
Self-assessment and Improvement of Sustainable Innovation Excellence

A Danish Study

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Abstract

The purpose of this paper is to report on the development of a methodology and an associated measurement instrument for diagnosing innovation excellence, and to show how this methodology was applied in a case study. The conceptual model behind the measurement instrument has been developed based on the specific enabler criteria and criteria parts from the European Excellence Model adapted to the innovation area. The areas to address (= the key performance indicators) under each criterion is the result of a comprehensive study of innovation literature combined with the case company's experiences from a relatively new established technology centre.

After the initial model building (section 2) a "4P" model and strategy for building sustainable organisational excellence will be presented in section 3, followed by a presentation and discussion on the epistemology and ontology of the "4P" model in section 4. Then a simple approach for measuring and diagnosing innovation excellence will be presented in section 5 and the results by using this simple approach will be presented and discussed in section 6. The paper will then be finalised in section 7 with final discussions and validation of the "4P" model.

Literature study and model building

Based on extensive literature studies (Martensen & Dahlgaard, 1999, 2000) related to the EFQM Excellence Model and extensive discussions with leading innovative companies we have developed the model for measuring and diagnosing innovation excellence shown in figure 1.

It follows from figure 1 that the model consists of the following 7 enabler or driving factors and one result factor (Products = Innovation Results):

1. Leadership
2. Customer Orientation
3. Innovativeness
4. Strategies & Plans
5. People
6. Partnership & Resources
7. Processes.

Under the first driving factor Leadership we identified for our context (innovation) two critical success factors *Customer Orientation* and *Innovativeness* which should have a high priority and hence visibility in order to assure sustainable innovation excellence. This is the background why we in our model building decided to define these leadership sub-criteria as special enablers which should be measured and assessed with the same focus as other enablers of the model.

By *sustainable innovation excellence* we mean that innovative new products or services are developed in a way which both in the short term and in the long run satisfies the customers and other stakeholders, such as employees, suppliers and society, in a balanced way. Hence it is obvious that the basis for developing new innovative products is a *customer culture*, which starts with the identification of the potential customers problems and needs and ends with customer satisfaction and loyalty. Everyone involved in innovation should have an open, constructive, positive attitude towards its customers and make sure to understand customers' needs and problems (EIRMA, 1993, p. 45).

Regarding the influence of people on the innovation process and hence on innovation results, this aspect is supported by several studies (Cooper & Kleinschmidt, 1988; Wilson, 1990; Cooper & Kleinschmidt, 1991; Cooper, 1998). We believe that one of the primary tasks in the future for leaders and its people will be to integrate creativity and learning in the innovation processes, and motivate and manage knowledge, learning and creativity in relation to its people. *Learning* helps to increase the capacity of a person's creativity. *Creativity*, on the other hand, is the foundation for building a learning organisation, and is the underlying driver behind all improvements and innovation. To have success with that integration, leadership is needed at the top level as well as at the department levels and at the team level. That is the reason why we have integrated the sub factor *Innovativeness* under the leadership factor.

It is a management responsibility top management as well as middle management to build an innovative culture, with norms and values, which supports innovation and new product development. Such a culture is not a coincidence. It is the result of intentional long term activities. It is the result of careful thinking, reflection, planning, measurements and follow-up from top level to process level. The plans for building the right innovative culture should be a part of the yearly strategic planning and follow up process (*Strategies and Plans*) where the deployment process follows the *Hoshin Planning* methodology (see Dahlgaard & Dahlgaard-Park, 1999).

One difference from the model in figure 1 and the European Excellence Model

(EFQM) is that the model in figure 1 only has one result factor *innovation results*. The reduction of the results criterions compared to the EFQM Excellence Model was done partly in order to simplify the model but also to assure flexibility.

The types of results to be included under innovation results should always be flexible and be related to the context and the companys strategic goals which should be determined by balancing the different stakeholders needs and interests. Hence the concept of *sustainability* should be used here in order to assure both long term and short term customer and other stakeholders satisfaction, meaning that the company in its new product development activities is building *Sustainable Innovation Excellence*.

