



Model for Evaluating and Improving Internal Communication in an Organization According to the Principles of TQM

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Abstract

In this article, we describe a model designed for evaluating internal communication in an organization according to the principles established for Total Quality Management. This model, which has been assigned the name of "COMINT", has been developed from two models of recognized prestige, the EFQM Excellence Model (for Total Quality Management) and the SERVQUAL method for evaluating the quality of services. The criteria and sub criteria of the enabler agents of the EFQM excellence model were used to determine the different aspects that must be communicated internally in an excellent organization, whereas the SERVQUAL model was used as the evaluation methodology. The present article describes the most relevant aspects of the development and use of this model in relation to its implementation in a public organisation and the creation of improvement measures that this organisation needs to put into practice.

Keywords: *Communication; Quality management; EFQM; Organizational communication; Internal communication.*

1. Introduction: Evaluating internal communication in a Total Quality Management setting

Internal communication, one of the two elements of organizational communication, has in recent years evolved to become one of the most effective and influential management tools at the heart of any organization. Taking *organizational communication* to mean that which occurs in an organization or company and affects or involves its constituent members, several authors (Hage, 1970; Irving, 1994; Garnett, 2000) consider it as a whole, where internal communication and external communication are two sides of the same coin.

Although internal and external communication have apparently been taken into consideration on equal terms in studies of organizational communication, greater importance has been given to the former in relation to organizational development. Irving and Tourish (1994) think that present trends consider internal and external communication to be equally relevant, even though internal communication is of vital importance for the evolution of the organization. For this reason, their vision integrates both aspects of communication. In a later work, the same authors (1995) add that organizations must deal with both external and internal communication separately, while considering both aspects as inevitably united, in order to organize communication in an integrated and strategic way. In short, they consider them as complementary and that both are needed to develop a strategy of communication in an environment of unified, quality management.

Accepting internal communication as a key factor in organizational development, many authors (Stayer, 1990; Clampitt, 1993; Tourish, 1996; Elías, 1998; Tourish, 1998) coincide in considering it to be a decisive element in the existence of organizations, being in addition an extraordinary agent of change which allows organizations to adapt to the variable demands of the environment. These days, organizations recognize this clearly-identified function of "telling the organization what the organization itself is doing" as a fundamental factor in improving effectiveness and efficiency. In the opinion of Calabrese (2004) and other authors (Farace, 1977; Krone, 1987; Eisenberg, 1993; Contractor, 1997), internal communication forms part of the process created by the management team through which the corporate values (for example the corporate mission) are transmitted to the human resources, the purpose being to guarantee that these values are made known to, and take root in, the entire company. The importance of this is clearly reinforced, in our view, with the implementation of quality assurance systems, such as ISO 9000 or Total Quality Management models, which spell out the importance of transmitting certain values such as leadership or customer orientation.

Taking *quality* as one of the most important demands in the organizational environment, Townsend (1965) also thinks that internal communication must be considered an essential tool for managing an organization, to the same degree as quality, since good communication means corporate goals can be attained.

However, if internal communication is of such importance in bringing about improvements in the quality of an organization – among other things – how can we or how should we evaluate it? In the first place, it is evident that for internal communication to develop satisfactorily, we need to monitor the approach, application, evolution and attainment of objectives which, in turn, makes a particular evaluation or audit process inevitable. As Hargie and Tourish (1993) state in relation to this process, by using audits to check the state of organizational communication, the weaknesses are found and can then be improved whilst also improving the functioning of work places and the organization in general. As far as the most useful methods for carrying out an audit are concerned, the same authors think that both formal and informal methods, whether qualitative or quantitative, are equally useful, depending on each particular situation.

According to Harnesk (2004), however, evaluating internal communication in an organization is not an easy task since there are various influential and interacting factors. By measuring quantitative parameters, a limited amount of information on what is really happening can be obtained, while at the same time, qualitative data can be obtained through, for example, different attitudinal studies; but these do not give a complete picture either.

