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# THE RELATIONSHIP BETWEEN QUALITY MANAGEMENT PRACTICES AND LEARNING OUTCOMES: IN THE AUSTRALIAN RETAIL HARDWARE SECTOR

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## ABSTRACT

In order to become more competitive in today's turbulent business environment, many organizations have embraced the practices and processes of Total Quality Management (TQM). A conceptual relationship between TQM and the Learning Organization has been implied by a number of different authors (Barrow, 1993; Luthans, Rubach and Marsnik, 1995; Lee, 1996; Senge, 1992; Shiba and Graham; 1995; Stata, 1989). However, there is very little if any empirical evidence to support this view and there are still many unanswered questions. The study surveyed an Australian retail hardware company across a diagonal slice of the organization structure, both at corporate and retail store level. The questionnaire focused on critical areas such as people management, customer focus, quality and improvement, policy and planning, culture and leadership, structure and communication and their relationship to learning outcomes. The data is currently being analysed which will enable several hypotheses to be tested. For example, the hypothesis that " there is a significantly positive relationship between the TQM philosophy and learning outcomes. This paper builds on previous work by Sohal and Morrison (1995) and Terziovski, Howell, Sohal and Morrison (1996), which evaluated the link between TQM and Learning Organizations. This paper, using qualitative analysis, will validate the relationship between Quality Management Practices and Learning Outcomes and articulate propositions for future analysis.

**Key words:** TQM • Quality Management Practices • Learning Organizations • Learning Outcomes • Knowledge

## THE RELATIONSHIP BETWEEN QUALITY MANAGEMENT PRACTICES AND LEARNING OUTCOMES: IN THE AUSTRALIAN RETAIL HARDWARE SECTOR

### LITERATURE REVIEW

Survival in today's complex turbulent business environment requires a major change in thinking about how we manage organizations. The learning organization concept implies a new approach to thinking about how people relate to each other, the impact of their own actions and behaviour, and the need for greater emphasis on reviewing current and past experiences. Senge (1992) emphasises the need for a paradigm shift, a new wave of management thinking, a different type of organisation; the learning organization. Senge (1992) describes learning organizations as organizations where people continually expand their capacity to create desired results, where new patterns of thinking are nurtured and where people are continually learning how to learn together. Garvin (1993) emphasises the need for specific skills within an organization centred around creating, acquiring and transferring knowledge, linked to a critical requirement of behaviour modification reflecting this new knowledge.

Total Quality Management (TQM) has played an important part in shaping management practices since the 1980's. However, many quality practitioners and academics have questioned the impact of TQM, on the bottom line. Grant, Shani and Krishnan (1994) see many challenges of implementing TQM and suggest that many more TQM programs fail than are successful. They argue that in many companies TQM programs loose momentum because of disagreement over goals and implementation procedures, upper-level managers turn their attention to other priorities, and employees become increasingly sceptical about organisational commitment to the TQM program. Ferguson (1994) reports that there is evidence of a high failure rate of the TQM process, especially in companies that are highly bureaucratic or in the service industry. Luthans, Rubach and Marsnik (1995) argue that TQM is too limited and suggest that we need to go beyond TQM and embrace the concept of the "learning organization":

> *The time has come to go beyond TQM and to understand the nature and application of organizational learning. Learning organizations envisage change, are committed to generating and transferring knowledge and innovation, and have learned how to learn. TQM may be embedded in the leaning organization, but TQM is but the first step or wave in transforming and creating organizations which continuously expand their abilities to change and shape their futures* (Luthans, Rubach and Marsnik, 1995:24)

Today, learning is becoming the topic of discussion among Australian management practitioners, academics and organizations from both the private and public sectors. This notion has been confirmed by the findings of the Karpin Report, *The Industry Task Force on Leadership and Management* (1995), which focused clearly on the need for managers to promote learning within their organizations.