As discussed above, another difference from the European Excellence Model is that the leadership factor has been split into 2 enabling sub-factors. Building a culture of *innovativeness* and *customer orientation*, which is part of the leadership criterion in the EFQM Model, is so crucial for innovation success that we decided in our initial modelling to separate these sub-criteria from the general leadership criterion to become new enabler criterions. Hence we increased in our initial study the enabler criteria compared with the EFQM excellence model from 5 to 7.

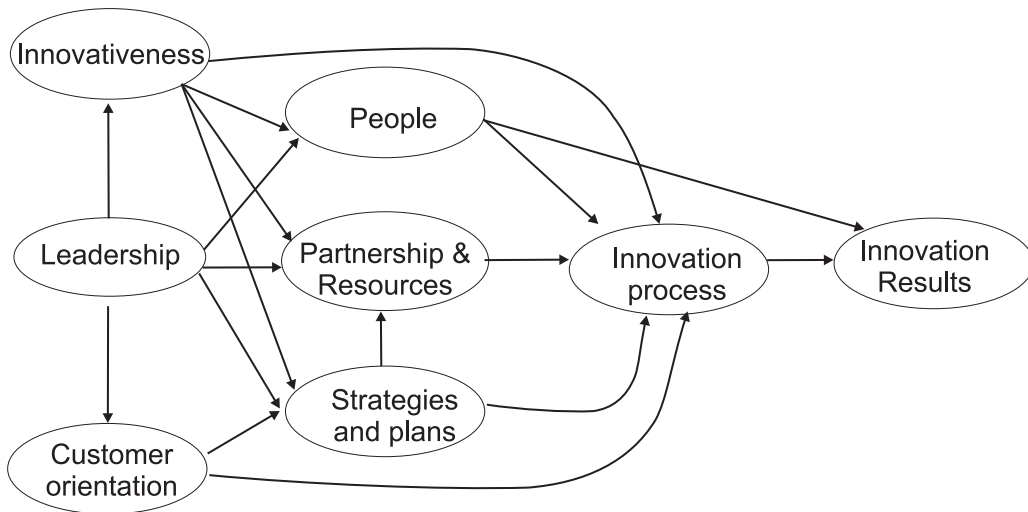


Figure 1: A Conceptual model for measuring Innovation Excellence

According to the model in figure 1, six factors are driving the innovation process. As *strategies and plans*, together with *innovativeness* and *customer orientation*, also may be regarded as belonging to the leadership factors, a simple version of the models enabler side is “the 4P” models enablers (Dahlgaard-Park & Dahlgaard, 1999, 2003, 2006):

1. Leadership
2. People
3. Partnership and
4. Processes

The “4P” models main message is that before companies try to improve their processes they must improve the areas of leadership, people and partnerships. The background of “the 4P” model will be presented in the following section and model validity will be analysed further in sections 6-7.

3. A People Oriented Quality Strategy for Building Sustainable Organisational Excellence

As there is an increasing recognition of employees as organisations greatest asset (Dahlgaard 2002), there seems to be a need to develop a people oriented quality strategy or model to be used as a guideline for strategic planning, implementation, measurement and follow up when companies are trying to build *organisational excellence*. Such a model should clearly signal that the first step in building organisational excellence is to build quality into people, and that “the people first policy” and “total development of people” are essentials for achieving organisational excellence (Dahlgaard-Park, 2002).

Dahlgaard-Park & Dahlgaard (1999) suggested a model of organisational excellence, called “*the 4P*” model, in which

the people dimension is recognised and emphasised as the primary enabler. According to the model, building quality or excellence into the following 4P develops Organisational Excellence (OE): 1. People, 2. Partnership/ Teams, 3. Processes of work, 4. Products / service products.

