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Reflection on Quality in South Africa after hosting the 2010 FIFA Soccer World Cup™

Paul Harding MD South African
Quality Institute



In the months and years preceding the hosting by South Africa of the 2010 FIFA Soccer World Cup many questions were asked as to the preparedness of Africa to host such a tournament. We can now relax and reflect on our country's performance through the eyes of the rest of the world.

After the completion of the tournament, with the 2010 World Cup now residing in Spain, we can now say with confidence that the organization for this event has been an outstanding success. This is not just ourselves talking, this was the message sent to the world by Sepp Blatter, the president of FIFA, when he gave South Africa 9 out of 10 for the organization. Now that's a distinction in anyone's language. His support team also gave the ultimate accolade by saying, South Africa can be considered as "plan B" for all future competitions.

So what was different in the hosting of

this tournament from the normal day to day activities of most South Africans in the promotion of quality?

The answer is simple "Teamwork"

When the opportunity was presented for South Africa to be the host nation, was it seen as a one off event, never to be repeated in the lifetime of its people? This is how the 2010 FIFA Soccer World Cup was advertised by the media to all the people of Africa and in particular South Africa. In the World Cup soccer context this may be true. Certainly I will not be around for the next one. However, should the people of South Africa let this quality opportunity go by and forget how our people came together to focus on the success of the event and the pride in our nation? Of course not, so let us now capitalise on the events of the past few weeks and look at how we can sustain our momentum and reflect on what we need to do going forward.

To assist us in understanding what "sustainable success" is all about and how it can be achieved, SAQI is publishing in this edition, the ISO guidance document on ISO 9004 "Managing for Sustainable Success" Let us from now on not be satisfied with basic or inferior quality but rather look ahead to how we can maintain our momentum as a quality nation.

Quality on the Field

By Paul Harding



If you do an internet search on media articles written about the 2010 Soccer World Cup and the subsequent readers comments, you will find many emotions describing the event as “the worst ever” “disappointing” “boring” etc. However, when you investigate further, these comments have little to do with the performance off the field in terms of the event organization or the hospitality of South Africa experienced by the hundreds of thousands of overseas visitors. In many instances the

quality of the teams on the field, and also the quality of the decisions of the match officials, did not live up to the expectations of the global soccer loving public. The early exit of the French and the Italians, the 2006 finalists was a disappointment to thousands of fans in South Africa and millions of fans overseas. So what makes teams that were so successful four years ago become so disappointing in 2010?

In this special “2010” edition of the *eQuality Edge* we are discussing **Teamwork** and **Sustainable success**. Did the Italians play as a team? Well one of the criticisms aimed at the Italian coach was that he had selected too many players from the previously successful event in 2006. It can be argued then that there was no problem with teamwork, but how about the **sustainable success**? Had most of the players passed their peak in terms of fitness and durability? On the other hand the German coach had decided to focus on youth and bring in a whole lot of new and relatively inexperienced players. Who were the more successful of the two teams? Of course the results showed that Germany finished third in the competition and were certainly entertaining. However in the semi-final they were not able to match the experience and **teamwork** of the Spaniards. What quality conclusions can we draw from these comments? Of course all quality practitioners know that to produce a consistent quality result takes time. We have all read John Ruskin's famous quote. “Quality is never an accident.” So in the German team we see planning for success seems to be a longer time horizon. So the strategy of **Sustainable success** seems to be the goal of the German coach.

The French team were a mystery in terms of their **teamwork**. There was certainly a lot of discontent in their camp and the premature sending home of one of their star players did not bode well for the team spirit of the remaining players. This then sets another question. Were the team mentally prepared for the competition and was there adequate leadership in the French camp?

After the first stage it looked like it would be a semi final dominated by South American teams, but suddenly with the exception of Uruguay the South American teams were also on their way home. Why did this happen? It can be argued that the Argentinean coach was, in his day, one of the best individual footballers of all time, but does this necessarily translate into **leadership** abilities.

A lot of people in South Africa and around the world were expecting Brazil to win the Cup and many were disappointed with their performance to leave so early. Again theoretically Brazil should have done much better. They had a **team** full of super stars that perform at the very top level in their leagues mainly playing in Europe. It can be argued that throughout the competition they mainly played excellent team football but was it **sustainable** or should we accept that in soccer there will always be an element of luck?

