

Identification and Ranking of Key Factors Influencing Organizational Agility Implementation on Total Quality Management (TQM) in Universities (Case Study: Isfahan University of Medical Sciences)

Maryam Taji, Sayed Ali Siadat and Reza Hoveida

Department of Educational Science and psychology, University of Isfahan, Isfahan, Iran

Abstract: Higher education in a circuit system structure, it can have a key role in the transfer of knowledge. It can be stable according to the national need in order to spread the culture and knowledge of modern management when it created a management system, quality-oriented and customer-centric approach. Implimentation of this system at universities, it needs to consider a variety of factors. The purpose of this research is to identify and rank the factors affecting organizational agility implimentation on Total Quality Management (TQM) at universities. The literature review and based on the model of organizational excellence EFQM, 22 sub-criteria were identified in 9 major factor. These factors and sub-criteria were ranked by a survey of 313 experts, academics and university administrators by AHP fuzzy. The results show that according to experts, the decision to implement organizational agility on TQM, the factors “leadership” and “partnership and resources” shall respectively be considered.

Key words: Total Quality Management (TQM), organizational agility, EFQM Excellence Model, academics, organizational agility, partnership and resources

INTRODUCTION

In the past decades, mass production, it's been a dominant organizational model in much of the world and it had an impact not only on production and industry but also on education. The paradigm of mass production, it was a clear and appropriate solution for the needs of education and large-scale, university, society and the labor market as well as the industry entered its graduate. In the last century, universities were working more like industrial equipment. For example, the university created an assembly line as the students were moved from one station to another station (from one base to another base); While teachers were doing the same tasks (Curriculum and Instruction) in each station and at the end of the line (graduation), more students were receiving the same services and they almost have a knowledge and a skill (Braddock and Neaue, 2002). In this period, the market environment, it is fundamentally different from the past so that the students graduate in it. The realities of the global environment and changes in economic, political and social, it has led to the need for higher education to a major change. These facts include the explosion of information and technology, new forms of competition, the end of the era of mass production, diverse and changing student needs and expectations faster rate. In

recent decades, as the paradigm of mass production began to burn, organizational agility features evolved (Cuban, 1988, Apple, 1988; Fullan *et al.*, 1980).

Agility is defined by Goldman and Fairies as an organization's ability to grow and thrive in a competitive environment with constant change and unpredictable by producing products and services of the customer (Goldman *et al.*, 1995). Agility, it has a message for Higher Education in this case, tenure has ended through hierarchical or through the logic of predetermined objectives and precise control. Strive for agility in manufacturing and service organizations. It has caught this terrible abyss organizations sometimes like to ignore quality in the process of acceleration. Therefore, it is necessary to re-examine nimble of organizations in the context of quality and with regard to its dimensions. On the other hand, the emergence of TQM, it created a great development in management practices researchers looked great and positive impact on organizational performance TQM implementation in different ways (Agus and Sagir, 2001; Lorente *et al.*, 1999, 2004; Lai and Cheng, 2003). Given the importance, benefits and challenges of implementing organizational agility in the field of TQM, the aim of this study is to determine the factors that universities should consider when implementing organizational agility. For this purpose, after investigation and analysis of existing literature, factors related to the

two categories of “enablers” and “results” were determined to answer these questions through a survey of experts: What are the key factors influencing the decision to apply organizational agility on TQM in universities? What is the ranking of factors in terms of importance and priority?

MATERIALS AND METHODS

Organizational agility:In the wake of economic and political developments around the world since the late 1980s, great efforts have been made to understand the origins and factors affecting the business of the New World. United States of America took the helm of this movement for the first time when it saw a dramatic decline in the share of global business (especially in the field of production, it is faced with new competitors from Asia and Europe). In 1991, a group of industry experts observed that the rate of increase changes in the business environment, it is faster than the ability of traditional manufacturing in order to adjust and adapt to it. These organizations were unable to take advantage of the opportunities offered to them and the inability to adapt to change; it could lead to bankruptcy and failure in the long term (Hormozi, 2001). So, for the first time, following the meeting of many scientific experts and industry executives, a new paradigm was introduced to the public in a report titled "Manufacturing firm strategy in the twenty-first century: the perspective of industry professionals" by Yakvka Institute. Immediately after the release of the report, the public was used to produce agile jointly (Gunasekaran, 1988).

