

# TRAINING AND MOTIVATING FOR QUALITY MANAGEMENT: A PRACTICAL MODEL

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## SUMMARY

Shell Canada's Lubricants Customer Service department faced a challenge that is familiar to many—how to convince a seasoned team of service and order agents that a total quality management process was of significant tangible benefit to all, and not just another passing fad. By developing a sound training model, and employing a creative approach to motivation and training delivery, the department was able to achieve excellent results including certification within Shell Canada Lubricant's ISO 9001 accreditation. Since then, the same approach has been used for ongoing training and as a way to give staff a visible reminder of the continuing importance of total quality management. The objective of this participative session is to share some of the details of this training model, and give attendees an outline that they can use as a starting point to develop similar training and motivation programs for continuous quality improvement in their organizations.

## KEY WORDS

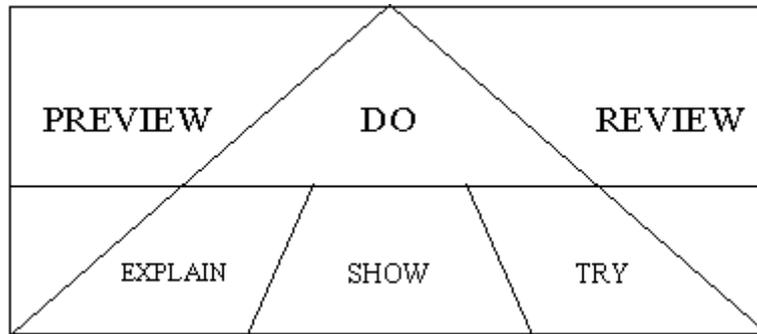
motivation, total quality management (TQM), training

## THE MODEL

Session attendees will first explore the importance of tuning in to the radio station WIIFM. WIIFM is a simple acronym for What's In It For Me?, but a failure to address this need from the perspective of those on the receiving end of a quality program is the most common reason such programs fail. A small group activity will be used to illustrate how easy it is to address this need, in every situation, every time!

There has been a significant amount of research conducted on the different ways that adults learn, but the numerous and wide-ranging results of these studies are beyond the scope of this paper. However, for the purposes of practical application, it is reasonable to identify at least four different learning styles: Abstract Sequential, Concrete Sequential, Abstract Random, and Concrete Random. The key to any successful training program is the importance of engaging with and communicating to *all* of these four types of learners that exist in any organization. Through a short 10-minute self-survey, participants will determine their own learning style, and then as a large group will debrief and discuss the importance of meeting *all* of these four different learning styles when developing any training program.

The remainder of the session will focus on creating and demonstrating a training outline that any one can use to ensure that the needs of people with any of these four different learning styles are met. The model itself is very simple and is illustrated in Figure 1. Essentially, it consists of three main parts, and the second part is subdivided into three components. The key to the successful application of this model in training situations is to ensure that every single module, sub-module or mini-module of a training program contains a *preview* (tell 'em what you're going to tell 'em), *explain* (tell 'em), *show* (show 'em), *do* (let participants interact with the material), and *review* (tell 'em what you told 'em). Implementing all five steps consistently ensures that all four learning style needs are met.



**Figure 1.** A training model for quality management.

Unfortunately, many poorly designed training programs do not incorporate active learning (*show* and *do*) components in their curriculum, and thus intrinsically, are unable to connect with almost one half of their intended audience.

Since the model is deceptively simple, ironically many do not realize its expansive power in practical applications. For that reason, the session will focus on actual implementation by sharing numerous creative examples, ideas, and resources on how to deliver the various components, including specific examples from the Shell Canada experience. Two such examples follow.

One creative and quite visual way that Shell Canada's Lubricants Customer Service department was able to successfully use active learning techniques to deliver the quality message was to devise a game using adhesive-backed signs to map out various business processes. Team members were able to walk around the room and place these signs in the appropriate spots—this not only facilitated learning, but also opened discussion on whether an existing process was the most effective. This approach is also very useful to engage staff in continuing dialogue on business processes, and forms a helpful starting point for issues to be raised at periodic quality management reviews.

Another unusual and fun way used to get the message across was using a Hollywood Squares format to quiz team members on various components of the Quality Procedures Manual. Nine team members made up the squares, and the balance of the team were the contestants/audience who were able to make their own decisions on whether the answers given by the "celebrity" squares were correct or not. Small inexpensive prizes added to the fun learning environment.

To further enhance the learning of session attendees, at least one, and time permitting a few more, active learning techniques (group exercises) will be demonstrated. The objective will be to give session participants a foundation that they can then build upon to suit their own specific organizational needs.

Another characteristic of successful training for quality programs is that they are regularly evaluated, and measured. As a final subject in the session, some ideas on practical and cost-effective ways to evaluate and measure will be discussed.

## CONCLUSION

As a result of using a basic training model as the foundation for delivering the total quality management message, Shell Canada's Lubricants Customer Service department was able to not only receive certification within the company's ISO 9001 accreditation, but also more importantly, instill an appreciation and understanding of the quality process in the minds of its staff members. This approach continues to be successful in ongoing training and motivation.