The concept of the learning organization is gaining momentum amongst organizations in their attempt to develop structures, processes and systems which are adaptable and responsive to change. In order to achieve the goals of improving quality customer service, increasing market share, sustaining growth and ultimately improving profit levels, organizations must be able to consistently learn. The hardware retail industry for example in Australia is facing tremendous change. The major change is the introduction of the warehouse concept based on the extremely successful U.S.A. based Home Depot model.

The interview schedule and the questionnaire for this study was based upon the following five models from the literature that provided different perspectives of the learning capacity of organizations:

### Learning Climate

According to Macher (1992) continuous learning thrives in the right organizational climate. He believes that managers need to be aware of five critical support factors crucial for a learning organization: safety, truthfulness, decision based on merit, an openness to new ideas and a sense of community.

### Learning Activities

Garvin (1993) focuses on developing skills in five main activities: systemic problem solving, experimentation with new approaches, learning from experience and past history, learning from experiences and 'best practices' of others and transferring knowledge effectively throughout the organization

### Learning Structures

Pedler et al (1991) suggest that organizations can be tested against the following conditions as to whether or not they have become a learning organization: learning approach to strategy, participative policy-making, informating, formative accounting and control, internal information exchange, flexible reward system, enabling structures, boundary workers as environmental scanners, inter-company learning and self development opportunities for all members of the organization.

### Learning Disciplines

Senge (1992) proposes Five Disciplines, which if practised and integrated should result in an organization able to create the future it desires: shared vision, surfacing and testing of mental models, team learning, personal mastery and systems thinking.

### Learning Feedback Loops

Morrison and Marriott (1994) examine the organization in terms of the number, direction and quality of feedback loops that exist within an organization. Even if the climate is conducive to sharing information, and the structure exists for information to be shared, learning will not take place unless the information travels around the organization and ends in some form of action oriented decision making mode, little shared learning and organizational improvement will occur.

This paper builds on previous work by Sohal and Morrison (1995) and Terziovski, Howell, Sohal and Morrison (1996), which looked at the link between TQM and Learning Organizations and will qualitatively analysis to validate the relationship between Quality Management Practices and Learning Outcomes and articulate a hypothesis for future testing.

## THE RELATIONSHIP BETWEEN TQM AND THE LEARNING ORGANIZATION

### Theoretical Concept

The relationship between TQM and the learning organization has been suggested by a number of authors (Barrow, 1993; Kim, 1990; Senge, 1992; Shiba and Graham, 1993; Stata,1989 ) Sohal an Morrison, (1995) in their study of Australian companies claimed that TQM tends to create the environment necessary for organizational learning to occur. However, there is still very little if any empirical evidence. TQM if practised as a philosophy as well as a set of techniques, can be a vehicle for organisational learning. Garvin (1993) sees a clear philosophical link between systematic problem solving of a learning organisation and the quality movement. Ford (1991) argues that TQM creates the environment necessary for organisational learning to occur.

The success of TQM is related to an organisation's ability to learn, to absorb, to adapt and to apply conceptual changes and integrate them throughout the organisation. Barrow (1993) suggests that this connection is evident in two ways. First, there is a cause and effect relationship, i.e. learning is an intended outcome of TQM. Second, there is a correlation between two powerful systems - process improvement and organisational learning that are operating in a concurrent and integrated manner.