“The 4P” model is suggested based on the recent awareness on human resources and their role in the organisational context as the basic unit for any organisational improvement activity. From this viewpoint, it is argued that the first priority of any quality or excellence strategy should be to build quality into people as the essential foundation and catalyst for improving partnerships, processes and products. But what does that really mean? In order to answer that question, we need to understand human nature, human needs, human psychology, environmental and contextual factors of human behaviour because the project of “building quality into people” can only be carried out when we have a profound knowledge of people and psychology (Deming, 1993).

The quality strategy should always be implemented multidirectional, i.e. through a top-down, middle-up-down and a bottom-up strategy (Dahlgaard et al. 1994 & 1998). The strategy should follow the Policy Deployment approach (Hoshin Kanri), which has both the top-down and the bottom-up strategy included. Such an approach provides a framework for building quality into the following three levels (Dahlgaard-Park, 1999):

1. Individual level,
2. Team level, and
3. Organisational level.

An efficient quality strategy aiming at improving “the 4P” can only be developed based on an understanding of the interrelationships and interactions between individuals, teams and the organisation and the critical contextual factors at each level.

Figure 2 below illustrates these interrelationships and the process of building these different levels. The figure indicates that building Organisational Excellence (OE) starts with *building Leadership*, which means developing (educating/ training) and/or recruiting leaders with the right values and competencies. The next step is to develop and/or recruit *People* with the right values and competencies. Especially the value dimension leaders behaviours determine if core values (as for example trust, respect, openness etc.) will be diffused and will become a part of the organisational culture (Dahlgaard-Park & Dahlgaard, 1999). *Building Partnership/Teams* means that teams are established and developed, so that each team is able to practice the right and needed values and competencies, and *Partnership* is established in all people relationships - within the team, between team members (intra-team), between teams (inter-team) and with other people or groups outside the team (suppliers, lead customers etc.). *Building Processes* means that leaders, individuals and teams day by day try to practice the needed values and competencies based on the principle of continuous improvement and the companys mission, vision, goals and strategies. *Building Products/Services* means building quality into tangible and intangible products/services through a constant focus on customers needs and market potentials, and to practice the

principles of continuous improvement parallel with innovativeness in new product development. The foundation (building leadership) supports the four other factors represented by “the 4P” and all together the 5 factors comprise a roadmap to the “result” called *Organisational Excellence* (OE). It is assumed by the model, that all 5 factors are necessary for achieving organisational excellence.

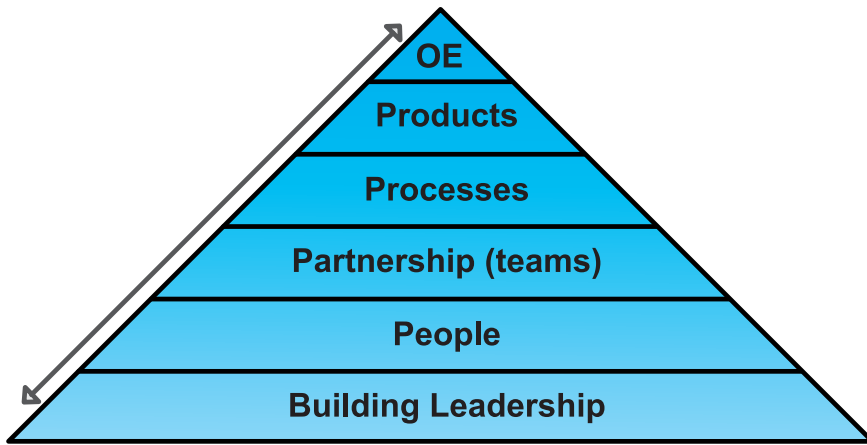


Figure 2: Building Organisational Excellence (OE) through Leadership and “the 4P”

By combining figure 1 and figure 2, the “4P” model can also be presented as shown in figure 3 below.

