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No 170 • August 2013

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In this Issue of the e-Quality Edge

We have a full and exciting newsletter prepared for our members and associates this month.

We are pleased to review the second edition of our Education specialist Richard Hayward's book "Making Quality Education happen" We hope this new edition will have a profound impact on our schools and lead to sustained success in the education sector.

We also continue our series of articles on the proposed changes to ISO 9001 for publication in 2015?

One of our long time members and associates Dr. Alastair Walker shares his views on how we can limit the proliferation of Management Standards by applying some lean thinking principles. On a similar vein we are also featuring an article by one of our regular contributors Jacques Snyders on applying 5 S principles in the service sector.

We also include articles by our regular contributor Terry Booyesen who explores the concern of absenteeism and Dr. H J Harrington who discusses the subject of creativity and innovation. We continue to encourage our new members to submit articles for publication and if you have a topic relating to quality that you would like to submit please feel free to send it through.

You can keep up with all our latest activities by visiting us on www.saqi.co.za

Paul Harding - SAQI MD



Evolution in management system standards

By Dr Alastair Walker : SPI Laboratory (Pty) Ltd, Johannesburg, South Africa

1. Introduction

We are on the threshold of major changes in the management system standards that have become so familiar to us. ISO 9001 (quality management systems - requirements) had its roots in South Africa as SABS ARP 0157, released in 1987. Few folk are aware of what a major contribution South Africa made to the initial inputs that eventually gave rise to what is now known as ISO 9001. Soon after the release of the first edition of ISO 9001 (1994), ISO 14001 followed soon after, with requirements for environmental management systems. A search on the ISO.ORG web store, with a search of 'management system requirements' lists 108 entries as published MS standards. At least half of these entries are standards that elaborate the basic management system standards, but this type of search does reveal the explosive growth in the number of published management systems standards.

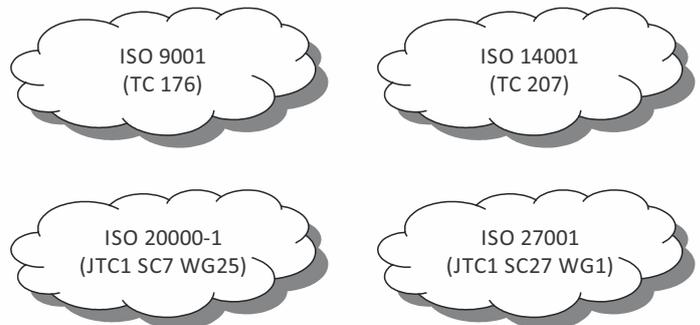
Where will it all end? How does a potential user of such standards react to this ongoing proliferation of MS standards? Surely it is time to take a deep breath, stand back from the situation, and ask ourselves – how did a situation with all this complexity come about?

We can identify three major phases in the ongoing evolution of management system standards. The first phase (discovery and elaboration) has been completed. We now find ourselves in the throes of the second phase (consolidation). The third phase (simplification) is yet to come.

2. First phase – discovery and elaboration

Users of the MS standards tend to be unaware of the extent to which the technical experts who create these standards work in isolation from each other. Few technical experts from TC 176 SC2 (responsible for the development of ISO 9001) have any interaction with technical experts responsible for other MS standards, attend the technical meetings associated with the other MS standards, or are privy to the draft documents associated with the development of another MS standard. Consequently, tunnel vision is a major problem facing the coherent development of an integrated suite of MS standards. Until very recently, there was no common architecture applied to the creation of MS standards.

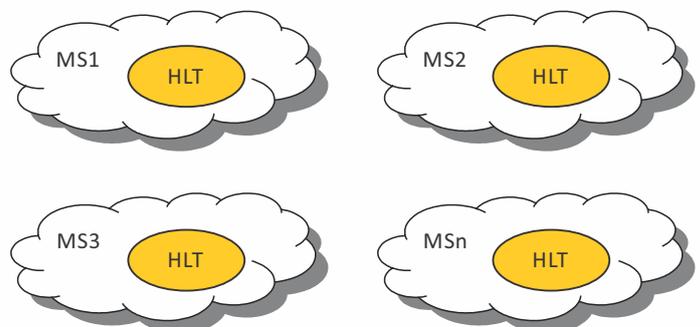
This scenario can be represented in the figure below.