Having got this far, we must ask ourselves the following question: are there any models for evaluating internal communication? Naturally, there are: we can highlight models or techniques used by various authors (Roberts, 1973; Downs, 1977; Hecht, 1978; Goldhaber, 1979; Calabrese, 2004), however, none of these models found in the literature are based on the principles of Total Quality Management. This is why we need to ask further questions: Why bother to have good communication processes in the organization, if we do not use them to propagate the ideas advocated in Total Quality Management models? What use is it, if the leadership of an organization clearly understands the fundamental concepts of Total Quality Management and yet fails to communicate them correctly to the rest of the company?

For these reasons, we need to develop a model for evaluating internal communication in an organization based on the principles of the Total Quality Management; a model that enables us

to evaluate the deviation from the organizational goals and then to deal with these shortcomings.

In this article, we describe the design, implementation and evaluation of such a model. It is of our own design and uses the EFQM (European Foundation Quality Management, 2003a) as the model of Total Quality Management, since this is the most popular model in Europe – where this study takes place – and the notion of gaps from the SERVQUAL model (Zeithaml, 1993) as its evaluation methodology. Before entering into the details of the model proposed in this article, we shall very briefly describe these two reference models.

2. Total Quality Management. Use of the EFQM model

In the first place, we must bear in mind that Total Quality Management is not simply a system but something much broader; it is a whole philosophy and a series of established principles designed to steer the organization towards the benefit of everyone participating in it. It is, therefore, a cultural change, which implies a total commitment with regard to quality and the involvement of everyone in the continuous improvement in products and services through the use of scientific and innovative methods (Dale, 2003). Without doubt, improving internal communication must be a fundamental part of this continuous improvement.

In order to promote awareness of the fundamental concepts of Total Quality Management and to help to understand and apply them, different specific models have been developed all over the world, which have led to the creation of some of the most prestigious Quality Management awards. At the European level, the most important of these models is the one issued by the European Foundation for Quality Management, known as the EFQM model.

Figure 1. Fundamental Concepts of Excellence (European Foundation Quality Management, 2003a).

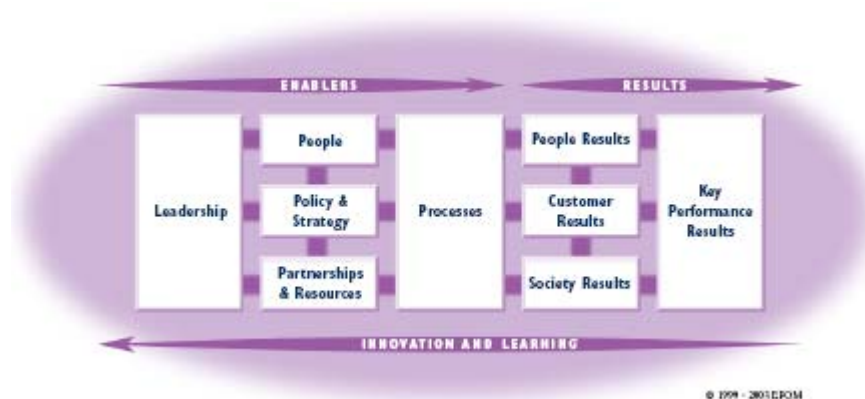


Briefly, since it is widely known, EFQM model is a flexible excellence model of quality management that can be applied to large and small organizations, from either the public or private sector. It is also the basis of the European Quality Award granted annually by the EFQM Foundation (European Foundation Quality Management, 2003a). It does not give specific instructions as to how the organization should be run, nor which tools, methodologies or systems must be applied, it simply attempts to encourage organizations to act according to 8 general principles, see Figure 1, which serve to steer management towards Excellence.

Based on these principles, the model seeks to achieve Excellence in the organization using the following premise: *"Excellent results with respect to Performance, Customers, People and Society are achieved through Leadership driving Policy and Strategy, that is delivered through People, Partnerships and Resources, and Processes."* (European Foundation Quality Management, 2003a).

Each of the elements mentioned in this premise, shown in Figure 2, constitutes a criterion that will help define the requirements of an organizational system that needs modifying in order to adapt management in terms of Total Quality. The nine requirements or criteria necessary to evaluate Total Quality Management in an organization and its progress towards Excellence are derived from this premise and they are divided into two main classes: *enablers* and *results*. Enablers allude to causal factors and cover how the organization carries out key activities – i.e., how the organization obtains results – whereas *results* indicate what has been achieved and what is being achieved by the organization, i.e., the results obtained by the enablers.