The production agility, it is a manufacturing strategy based on the introduction of new products in markets that are changing rapidly and also enable the organization to respond to changes in the competitive environment of continuous and uncontrollable. Agile organizations can create and produce, deliver and support all required resources by leveraging the knowledge and cooperation (interior and other agencies) as fast and efficient (saremi and Azhdari, 2009). Researchers have used different scales to measure agility (Gunasekaran, 1988; Sharp *et al.*, 1999; Yusuf *et al.*, 1999; Lin *et al.*, 2006; Yusuf *et al.*, 2004; Zain *et al.*, 2005; Agarwal *et al.*, 2007).

Many researchers have measured the full level of variables that they are expected to lead to agility (enablers) and some of them with a results-oriented approach, they have put on the measurement capabilities expected in an agile manufacturing system (capabilities). Worley and Lawler (2010), the components of organizational agility classified into the following three features:

Strong strategy: The first features an agile design; it is “strong strategy” so that its characteristic is the ability to create results under changing conditions. Organizations with this capability, they are looking to implement powerful strategies so that they achieve their economic and cultural interests through environmental responsiveness. The business environment has become a key strategic issue so that companies can achieve long-term profitability through the implementation of a robust strategy quoted from mehrabi, examine the relationship between organizational agility and process knowledge sharing agriculture organization branch staff, master’s thesis). The strength of the organization, it refers to the ability of the organization as it involves social and environmental concerns in business operations and balance with stakeholders. Each organization must choose the specific objectives and unique approaches so that they are worthy of sustainability organization, in accordance with the purposes and interests of the organization and aligned with the organization's strategy.

Adaptive organization design: Agile organizations, they have a plan to respond quickly to internal and external pressures and adaptability to change or shift in strategic intentions. Adaptive designs with structure, process, people and parameters that are getting good value from a compatible and they support the idea that replay a strong strategy, it is a continuous process and natural (Worley and Lawler, 2010).

Leadership and shared identity: The third feature in an organization, it is agility “leadership and shared identity”. It changes the common organization of thought leadership as an individual characteristic of leadership as an organizational capacity. Shared leadership, it supports the ability to change. In this regard, it is assumed that the hard and soft aspects of organizations, they are directed towards advanced technologies to compete better in guiding the organization to the advanced technology, infrastructure through motivation, leadership, reward systems and so on, it is important. In addition, agility and market knowledge environment, agility depends on the ability to create goals and missions leader in agility. This is supported by organizational rewards to predict, acceptance, change and quickly adapting to it, or even a change in market conditions to benefit from it (Crocitto and Youssef, 2003).

Total quality management: Developments in the world of business early 1980s, it powered the customers and it intensified the demand for goods and services with high

Table 1: Main framework of agile manufacturing development

Resource	Describes the framework and conceptual model of agility
Goldman <i>et al.</i> (2000)	Was established four strategic dimensions to achieve competitive capabilities agile as follows: A) customer enrichment, B) cooperation in order to improve the functionality, C) control and harness the changes, the use of leverage (the effectiveness) of individuals and data
Johansen (2004)	According to him, agility is based on the multi-functionality in three basic dimensions of Production, product and market. They are divided into four dimensions agility follows: A) feature is associated with the product, B) The change of eligibility in the operation, C) Internal and external collaboration, D) Individuals, knowledge and creativity
Yusuf <i>et al.</i> (1999)	They identified the fundamentals of competitive agility as follows: A) Speed, B) flexibility, C) innovation, D) quality, E) profitability, F) behavior and act proactively.
Sharifiand Zhang (2001)	They have identified four aspects of agile production: A) driving agility, B) ability and strategic abilities, C) agility providers, D) agility outcomes
Booth (1996)	Based on agility history, literature review and analysis of several case studies, they presented a concept of agile manufacturing as noted in agility empowerment (measures and actions agile manufacturing) are as follows: A) feisty human resources, B) consolidation and integration of the value chain, C) concurrent engineering, D) agile technology, E) knowledge management.
Gunasekaran (1998)	They provide a conceptual model for the development of an agile manufacturing system as it is made up of four components: A) system, B) strategies, C) technology, D) individuals European Foundation for Quality Management (2006) According to the European Foundation for Quality Management, the pursuit of excellence and excellence, it needs to manage the organization's overall commitment to the fundamental concepts of the EFQM model and fully accept them. Important components of the EFQM Excellence Model are: Leadership, policy and strategy, human resources, Partnerships and resources, processes, customer results, employees results, Society Results and Key Performance Results
Sharpe <i>et al.</i> (1999)	Strategic agility components in universities include: Comprehension (understanding) strategic, leadership potential, integrity and commitment, innovation and fluid sources (flexible sources).