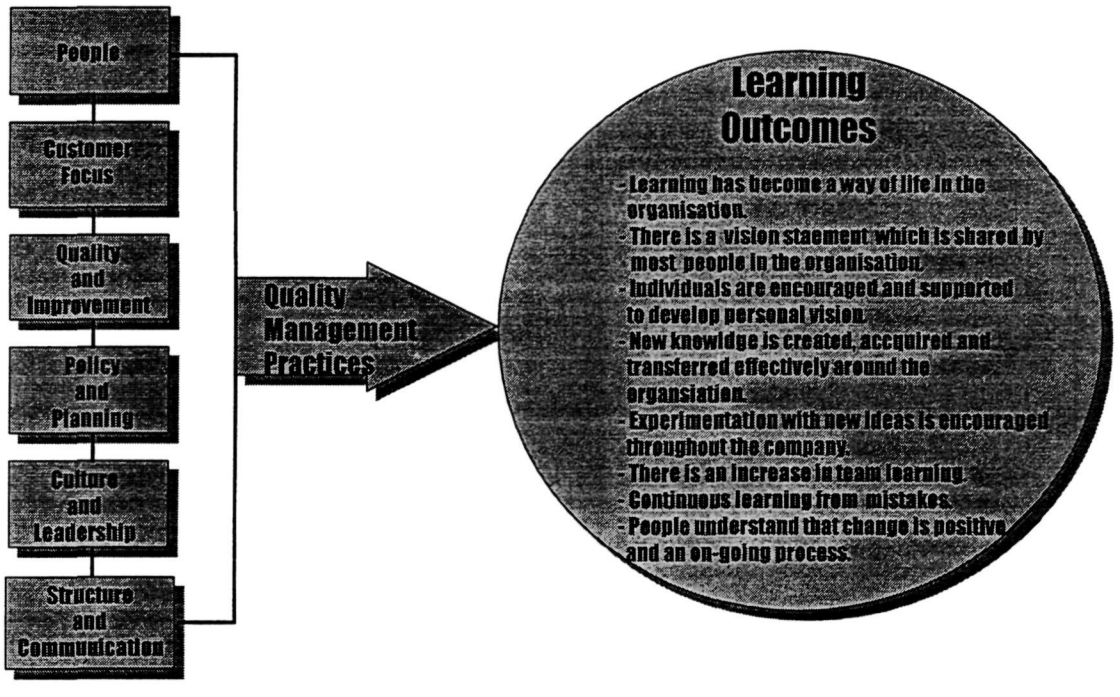
## Variables

The following variables model emerged from the literature review as important for testing the relationship between TQM and learning outcomes:

### Independent Variables - Quality Management Practices

A model was developed (see Figure 1 below) consisting of thirty eight independent variables (items). The questionnaire (see Appendix 1) consists of thirty eight items which were based upon the Australian Manufacturing Council questionnaire (1995). The items were reviewed and modified following consultation with the Group General Manager Training and the Company Secretary from the case organization, and selected based upon their suitability to the retail hardware environment. The items were grouped into six specific areas of *People, Customer Service, Quality and improvement, Policy and Planning, Culture and Leadership and Structure and Communication.*

Figure 1: Quality Management Practices and Learning Outcomes




### Dependent Variables - Learning Outcomes

Learning outcomes are distinguished by eight dependent variables which were selected from the learning organization literature and their suitability to the retail environment. These items included:

- *the creation, acquisition and transfer of knowledge;*
- *focus on team learning;*
- *building shared vision, experimentation with new ideas;*
- *learning from mistakes;*
- *a positive approach to change.*

## METHODOLOGY

Due the nature of the research topic it was decided to use the triangulation method of data collection (Denzin, 1970 and Simon,1990). This methodology included - a case study, face-to-face interviews, and a

questionnaire. It is expected that this combination of methods will overcome the deficiencies and problems of traditional research, ie lack of richness, animation and spirit of the respondents.

To add further to the richness of the data, personal observations were also carried out within the case organization as follows:

- *Detailed study of the behaviour within different sections of the company: Marketing, New Stores Development, Finance and Distribution;*
- *Casual and informal interviews/observations with the Chief Executive Officer and his personal assistant;*
- *Detailed observation within selected retail stores;*
- *Attendance at selected meetings;*
- *Attendance at training sessions/workshops.*

**Case Study**

A major chain retail hardware company formed the sample for the case study.

The study involved a rigorous examination of one of Australia's largest retail hardware company, with a particular focus on:

- *identifying learning characteristics;*
- *specific levels of learning;*
- *how best to measure an organization's capacity for learning;*
- *individual and organizational learning;*
- *which factors result in one organization having a greater learning capacity than another;*
- *identifying and eliminating learning barriers;*
- *developing a framework for the development of learning organizations in Australia.*

The use of case studies is seen as critical in order to carry out a close detailed study of behaviour patterns and to determine specific characteristics and processes inherent in learning organizations. Case studies are a preferred strategy when the focus is on real - life context (Yin, 1989) and there is a need for a comprehensive description and explanation of multiple components of a social situation (Babbie, 1990).