Figure 2. Scheme of the EFQM model of Excellence (European Foundation Quality Management, 2003b).



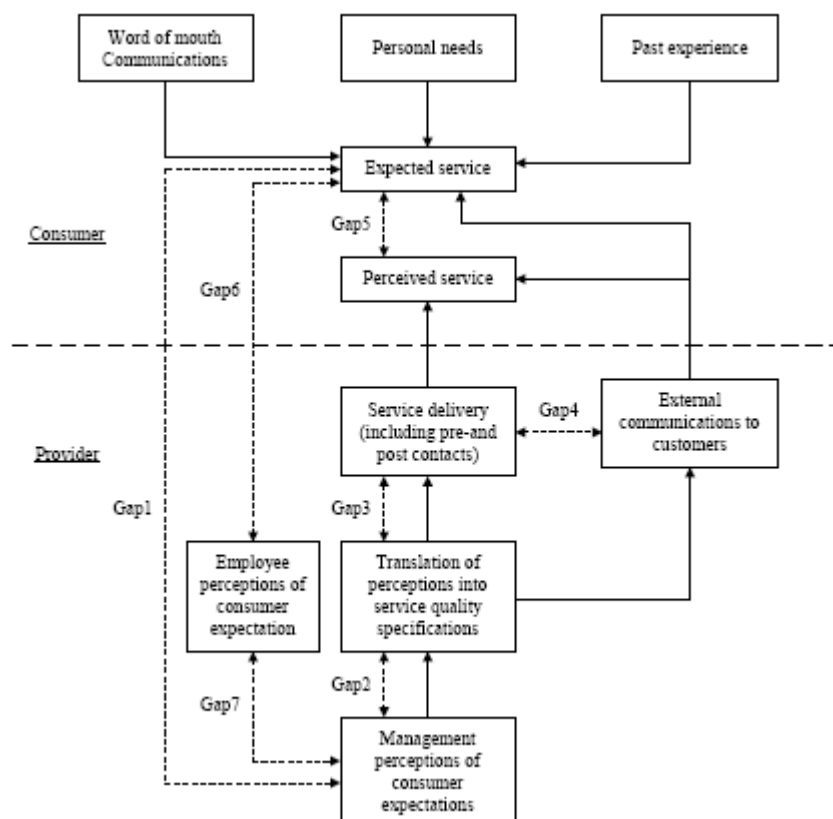
Each criteria has a specific weighting in the model, which means the organization can be evaluated with respect to each one. In order to carry out this evaluation, each item of each sub-criteria of each specific criterion must be analyzed.

3. Reference Structure. Use of SERVQUAL model

Our model needed to be based on a well-known and widely-validated frame of reference and so we used the SERVQUAL model for evaluating services proposed by Parasuraman, Berry and Zeithaml (1985).

The SERVQUAL model evaluates the quality of service offered by a particular organization (Zeithaml, 1993). Although there are many other models designed with the same objective, (for example Gröngroos, 1990), none have become as popular as SERVQUAL, which why it has been used in all kinds of service sector organizations such as, for example: health services (Vandamme, 1993; Sewell, 1997; Camilleri, 1998), education (Anderson, 1995; Pariseau, 1997; Galloway, 1998), industry (Jannadi, 2000; van der Wal, 2002) or the financial sector (Arasli, 2005), among others.

Figure 3. Conceptual Model of quality of service. (Zeithaml, Parasuraman & Berry, 1993).



However, we used the structure of this model in our investigation not for its approach to evaluating service quality, but rather, for its methodology of evaluating discrepancies or deficiencies between different concepts, which the authors call gaps. Briefly, the SERVQUAL model is based on the following concept: providing high-quality service means balancing client expectations and client perceptions and minimizing the differences between them. Thus, this model evaluates the expectations and the perceptions of the clients and determines the difference between them so that this "gap", or deficiency, or, in effect, this lack of quality in the service, can be analyzed. This same idea reflects the principal proposition in our investigation, which is to evaluate the shortcomings in communication as the difference between the sending and the reception of the message communicated.

