HOW TO INCREASE THE ATTENDANCE IN AN EVENT THROUGH QUALITY CIRCLES

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Abstract

Explains why universities wishing to make the transition to Total Quality Management must address the issue of universal learning. Provides some evidence that quality circles can facilitate to overcome some barriers such as why people less attend continuous professional development activities such as workshops or meetings in the quality context. Discusses three barriers mainly for poor attendance, and demonstrates how quality circles can assist organizations in progressing through the analysis. Explores specific aspects of organizational learning relevant to Total Quality Management, which can be effected through the medium of quality circles . Concludes that quality circles could prove a useful vehicle for initiating some of the changes and attendant learning which the transition to Total Quality Management entails.
Keywords: Total Quality Management, Quality Circle, Attendance, Workshop

Introduction

Total Quality Management

The importance of organizational Learning Organizations wishing to progress towards total quality management (TQM) through Quality Circles (QC) must address the issue of organizational learning. This is necessary for a number of reasons. First, such a transition usually entails major organizational change encompassing, among other things, culture, structure, behavioral change and learning go hand in hand [1]. Indeed, change has been conceptualized as a learning journey [2]. Second, it has been argued that organizational learning and TQM are inextricably linked, and that organizational learning should be the most compelling reason for undertaking a TQM effort [3].

Quality circles (QC)

The failure of many British QC programmes to achieve what was expected of them during the 1980s has been widely documented. In consequence, a dismissive attitude towards QCs has developed in some quarters. This is unfortunate for the following reasons. Many of the problems encountered with QCs in the West were to do with the setting of inappropriate objectives and faulty implementation [4]. It should be remembered too, that QCs were originally developed by the Japanese primarily for the purposes of industrial education and training [5].

Quality Circles are higher management approved, small groups of employees engaged in similar or closely related work areas in the same institute or a group of institutes, volunteered to enhance the quality of their products as well as the work environment primarily based on a systematic and productive methods called QC Tools. Quality Circle Tools (or QC Tools) developed over two generations (each with 7 steps to follow), as Basic QC 7 (B7 QC) Tools and New 7 QC (N7 QC) Tools. Following focuses on New 7 QC Tools only.

N7 QC Tools (requires simple mathematical skills) are used to support an idea or suggestion qualitatively based on 7 steps as follows. Affinity diagram, Interrelationship diagram, Tree diagram, Matrix diagram, Prioritization matrix, Process decision program charts (PDPC) and Activity network diagram

Quality circles and organizational learning – Sri Lankan University evidence

Having attempted to persuade the reader that QCs may be worthy of renewed interest, the issue of circles facilitating organizational learning in the total quality context will now be addressed. The author's interest in this issue developed out of a longitudinal study begun in 1981, the final stage of which is described briefly below. In this overview of increase the number of participation attending workshop or a meeting, we will begin by understanding the significance of a workshop and identifying the varied types of solutions to increase the attendee's. We will recognize and discuss the different problems that can become potentially hazardous and suggest solutions to avoid a possible breakdown of not attending such workshops. Most importantly, we will gain a greater understanding of the tools and techniques that are essential in increasing the number of participation in attending workshops or meeting in an organizations.

Methodology

Sample recruitment

Recruitment was carried out with an emphasis on balanced age and gender representative, lecturers, socio-cultural and professional backgrounds academics from General Sir John Kotelawala, Defence University (KDU), Sri Lanka. Participants were initially given a verbal description of the study aims and what would be required of them and then invited to participate.

Data Collection from Participants

Our panel comprised a total of two individuals enrolled on the basis of fluency in both English and Sinhala. Twenty academics involved in this study. The interviews were conducted and the feedback was taken from the participants.

Data Analysis Tools

At the starting point of analysis, affinity diagrams employed to group observations and insights against a common experience while brainstorming all members towards the idea generation. Here, small paper chits (or data cards) with different views and ideas are clustered primarily based on their meaningfulness. Experts suggests that visiting the real place is the best site for this process (GEMBA Observation).