If we look at the overall performance from another dimension we see **individual** star players also did not perform up to expectations when playing for their country. Two of the most expensive players in the world, Rooney and Ronaldo did not perform at their best for their national teams despite being prolific goal scorers for their clubs. It was fitting, however, that Diego Forlan

won the Golden Ball award for the best individual performance as he played consistently well throughout all the games and certainly played a big role in eliminating South Africa from the competition.

So what conclusions can we draw from the teams' performances on the field? The eventual champions Spain showed consistency all through the tournament and although they lost one game in the preliminary round, their statistics showed that they were the top team. More possession, more passes completed, least goals conceded etc. They had their fair share of super stars but these stars seemed to know that they were part of a **team** and the team performance was more important than individual performance. Now what of **sustainable success**? As current European champions they had experienced success and were able to maintain the momentum. Time will tell whether they can maintain their winning ways into the next European Championships and retain the FIFA World Cup in South America in 2014.

All systems need support

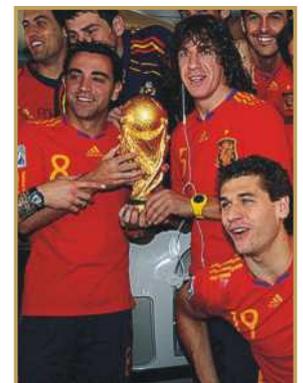


Were the match officials up to the required quality standard? I think most people who followed the tournament and the television audience came close to 30 billion people, were disappointed with some of the referee decisions. There were too many instances of disallowing good goals, England and USA come to mind and giving other goals that were clearly offside, a good example was Argentina. However, can we allocate the blame for this entirely with the referees? I

believe that FIFA must use additional technology, particularly on the goal line to assist in these decisions. In all other spheres of life and business technology is consistently being updated to satisfy customer needs. Clear benchmarks have been set in other sports. The line calls at Wimbledon can be questioned by the players and no one objects to the final decision the technology gives. Cricket is also a good example of “run out” decisions and “caught or LBW” decisions being referred to the technology available to the third umpire. There is a need for the presiding FIFA officials to analyse the game from a quality perspective in terms of **sustainable success** and understand that soccer is not just about rules for the sake of rules, but as in the quality principles of ISO 9001; it is about customer satisfaction.

Final conclusion

In the final analysis by SAQI about the 2010 Soccer World Cup from a quality perspective we are very happy with the final quality performance of South Africa as a host nation. A total of over three million spectators watched the live games in South Africa. This is the third highest in FIFA history behind the USA and Germany and almost 30 billion television viewers saw the tournament. SAQI are very much looking forward to the 2014 competition in South America and South Africa sends Brazil its best wishes for hosting another successful event. Our message to



FIFA is that it must focus on the customer, the fee paying public and sponsors, to deliver a product that is not only exciting but seen to be fair. After all it is a sport and let's never lose the meaning and origin of the word “**sportsmanship**”. Of course many will argue that it is nothing to do with sport it is business. However, that does not mean that business does not need **quality**.

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What makes for a winning team?



Alone we can do so little; together we can do so much.
Helen Keller

Individual brilliance doesn't guarantee success. The soccer teams that were knocked out in the early stages of the World Cup proved this truism. Many of those teams had players who have millions of fans across the world. Yet when it was time to perform as a member of a team there was an underperformance. Success is achieved when people pull together to achieve common goals.

Teams that excel are able to answer, 'Yes' about themselves to most of these ten questions:

1 Is there open communication within the team?

Team members talk openly and honestly with each other. There are no politics. Even if members disagree at times, that disagreement is always imbued with mutual respect.

2 Is everyone focussed on the goal?

Bert van Marwijk, the coach of the Dutch team that played Spain in the final match, commented that he was glad that the World Cup was not being played in Holland. Otherwise, the players would have been distracted by all the fans and hysteria around the team. Teams need to keep 'their eye on the ball' as they move towards their goals.

3 Are basic resources available?

Good intentions aren't enough to achieve a team's goals. Basic resources are needed too. There should be sufficient people in the team so as ensure that individuals aren't overloaded and become too stressed. Equipment and finances should be on hand to help the team along the journey.

4 Are team members accountable?

A potential weakness of a team is that when things go wrong, everybody hides behind 'collective responsibility'. In the soccer World Cup there were 64 games. Every single match started precisely on time. For each match there was a FIFA official who was responsible to enforce punctuality. Honest and strong teams give individual members authority to make decisions but hold them accountable to achieve agreed-on goals.