From this basic idea, Parasuraman, Berry & Zeithaml, in different works (Parasuraman, 1988a; Parasuraman, 1988b; Parasuraman, 1994) develop a model of gaps, see Figure 3, which enables different factors related to service quality to be evaluated. In a similar way, the model we describe below in this article, attempts to distinguish various aspects that require consideration in the case of internal communication being deficient or of reduced quality, as well as any effects this may have.

In this way, while the SERVQUAL model can help to determine where the shortcomings in service quality are taking place and their importance, our model will allow us to establish where the shortcomings in the internal communication of an organization are taking place, their importance and, in effect, what actions to take.

4. Design of the COMINT model for evaluating internal communication

The EFQM Excellence model and the SERVQUAL service quality evaluation model comprise the design base of our model, called COMINT, whose purpose is to evaluate internal communication in a particular organization.

The criteria and sub-criteria of the enablers of the EFQM model determine the different aspects that must be communicated internally in an excellent organization. Using these aspects, or items of information, we evaluate the gaps in the communication itself, as in the SERVQUAL model for evaluating service quality. We have designed different questionnaires for the staff of the organization in order to carry out the evaluation.

4.1. Basis of the model and questionnaires

To evaluate internal communication in an organization, it must first be understood that the communication process consists of a *sender* who sends information and a *receiver* to whom

the information is directed. The quality of the internal communication depends on how much of the information that is sent is received. Thus, we must analyze the sending of the information as well as its reception, evaluating any gaps that exist. On the other hand, in order to relate the effect of the quality of the internal communication on the global quality of the organization, we need to analyze the impact that this communication may have on the organization and what to do about it. In other words, communicating well is not the only important factor; communicating information that steers the organization towards Total Quality Management is just as important.

Taking this into consideration, our survey includes all the items we considered important to get the information needed to evaluate internal communication in an excellent environment. It is divided into three independent but related questionnaires that cover the different areas considered in the communication process: *sending*, *reception*, and *action taken*. The latter questionnaire, which relates communication to organizational quality, evaluates what the organization does in response to each communicated aspect, that is to say, whether action is taken with respect to the information. In some measure, it attempts to analyze whether the communication of the various aspects analyzed results in the organization taking action on them.

Each of the three questionnaires is designed with the aim of evaluating each area independently, using the content of the EFQM model as our reference. The criteria and sub-criteria corresponding to enablers serve as the basis of the different questions for each area, all of which are valued by means of the Likert scale [1.5]. The survey is made up of three questionnaires corresponding to the three areas under consideration:

- Questionnaire 1: Sending the message.

These questions specifically concern how the information contained in the EFQM model is sent, that is to say, how the sender transmits the information that, according to the criteria and sub-criteria of the EFQM model, is essential. By way of an example, this questionnaire is reproduced in the appendix.

- Questionnaire 2: Reception of the message.

Here the questions analyze the degree to which the information (that the EFQM model says must be communicated) is received, that is to say, the correct reception of the information related to the criteria and sub-criteria of the EFQM model. Naturally, any other type of information that does not contribute to improving organizational quality,

i.e., any information not included in the EFQM model, is not considered. This questionnaire is analogous to the one in the appendix 1, but in which *sending* of the communication is replaced by *reception*.

- Questionnaire 3: Action taken.

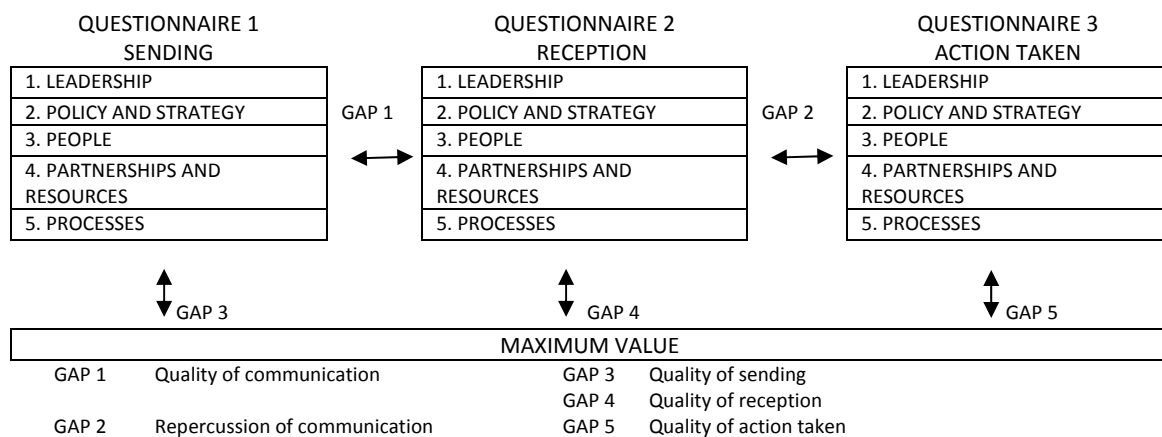
Finally, the last questionnaire attempts to analyze to what extent action is taken as a result of any communication established, and whether this influences the development and improvement of the organization in line with the EFQM model (strategy, objectives, improvement plans, etc.).