3. Second phase – consolidation

The first step in the direction of creating some uniformity of concepts in the development of MS standards came about with the publication of ISO Guide 72 (Guidelines for the justification and development of management system standards), published in 2001. Annex B identified the elements that were expected to be present in each published MS.

The second step in the direction towards creating a common architecture was the proposed ISO Guide 83 (High level structure and identical text for management system standards and common core management system terms and definitions) that was initiated in 2009. The end result of this proposal for a common architecture was the publication of the high level text (HLT) in Annex SL (Appendix 3) of the Consolidated ISO Supplement – Procedures specific to ISO (2012). This HLT is now the basis for the creation of all new and revised MS standards.



The new generation of MS standards will feature common clause numbering and essential content. Each technical committee is permitted to augment the HLT with additional

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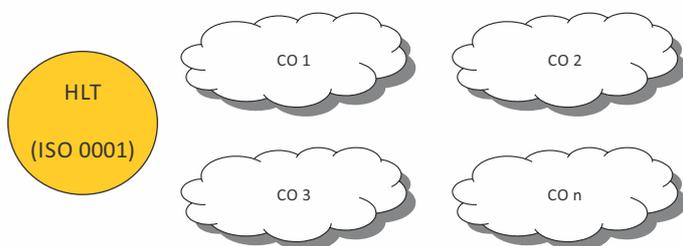
provisions, but not to deprecate the given text.

While this approach is certainly an improvement on the current situation, we must look at this situation from the user perspective. And it is certainly not ideal. The user still faces the prospect of having to apply multiple MS standards, in which half the text of each standard says almost the same thing. But there are pitfalls for the unwary! If each technical committee introduces subtle qualifications to the HLT, there is still the unhappy prospect that an auditor evaluating conformity to MS 1 will raise no non-conformances, while an auditor working from a viewpoint of MS 2, might well raise non-conformances based on additional provisions inserted by the responsible technical committee.

While this approach to the new architecture of the MS standards might be pragmatic politics, being mindful of the highly protective stance adopted by each technical committee towards their particular 'baby', this approach cannot be considered optimal from the user perspective. So – something simpler is needed.

4. Third phase – simplification

By 2016 the user community are likely to have access to a new portfolio of MS standards, in which the first half of each standard is almost identical to the other MS standards. The simple-minded user is likely to query – why did the technical committees not strip out the common text (i.e. HLT) and publish that as a separate standard? And let's give it a really simple number - ISO 0001.



If we take that step, then each of the MS's will shrink to a much shorter collection of requirements that will be distinctive for an application domain e.g. quality, environment, IT service management etc. Certification in its minimal form will require certification to ISO 0001 (the vanilla flavour requirements of the high level text) and at least one of the sets of specialised requirements applicable to an application domain e.g. quality. To extend the certification only requires the additional work of complying with the requirements of the second application domain. And so on.

In the above figure the notation CO refers to 'control objectives'. It is a terminology adopted by ISO 27001 (Information security management systems – requirements) to refer to requirements specific to that

application domain. In like manner, ISO 9001 might be reduced to a collection of requirements that might also be referred to as 'control objectives for quality'.

Needless to say, this approach will dramatically reduce the complexity of conforming to MS requirements, simplify and extend the range of possible MS certifications, and lastly, and by no means least, simplify the future maintenance tasks of the responsible technical committees!

Are there any negative consequences to this approach? The only one I can think of is that the user will need to apply at least two standards in order to achieve the first certification! But from then on it is 'plain sailing'.

Author Details



Dr Alastair Walker is the founder and chief executive officer of the Software Process Improvement Laboratory. He is a member of the Standards South Africa Information Technology Committee (TC 71), and chair of SABS National Committee for Software Engineering Standards (TC001-SC7). He is a member of SABS technical committees TC176 (Quality assurance and quality management, TC 180 (Conformity assessment) and TC 175 (Process Models).