quality and reasonable price. Globalization of trade, it was also accessible and affordable quality products all over the world by this guidance and this case pressure on companies to improve product and service contract resulting in the development of technologies and methodologies such as Total Quality Management (TQM) (Wadsworth *et al.*, 2002). TQM is the emergence of a large development management in action. TQM was introduced in the coming years to 1980, in response to intense competitive challenges Japanese companies in the United States and today it is known as a competitive advantage throughout the world, especially in Western countries and there are few companies that ignore the TQM literature.

“Edward Deming” Japanese American leader in the quality revolution, he believes that there will be two types of companies in the future; those companies that have implemented TQM and those who have been out of range. You do not have to implement TQM, it is not mandatory for survival. Other researchers have confirmed the extremely positive effect of TQM implementation on organizational performance in different ways (Agus and Sagir, 2001; Hendricks and Singhal, 2001; Lai and Cheng, 2003; Lorente *et al.*, 2004 and 1999; Fuentes-Fuentes *et al.*, 2004).

Higher education in a circuit system structure, it can have a key role in knowledge transfer. Higher education can be based on national needs in order to spread the culture and knowledge of modern management when you are creating a system of management, quality-oriented and customer-centric approach. Structure and management system of higher education, they need a serious change as a bridge between knowledge producers and researchers in order to respond to changes in social, political, economic and cultural. TQM is a way that can make this change in higher education. As Salis also believes, TQM is a philosophy of continuous

improvement so that it is able to provide a set of scientific tools and techniques. To meet the needs, desires and expectations of the future present in every institution of higher education.

Factors affecting the adoption of organizational agility:

In order to create agility (or in other words, more agile the organization), attention to the “abilities” and “enablers of agility” has a great importance. “Agility capabilities”, they are elements and infrastructure that enable organizations to respond quickly to changes in the competitive environment (Bottani, 2009). Any organization that wants to be agile and stand in place with confidence it must have the capability to be at an optimum level. As Shahae and Rajab Zadeh (2005) also point out, agile organizations to deal with change, uncertainty and lack of predictability in their working environment, they need a number of distinct capabilities as the most important are: accountability, merit, adaptation and flexibility and fast. However, according to other researchers, agility capabilities include the integration of technology or information systems, people, business processes and facilities (Christopher and Towill, 2001). In order to achieve agility capabilities, organizations can take advantage of a powerful tool called “agility enablers” (Gunasekaran, 1998). To respond effectively to changing needs, there must be agile in all functional areas of the organization. Therefore, the promotion of agility requires flexibility and sensitivity in the strategy, technologies, systems and human resources (Bharadwaj, 2000; Yusuf *et al.*, 1999). Table 1 shows the number of theoretical and conceptual framework provided by the researchers for the development of agility: According to research literature, in this study we use the EFQM to investigate the factors influencing the adoption of organizational agility in TQM at universities.