The retail industry was selected due its dynamic nature. The industry is facing a very turbulent environment, and as a consequence, tremendous change. The retail industry is about to embark on a new era of growth and change. Sweeney (1995) sees many opportunities that will require enormous amounts of capital, long term staying power, intellect, managerial and creative talent (p.13). Clearly, the retail industry which demands extremely high levels of professional management, effective quality management practices and continuous learning.

**Interviews**

The study involved detailed interviews at both corporate and store level. Data was collected by way of face to face interviews with the Chief Executive Officer, his Assistant, Advertising Production Manager, Distribution Manager, Goods Inward Clerk, EDP Manager, Accounts Manager, three Store Managers/Owners and two Supervisors. Structured interviews were based around the following areas:

- *job roles and responsibilities;*
- *organization structure/design;*
- *organizational mission and vision;*
- *knowledge/information flow;*
- *decision making process;*
- *how mistakes are viewed;*

- *generation of new ideas;*
- *leadership roles;*
- *learning barriers.*

**Qualitative Data Collection**

Respondents were given the opportunity to comment on their ratings at each stage of the questionnaire. This paper focuses on responses given at the final stage of the survey, and will analyse comments made in relation to quality management practices and learning outcomes.

## RESULTS AND ANALYSIS

## KNOWLEDGE ACQUISITION, CREATION AND TRANSFER

A content analysis of the written responses was conducted with regard to learning outcomes and TQM both at corporate and store level. This revealed an overwhelming focus on the lack of effective communication and the lack of knowledge creation and transfer. The need for effective communication and its role in creating potential learning outcomes is highlighted by the following comments made by respondents at corporate and store level:

> *"If learning outcomes are to Increase, management communication time must also increase (eg. Store)*
>
> *"Lack of manager communication, in relation to skills, learning and product knowledge." (eg. store)*
>
> *"Learning outcomes are only effective if they are carried out in a clear manner when both parties are clear as to what is expected of them" (eg. corporate)*

Drucker (1994) claims that the basic economic resource, the 'means' of production', will be knowledge not labour (see also Harari,1994). Knowledge appears to be a critical factor of organizational success and source of competitive advantage (Prahalad and Hamel, 1990). How Knowledge is acquired, created, retained, and diffused (see Leviit and March, 1988; Duncan and Weiss, 1979; Nonaka, 1991,1994; Garvin, 1993; Drucker, 1994 and Nevis, Dibella and Gould,1995) is critical to organizational learning.

Nonaka, (1991,1994) believes that successful companies are those that consistently create new knowledge, are able to disseminate it widely throughout the organization and embody it in new technologies and innovation (see also Garvin, 1993, Senge, 1992). Nonaka (1991) refers to two types of knowledge "explicit" and "tacit," as being at opposite ends of a spectrum. He sees knowledge that is explicit when it is recorded as formal and systematic in nature, for example, rules, regulations, procedures and merchandising or sales manuals. Explicit knowledge can be easily communicated and shared around the organization:

Tacit knowledge on the other hand has not been expressed or recorded, for example, specific skills, and assumptions or views of the world (i.e. mental models). Nonaka also sees tacit knowledge as some kind of mastery:

Nonaka (1991) sees organizational learning as a pattern that starts and ends with the knowledge of the individuals. He suggests four basic patterns for creating knowledge in any organization:

*From Tacit to Tacit*

Sometimes, one individual shares tacit knowledge directly with another. An example within a hardware store would be, when a store manager shares some knowledge with a new

staff member during a product knowledge training session. Nonaka calls this process "socialisation" (Nonaka, 1991: 99). Socialisation on its own is a rather limited form of knowledge creation, because this type of knowledge never becomes explicit and cannot be easily leveraged by the organization as a whole (p. 99). The importance of receiving continuous knowledge about new products and services was emphasised by the following comments made by several sales assistants from various stores within the group:

> *"Learning and training plays a huge part in our organisation. Product knowledge benefits the customer and gives the employee confidence in selling" 90% of customers look for product knowledge when they enter a store"*
>
> *"We have such a vast range of products and not enough time to be expert"*
>
> *"We need to know more about products and how they work"*
>
> *"There is an attitude amongst management that the rest of the staff are not important and consequently knowledge is not imparted to the lower levels"*

*From Explicit to Explicit*

An individual can also combine discrete pieces of explicit knowledge into a new whole. For example, a merchandise audit carried out throughout several stores put together in a formal report is new knowledge but does not extend the Organization's existing knowledge base.

*From Tacit to Explicit*

This knowledge creation takes place when someone takes existing knowledge, adds his or her tacit knowledge, and creates something new that can be shared throughout the organization. (Marquardt and Reynolds, 1994: 44). An example might be a new merchandising technique being shared between different stores.

*From Explicit to Tacit*

This knowledge creation occurs when new explicit knowledge is internalised within the members of the organization to create new tacit knowledge (Marquardt and Reynolds, 1994: 44). The new merchandising technique after several trials eventually becomes part of the way the company merchandises specific products.

Duncan and Weiss (1979) argue that the need for knowledge in an organization is high and they believe that for organizational knowledge to be useful people need to be able to access it and use it, not just possess the knowledge. The need for this access requires that the knowledge be organizationally useful, so it needs to be:

- *communicable-* capable of being stated in terms that are in principal understandable to other members of the organization;
- *concensual-* an acceptance of this knowledge;
- *integrated-* the knowledge is in the form of a set of interrelated statements of action-outcome relationships.

## CONCLUSION AND FUTURE ANALYSIS

The contribution made to the research into the relationship between quality management practices and learning organizations centers around the importance of the creation and communication of knowledge. The analysis of data so far has found that employees at all levels of the case organization need time to reflect on (surface and test their mental models) and review information critical to their action outcomes and the action outcomes of their customers and work colleagues. The challenge for the case organization is to

capitalise on each potential learning experience by reflecting on, documenting and transferring knowledge. Managers both corporate and within individual stores need to create a climate which facilitates learning through the effective exchange of knowledge across all sections of the company. This finding is consistent with Lei and Slocum's study (1992) which found that contact between managers and employees promotes faster learning and Lyles' study (1988) where constant communication and socialisation were found to be important methods for the transference of knowledge and learning.

Barriers, both physical and psychological, tend to isolate people and inhibit the learning process. Boundaries between different departments within organizations and external sectors can be opened, and learning relationships developed, by encouraging dialogue and by providing links with important stakeholders. To improve the potential for learning, organizations need to build a conducive learning climate. This has been recognised by several writers including (Garvin, 1993; McGill, Slocum and Lei, 1992, Macher, 1992; Marquardt and Reynolds, 1994; Pedler, Burgoyne and Boydell, 1991; Schien, 1993; Senge, 1992 and Stata, 1989). A key requirement of a climate conducive to learning is that all sections of the organization must be able to receive and transmit knowledge across internal and external boundaries (Morrison and Marriott, 1994).

Based upon the analysis, we articulate a hypothesis for future quantitative analysis and testing:

> *Quality management practices have a significantly positive impact on organizational and individual learning when training and development is conducted by departmental managers and supervisors.*

This hypothesis will form the basis for a cross-sectional analysis.

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**APPENDIX 1**




# *The Relationship Between Quality Management Practices and Learning Outcomes*

# QUESTIONNAIRE

This research project is focused on issues concerning Quality Management Practices and Learning Outcomes. I would be very interested in learning about your experiences and thoughts.

Specifically, this project will examine the relationship between Quality Management Practices and Learning Outcomes. This study will benefit organisations by providing them with a framework for more effective management of the current business environment.

Your input to this study is highly valued.