5 Is there sound leadership?

Sound leadership gives the team members the space to use their initiative. Yet the leadership also ensures that everyone keeps the 'big picture' in mind. Leadership ongoingly monitors the progress of the team. There'll be those times when the leadership needs to keep the members' morale up.

6 Is a logical plan in place?

There's a huge gap between a vision and a reality. Good planning helps you close the space. The team needs to work out the logical steps to be followed to achieve the goal. This planning involves time-frames. Dates are decided on by which times specific stages of a project have been achieved.

7 Is there continual evaluation of progress?

No project goes strictly according to plan. Were time-frames for completion adhered to? Even the successful World Cup didn't go off seamlessly. Think of the strike by security guards at four of the stadia at the start of the tournament. Safety and security plans were adjusted to allow the police to rescue the situation. Continual evaluation and – at times – adjustments to the planning need to be made.

8 Does the team use tools and techniques?

The team will need to use a range of methods to reach its' goals. Amongst the wide range of tools and techniques are benchmarking and brainstorming. The benchmarking tool involves studying what other people and organisations did to achieve goals similar to your own. Brainstorming is used when every member is encouraged to give ideas on how to achieve a plan or solve a problem.

9 Is the individual supported?

One reason why teams are so valued is that its' members can turn to each other for support. You might not know how to do something but others in the team might be able to help you. Effective teams tap into the different talents of its' members and share them.

10 Does the team welcome diversity?

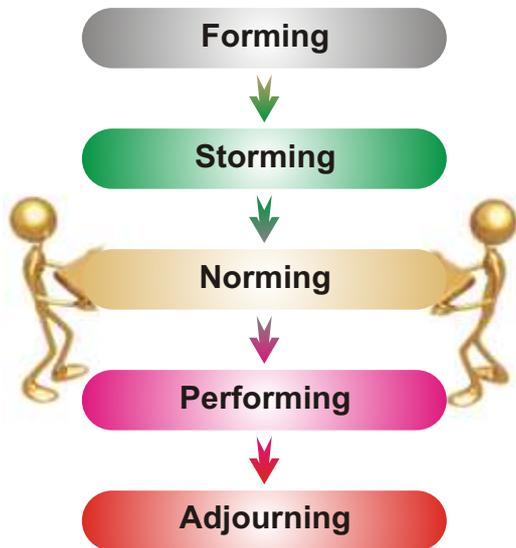
Dysfunctional teams give a 'No' answer to this question. The members don't get along well with each other. There's little or no respect for each other. Functional teams welcome diversity. They're enriched by the different languages, religions, political affiliations and the like of its' members. The members learn to live harmoniously with each other and to find creative solutions.

This article first appeared in the *Quality Educational News* Issue 15 : Aug 2010 : by Dr Richard Hayward.

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Stages of a team

No two teams work in identical ways. Yet all teams go through similar stages. American psychologist, Bruce Tuckman famously identified the sequential stages as: forming, storming, norming and performing. More than a decade later he added a fifth stage which he described as 'adjourning/mourning'.



Forming (birth) is the first stage. The team members come together. Goals are explained as well as procedures that need to be followed. At this starting point there is usually a politeness and a sense of cooperation. Team members could be a little wary of each other and slight nervousness might be evident. Members want to sense that they belong in the group and that they've a meaningful contribution to make.

Storming (childhood) is the scary stage. Members clash with each other. There are arguments over people's different roles, the route to follow to achieve goals as well as the behaviour of other group members. Conflict is to be expected. At this stage there are leaders who despair. They feel that no progress will be made. This stage demands that conflicting issues aren't avoided but rather confronted. Resolving conflict isn't left solely for the team leader to handle. Conflict is a group issue. It's to be dealt with openly by all as they look for acceptable alternatives.

There's a proviso about conflict in a group. A person who is continually obstructive, unpleasant and unreasonable might not be suitable as a team member. Such people do exist and can destroy a team! They need to be shown the red card and asked to leave the team.

Norming (adolescence) is the time when teams settle down. Members accept their different duties and roles. There's a goal to be achieved and there's agreement (not always unanimous) on the way forward. Members acknowledge each other's idiosyncrasies and realise that they need each other.

Performing (adulthood) is the 'All for one and one for all' stage. The team is focussed and works hard to achieve agreed-on goals. Different knowledge and skills found amongst members are shared for the benefit of all. Quality schools strive for continuous improvement. Once certain goals have been achieved, there's a striving for new challenges.