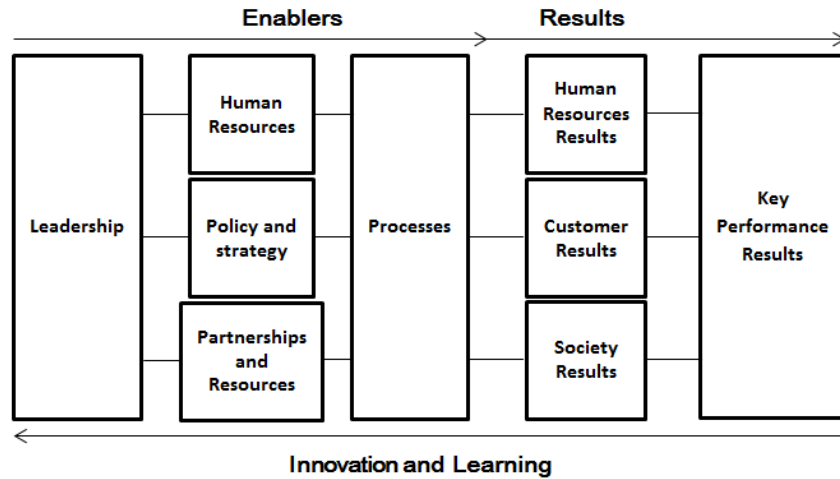


Fig. 1: Overview of the EFQM model and its components

Organizational excellence model EFQM: According to previous studies, a new vision arose in the late twentieth century in the united states of america about quality the end result was represented as the malcolm baldrige national quality award. The award was given to companies that were in the high level of quality. The objectives of this award, it also increased the awareness of quality as a competitive element, understanding the needs of high performance and sharing information. According to the European Foundation for Quality Management in (2006), the basic concept of excellence, it is the concepts that this model is built on them in fact; they are the foundation of the model. These concepts are derived from Core values ??leading companies and organizations in the twentieth century. Organizations that is consistent and compatible with the ideas of thinkers and experts in management science in practice and belief in the concepts in the case of an organization to achieve their goals. The EFQM Excellence Model is made up of 9 criteria, as they are the core of this model and divided into two categories: “Enablers” include the 5 criteria of 9 criteria of the model and there are factors that enable the organization to achieve excellent results; “Results” are included 4 standards so that organizations can achieve excellence in their various fields and it represents the achievement of proper implementation of the “enablers” (Fig. 1).

In this criteria, the structure of model is such that each of these criteria are divided into different sub-criteria and each of these sub-criteria, they have special tips as they assist organizations in implementing the model of excellence in their respective organizations. Then, the 9 criteria of the EFQM Excellence Model are described in brief as will try to explain each of the criteria associated with the structure and academic institutions in every case.

Leadership: Top leaders, they are developing mission and vision and easier access to their conditions. They create organizational values ??and systems required for sustainable success and implementing them through their actions. In the course of evolution, they have stability purposes. Wherever required, such leaders are able to change the direction of the organization and encourage others to follow it (Najmi and Hosseini, 2006). Given the role of leadership in higher education institutions, it is the most important and the main benchmark in quality management university. Leadership concept shows how senior managers have realized the value and performance aspects, focus on students and stakeholders, student learning, employment, innovation and organizational learning. Leadership index also shows that how higher education institutions carry out their responsibilities to the public and key relationships with them.

Policy and strategy: Leading organizations implement their mission and vision through the adoption of a strategy focused on stakeholders in view of the market and an active part in it. Policies, plans, objectives and processes are developed to meet current strategies (Najmi and Hosseini, 2006). It's obviously in universities that quality improvement is not possible without regard to the revision of the strategy. In formulating strategies and policies of the university, it should be noted to the needs of the learner, paths to success based on the analysis of strengths and weaknesses, opportunities, threats.

Human resources: All the leading organizations manage their human resources potential at the individual, team and organizational, improve and benefit from it. They promote justice and equality, participation and

empowerment of human resources in the State. These organizations support their human resources to the region and establishing a relationship with them and encouraged and commended them in a way that leads to encourage employees and their commitment to use their skills and knowledge for the benefit of the organization (Najmi and Hosseini, 2006). In universities and higher education institutions in the field of human resources, it is considering how to improve staff and faculty. How to identify and actualize their potential? And how they help to achieve the objectives of management? Systems review work such as job design, development, promotion and enabling factors and faculty staff performance also check out how to maintain good working environment for motivation and satisfaction of academics. It is clear that there is a close relationship between the indexes of human resources in the EFQM model of quality management in universities.