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5S HOUSEKEEPING IN SERVICE INDUSTRIES

By Jacques Snyders

There are three reasons why 5S should not be confused with the conventional concept of housekeeping, which is normally associated with Seiso or cleaning. This article discusses those three reasons. The concept of 5S helps employees to achieve high levels of productivity, efficiency, and product and service quality in the workplace.

Among the world-class manufacturing technologies available, the most applicable to the service sector perhaps is the 5S Housekeeping Program. Originally conceived to create a clutter-free, well-organized, clean working environment in factories, 5S is now seen as a concept widely applicable to all, regardless of industry and/or size of company. As such, call centres, service industries and even hospitals have utilised it with promising results. 5S, which is normally confused with the cleaning of your work environment, is often labelled as organized common-sense. The principle behind 5S is that workers must have a working environment conducive to achieving high levels of quality, safety and productivity. A cluttered, disorganized workplace de-motivates employees and hinders any attempt to improve their efficiencies.

5S explained:

5S is usually a part of, and the key component to, establishing a Visual Workplace and is part of Kaizen (continual improvement) – which is a component of lean manufacturing. 5S focuses on having visual order, organization, cleanliness and standardization.

The results that can be expected from a 5S program are improved profitability, efficiency, service and safety.

5S stems from five Japanese words:

- 1) Organize (Seiri) – Step one in cleaning up and organizing the work place;
- 2) Neatness (Seiton) – Organize, identifies and arranges everything in the work area;
- 3) Cleaning (Seiso) – Regular cleaning and maintenance;
- 4) Standardize (Seiketsu) – Make it easy to maintain, hence simplify and standardize the practice all over your organisation
- 5) Self-discipline (Shitsuke) – Maintain what has been accomplished.

There are three reasons why 5S should not be confused with the conventional concept of housekeeping, which is normally associated with Seiso (cleaning):

1) *Firstly*, 5S goes far beyond the traditional housekeeping, which is usually done to make a workplace look good for visitors or customers. 5S should not be about impressing other people. Its focus is to help employees achieve high levels of productivity, efficiency, and product and service quality in the workplace. 5S helps to achieve a visual workplace, where problems are identified and solved immediately when things are out of place.

2) *Secondly*, Traditional housekeeping begins with the cleaning of an area, whereas 5S starts with deciding what is needed and what is not needed in the workplace. As such, 5S is a conscious decision for a team of people, and not an individual decision. The team needs to agree on what they feel they need, and what they do not. Thereafter, they have to agree on the rules. Rules and guidelines are then required by 5S to be defined, agreed upon and executed by the team themselves. This will ensure immediate ownership once the team is involved in decision making. They therefore have to ask the question that if they keep something, how it will fit into and be organized within the work area, so that all can benefit from an improved environment. The result of this is immediate ownership and responsibility taken by the team for their decisions, and not a command and control style, which is prescribed to the team by someone else.

3) *And thirdly*, In general, traditional housekeeping in most cases, is done only when there is an external reason for it, such as an important visitor coming to the business, or when customers and/or potential investors are visiting the work area. 5S on the other hand, if implemented correctly, should assist and contribute to Process Control and Stability by:

- assisting with a well-organized work area, where out-of-the-ordinary conditions and daily operational issues are identified
- clear marking of tools, and line side storage areas for production parts, ensuring process continuation;
- helping to identify and solve operational defects, delays, incomplete jobs and process stoppages due to parts and tools not available when needed by operations in advance.

5S Application in the Service Industry:

Literature and examples of 5S implementation in the manufacturing environment are readily available and understood, but 5S in the service industries are not always that clear. Implementing a 5S program in a service industry should not only improve the visible environment, but also the invisible environment:

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1) **Visible Environment:** 5S programs mostly focus only on the visible environment such as the actual office environment which includes storage areas, desks and filing cabinets, kitchens etc. It is true that removing clutter and organizing a 'bad' office or call centre does indeed improve the morale of employees, as it creates a sense of pride and positive energy towards the employees' work. It can even impact on the quality of the service employees deliver to customers.