Each of the three questionnaires contain questions relating to questions in the others. This can be seen, for example, in the following questions, based on criterion 2 of the EFQM model, taken from each of the questionnaires, which attempt to evaluate the communication of needs and expectations of staff. (The people surveyed have to rank their agreement with the statement on a scale of 1 to 5).

- Questionnaire 1 - SENDING (Crit. 2A). I transmit my needs and expectations to my superior.
- Questionnaire 2 – RECEPTION (Crit. 2A). I know the needs and expectations of my subordinates.
- Questionnaire 3 - ACTION TAKEN (Crit. 2A). The needs and expectations of the personnel influence the policy of the organization.

From the above description, we can represent the model used in a diagram, see Figure 4, which shows the gaps that will be analyzed later.

Figure 4. Diagrammatic representation of model for evaluating internal communication. (By authors)



Subdividing the survey into these three different questionnaires and addressing the different gaps, responds to the need to establish a comparison between how the information is sent, how it is received and the influence it has on the action taken by the organization, in exactly the same way that the gaps in the SERVQUAL model do. The importance of the model, therefore, resides in its three parts which, when compared, have to enable us to evaluate the internal communication of the organization on the basis of the content of the EFQM model and its enablers. In this way, each gap, calculated as the difference between the values gathered in one part of the survey and those gathered in another, give us an idea of the quality of the communication. In this sense, we get the following:

- "Gap 1" or "Quality of the communication": Taking the effectiveness of the communication to mean the difference between what the sender *sends* and what the receiver *receives*. The value of "Gap 1" indicates this effectiveness by comparing the values obtained for each criterion.
- "Gap 2" or "Repercussion of the communication": Nothing is gained by communicating information if the organization does not subsequently take any action to make improvements or find solutions. The discrepancy between reception of the communication and action taken is evaluated by means of "Gap 2".
- "Gap 3" or "Quality of the sending": This evaluates the degree of information that is sent with respect to the ideal, i.e., what should be sent, according to the EFQM criteria.
- "Gap 4" or "Quality of the reception": This evaluates the degree of information received with respect to the ideal.
- "Gap 5" or "Quality of the action taken": With respect to all the action that could be taken, this gap evaluates what really it is carried out.

4.2. Plan of Communication

Given the importance of internal communication and the characteristics required for its management, it cannot be limited to taking particular courses of action that never yield results; that add to costs but bring no benefit. It has to respond, then, to a rigorously established scheme which plans the scheduling of the actions to be taken and the goals to be achieved. For

that reason, it must be periodical, be provided for by the people responsible, aim for quality not quantity and find the best support on each occasion. Consequently, internal communication must manifest itself in a plan adapted to the specific circumstances of the company, which has to be inspired and supported permanently by the management team (Garrigós, 1996).

For any organization, the Communication Plan is an instrument used to direct all communication in the organization, to coordinate communication initiatives with strategic targets and the resources available, as well as achieving the participation of the people involved. This demonstrates the importance of this program in an organization, this is why we must not forget the task of monitoring and following up the communication plan with various instruments (questionnaires, interviews, etc.).

In relation to the Communication Plan, the COMINT model is of use in obtaining a general evaluation of the communication process, while at the same time detecting possible strong and weak points in the internal communication of an organization, since it is clear from the criteria and sub-criteria of the EFQM model itself, that there is a significant gap in these areas. Taking these weak points into consideration, it will be necessary to establish various courses of action to be taken within the framework of the Communication Plan in order to promote and to establish the bases for the development and improvement of the internal communication.