Partnerships and resources: Leading organizations to plan and manage inter-organizational partnerships, suppliers and internal resources in order to support policy and strategy and the implementation process efficiency. During planning and whilst managing partnerships and resources, they provide a balance between current and future needs of the organization, society and environment (Najmi and Hosseini, 2006). Resource management in higher education institutions, it is related to annual appropriations of funds. So "quality management" must search for partners and internal stakeholders in the successful management of educational institutions in order to provide funding for research and the successful implementation of quality improvement programs. In this context, it refers to the relationship with the above organizations and other educational institutions, scientific and educational development.

Processes: Excellent organization design and management and improve your processes in order to gain full satisfaction of our customers and create value for their growing and other stakeholders (Najmi and Hosseini, 2006). Processes are an important part of the model and there is general consensus about the important role of EFQM and processes in implementing quality improvement programs. Manage the testing process is an important aspect of academic processes are focused on learning, training design and delivery of key services and processes to support students and so on. This category covers all key processes and all academic units.

Customer results: Leading organizations measure thoroughly outstanding results with your customers and achieve them (Najmi and Hosseini, 2006). There are many problems in using the term "client" in higher education institutions. Check the problems and difficulties of the customer look, university puts it provided useful information but they are not always. There are people in a certain time period but these Mysternd customers in the next period. Some customers come in and then leave and they are offered a place at university students and new people. According to information obtained, university can establish a positive relationship with the audience and customers and the identification of the parties.

Employees results: Leading organizations measure the outstanding results related to human resources in general and achieve them (Najmi and Hosseini, 2006). Also, check motivate staff and faculty adequate attention in the higher education to determine do they have been able to develop their full potential in line with the goals and programs of the University and they use them or not? Also to note is that how was the university's efforts to support and personal growth of its members?

Community results: Excellent organization measures related to outstanding results in inclusive society and achieve them (Najmi and Hosseini, 2006). In universities and higher education institutions also pointed to the fact that the University has achieved its objectives in relation to society or not?

Key performance results: Leading organizations measure the outstanding results related to key elements of policy and strategy and achieve them (Najmi and Hosseini, 2006). The results of financial and non-financial key performance refer to the goals of higher education institutions. This issue examines the learning outcomes of students, results focus on students and stakeholders, budget, finance, results of faculty and staff.

RESULTS AND DISCUSSION

This study is steak survey research with an applied nature. In this study, we will identify and rank factors that could be used in making use of organizational agility on Total Quality Management in universities and higher education institutions. For this purpose, two stages are done. In the first phase, the factors influencing the decision were identified using organizational agility using library studies, articles and research in academic centers.

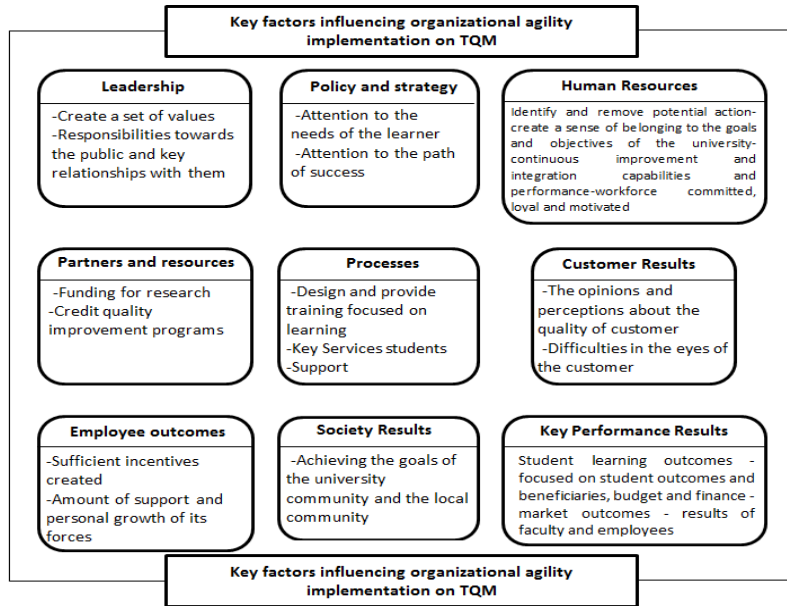


Fig. 2: Key factors influencing organizational agility implementation on TQM



Fig. 3: Tree hierarchy of the factors influencing the decision to apply organizational agility

Figure 2 shows the factors identified in this study. In the second phase, the factors identified were ranked by questionnaire and with the help of fuzzy AHP technique based on the research

questions. For this purpose, the hierarchical structure of factors affecting the implementation of organizational agility is depicted as Fig. 3 shows.