2) **Invisible Environment:** Apart from the visible environment, there is an invisible environment that can benefit hugely from a 5S initiative. One of the reasons why lean thinking has not been so successful in the service industry is due to the fact that the service industry is mostly an invisible process, as opposed to the manufacturing industry's visible process, parts and inventories. This is the reason why most of the 5S programs that have been observed are only focused on the visible environment.

To understand the invisible environment, one should uncover the invisible environment of the IT or Business Process Management (BPM) flow systems. The BPM flow system is the "conveyor belt" or "production line" that moves work from one process step to the next. It is within this system that one discovers the similarities with the manufacturing process. By analysing the claims, orders or invoices in the BPM flow system, all common manufacturing issues can be found (see the comparison in the table below).

SERVICE INDUSTRY MANUFACTURING INDUSTRY

Manufacturing Industry	Service Industry
Line stoppages	Work put on hold
Scrap & Defects	Reworks & incomplete information
Waiting for parts / components	Incomplete work or waiting for additional information, unable to be processed further
Old stock & parts	Aging orders

Fig1: Comparison between waste in Manufacturing vs same type of waste in Service industries

The existence of waste becomes clearer once one can see and relate to the above mentioned operational issues, as waste. An example of this would be the number of line managers that accept thousands of orders, claims or invoices in their BPM system as normal. A high percentage of work in these systems, unable to be processed, is due to various forms of waste. Most alarming is that employees try to obtain the necessary information by sending countless mail to upstream processes, hoping for a speedy reply, so that they can complete orders.

Example of a 5S Intervention in a Service Industry:

A 5S intervention at an insurance client, focused on their 3rd Party Claims Department, yielded the following results in a very short period of time:

- 1) Immediate scrapping of 2500 obsolete claims;
- 2) Improved claims handling time;

- 3) Increased broker and customer satisfaction;
- 4) Eliminating weekend overtime among the relevant employees;
- 5) Cost per claims reduction (reduction of legal fees);
- 6) 40% reduction of total claims inventory to a manageable number of claims per month;
- 7) Improved lead-times;
- 8) Improved efficiency;
- 9) Eliminating the need for additional resources.

A 5S workplace or establishment is therefore not only nice to look at or show to others, but, more importantly, is a pleasant place to work in. 5S enhances the employees' quality of life, since they spend more of their working hours in the company than at their homes. It develops employees' pride and team spirit. It also results in an easier space to manage and supervise, since no clutter obscures the status of operations. Deviation, problems and non-compliance are easily spotted due to 5S implementation, since everybody knows, without asking, where items are supposed to be and ultimately improving your department's efficiencies.



About the Author



Jacques is Managing Partner and Operations Director of Business Improvement Practitioners in Pretoria. He holds various degrees in the operational fields of Project Management, Quality Assurance and Production Management, Certified Lean Master, Six Sigma Black Belt Trainer and Coach. He has 19 years' experience in Operations Management, 12 of those in the motor industry. He held management positions in Quality Engineering and Project Management.

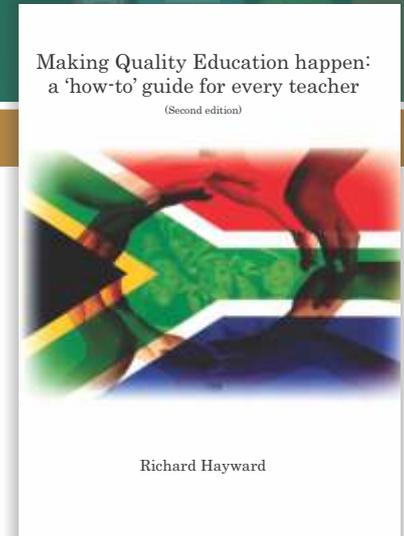
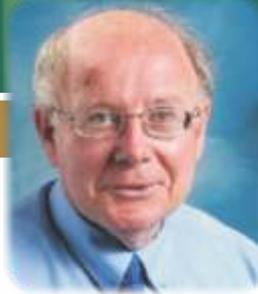
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Making Quality Education happen: a “how – to” guide for every teacher (Second edition)