Adjourning/mourning (demise) When the team has achieved its' goals, the time has arrived to celebrate. There's an adjournment or pause. Think of the way in which Madrid packed the streets when the Spanish soccer team had their victory parade through the city. Yet amidst all the celebrations there is a tinge of sadness. All teams eventually disband. 'The band of brothers' will start to go their different ways. Team members have often become friends. That inevitable parting needs to be acknowledged and honoured.

What's your role in the team?

The best teams make the best use of their team members. As the quip goes, they put the best people on the bus but they also make sure that they're sitting in the right seats on the bus.

The most familiar role (or type of work) on a team is that of *leader* or *facilitator*. Senior management team members and principals often take up that role. However, there are times when that role is best filled by other staff members or even parents. An example would be the School Governing Body team which is discussing a legal issue. A wise principal would encourage the parent who is a practising lawyer to give leadership direction in this field. There's a niche or role for every member in a well-functioning team. Your niche changes according to the team you're in.

Here are eight roles that most team members use according to the team they're in (Murgatroyd S 1994 in [Total quality management and the school](#) pages 147-148):

- *Advisor* gathers all the necessary information so that team members can be guided towards making sound decisions;
- *Innovator* creates new ways of thinking or working that will help the team reach its goals;
- *Promoter* takes innovative ideas and 'sells' them to team members in a compelling but non-confrontational manner;
- *Developer* outlines the best possible ways to turn great ideas into practical realities;
- *Organiser* turns the work outlines into action by organising the actual implementation;
- *Producer* does the nitty-gritty of ensuring that the plan is carried out by him or herself or others;
- *Inspector* examines the work that has been done to ensure acceptable quality and advises on areas for further improvement;
- *Maintainer* ensures that the work done by the team is maintained

This article first appeared in the *Quality Educational News Issue 15 : Aug 2010* : by Dr Richard Hayward.

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Implementation Guidance for ISO 9004:2009

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1.0 Introduction

This Implementation Guidance has been developed to assist users in understanding the issues that need to be considered when using ISO 9004:2009.

ISO 9004:2009 was published in November 2009, and incorporates significant changes compared to the previous (2000) version. The content and structure are completely new, and provide users with a holistic view of a quality management system in order to guide them towards long-term (“sustained”) success. This is quite different from the situation for ISO 9001, where the recently-published 2008 version included only minor clarifications and no new requirements as compared to the previous (2000) version.

This implementation guidance document is intended to promote a better understanding of the objectives and context of ISO 9004:2009, and the issues that need to be considered by all relevant interested parties (organizations, their direct and indirect customers, owners, suppliers, employees, society etc)

2.0 What is new in ISO 9004:2009?

The new title of ISO 9004:2009 is “*Managing for the sustained success of an organization – A quality management approach*”. It is a **guidance** standard, and will typically be implemented based on an internal desire to improve, rather than the need to meet a set of **requirements** (such as those defined in ISO 9001:2008) which typically are externally-imposed. It addresses the needs and expectations of all relevant interested parties, not only those of the organization's customers and statutory/regulatory bodies. The following are some of the features of the new ISO 9004:2009 standard:

- ◆ ISO 9004:2009 has a new structure which is no longer fully aligned to the clause structure of ISO 9001:2008. This has been done intentionally, to facilitate better readability and understanding. ISO 9004:2009 now contains 9 main clauses and 3 Annexes, including a detailed explanation of the eight quality management principles on which both ISO 9004:2009 and ISO 9001:2008 are based. Compared to the previous version of ISO 9004, some clauses have been renamed and others added and / or explained in more detail.
- ◆ The process approach to quality management has been maintained as the core basis for the standard; however, the process model given in ISO 9001:2008 is extended in ISO 9004:2009 to include the strategic aspects needed to ensure long-term sustained success.
- ◆ ISO 9004:2009 no longer incorporates the specific text of ISO 9001:2008, as it did in the previous version. Although the two standards are intended to be used together and

to complement each other, the concept of the “consistent pair” has been relaxed.

- ◆ As with previous versions of ISO 9004, this 2009 edition was designed to provide an organization with guidance about quality management systems, and was not designed to define requirements which a quality management system should meet (that is the role of ISO 9001:2008), i.e. the standard is not intended to be used for “certification”, regulatory, or contractual purposes.
- ◆ One of the main features of ISO 9004:2009 is the self-assessment tool provided in Annex A, which can be used by an organization to assess the maturity of its quality management system, or can be used by others acting on its behalf. This in turn allows the organization to identify its own strengths and weaknesses, and to determine the actions needed to ensure its sustained success.