The attached questionnaire has been designed to take twenty minutes to complete. When you have completed the questionnaire would you please return it in the postage paid envelope by .....

If you have any questions please do not hesitate in contacting me -

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## Please provide the following information about yourself:

Age: ..... Gender: ..... Current position: .....

No. of years in current position : ..... No. of years with company: .....

## Details about your organisation:

(a) Please specify the exact nature of your business (eg, retail hardware store)

.....

(b) How many people are employed in your organisation?

| | | | |
|---|---|---|---|
| Under 10 | ☐ | 11 - 30 | ☐ |
| 31-50 | ☐ | Over 50 | ☐ |

Please circle the number which best reflects your organisation, where:

1= Strongly Disagree 2= Disagree 3= Neither agree nor Disagree 4= Agree 5= Strongly Agree

## PEOPLE

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 1. | Many people in the organisation offer ideas for improving the quality of service..... | 1 | 2 | 3 | 4 | 5 |
| 2. | There is a strong commitment to innovation in this organisation..... | 1 | 2 | 3 | 4 | 5 |
| 3. | We have an organisation-wide training and development process..... | 1 | 2 | 3 | 4 | 5 |
| 4. | The concept of the internal customer is well understood in this organisation..... | 1 | 2 | 3 | 4 | 5 |
| 5. | Employee satisfaction is formally and regularly measured..... | 1 | 2 | 3 | 4 | 5 |
| 6. | People are promoted on merit not status..... | 1 | 2 | 3 | 4 | 5 |

Please comment further on any of your ratings if you wish:

.....

.....

## CUSTOMER FOCUS

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 1. | We have formal processes in place to monitor our internal customers' future requirements..... | 1 | 2 | 3 | 4 | 5 |
| 2. | We have formal processes in place to monitor our external customers' requirements..... | 1 | 2 | 3 | 4 | 5 |
| 3. | We know our external customers' current and future requirements..... | 1 | 2 | 3 | 4 | 5 |
| 4. | Customer requirements are effectively disseminated and understood throughout the organisation..... | 1 | 2 | 3 | 4 | 5 |
| 5. | We have an effective process for resolving external customers' complaints..... | 1 | 2 | 3 | 4 | 5 |
| 6 | We have eliminated barriers between individuals and/or departments..... | 1 | 2 | 3 | 4 | 5 |
| 7. | Customer complaints are used as a method to initiate improvements in our current processes..... | 1 | 2 | 3 | 4 | 5 |
| 8. | We collect, bring back and report on information going on outside the organisation..... | 1 | 2 | 3 | 4 | 5 |

Please comment further on any of your ratings if you wish:

.....

.....

Please circle the number which best reflects your organisation, where:

1= Strongly Disagree 2= Disagree 3= Neither agree nor Disagree 4= Agree 5= Strongly Agree

## QUALITY and IMPROVEMENT

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 1. | We often use benchmarking in order to learn from the best practices in other industries..... | 1 | 2 | 3 | 4 | 5 |
| 2. | We constantly share knowledge about improvements to systems and processes..... | 1 | 2 | 3 | 4 | 5 |
| 3. | All employees believe that continuous learning is their responsibility..... | 1 | 2 | 3 | 4 | 5 |
| 4. | All employees believe that quality is their responsibility..... | 1 | 2 | 3 | 4 | 5 |
| 5. | We have well established methods to measure the quality of our products and services..... | 1 | 2 | 3 | 4 | 5 |
| 6. | We have a formal program for monitoring our internal customers' needs and expectations..... | 1 | 2 | 3 | 4 | 5 |
| 7. | We have a formal program for monitoring our internal customers' needs and expectations..... | 1 | 2 | 3 | 4 | 5 |
| 8. | We proactively pursue continuous improvement rather than reacting to crisis/fire-fighting..... | 1 | 2 | 3 | 4 | 5 |

Please comment further on any of your ratings if you wish:

.....

.....