Published by CAXTON & CTP publishers and printers Limited

Author Richard Hayward



“Total Quality Education (TQE) is an adaption of the best quality practices and principles found in the business and professional world. This book proves that you don't need money (although every bit helps!) to create an outstanding classroom and school. Many of the quality practices described in the book don't cost a single cent to implement in a school”.

People often only associate quality principles and particularly quality management with manufacturing organizations. My training delegates often say to me when we are talking quality; “It's OK if you are building cars but our situation is different.” Richard Hayward has managed to dispel that myth and through his insight into quality matters and his vast experience as an educator has put together a “must read” book for every teacher in South Africa that wants to develop a Quality School.

The author has managed to weave into the book lots of anecdotes, quotations and stories that cover education in our rainbow nation. He is able to compare the performance of schools that geographically are very close to each other but in terms of access to finances and facilities are miles apart. However, does this prevent the less privileged teachers and learners from achieving quality performance? According to Dr. Richard Hayward, not at all.

The book is published under the aegis of the South African Quality Institute (SAQI) and the author has based his book on the “SAQI Quality in Education Model for South Africa”.

The first chapter is dedicated to the question “What is Total Quality Education (TQE). In this chapter he discusses two totally different Johannesburg schools. In one area called Dainfern most of the children attend private well resourced schools. Yet in the neighbouring informal settlement of Diepsloot a school provides some lessons in metal containers yet the dedicated staff provides an outstanding quality education for the learners.

The book then goes on to describe the SAQI Quality in Education Model and its application.

This model is based on five pillars of a quality school. These pillars are:

1. Values
2. Leadership
3. School Improvement Plans
4. Communication
5. Tools and Techniques

He first of all summarizes each pillar in an easy to understand way giving practical examples of their application in the classroom.

The author then sets the tone for the rest of the book by showing what the characteristics are of a quality school and compares them to those of an ordinary school by means of a simple table. He then expands on each pillar giving many practical examples of how each one of these pillars can be applied to support a quality school through the next five chapters that are focused on each pillar.

I particularly enjoyed the chapter on leadership. In business this is the main differentiator between successful organizations that move to “world class performance” and those that plod along or fail. During this chapter Richard Hayward not only discusses the difference between managers and leaders but gives many examples of “true leadership”.

Once the five pillars of a good quality school have been digested, the book concludes with a nine step easy to follow approach on how to implement Total Quality Education.

This book is “priceless” in the ideas and quality principles it gives to the reader in the quest to achieve a “Quality School”. The book is also “priceless” in another way. The book is not for sale but can be acquired free of charge for educationalists by contacting Richard Hayward on 011 888 3262 or rpdhayward@yahoo.com

A small cost is required to cover postage and packaging if the book is to be sent out by mail.

SAQI congratulates Dr. Richard Hayward on writing such a wonderful book and would also like to thank CAXTON & CTP publishers & printers Limited for their generous sponsorship in making the publication of this book possible.

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Quality without tears: The art of hassle-free management.



South African Revenue Service



In July the SAQI MD was invited by the South African Revenue Services (SARS), one of our Platinum members, to give a keynote presentation at their Quality Forum in support of their overall drive towards service excellence. The topic that I was asked to present was on the subject of “The cost of poor quality”

My presentation focused on the impact of not doing things right the first time and how this impacts on the customer, in this case the tax payers of South Africa. SARS had identified the levers for improved Service Delivery as; Improving Service / Process Quality, reducing the Cost of service delivery and reducing the turnaround time. The presentation by SAQI was well received and we look forward to the continued focus from SARS on these important quality issues.