3.0 Guidance for Usage

ISO 9004:2009 provides guidance to support the achievement of sustained success for any organization in a complex, demanding, and ever changing, environment, by a quality management approach.

The sustained success of an organization is achieved by its ability to meet the needs and expectations of its customers and other interested parties, over the long term and in a balanced way. Sustained success can be achieved by the effective management of the organization, through awareness of the organization's environment, by learning, and by the appropriate application of either improvements, or innovations, or both.

ISO 9004:2009 provides a wider focus on quality management than ISO 9001:2008; it addresses the needs and expectations of all relevant interested parties and provides guidance for the systematic and continual improvement of the organization's overall performance. When using ISO 9004:2009, organizations can choose to implement the standard in its entirety, or can adopt a step-by-step approach using elements of the standard to provide guidance in achieving phased improvements in specific areas.

ISO 9004:2009 promotes self-assessment as an important tool for determining the maturity level of an organization, covering its leadership, strategy, management system, resources and processes, to identify areas of strength and weakness and opportunities for improvement and/or innovation.

The typical starting point for implementing ISO 9004:2009 will be after an organization already has a quality management system that meets the requirements of ISO 9001:2008. It is important to recognize, however that this is NOT a pre-requisite. The use of the 9004:2009 can take place with or without 9001:2008 being implemented and/or the organization being certified as the two standards have the common goal of being consistent, compatible and complementary to each other.

ISO 9004:2009 introduces guidance on a number of topics that are not directly addressed in ISO 9001:2008. These include:

- ◆ The concept of the “organization's environment”
- ◆ The needs and expectations of all relevant interested

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- parties (not only the customer)
- ◆ Strategy and policy formulation, deployment and communication
- ◆ Management of financial and natural resources
- ◆ The involvement and motivation of people
- ◆ Relationships with partners
- ◆ Management of knowledge, information and technology
- ◆ Utilization of KPI's (Key performance indicators)
- ◆ Use of self-assessments and benchmarking activities
- ◆ Improvement, innovation and learning

4.0 User groups

4.1 All Users

ISO 9004:2009 is designed to be used by organizations that seek sustained success through systematic and continual improvement of their overall performance, while addressing the needs and expectations of all relevant interested parties.

Typical potential users of ISO 9004:2009 include the following groups:

- ◆ Organizations with quality management systems based on the requirements of ISO 9001
- ◆ Previous users of ISO 9004:2000
- ◆ New users of ISO 9004:2009 with no experience of quality management systems

In all cases, users can choose to develop and implement a management system based on ISO 9004:2009 alone, or in an integrated way with other management systems standards (such as for environmental management, information security management, etc.). Any user, with or without a quality management system (ISO or non-ISO), can gain benefits by following the recommended management practises contained in ISO 9004:2009.

The basic recommendations for any type of ISO 9004:2009 user are:

- a) To start applying the self-assessment tools contained in annex A of ISO 9004:2009 in their organization, as well as the quality management principles contained in Annex B:
 - Annex A provides a tool for organizations to self-assess their own strengths and weaknesses, to determine their level of maturity, and to identify opportunities for improvement and innovation.
 - Annex B provides a description of the quality management principles that are the foundation of the ISO 9000 family of standards
- b) Analyse the results obtained from using the self-assessment tools to determine the maturity level of the organization's quality management system against the criteria given in ISO 9004:2009.
- c) Get the organization's Top Management to determine possible scenarios for moving the organization to a higher maturity level:
 - i) *If your organization is predominately at maturity levels 1 or 2:*

Read ISO 9000:2005 to gain an insight into the fundamentals of quality management, and then read ISO 9004:2009 to see how to build a quality management system that will lead the organization to sustained success.

Consider using ISO 9001:2008. There is an established worldwide infrastructure surrounding this standard, with training courses, technical literature, etc. to support organizations going down this path.

The standard has assisted many organizations to move from levels 1 or 2 to Level 3 or 4 or beyond, by requiring them to demonstrate their capabilities against a widely accepted framework.

If you are already using ISO 9001:2008, then use the practices described in ISO 9004:2009 to add value by extending the depth of implementation of the organization's quality management system, to give increased benefits to all the relevant parties that are interested in, or affected by, its activities and operations.