Table 2: Fuzzy spectrum and corresponding verbal expressions

Verbal Phrases	Fuzzy number	Code	Verbal Phrases	Fuzzy number
Equal importance	(1,1,1)	6	High to very high importance	(5,6,7)
Low-to-moderate importance	(1,2,3)	7	Very high importance	(6,7,8)
Moderate importance	(2,3,4)	8	Very high to quite high importance	(7,8,9)
moderate-to-high importance	(3,4,5)	9	Quite high importance	(8,9,10)
High importance	(4,5,6)			

Table 3: Compatibility matrix aggregated rate

Levels of hierarchy	Aggregated as matrix	Rate of Adjustment
First level	Aggregated matrix of paired comparisons the sub-criteria of Leadership	0.0864
	Aggregated matrix of paired comparisons the sub-criteria of Policy and strategy	0.0703
	Aggregated matrix of paired comparisons the sub-criteria of human resources	0.0666
	Aggregated matrix of paired comparisons the sub-criteria of Partnerships and Resources	0.0784
	Aggregated matrix of paired comparisons the sub-criteria of processes	0.0612
	Aggregated matrix of paired comparisons the sub-criteria of customer results	0.0511
	Aggregated matrix of paired comparisons the sub-criteria of employee results	0.0435
	Aggregated matrix of paired comparisons the sub-criteria of society results	0.0523
	Aggregated matrix of paired comparisons the sub-criteria of key performance results	0.0597
Second level	Aggregated matrix of paired comparisons the factors affecting using organizational agility	0.0737

The statistical population and sampling: According to the expert of the subject, the study population is higher education experts and administrators, university (known to management) and all the staff at universities and the sample was selected from Isfahan University of Medical Sciences in 94-1393. 313 persons were taken into account, for example, according to Morgan. Questionnaires were sent to 313 experts so that from this number, 305 questionnaires were received and finally our evaluation, 300 questionnaires were used.

Data collection tools: In order to experts, a questionnaire has been used in pairwise comparison matrices. The questionnaires were designed in such a way that respondents could specify the importance of each criteria and sub-criteria test to compare their group to assess the validity, used management experts and academics. In order to assess reliability, was used the incompatibility rate should not exceed the value of 0.1 (shown in Table 2). After collecting responses from experts in theological questions, these responses must be converted to fuzzy measures. Scale used in this study, the fuzzy scale 9 each (Table 3) Kaul and Verma have proposed so that the hourly scale.

Fuzzy AHP thomas L. Saaty: Analytical Hierarchy Process (AHP) developed by Thomas L. Saaty in the 1970s, it is the most famous and most practical multi-criteria decision-making techniques. The base lies in the method of paired comparisons. Fuzzy Analytic Hierarchy Process (FAHP), including the phase of the method (AHP) classic using fuzzy numbers and calculations. To deal with the ambiguity of the comments humans, Professor Lotfi Zadeh proposed fuzzy set theory in 1965 to convert the uncertainty caused by the

ambiguity and imprecision of Events to a model. Chang (1992), he presented a very simple way to extend the analytic hierarchy process in phase space. This approach was welcomed by researchers based on the arithmetic mean of experts and normalized hourly and developed using triangular fuzzy numbers (Zanjirchi *et al.*, 2011) This method is as follows:

- Step 1: Drawing tree hierarchy: The first step is to draw hierarchical structure determination using target levels, criteria and sub-criteria
- Step 2: Matrix of paired comparisons: In this stage, “matrix arrangement” are formed in accordance with the decision tree using experts and the incompatibility rate calculated
- Step 3: This step involves calculating the arithmetic mean of the comments
- Stage 4: This stage will calculate the sum of the row
- Stage 5: This stage is concerned to normalize the rows weights
- Step 6: This step will determine the degree of probability larger
- Step 7: This step applies to normalize the weight vector
- Step 8: This step relates to the combination of weights in order to obtain priority (Zanjirchi *et al.*, 2011)