Secondly, followed by the revelation of affinity data, interrelationship diagrams are created to analyze cause and effect links between different issues or ideas in a complex situation. This step classifies the relationship in between issue/ideas such as which one is the driver and which one is the outcome while classifying the cause and effect relationship among all the factors.

After the generation of interrelationship diagrams, tree diagrams are used to reduce any broad objective into increasing levels of details. This step identifies "means" and "how's" to achieve the objective.

In the fourth step, matrix diagrams converts requirements into technical specifications by weighting the individual relationship between two or more variables. This step helps to understand the emerging requirements.

At the fifth step, prioritization matrix prioritize issues based on a weighted criteria given to tree and matrix diagrams. Which also combines tree and matrix diagrams as a result. Here, it is possible to compare the importance of different criteria, whether they are equally important to less important and finally summarize them all together.

In order to avoid surprises and identifies possible countermeasures to execute a project, at the sixth step, Process Decision Program Charts identifies possible countermeasures and unwanted consequences. This will also help to anticipate challenges and achieve a particular objective.

Finally, at the seventh step, the activity network diagram is used to help the scheduling a project efficiently by investigating the flow of an activity between separated tasks. This process also identifies the critical path(s) and floats available for other paths as well as the minimum and maximum time to complete individual activities.

Results

Reason for not attending workshop or meeting

The outcome of the survey when we tabulated simple manner observation was revealed that due to personal reason most of them were not attend the workshop or meeting. Personal reason cannot be justified due to reason was not listed. According to the Table 1 it was clearly mentioned that poor communication leads to 15% absentees and official commitment in a military institutes such as KDU leads to 35% were not properly utilized the workshop or committee meeting. It is indeed a big number.

Table 1 – Reason for absent in the workshop or meeting

Reason for absent	Number
Poor communication about the event	03 (15%)
Official commitment	07 (35%)
Personal reasons	10 (50%)

Affinity diagram

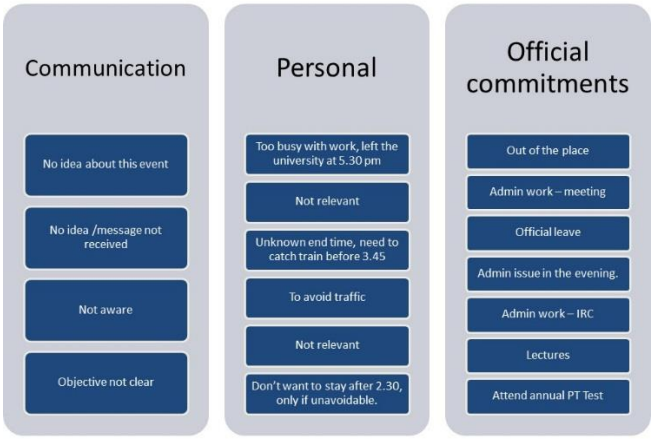

Figure 1: Affinity diagram

An Affinity Diagram is a tool that gathers large amounts of language data (ideas, opinions, issues) and organizes them into groupings based on their natural relationships. In this study we had the opportunity to cluster all the data into three thematic groups named as communication, personal and official commitments (Fig 1). Communication was listed mostly as no idea about the event or meeting and some mentioned that objective was not clear. Personal reasons highly categorized as people doesn't want to stay after the time period due to the traffic issues. People's commitment towards education even a good workshop they will miss due to the traffic. Final cluster in affinity diagram was official commitment which reflects that admin works take a major role in this study.

Tree diagram

In tree diagram there are two "branches". The probability of each branch is written on the branch. The outcome is written at the end of the branch. In tree diagram we have come up with a solution for the problem why they are not attending workshops or meetings. To avoid the communication we can propose to have an efficient way of sending the message (Fig 2). Best way to increase the attendance in personal we can provide the importance or briefing about the event in advance. Finally best solution for the official comment we can come up with a solution that have a different time slot for events will leads to a productive day at the end of the day.