- ii) *If your organization is predominately at maturity levels 3 or 4:*

As organizations progress to and then exceed Levels 1 and 2, there is a need to adopt more sophisticated management practices to accommodate and drive improvements in efficiency. During this phase, organizations often face the risk of misalignment of effort, where the symptoms include the use of isolated initiatives that do not achieve their full potential (unfortunately many organizations initiate changes without first understanding the critical factors that effect their processes and performance). The recommendations in ISO 9004:2009 can help improve the alignment of the management practices of an organization to its strategy, as well as in providing increased confidence to its interested parties.

It should be noted that the foundations provided by ISO 9001:2008 continue to be important for organizations at these levels

- iii) *If your organization is close to maturity level 5:*

The organization should seek to enhance its learning by using methods for external comparisons and analyses of its performance, e.g. benchmarking. Such methods can be of benefit at all phases of the journey, but particularly at this higher level where they will help to bring external perspectives to an organization's analysis and planning of improvement. The recommendations in ISO 9004 can help ensure that the organization's strategy and its execution are strongly interdependent, as these are important factors in achieving sustainable success.

- d) Use appropriate approaches to achieve a higher maturity level, including:
 - i) Using the results of self-assessments:
 - as an input to management reviews,
 - for communication to relevant people in the organization; and
 - to share understanding about the organization and its future direction.
 - ii) Taking action for the improvement of the organization's performance, through:

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- innovation of its processes, products and organizational structures.
- learning and the recognition of best practices and opportunities for improvement.

In doing this, recognition should be given to the fact that an organization is likely to be at different maturity levels for the different elements of its management system, and that each element will need to be planned for separately, as well as there being an overall plan for achieving sustained success.

The improvement of the organization's performance requires planned, time-phased and quantified actions and measures, to be able to monitor the completion level of each individual action.

- e) Perform ongoing reviews of the organizations current maturity level (through self-assessments) against the next higher maturity level, as well as planning and prioritizing the improvement and innovation actions needed to move to the higher level.

The results of self-assessments, when summarized and analysed, are an invaluable source of learning that should be used by the organization to decide on how to proceed and what approaches can best support its efforts.

4.2 Users of ISO 9001:2008

Now it is time to consider ISO 9004:2009 as a useful guide to improve on the foundations of ISO 9001:2008 and improve your organization's performance. For that purpose:

- Follow the recommendations given for all users in 4.1 above,
- Apply the ISO 9004:2009 self-assessment tools
- Determine what is needed to move to a higher maturity level,
- Define an action plan
- Implement your plan and
- Incorporate the enhancements to your ISO 9001:2008 quality management system

4.3 National Standards Bodies

National Standards Bodies should be promoting the standard, and be creating awareness of the benefits of the standard, to their national constituencies.

4.4 Certification Bodies and Accreditation Bodies

ISO 9004:2009 is not intended for certification purposes, neither for accreditation.

4.5 Trainers and Consultants

Training bodies and consultants are recommended to study the guidance provided by ISO 9004:2009 in order to make potential users aware of its context and scope, and particularly to encourage its use to drive improvement beyond simple compliance with ISO 9001:2008 requirements. It is important that those instructors who provide training on quality management systems in general (including instructors for "Lead Auditor" training courses) be aware of the distinction between the **requirements** of ISO 9001:2008 versus the ("optional") **guidance** provided by ISO 9004:2009.

5.0 Relationship with other management system standards

ISO 9004:2009 is only one standard in the ISO 9000 family and can be used in harmony with the other requirements and guidance standards developed by ISO Technical Committee TC176. Further details of the entire ISO 9000 family can be found in the ISO Publication "Selection and Use of the ISO 9000 family of standards" (available for free download from www.iso.org). ISO 9004:2009 is also compatible with, but does not directly address topics related to other management systems, such as environmental management, information security management or others. It does, however, provide a holistic approach to management and contains many features which can be used to complement, develop and further improve the ways in which organizations make use of other management systems to drive improvement and achieve sustained success.

ISO 9004:2009 provides a wider focus on quality management than ISO 9001:2008; it addresses the needs and expectations of all relevant interested parties and provides guidance for the systematic and continual improvement of the organization's overall performance.

ISO 9004:2009 has been developed to maintain consistency with ISO 9001:2008 and be compatible with other management system standards. Such standards complement each other, but can also be used independently.