5. Practical application of model

5.1. Empirical study

Using the model and the corresponding questionnaire, we carried out an empirical study in a governmental organization in Spain, the INSS (*Instituto Nacional de la Seguridad Social*). This study consisted of applying the model and questionnaire to one of the 52 provincial delegations of this organization with the aim of evaluating the quality of its internal communication. The survey was answered by 136 people who make up the entire staff of the delegation analyzed. The three parts of the survey were administered on three different days, with the aim of avoiding errors in filling out each questionnaire, as well as reducing the time required to do so. Because of the kind of organization we were studying and the functions assigned to the personnel, the population was divided into different groups. Using the chain of command that affect such groups, we established the typical relationships within the organization so that, as far as communication was concerned, the flows of information

correspond to this same hierarchical order, bearing in mind the main directions of the ascending and descending flow and that other additional flows of lesser importance exist.

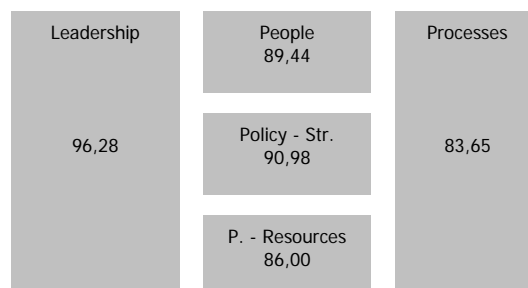
Taking into account the existing groups and the established flows, in order to evaluate the communication in the organization by means of our model, it was considered necessary to differentiate the questionnaire according to the group being surveyed. (Questionnaire A was directed to the groups that occupy higher positions in the hierarchy, i.e., staff that have subordinates as well as superiors; Questionnaire B was directed to the groups that occupy lower positions in the hierarchy, i.e, staff that do not have subordinates). In this way, we were able to consider the possible flows of communication of each group in order to carry out the evaluation of the communication.

5.2. Analysis of the data

Once the data was gathered from the questionnaires filled in by the personnel of the provincial delegation, we carried out an exploratory analysis with the aim of analyzing the data relative to internal communication according to our model. The data gathered was segmented according to the different groups existing and then analyzed and interpreted.

Firstly, we analyzed the global data of the evaluation by criteria, i.e., the results concerning the opinion of all the people surveyed, independently of the group to which they belonged. These data provided global results on the quality of sending, reception and action taken with respect to communication based on the different criteria of the EFQM model. A value for the quality of these factors was obtained which made it possible to represent the results in our model and to get global values for the gaps to establish discrepancy between the actual and the ideal situation. Using the gaps detected, the courses of action to be taken were devised.

Figure 5. Diagrammatic representation of “Gap 1: Quality of communication” calculated for the managers group. (By authors)

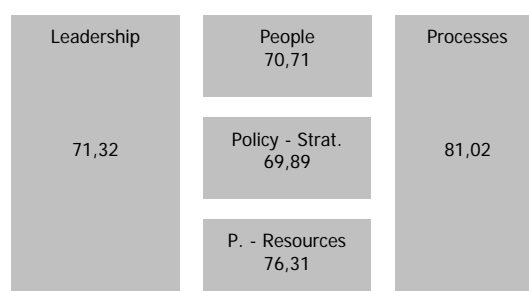


To get more detailed information on the quality of the communication in addition to the general performance for the whole delegation and, bearing in mind the different groups and their flows of communication, the data brought together by the model was analyzed further, considering each group in more detail and dealing with communication in relation to each group and the groups in contact with it. As an example, and in line with the diagrammatical representation of the EFQM model, Figure 5 below shows one set of results obtained for quality and effectiveness of the communication ("Gap 1: quality of the communication") calculated for the *managers*.

According to these results, it could be considered that for the *managers*, the effectiveness of the internal communication with regard to aspects related to *Processes* is somewhat lower than it is for *Leadership*. It can also be seen that the aspects related to processes that take place in the organization are not communicated as effectively as other aspects are. What aspects of *Processes* affects this result? To answer this question we need to look further into the sub-criteria and items of the questionnaire. For example, the fact that complaints made by clients are not made known widely enough is one of the main weaknesses of communication in the organization, as far as *Processes* are concerned. With these results, the Communication Plan would have to focus on analyzing the reason behind this reduced effectiveness in communicating these aspects, so that action could be taken to improve it.