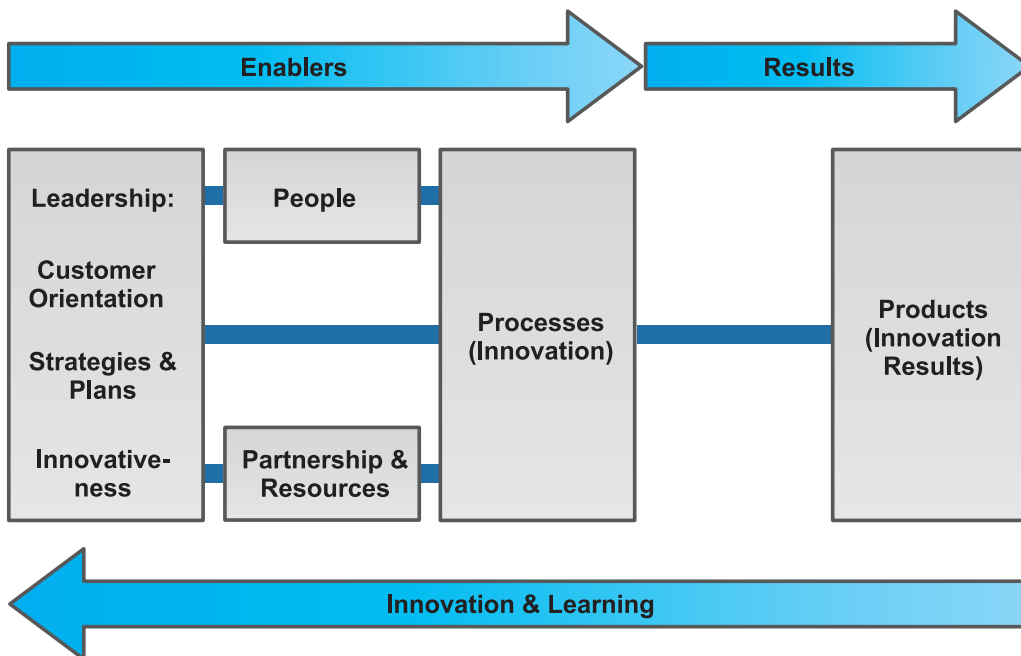


Figure 3: The “4P” Excellence Model to be adapted for Innovation and New Product Development

Epistemology and Ontology behind the “4P” Model

In this section of the article we will reflect on our paradigms and assumptions which the “4P” model is based on.

One of the basic assumptions behind *the “4P” model* is *the principles of open systems theory* that recognise the importance of interrelationships, processes, contingency and integrative aspects between various parts of a system (Deming, 1993; Luhmann, 1995). More specifically we adopt the purposive and goal seeking socio-cultural system view, (Buckley, 1967) in which organisations are supposed to intentionally searching and receiving information and making efforts in order to keep moving towards their goals. The positioning of *Building Leadership* in the “4P” model should be understood from this point of view, as we recognise the decisive influence and authority of leadership in shaping goals and designing the vision, mission and strategy for achieving the goals. Although we recognise the decisive role of leadership in shaping the vision, mission and organisational culture, the influence and interaction aspects of all levels and subcultures should not be underestimated. The multidirectional approaches of *the “4P” Model* are based on this view.

Seen from this perspective, all activities and interactions are information exchange activities, which organisations try to utilise in order to not only maintain their existing standards and processes (morphostasis), but also to improve and change (morphogenesis) (Buckley, 1967:58-62; Scott, 1981/2003: 90-91). Thus, in order to continuously improving the systems

capability and energy, information from the outside environment are utilised to restore, maintain and improve structures, processes and routines. In this way, energy is “imported” from the outside and are being utilised for work, which is valuable for customers and other stakeholders internal as well as external stakeholders. Without this continuous import of energy, there is, according to the second law of thermodynamics, a risk that the system spontaneously will move towards a state of increasing *entropy* a state of maximum disorder a state where energy cannot be turned into value-added work.