From left to right: Paul Harding (MD of SAQI); Phindi Sidu (Debt Management Effectiveness); Sithembiso Duruwe (EQCM Senior Manager) and Brenda Hore (EBE Group Executive)

EQCM= Enterprise Quality and Conformance Management

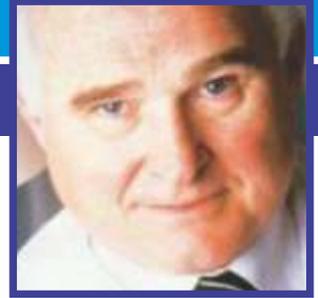
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PERFORMANCEIMPROVEMENT

Creativity, Part I: Waking up Oscar

We should all allow our chaotic sides more latitude in generating ideas.

By: H. James Harrington



We all have two conflicting personalities inside us. Think of them as Oscar and Felix from *The Odd Couple*. The Felix personality resides in the left hemisphere of our brains. He's a well-organized, highly literate individual who loves lists, plans everything he does, and never deviates from the plan. He's driven by rules and the clock. If rules don't exist, he develops some that define what's expected of him. He likes to have goals, either self-determined or set by others. He strives to please others and is very disappointed if others don't recognize his efforts.

Oscar, on the other hand, inhabits the right hemisphere of our brains, the creative side. Oscar's personality is unrestricted, reactive, and driven by whims. For breakfast, he drinks beer opened the night before. He challenges authority and rejects conformity. He feels best when he's working on many projects at the same time. He believes that rules were made to be broken. He marches to his own drum and relies on self-gratification to keep him going.

Felix achieved a 4.0 grade average in college. He loved exams because they proved to his teachers that he'd done his assignments and learned his lessons. Oscar squeaked by with a 2.0 average. He was a troublemaker in class. He told jokes. He was more interested in making friends than in making grades. Felix works to accomplish something; Oscar works for the joy of doing it.

We go to school and study to satisfy Felix's needs—to establish more rules, define how things are done, and to develop plans for attaining certain goals. From birth on, we're trained—first by our parents, then by our teachers, and later by our organizations—to conform to some predetermined norm. Felix is held up as an example of good, and Oscar is the example of bad. Felix always

wears a tie, knows the correct time, and has learned from past experience or training what should be done next. Oscar—well, he's out to lunch.

Felix weaves rules and regulations into a creativity screen, so he can concentrate his efforts on getting the job done. The more new rules he can establish, the finer the mesh of the screen, and the more creative thoughts can be filtered from his attention. The first step in increasing creativity is to start eliminating the rules that combine to screen out creative thoughts.

Things would work fine if either Oscar or Felix lived in our minds alone, but this isn't the case. During the day, both Oscar and Felix are awake in our minds and must therefore coexist—but Felix rules. Oscar functions like a child, reacting emotionally to outside circumstances. Because Oscar's viewpoints are radical and reactive, Felix intervenes before we can put them into action. Felix takes Oscar's impulses and tries to put them in order, reshaping them according to Felix's rules for acceptable performance. This process often results in Felix rejecting an idea and chastising Oscar for even suggesting it.

For instance, one morning Oscar suggests, "Smell the socks. If they don't smell too bad, put them on." Felix reacts in disgust: "No way! Rule No. 1,593 states, 'Put clean socks on every day.' How dumb can you be?"

In some cases, Felix reshapes an idea so drastically that Oscar can't recognize it. After years of rejection, Oscar just gives up and stops submitting ideas, content to come out only at night in the dream state. This is a problem most of us face today: How do we get Felix to encourage Oscar to submit ideas? How do we get Felix to react to these ideas in a manner that Oscar will perceive as positive? How do we encourage the

creative side of our personalities in our day-to-day activities?

Everyone has three thinking patterns—analytical, creative, and practical. We use the analytical pattern when we make judgments and solve problems. This pattern rests in the left side of the brain and is a "Felix" thinking pattern.

We use the creative pattern when we're developing a way to do something that we haven't done before, and when we can't rely on someone else's input to tell us what to do. This pattern, often used to develop new and clever solutions to situations, rests in the right side of the brain. It's an "Oscar" thinking pattern.