In the same way, if we look at "Gap 3" or "Quality of sending" for the *managers*, see Figure 6, it can be seen that this group calculates a high value for sending information related to the *Processes* of the organization. Thus, a comparison of both gaps shows that although the value for the quality of the communication of these aspects is not very high, what is high is this group's value corresponding to sending. It is possible to deduce from this that the problem is not so much in the sending, but more in the reception of these aspects on the part of the group to which this information is directed. In some way, an incorrect communication is detected, reflected in a smaller effectiveness in the reception of these aspects.

Figure 6. Diagrammatic representation of "Gap 3: Quality of sending" calculated for the *managers* group. (By authors)



Similarly, each one of the aspects shown in the different diagrams of the gaps were analyzed. In response to them, suitable actions were taken, the aim being that, in the next evaluation, the results would be much better. It should not be forgotten that improving the aspects of internal communication that appear in the model will bring about improvements in the level of quality in the organization according to the evaluation of the EFQM model.

5.3. Conclusion of the practical application

Using the data gathered from this practical application carried out in a provincial delegation, the internal communication can be analyzed globally, taking the whole delegation into consideration, or separately by groups, focusing on the effectiveness of the processes involved (sending, reception, action taken) and the flows of communication between the different groups.

Given the success achieved in this first practical application, the model is currently being applied at the global level, in all 52 provincial delegations of the same government organization. Since this involves administering the three questionnaires of the survey, with an average of 40 questions per questionnaire, to a sample of about 2,500 individuals, we shall be using specialized software for Websurveys in order to carry out the surveys electronically.

6. Conclusions

From our experience, the model we have developed appears to be of use not only for analyzing the quality or effectiveness of internal communication in an organization, but also for identifying areas of improvement and therefore the specific actions that need to be taken. This was clear from the moment the organization where we carried out the empirical work decided to extend the method to its 52 delegations nationwide. From the results obtained, it is possible to draw conclusions about the quality of an organization's internal communication in a general way, by taking communication to be the result of the processes of sending and reception, or else by considering each of these processes independently in order to identify more accurately which of the two presents the greater problem.

On the other hand, the model is also useful in that it provides the possibility of segmenting the study population into different groups (managers, support personnel, etc.) so that the quality and effectiveness of the communication processes can be analyzed with respect to these

groups, bearing in mind the communication flows that take place in the organization. This should allow the communication analysis to focus on those groups that have the worst factors in terms of the process of sending or reception, which will in turn lead to the appropriate action being taken.

Furthermore, having been based on the principles that define an excellent organization, the model offers the possibility of analyzing to what extent internal communication – and the quality of such communication – influences the actions taken in the organization, especially those that directly affect Total Quality Management. In other words, it can find the specific areas where the quality of communication must improve in order to increase the Total Quality of the organization.

By analyzing all of these aspects, we can identify the strong and weak points of an organization's internal communication, and thus adapt the organization's Communication Plan so that improvement measures are devised that affect those aspects that have the worst results. In short, the model described here is a useful tool for identifying aspects of the processes of internal communication that may need improving, which in turn enable actions to be devised and taken that can resolve these communication defects and contribute to their continuous improvement.

Finally, two further points need to be made: the first is that the model is original since, as has been said, no model of similar characteristics has been located in literature. The second is that it does, however, have its limitations. The principal limitation stems from our concern to obtain a model that includes each and every one of the aspects of any type of organization whatsoever, as is the case with the EFQM model. This means that the number of items analyzed is very large, and the three questionnaires take up a great deal of time to fill in, approximately half an hour each one. For this reason, in the coming revisions of the model, with the aim of making it easier to apply the survey, we believe it would be beneficial to considerably reduce the number of variables analyzed, through an in-depth analysis of the relationships between the variables identified in previous studies.