Another assumption in relationship with the “4P” model is the aspect of organisational reality. The quality movement has often been explained and characterised as a quality evolution from a rather mechanical view with a focus on objective and rational elements to a more holistic and organic view with a focus on both subjective and objective elements of organisational reality (Dahlgard, 1999; 2002). TQM can be explained as an ongoing process of fusion between western and eastern ways of seeing, thinking, interpreting, understanding, and doing. It is argued (Dahlgard, 2002), that the rational and logical approach is a heritage from the western tradition mediated by pioneers such as Shewhart, Deming and Juran, and the more holistic and humanistic approach is a heritage of the eastern tradition, mostly transmitted by Japanese practices. As a result of this quality evolution, which also comprises the fusion between western and eastern traditions, TQM as well as the various Business Excellence Models came to recognise this multifaceted reality (Dahlgard, 2002). The multifaceted reality means here that the various aspects of

organisations, e.g. subjective, irrational, objective, logical, rational, emotional, formal and informal aspects are all recognised as representing organisational reality, and are thereby candidates for consideration (potential areas to address) in relationship with implementing TQM and building organisational excellence.

As many theoreticians still seem to misinterpret excellence models by seeing these models only from a one-sided reductionist view, we emphasise that *the “4P” Model* should be viewed as an integrative model where the distinctions between subjective/mental and objective/physical as well as between micro/individual and macro/collective aspects of reality are abandoned. Instead of dichotomies between these aspects, we suggest an integrative approach where subjective and objective as well as micro and macro aspects are to be seen as a dynamic continuum of organisational reality and thereby as parts of the reality.

As can be seen from table 1 below, the various elements of *the “4P” Model* can be interpreted as parts of the dynamic continuum between the micro-macro and the subjective-objective pole of organisational realities. The micro/individual macro/collective continuum is shown vertically and the subjective/intangible objective/tangible continuum is shown horizontally.

Because the table may be misinterpreted as four distinctive areas, we emphasise the importance of interactions and interrelationships among and between the four areas. The micro/subjective area of organisational reality involves individual persons mental processes such as

perceptions, thoughts, intentions, beliefs, motives, willingness, desires etc. These realities are often difficult to observe, as they are mostly intangible. The micro/objective area of organisational reality involves the more tangible aspects of individual processes such as behaviour and interaction patterns. The macro/subjective area of organisational reality involves intangible collective processes e.g. norms, values, political interest of groups, departments and organisations. The macro/objective area involves tangible collective organisational realities such as vision, mission statements, the visible part of organisational cultures in terms of the way of celebrating success and failures, the way of using symbols, work processes, rules, routines, technology, manuals, structures, collective behaviour patterns, communication channels, reward systems, products, profits etc.

Table 1: The “4P” and the Four Aspects of Organisational Realities

	Subjective/ intangible	Objective/ tangible
Micro/Individual	Individual feelings, perceptions, assumptions, values, thoughts, intentions and will, beliefs, motives, meaning creations, desires, motivation, commitment, loyalty (Building Leadership, People and Partnership)	Individuals’ patterns of behaviour Leadership behaviour and patterns, Patterns of interactions Patterns of partnership Individual work processes Individual work performance (Building Leadership, People, Partnership and Processes)
Micro/Individual	Groups, departmental and organisational norms, values, political interest, power relationships, informal power structure, conflicts, interpersonal-, inter group meaning creations (Building Leadership, Building People and Building Partnership)	Vision, mission statement, Symbols, Ceremony, Traditions, Patterns of inter group /inter departmental interaction and partnership, Patterns of inter organizational partnership, Groups, Departmental and organisational work processes, Training and education programmes, Rules, Techniques, Communication channel, Structures, Manuals, Technology, Routines, Products (Building, People, Partnership, Processes and Products)

Seen from the “4P” model, large parts of *Building Leadership* and the first two Ps - *People* and *Partnership* building - belong to the micro areas, and large parts of the last two Ps - *Processes* and *Products* - belong to the macro areas of organisational realities. However, as the organisational realities are not divided into different categories or levels, they are overlapping in all areas. Thus, the most important point is that all four aspects of realities are important, and there are mutual interrelationships between all four areas.

