

**COURSE DATA****DATA SUBJECT****Code:** 46549**Name:** Human and Organisational Dimension of Quality**Cycle:** Master's Degree**ECTS Credits:** 4**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2260 - Master's degree in Quality Management	Facultat d'Economia	1	Annual

SUBJECT-MATTER

Degree	Subject-matter	Character
2260 - Master's degree in Quality Management	Gestión de la calidad total	COMPULSORY

COORDINATION

OLTRA COMORERA VICTOR

SUMMARY

The **Human and Organizational Dimension of Quality** course addresses the important role played by human and organizational aspects as a fundamental basis for achieving high levels of quality in the products and services offered by an organization. To this end, the course analyzes the "service-profit chain," the connection between Human Resources (HR) management and the EFQM Excellence Model, the influence of HR practices on customer satisfaction through employee satisfaction and commitment, as well as the measurement of job satisfaction and organizational commitment. It also delves into the study of HR practices oriented toward quality management, with an emphasis on competency-based management. In this regard, the following aspects are developed: the AMO model (abilities, motivation, opportunities) as a driver of employee satisfaction and commitment, the foundations of competency-based management, and the different HR practices from a competency-based management perspective. It also examines ways to promote participation and communication in a quality management context, as well as the appropriate UNE standards for HR management. It also studies how the implementation of a quality management system impacts organizational design through changes in key design variables. It also analyzes the organizational balances and paradoxes that underlie the implementation of quality management and that can significantly influence its results, such as continuous improvement and innovation, control and learning, and facilitating and coercive formalization.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

The prior knowledge required to take this course is that required for admission to the master's degree.

COMPETENCES / LEARNING OUTCOMES

2260 - Master's degree in Quality Management

Be able to communicate effectively both orally and in writing, adapting to the characteristics of the situation and the audience.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Contribute to designing, developing and implementing solutions that address social demands, taking the Sustainable Development Goals as a reference.

Demonstrate critical and self-critical reasoning within the field of study, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Demonstrate knowledge and understanding of social inequalities based on sex and gender within this specific field of study; integrate the different needs and preferences based on sex and gender into the design of solutions and problem solving.

Lead teams and empower them.

Learn autonomously, making informed decisions in different contexts, making judgements based on experimentation and analysis and transferring knowledge to new situations.

Make strategic, tactical or operational decisions in the field of quality management.

Promote commitment to quality in all departments and at all hierarchical levels of the organisation.

Propose creative and innovative solutions to complex situations or problems specific to the field of knowledge to respond to different professional and social needs.

Understand the human and organisational dimension of quality and its contribution to sustainability.

DESCRIPTION OF CONTENTS



1. The role of people in quality management

- 1.1. Importance of people in the quality of products and services
- 1.2. Human resources in the EFQM Excellence Model
- 1.3. Links in the chain between Human Resources practices and customer satisfaction
- 1.4. Job satisfaction and organizational commitment

2. Human resource practices oriented towards quality

- 2.1. Human resource practices and the AMO model
- 2.2. Human resource practices and the EFQM model
- 2.3. Human resource practices oriented towards competency-based management

3. Competency-based Management

- 3.1. Competency-based job descriptions
- 3.2. Competency-based selection
- 3.3. Competency-based training
- 3.4. Competency-based performance evaluation

4. Human resource practices oriented toward participation opportunities

- 4.1. Promoting people's participation in quality management
- 4.2. Effective communication mechanisms in quality management
- 4.3. UNE standards that can be used in human resources management

5. Organizational dimension of quality management. Impact of quality management implementation on organizational design variables

- 5.1. Phases of quality management implementation and organizational structure design



- 5.2. Coordination mechanisms
- 5.3. Main organizational design variables
- 5.4. Organizational configurations and quality management
- 5.5. Impact of quality management on job design
- 5.6. Impact of quality management on organizational structure

6. Organizational change. Impact of quality management implementation on the roles played by management and employees

- 6.1. Individual, team, and organizational change
- 6.2. Models of organizational change
- 6.3. Keys to avoiding resistance to change
- 6.4. Success factors for enabling cultural change
- 6.5. Impact of quality management on the roles played by senior management
- 6.6. Impact of quality management on the roles played by organizational members

7. Organizational balances and paradoxes in the implementation of quality management

- 7.1. Formalization and innovation
- 7.2. Facilitating formalization and coercive formalization
- 7.3. Control and learning in the application of quality management
- 7.4. Continuous improvement and radical innovation
- 7.5. The risks of exploitation-based imbalance: The competition and efficiency trap
- 7.6. The risks of exploration-based imbalance: The radical change trap and continued failure
- 7.7. Organizational ambidexterity and the implementation of quality management

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	40,00
Total hours	40,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	40,00
Individual or group project	15,00
Independent study and work	15,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
Total hours	100,00

TEACHING METHODOLOGY

The course is structured in 8 sessions, each lasting 5 hours, combining theoretical and practical classes, as well as a seminar on practical experiences taught by a professional expert in quality management.

Specifically, the teaching methodologies used will be:

- Theoretical classes (interactive lectures)
- Paper discussions
- Case studies
- Seminars
- Project development (real-life application of learned methodologies)
- Guided debate or discussion

For the processing of information through the use of Generative Artificial Intelligence (GAI) tools, the following considerations must be taken into account:

- As a general rule, GAI tools may not be used to achieve the main objective of assessment activities.
- Teachers will explicitly indicate under what conditions and for what type of activities the use of GAI is permitted or restricted.
- If the student uses any GAI tools, they must indicate this in the work submitted. They will include a footnote or an appendix containing the prompt used, its various modifications and a fragment of the most relevant text from the response.



EVALUATION

Students will be assessed, on the one hand, through continuous assessment (completion of activities proposed in the different sessions, individual or group deliverable activities, class presentations, etc.) and, on the other hand, through a final written test (exam).

Specifically, the evaluation systems used will be:

- Final exam - 40%
- Individual assignments - 30%
- Group assignments - 20%
- Attendance and participation - 10%

The final exam accounts for 40% in the calculation of the final mark for the subject and must be passed separately (obtaining a minimum of 5 points out of 10) in order to qualify for a final pass grade.

Continuous assessment (individual and group assignments, attendance and participation) accounts for 60% of the final grade. If applicable, the continuous assessment mark is kept until the second sitting of the same academic year.

REFERENCES

BASIC

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**COMPLEMENTARY**

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