Fuzzy AHP calculations by Chang: Using AHP (Fig. 2) and by following the step-by-phase process mentioned above, the first experts to be aggregated verbal expressions by converting the triangular fuzzy numbers according to Table 2 and the incompatibility rate is calculated (Table 3) according to the method Gogus and

Table 4: Relative weight and the final criteria and sub criteria

Final weight	Local Weight	Sub criteria	Weight	Criteria
0.1752	0.362	Create a set of values	0.484	Leadership
0.1074	0.222	Responsibilities towards the public and key relationships with them		
0.0294	0.121	Attention to the needs of the learner	0.243	Policy and strategy
0.1071	0.441	Attention to the path of success		
0.0335	0.167	Identify and remove potential action	0.201	Human Resources
0.0309	0.154	Create a sense of belonging to the goals and objectives of the university		
0.0387	0.193	Continuous improvement and integration capabilities and performance		
0.0548	0.273	Workforce loyal and motivated		
0.1065	0.366	Funding for research	0.291	Partners and resources
0.068	0.234	Credit quality improvement programs		
0.0765	0.416	Design and provide training focused on learning	0.184	Processes
0.0452	0.246	Key Services students		
0.0546	0.297	Support		
0.021	0.188	The opinions and perceptions about the quality of customer	0.112	Customer Results
0.03	0.268	Difficulties in the eyes of the customer		
0.0156	0.266	Sufficient incentives created	0.059	Employee outcomes
0.0188	0.319	Amount of support the its forces		
0.023	0.162	Achieving the goals of the university community and the local community	0.142	Society Results
0.0439	0.287	Student learning outcomes	0.153	KeyPerformanceResults
0.027	0.177	Focused on student outcomes and beneficiaries, budget and finance		
0.0296	0.194	Market outcomes		
0.033	0.216	Results of faculty and employees		

Boucher in order to ensure the compatibility matrix and at the end calculate the weight of each of the criteria for levels two and three in the hierarchy.

To calculate the weight of each sub criteria indicating their importance according to the experts, it is necessary to multiply the weight of the third level sub on criterion of their weight in the second level. Table 4 shows the weight criteria for the second level (relative to target) and the third level sub weight and the weight of each sub criteria. Prioritize each of these criteria and sub criteria as factors affecting the implementation of organizational agility on TQM, it is visible with respect to the final weight in Table 4.

CONCLUSION

Past approaches and solutions, they have lost their ability to deal with contemporary organizational challenges and the external environment. Thus, Agility is one of the ways to meet the agents of change and organizational change (Zanjirchi *et al.*, 2011). Organizational agility implementation is required to consider the dimensions of various factors such as the implementation of any type of innovation. In this study, the key factors affecting use of organizational agility were investigated in University of Medical Sciences in the three categories include leadership, policy and strategy, human resources, partnerships and resources, processes, customer results, people results, society results and key performance results with 22 sub-factors finally, these factors and sub-factors were ranked. The findings show from view of experts that the "leadership" in the first place

to apply the factors affecting organizational agility on TQM. To consider the impact of business processes and rely on modern technology in the service, it's obviously, the role of "leadership" is clear and decisive in guiding and organizing facilities and people as scout in service Provider so that direct contact with the consumers of knowledge. Also, "Company and resources" factor is in second place.

After "leadership" and "partnership and resources" factors, "Policy and Strategy" and "human resources" factors are ranked third and fourth. Factors related to the "policy and strategy" that includes attention to the needs of the learner and focusing on successful routes as "according to the routes to success" sub-factors, it is the most important sub-criteria so that it is in third place in the survey of 22 sub-criteria. Also next rankings are "process", "Key Performance Results", "community benefits" and "Customer Results" and "People Results" factors. The results of this research using AHP, it showed that now, with regard to the situation in Isfahan University of Medical Sciences, the leadership and partnership and resources should be considered with the greatest potential to achieve agility as TQM native dimentions to direct and guide the organization in the context of quality excellence agility.

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