The micro/subjective realities will often be *key performance indicators* and input for micro/objective realities and vice versa. Similarly micro/subjective realities are also closely interrelated to macro /subjective

realities. Individual persons can initiate an action (micro objective) driven by some personal motives, intentions and willingness (micro subjective), however those personal motives might have been shaped, modified and constrained by the organisational culture (macro subjective) or the existing hierarchical structure (macro objective). In other words, individuals behaviours and actions are often constrained and shaped by the organisational environments. Thus interrelationships between them are multidirectional and not a clear linear cause-and-effect or enabler-results relationship. These relationships can be explained as an ongoing process of becoming (Sztompka, 1991) or emergence (1988) where feedback and feed-forward flow constantly at all levels through

interactions. Various processes identified in knowledge creation such as externalisation, internalisation, sympathy, socialisation, combination, articulation (Nonaka & Takeuchi, 1995) etc. are some main mechanisms in interactions that make this becoming or emergence possible.

Although we are careful and reluctant to make priorities at any level, we can observe from table 1 that the impact of *Leadership* is obvious within and between all four levels. This is the reason behind our argument of leadership to be considered as the foundation of the “4P” model indicating that *Leadership* is the most critical and influential factor of the model.

Questionnaire Design and a Simple Approach for measuring Innovation Excellence

During the spring of 2000, a questionnaire survey was run in a large Danish pump manufacturing company. The final version of the questionnaire comprised 80 questions related to innovation, which was a reduction from approximately 300 questions in the prototype questionnaire. The questionnaire was developed during a period of a year where the authors had a close co-operation with 4 managers from the innovation area. During this period, a prototype of the questionnaire was developed and 15 people tested this prototype by filling out the questionnaire. Through simple data analyses, feed back and discussions with the managers, the final version of the questionnaire was developed.

Respondents were asked to rank each question, formulised as statements, according to their perceived degree of *agreement* and *importance* using a Likert

scale ranging from 1 to 5. On the “importance” scale, a “1” indicates that the statement according to him/her is of very minor importance, while statements that score “5” are perceived as having very high importance. On the agreement scale, a “1” indicates that the respondent fully disagrees with the statement, while a score of “5” means that the respondent fully agrees with it. To fully disagree with a statement means, for the first 7 critical success factors of the model (the enablers) that the respondent does not agree, the driver (activity) behind the question (statement) has been implemented into daily practice. To fully agree with a statement means, for the first 7 success factors of the model that the respondent totally agrees, that the driver (activity) behind the question (statement) has been implemented into daily practice. Generally the importance measurements (= I) can be understood as indications of the respondents needs and the agreement measurements (= P) as indications of the companys performance. Any negative difference between perceived indicated performance and perceived importance (P I) can be regarded as a gap indicating an opportunity for improvement seen from the respondents points of view.

260 employees involved within the innovation area were invited to participate in the survey and to fill out the developed questionnaire. 131 questionnaires were returned giving a response rate of approximately 50%.

Using a Simple Approach to Prioritise Improvement Areas

By using the simple approach, the gaps between importance and agreement were analysed and the biggest gaps were

regarded as most interesting to analyse. It is assumed that the biggest gaps are signals from the respondents about where to improve first. Therefore, the first step in the simple approach is to rank the statements according to the size of the gaps. Table 2 shows the statements with the biggest gaps first the enabler statements and then the result statements.

A quick overview tells us that according to the ranking in table 2, the enabler factors should be prioritised for improvements in the following order: 1. Leadership, 2. Partnership & Resources, 3. People, 4. Processes, and 5. Strategy. The message is very clear:

Improve first the “soft aspects of innovation” (=Leadership, People and Partnership), before you try to improve the “hard or logical aspects” (=Processes, Strategy).

This ranking is the same as suggested by Dahlggaard-Park & Dahlggaard in their “4P Model” for building organisational excellence (1999, 2000, 2003, 2006). The suggested ranking is also supported by the biggest gap under *innovation results* which is “employees motivation and commitment have increased during the last 4 years”.