The self-assessment methodology shown in Annex A of ISO 9004:2009 may also be helpful while implementing, maintaining or improving other management systems.

Annex C describes the correlation between the individual clauses and sub-clauses of ISO 9004:2009 and ISO 9001:2008.

Users of ISO 9004:2009 are also encouraged to consult the various ISO and "non-ISO" standards and other documents that are mentioned in the extensive Bibliography.

6.0 Further information regarding ISO 9004:2009 and the other standards in the ISO 9000 family

ISO is an international confederation of National Standards Bodies ("NSBs"). The first contact for information or questions about ISO 9004:2009 should be the user's local Standards Body (for a full list of ISO's NSBs, see http://www.iso.org/iso/about/iso_members.htm).

Other recommended sources are:

- The ISO Web Site www.iso.org provides general information about the ISO portfolio of standards and details of the standardization process. There is also a wealth of guidance and additional information that is available for download, free of charge.
- The ISO/TC176 Web Site www.tc176.org provides specific information on the structure and work programme of ISO/TC176.
- Further information regarding the status and work programme of ISO/TC176/SC2 (the subcommittee responsible for the ISO 9001:2008 and ISO 9004:2009 standards) can be found on www.iso.org/tc176/sc2/public



PUBLIC TRAINING		E-CERTIFICATION	E-EXAMINATION	IN-HOUSE TRAINING	
MANAGEMENT SYSTEMS		AUDIT PRACTICE		QUALITY CORE TOOLS	
ISO 9001	ISO 17025	INTERNAL AUDITING TECHNIQUES		FMEA	AQP
ISO 14001	TS 16949			SPC	8D TOPS
OHSAS 18001	ISO 22000	PROCESS AUDITING		MSA	PPAP

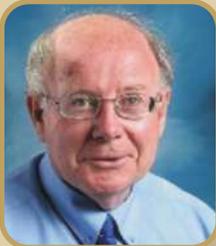


Quality in Schools

a regular column by Dr Richard Hayward

As most of our readers are parents themselves, we have asked SAQI's education editor Richard Hayward (rpdhayward@yahoo.com), a retired headmaster and published author to give us some words of wisdom on how to get quality principles instilled in young people.

“...And where is the 4%?”



There's the little story of Joshua who came home with his Maths test paper. Joshua's parents were most loving but mother was inclined to be too demanding of her son. When Joshua showed his mother his exam paper, he expected high-fives and much praise. He obtained 96%. Mom's dry quip on seeing the test paper was, "... and where is the 4%?"

Joshua's mother might have been well-intentioned in trying to get him to do even better. Yet her remark could have demotivated him. After all, 96% is very OK! The mother's comment reflects an unfortunate attitude that parents can adopt towards school achievements. The quality philosophy refers to 'zero defect', or of 'getting it right, first time'. That approach applies to the manufacturing industry. We want our cars and TV sets to work perfectly when we turn on the ignition or press the remote button.

Every human being has imperfections. Schools can be very unhappy places if there's a preoccupation about perfection. Children become too stressed (remember though, a little bit of stress is healthy!). If a spirit of rebellion sets in, marks can plummet. Relationships at home deteriorate. In later life when the children grow up, there's resentment about the way that parents drove them unreasonably.

At the end of the 2010 FIFA World Cup, Sepp Blatter gave South Africa a performance rating at a press conference about the tournament. He gave the country a score of 9 out of 10. Blatter added that such a score was outstanding. He also made the observation that nobody is perfect.

Joshua's parents can learn from Blatter's actions after the final whistle of the last match. Blatter and his FIFA team have analysed the tournament. They've looked at what worked well and also what needs to be improved. Their recommendations will be implemented in the 2014 Brazil World Cup.

So, where did Joshua miss out on the 4% in the Maths exam?! Once mom and dad have congratulated him on the outstanding result, together they can discuss the missing marks. That's what continuous improvement entails. If Joshua improves his mark in the next test, that'll be great. Whatever the next test result, there's one crucial criteria. Did he give of his best before and during the test? If the answer is 'Yes', that's a very good reason to really celebrate ...again!

Total Quality Education programmes are done at schools by Richard Hayward. Poor schools are sponsored. For more details, please contact Vanessa du Toit at SAQI (012-349-5006). Alternatively, contact Richard on 011-888-3262 (rpdhayward@yahoo.com).