7. Appendix

QUESTIONNAIRE FOR EVALUATING COMMUNICATION

1. SENDING THE COMMUNICATION

ANSWER:	Completely disagree	Neither agree, nor disagree	Totally agree	
	1	2	3	4

1. LEADERSHIP

1. I communicate to my subordinates the mission and vision of the INSS.	1 2 3 4 5
2. I communicate to my superiors the perception that I have of their management methods.	1 2 3 4 5
3. I communicate to my subordinates the hierarchical structure and the distribution of responsibilities.	1 2 3 4 5 1 2 3 4 5
4. I communicate to my subordinates the results of the managers' relationship with clients and society in general.	1 2 3 4 5
5. I promote the spread of the idea of a culture of excellence among my subordinates and collaborators.	1 2 3 4 5
6. I inform my subordinates of any changes produced in the D.P. (<i>Delegación provincial</i>)	1 2 3 4 5

2. POLICY AND STRATEGY

1. I communicate my needs and expectations to my superiors.	1 2 3 4 5
2. I communicate to my subordinates what the management indicators are (indicators of results, internal performance, learning, etc.).	1 2 3 4 5
3. I communicate to my subordinates the results of the management indicators are (indicators of results, internal performance, learning, etc.).	1 2 3 4 5
4. I communicate to my subordinates information relating to the public image of the D.P.	1 2 3 4 5
5. I inform my subordinates about the performance and best practices of other D.P.s or other units of this D.P.	1 2 3 4 5
6. I communicate the success factors of the D.P. to my subordinates.	1 2 3 4 5
7. I inform my subordinates about the content and any updating of the process map of the D.P.	1 2 3 4 5
8. I inform my subordinates about the plans, aims and goals of the D.P.	1 2 3 4 5

3. PEOPLE

1. I communicate to my subordinates the substance of the policy and strategy of Human Resources.	1 2 3 4 5
2. I encourage the participation of my subordinates in generating ideas for improvement in Human Resources management.	1 2 3 4 5
3. I communicate to my superiors my opinion with respect to the Human Resources management plan.	1 2 3 4 5
4. I communicate to my subordinates the results of their evaluation (responsibilities, abilities and knowledge).	1 2 3 4 5
5. I communicate to my superiors my training needs.	1 2 3 4 5
6. I inform my subordinates of the learning and training opportunities that the D.P offers.	1 2 3 4 5
7. I periodically communicate to my subordinates the aims and results of the training carried out.	1 2 3 4 5
8. I communicate to my subordinates what their responsibilities are.	1 2 3 4 5
9. I encourage the involvement of my subordinates in the continuous improvement of their work.	1 2 3 4 5
10. I encourage communication between my subordinates within the D.P.	1 2 3 4 5
11. I inform my subordinates about internal communication policy and related plans of action.	1 2 3 4 5
12. I inform my subordinates about the D.P.'s policy on bonuses, recognition and personal attention	1 2 3 4 5

4. ALLIANCES AND RESOURCES

1. I inform my subordinates about interactions and agreements established between the D.P. and other organizations.	1 2 3 4 5
2. I inform my subordinates about the management and maintenance of buildings, equipment and materials.	1 2 3 4 5
3. I communicate to my subordinates the security regulations for computers and	1 2 3 4 5

data protection levels.	
4. I inform my subordinates about aspects of ergonomics, security and hygiene that may affect their work, as well as any improvements carried out.	1 2 3 4 5
5. I inform my subordinates about the management, use and maintenance of materials and services (water, electricity, telephone, etc.).	1 2 3 4 5
6. I inform my subordinates about how information and communication technology can improve internal communication.	1 2 3 4 5
7. I provide my subordinates with the means to promote internal communication in D.P.	1 2 3 4 5

5. PROCESSES

1. I communicate to my subordinates information on the work processes in which they are involved.	1 2 3 4 5
2. I encourage my subordinates to participate in the design of the new work processes in which they will be involved.	1 2 3 4 5
3. I encourage my subordinates to identify and propose improvement measures in work processes in which they are involved.	1 2 3 4 5
4. I communicate to my subordinates any changes in the work processes in which they are involved.	1 2 3 4 5
5. I communicate the opinions of clients concerning the services offered by the D.P.	1 2 3 4 5
6. I encourage my subordinates to improve the services we offer in response to the opinions of clients.	1 2 3 4 5
7. I communicate complaints from clients to the departments or people involved.	1 2 3 4 5
8. I encourage my subordinates to come up with new ideas to improve relations and communication with clients.	1 2 3 4 5

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