Table 2: Identification of Statements with the biggest gaps

Criterion	Statements from Enablers	(importance, agreement)	Gap
Leadership	The organisation is characterised by an innovative culture (time to think freely and follow up on own ideas, learn of experiences, risk willingness etc.), entrepreneurship.	(4.51, 3.30)	1.21
Leadership	Important information is shared quickly and accurately to the right persons - up, down and sideways in the organisation.	(4.47, 3.45)	1.02
Leadership	Creating, acquiring and transferring of new knowledge and skills are a part of the company culture.	(4.49, 3.52)	0.97
Partnership/ Resources	The resources, necessary to accomplish the roles set up for the company's innovation programme are clearly mapped out	(4.22, 3.33)	0.89
Partnership/ Resources	The company allocates consequently and visibly resources for the innovation	(4.16, 3.28)	0.88
People	The reward system related to innovation is known by everybody and reviewed and improved collectively	(3.88, 3.03)	0.85
Leadership	The organisation is always scanning the horizon and is proactively anticipating change	(4.32, 3.48)	0.84

Partnership/ Resources	The employees participate in external innovation activities, creativity discussions, creativity teams etc.	(3.98, 3.18)	0.80
People	All people try to improve and develop themselves in order to cope with future challenges within the innovation area	(4.38, 3.66)	0.72
People	Core team members use 80% or more of their time on the innovation project	(4.21, 3.52)	0.69
Processes	Bench Marking data from “best practices” within innovation are used to set objectives for future improvements	(3.97, 3.30)	0.67
Processes	Faulty omission of key activities in the new product development process seldom happens	(4.33, 3.68)	0.65
People	The innovation team consists of committed employees from different departments which participate equally in the project	(4.11, 3.48)	0.63
Processes	Design errors, production errors, communication errors, marketing errors, etc. are continuously reduced or eliminated throughout the new product development process	(4.39, 3.78)	0.61

People	Team members are empowered to make decisions about their innovation project and to participate in the planning and decision making for innovation	(4.24, 3.67)	0.57
People	People in the organisation possess a willingness to accept and adopt 'external' ideas	(4.10, 3.54)	0.56
Strategy	Visions, goals, and strategies for innovations are communicated clearly to everybody	(4.26, 3.81)	0.45
Strategy	A Policy Deployment Process for innovation is established (develop 3-5 year plans, annual objectives, departmental plans, implementation, reviews, etc)	(4.16, 3.74)	0.42
Strategy	Success criteria for the innovation programme have been formulated (guidelines, minimum standards, result benchmarks etc.)	(3.88, 3.49)	0.39

Statements from Results:			
People	Employees' motivation and commitment have increased during the last 4 years	(4.46, 3.70)	0.76
Products/ Sales	The percentage of sales provided by innovations that are less than four years old has increased	(4.16, 3.50)	0.66
Products/ Sales	The number of innovations that provide the company with a sustainable competitive advantage has increased the last three years	(4.36, 3.71)	0.65
Products/ ROI	Return on investment (ROI) of the company's innovation programme has increased during the last four years	(4.11, 3.60)	0.51

Discussion and Conclusions

An important finding by using *the simple approach* was that:

Improve first the “soft aspects of innovation” (=Leadership, People, and Partnership) before trying to improve the “hard or logical aspects” (=Processes, Strategy).

This finding is supported by Peters and Austin (1985) who found *excellence* as being the result of the following 4 critical success factors:

1. *PEOPLE*, who practise
2. *Care of CUSTOMERS*,
3. *Constant INNOVATION* and
4. *LEADERSHIP* which binds together the first three factors by using *MBWA* (Management by Wandering Around) at all levels of the organisation.

The finding is also supported by the logic of the European Excellence Model and our research experiences with this model (e.g. Dahlgaard & Dahlgaard-Park, 2003).