## POLICY and PLANNING

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 1. | We have a vision statement which has been communicated throughout the organisation..... | 1 | 2 | 3 | 4 | 5 |
| 2. | We have a comprehensive and structured planning process which regularly sets and reviews short and long-term goals..... | 1 | 2 | 3 | 4 | 5 |
| 3. | Our planning process considers the needs of major stakeholders including our customers, suppliers and the community..... | 1 | 2 | 3 | 4 | 5 |
| 4. | Our plans focus on the achievement of 'best practice'..... | 1 | 2 | 3 | 4 | 5 |
| 5. | We have a written statement of strategy covering all processes, which is clearly articulated by senior managers..... | 1 | 2 | 3 | 4 | 5 |

Please comment further on any of your ratings if you wish:

.....

.....

Please circle the number which best reflects your organisation, where:

1= Strongly Disagree 2= Disagree 3= Neither agree nor Disagree 4= Agree 5= Strongly Agree

## CULTURE and LEADERSHIP

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 1. | High levels of interaction exist between teams in the organisation..... | 1 | 2 | 3 | 4 | 5 |
| 2. | There is a very high degree of trust throughout the organisation..... | 1 | 2 | 3 | 4 | 5 |
| 3. | People understand and are clear about the purpose of the organisation..... | 1 | 2 | 3 | 4 | 5 |
| 4. | Adequate time is given for reflection and dialogue..... | 1 | 2 | 3 | 4 | 5 |
| 5. | Senior managers actively encourage a culture of innovation..... | 1 | 2 | 3 | 4 | 5 |

Please comment further on any of your ratings if you wish:

.....

.....

## STRUCTURE and COMMUNICATION

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 1. | Information flows freely between departments, stores and divisions..... | 1 | 2 | 3 | 4 | 5 |
| 2. | Feedback mechanisms related to problems and concerns exist from internal and external customers..... | 1 | 2 | 3 | 4 | 5 |
| 3. | We focus on long-term quotas and results..... | 1 | 2 | 3 | 4 | 5 |
| 4. | Structures are flexible, adaptive and designed to enable and facilitate learning..... | 1 | 2 | 3 | 4 | 5 |
| 5. | There are many opportunities /materials/facilities for learning..... | 1 | 2 | 3 | 4 | 5 |
| 6. | Our organisation has effective 'top-down-and-bottom-up' communication processes..... | 1 | 2 | 3 | 4 | 5 |

Please comment further on any of your ratings if you wish:

.....

.....

Please circle the number which best reflects the *Learning Outcomes* in your organisation, where:

1= Strongly Disagree 2= Disagree 3= Neither agree nor Disagree 4= Agree 5= Strongly Agree

## LEARNING OUTCOMES

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 1. | Learning new things has become a way of life in the organisation..... | 1 | 2 | 3 | 4 | 5 |
| 2. | We have a vision which is shared by most people in the organisation..... | 1 | 2 | 3 | 4 | 5 |
| 3. | Individuals are actively encouraged and supported in developing personal vision..... | 1 | 2 | 3 | 4 | 5 |
| 4. | New knowledge is created, acquired and transferred more effectively around the organisation..... | 1 | 2 | 3 | 4 | 5 |
| 5. | Experimentation with new ideas is encouraged throughout the company..... | 1 | 2 | 3 | 4 | 5 |
| 6. | There is an increased focus on team learning..... | 1 | 2 | 3 | 4 | 5 |
| 7. | We continually learn from our mistakes..... | 1 | 2 | 3 | 4 | 5 |
| 8. | People here understand that change is a positive and on-going process..... | 1 | 2 | 3 | 4 | 5 |

Please comment further on any of your ratings if you wish:

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*How strong do you think the relationship is between Quality Management Practices and Learning Outcomes in your organisation?*

I_____I_____I_____I_____I

Very Lo Low Moderately High High Very High

Please comment on your rating:

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*What additional comments or observations do you have about Quality Management Practices?*

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*What additional comments or observations do you have about Learning Outcomes?*

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Thank you very much for completing this Questionnaire

**Please return by ..... in the enclosed postage paid envelope**