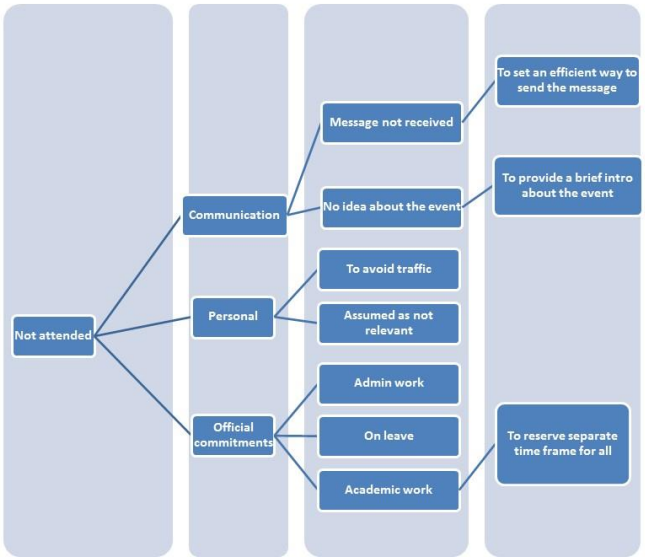

Figure 2: Tree diagram

Interrelationship diagram

Interrelationship diagram or digraph, network diagram. Variation: matrix relations diagram. The relations diagram shows cause–and–effect relationships. Just as importantly, the process of creating a relations diagram helps a group analyze the natural links between different aspects of a complex situation. According to the figure 3 it reflects that admin work is the major factor to not attend the workshops or meetings. So we have to address this issue in differently.

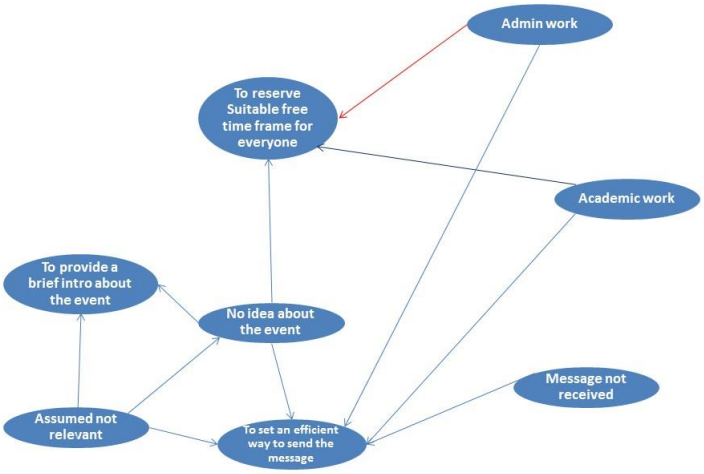

Figure 3: Interrelationship diagram

Matrix diagram

A Matrix Diagram (MD) is a tool that allows a team to identify the presence and strengths of relationships between two or more lists of items. It provides a compact way of representing many-to-many relationships of varying strengths. To reserve Suitable free time frame for everyone and provide a brief intro about the event yielded the highest correlation in this study. It was shown in the Figure 4.

	To provide a brief intro about the event	To set an efficient way to send the message	To reserve Suitable free time frame for everyone	Row total
To provide a brief intro about the event	***	8	9	17
To set an efficient way to send the message	7	***	8	15
To reserve Suitable free time frame for everyone	3	5	***	8

1(Weak) – 10 (Strong)

Figure 4: Matrix diagram

Discussion

The results of the final part of the longitudinal study suggest that, in many of the 20 participants in the why they not attend the workshop or committee, the QC programmes may well have contributed to organizational here is a university learning from a quality point of view even though the university had probably not addressed this issue in introducing QCs back in the late initiation of this programme. To illustrate, 10 out of the 20 participant mentioned that official commitment in the university had demotivation type of engagement in attending the workshop. By introducing a special slot for have the conference will lead a positive remarks. Furthermore, briefing of the event will leads to increase the participation. Other forms of quality circles, most of which were involved in problem solving and/or quality improvement. These had almost certainly developed out of the original QCs. Moreover, the experience of less attendance or no attendance for workshops or meetings and the training for quality which QC members receive, undoubtedly serve as sound preparation for participation in more complex forms.

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