In case after case, when companies did their first self-assessment, we observed almost the same results: The biggest gaps were related to leadership and people oriented areas (the subjective/ intangible part of table 1). It seems as if top and middle managers too often ignore these factors and focus too much on logical factors such as technology and economy. But a focused self-assessment approach such as the approach used in this case will function as an “eye opener” and top management as well as middle management will easily come to a consensus about what to improve first. After having prioritised and worked with understanding (analysing) and

improving the soft areas then remarkable improvements in these areas will often be experienced and new priorities for improvements will be identified in the following self-assessments (see Dahlgaard & Dahlgaard-Park, 2003). These new priorities may gradually be more focused on logical areas (the objective/tangible part of table 1) without forgetting the learning points from the first self-assessment run. A new and sustainable company culture has gradually emerged a culture which is characterised by 1. Respect for People, and 2. Continuous Improvements, which is the same as the DNA of Toyota Production System (Dahlgaard & Dahlgaard-Park, 2006).

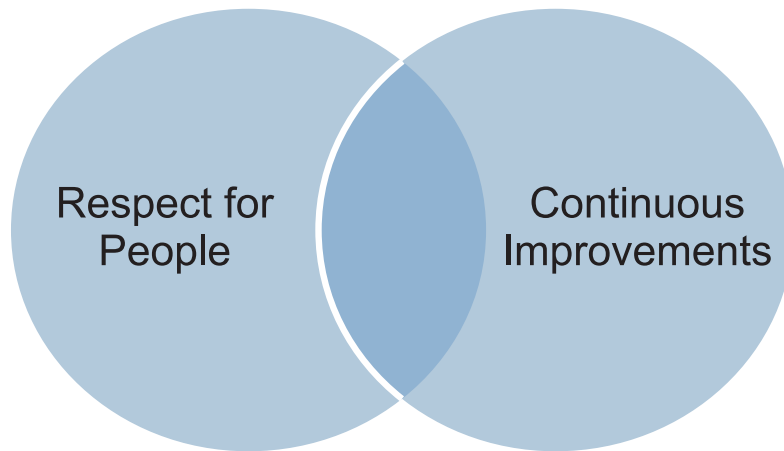


Figure 4: Toyotas DNA

Our observations above may be understood simply by flaws in the existing managerial paradigms. Seen from a Meta level, *TQM and the Excellence approach* requires a fundamentally different managerial paradigm and mental model compared to earlier quality approaches.

Earlier quality approaches were rooted in a positivistic and reductionist paradigm which is well matching when focusing and understanding the formal and tangible aspects of organisations (Dahlgaard-Park, 2006). One major problem with the various excellence models and the managerial practices of these models seems to be that people still interpret these models from a positivistic and mechanistic paradigm. The high failure rate with implementation of TQM and Excellence Models seems to be related to this problem (Dahlgaard-Park, 2002). The phenomenon can be illustrated by an analogy of a doctor who tries to cure a mental sick person by carrying out a physical surgery. In order to understand the complex realities of organisations and its

environments, organisations need a new cure (framework) which can capture both depth (qualitative) and breath (quantitative). The suggested “4P Model” is our attempt to provide such a framework which may help to overcome organisations current problems when trying to implement TQM and Excellence by using existing excellence models.

With the “4P” model and its related principles, we have tried to simplify the integration of tangible and intangible aspects (objective and subjective) as well as individual and organisational levels (micro and macro) into the framework. The “4P model” can be used as a guideline for implementing TQM and Excellence by integrating the paradigm level with the methodological level. The successful transformation of Post Denmark's company culture in the period 1998 to 2004 from a bureaucratic commanding and control culture to a TQM and Excellence culture was guided by an educational framework, designed by “the 4P Model” and

complemented by measurements of more than 500 managers perceptions (mindsets) of selected critical success factors for excellence, (key performance indicators) inspired by the European Excellence Model (Dahlgaard & Dahlgaard-Park, 2003). Post Denmark received in 1999 the Danish Human Resource Prize, the Danish Quality Award in 2004 and the European Excellence Prize in 2006. Post Denmark is today regarded as one of the few innovative and best managed post companies in Europe.

By taking into account the discussion and arguments above combined with our theoretical discussion in sections 3 and 4, our final conclusion is that the validity of “the 4P” model has been supported by this case. Combined with several other cases where we have used the simple approach for identifying and prioritising improvement areas during the last 15 years, we hence conclude that the “4P” model shows a valid structure or strategy for building sustainable organisational and innovation excellence.

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