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SAQI Training Programme for 2010

All courses offered by the South African Quality Institute are presented in association with other course providers and are available to all organisations including SMMEs and corporates. SAQI can assist with the training of a company's workforce and all training packages can be run in-house at cheaper rates. A special 10% discount applies to SAQI members. **All prices include VAT.** For more information or to register contact Vanessa du Toit at (012) 349 5006 or vanessa@saqi.co.za

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SAQI reserves the right to change details of the programme without prior notice. Click on the course code for a synopsis or [click here](#) for all course synopsis in alphabetical order.

Code	Course	Days	Cost	Aug	Sep	Oct	Nov	Dec
B1	Cost of Quality	2	4,000	5-6				
B12	ISO 14000 overview	1	1,925		3			
B14	Integrated Management Requirements	3	3,870				18-19	
B16	Internal Quality Auditing	3	3,870	18-20		13-15		8-10
B20	Lead Auditor	5	9,660	23-27			22-26	
B24	How to write procedures	2	3,400	12-13	22-23		15-16	
B34	Statistical Process Control	5	9,660			4-8		
B38	Development of QMS	5	9,660		13-17		29 – 3 Dec	
B48	ISO 9001 Requirements Workshop	3	3,870	16-18	8-10		10-12	
B49	SHEQ Internal Auditing	3	3,870	11-13		20-22		
B50	EMS Lead Auditor	5	9,660	16-20				
B51	Development of SHEQ System	5	9,660		6-10			
B52	OHSMS Lead Auditor	5	9,660			18-22		
B53	SHEQ Trainer	3	3,870				8-12	
B58	Customer Satisfaction and Excellence	2	3,400	5-6				6-7
B64	Introduction to Quality Techniques	3	3,870	24-26	28-30		3-5	
B65	SAQI National Certificate in Quality	10	18,320			27Sep-1Oct	1-5	



Code	Course	Days	Cost	Date
SPI3	ISO 9001 Master Class in Process Management	3	R5 266-80	6-8 Oct
SPI4	ISO/IEC 15504 Process capability assessor training	5	R8 778-00	11-15 Oct

SAQI also offer the following courses on an inhouse basis for 10 or more delegates. Please contact vanessa@saqi.co.za for a quote.

<ul style="list-style-type: none"> ◆ Business Plan Development (B54) ◆ Conducting Classroom Safety Training (B60) ◆ Continuous Improvement Program Facilitation (B30) ◆ Control Chart And process Capabilities (B31) ◆ Cost of Quality (B1) ◆ Customer Care (B39) ◆ Customer Satisfaction and Excellence (B58) ◆ Development Of A Quality Management System (B38) ◆ EMS Lead Auditor (B50) ◆ Effective Presentation Skills (B45) ◆ Executive Report Writing (B57) ◆ Exceptional Service (B32) ◆ HACCP (B47) 	<ul style="list-style-type: none"> ◆ Health And Safety Lead Auditor (B52) ◆ How To Write Procedures, Work Instructions And ISO 9000 Overview (B24) ◆ ISO 14000 Overview (B12) ◆ ISO 14001 Development Workshop (B13) ◆ ISO 9001:2008 Requirements Workshop (B48) ◆ Integration Of ISO 9001 14001 And OHSAS 18001 (B14) ◆ Internal Environmental Auditor (B44) ◆ Internal Quality Auditing (B16) ◆ Interpreting ISO 9001 For The Service Industry (B17) ◆ Introduction To Quality Control (B41) ◆ Introduction To Quality Techniques (B64) ◆ Key Aspects of Six Sigma (A11) ◆ Lead Auditor - Organisational Quality Auditor (Preparation Course) (B20) 	<ul style="list-style-type: none"> ◆ Lean Manufacturing Course (B57) ◆ Managing the Safety Training Programme (B59) ◆ OHSAS 18001 Auditing (B19) ◆ OHSAS 18001 Requirements Workshop (B18) ◆ OHSAS System Development Program (Based on OHSAS 18001) (B46) ◆ Policy Deployment And Continual Improvement ◆ Project Management Demystified (TD1) ◆ Quality Control (B41) ◆ SHEQ Internal Auditing (B49) ◆ SHEQ System Development Programme (B51) ◆ SHEQ Trainer (B53) ◆ Six Sigma (BH1) ◆ Statistical Process Control (Basic Quality Control) (B34) ◆ Understand the changes to ISO 9001:2008 (B22)
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