifelong learning. This cooperation between business and universities tends to increase business competitiveness, which has a positive influence on Earnings before Interests, Taxes, Depreciation and Amortization (EBITDA).

Besides favoring UBC, efficient management education inserted into information societies fosters moral values, as ethics is one of the main constituencies of non-corrupted economies (Calvo, 2016). Countries guided by morality and ethical-oriented religious beliefs are economically more efficient and labor-productivity is higher with a better allocation and use of economic resources. In this sense, moral values play a key role in these economies.

Next to universities, families play a key role in the transmission of moral values (Vallejos, 2014). The family is a fundamental pillar of society, as it allows a harmonious development of the person; as well it permits to achieving its mental, emotional, and even spiritual balance. Moral and ethical issues are forged in childhood and adolescence, so it is vital at that time to effectively transmit these values.

The combination of KSAs and moral values are indirectly reflected into the European Foundation Quality Management (hereinafter, EFQM) model. In this sense, Akyuz (2015) suggests that a multi-partner, collaborative and network-centric understanding of EFQM components is needed to deploy a cross-partner excellence mindset across the network. The objective of this chapter is to study how international competencies, fully developed in multinationals and Small and Medium Enterprises (SMEs), are influenced by integral values through education. To do this, we will analyze the relation between the knowledge society, and the information society. This will show the path to compare digital literacy vs. informational literacy that will be applied to education. Formal and informal education defined by incorporating integral values and informational competencies into the EFQM Model. In the last pages of this chapter, the EFQM Model will be enlarged by adding more moral variables to the model.

KNOWLEDGE SOCIETY, INFORMATION SOCIETY, AND COMPETENCIES

The relation between Society and Information can be seen from a triple perspective. Of the three terms (Information Society, Knowledge Society, and Informational Society) emerged in the economic literature focused on this issue, the first term, created by the American sociologist Daniel Bell in 1973, was Information Society. Bell (1973) emphasizes the strong relation between the IS and some economic factors, and especially the impact of technological innovations on global companies through the Information and Communication Technologies (ICTs), as a distinct characteristic of the post-industrial society which we are immersed. A post-industrial society characterized, as in Bell (1973), by:

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/efqm-in-management-education/170294

Related Content

Collaboration Not Competition: International Education Expanding Perspectives on Learning and Workforce Articulation

Cynthia J. Benton, Orvil L. White and Susan K. Stratton (2014). *International Education and the Next-Generation Workforce: Competition in the Global Economy* (pp. 64-82).

www.irma-international.org/chapter/collaboration-not-competition/80086

Developing Cross-Cultural Competence Through Cultural Intelligence: Lessons for Business Educators

Navdeep Kaur (2018). *Handbook of Research on Cross-Cultural Business Education* (pp. 272-298).

www.irma-international.org/chapter/developing-cross-cultural-competence-through-cultural-intelligence/205954

Predictive Modelling for Future Technology Development

Preeti Bala (2021). *Handbook of Research on Future Opportunities for Technology Management Education* (pp. 454-466).

www.irma-international.org/chapter/predictive-modelling-for-future-technology-development/285387

Preparing Graduates for the Indian Banking Industry

Onkar Nathand Tukaram U. Fulzele (2013). *Evolving Corporate Education Strategies for Developing Countries: The Role of Universities* (pp. 247-262).

www.irma-international.org/chapter/preparing-graduates-indian-banking-industry/73755

Fostering a Global Mind: Challenges and Best Practices in Higher Education

Erika Cornelius Smith (2018). *Handbook of Research on Cross-Cultural Business Education* (pp. 68-88).

www.irma-international.org/chapter/fostering-a-global-mind/205945