We use the practical thinking pattern to help implement ideas that were developed by the two other thinking patterns. It's the ability to turn theory and concepts into accomplishments. This pattern, which rests in the left side of the brain, is a "Felix" thinking pattern.

Note that two of the three patterns rest in the left side of the brain. This enables us to convert ideas generated by the analytical thinking pattern so that they will be accepted and implemented by the practical thinking pattern.

This month we talked about the theory of creativity; next month we'll talk about how to improve your creativity.

About the Author

H. James Harrington is CEO of the Harrington Institute Inc. and chairman of the board of e-TQM College Advisory Board. Harrington is a past president of ASQ and IAQ. He has more than 55 years of experience as a quality professional and is the author of 28 books. Visit his Web site at www.harrington-institute.com.

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ABSENTEEISM: ERODING COMPANY PROFITS

Article by CGF Research Institute

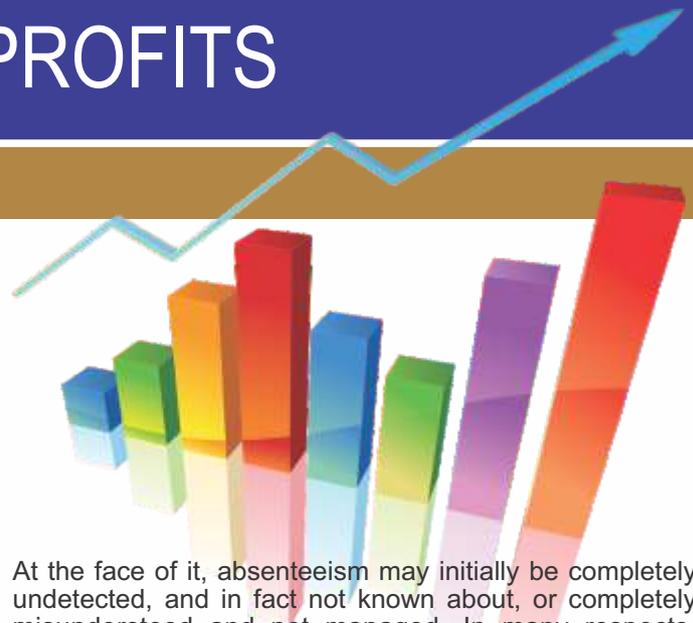
As the world economy struggles to regain its former pace and growth since the onset of the financial crisis in 2008, companies and their leadership may have overlooked a growing area of risk which could be costing them dearly. In almost all cases companies are able to count their losses in, for example, a line item which has an attached tangible value on their balance sheet from one period to the next. And these losses -- or profits as the case may be -- are invariably linked to a known risk which has been, or is still in the process of being managed. The point being that whether such a loss (or profit) is made, is normally directly linked, defined and clearly understood by the people responsible for ensuring the financial health of a company. Indeed, these people -- who comprise the chief executive officer, the financial director and even the internal auditors - - are generally considered the core leadership team who are responsible for the proper governance of the company's daily operations, which entails both the financial and non-financial aspects of the company. Whilst there have been numerous corporate governance recommendations documented across the world, notably those such as the King Report on Governance for South Africa 2009 ('King III') which emphasizes the need for integrated reporting amongst other issues; one can't help but wonder whether or not the company's leadership have sufficiently applied their minds and reported the costs attached to their Human Capital, especially when employees are absent from their workstations and without proper permission?

In many companies, Human Capital has been considered a 'soft issue' and not much attention is allocated to this critical 'asset', unless of course there is a blatant problem, say for example a looming strike or a contagious health outbreak amongst employees or worse, the death of an employee. Clearly these types of examples pose tremendous risks to a company and its sustainability, and they are not such 'soft issues' especially when the business' continuity is negatively affected. On the contrary, whilst these risks -- which are quite obvious and visible -- can also have significant impact upon a company's productivity and its profits, there is yet a further risk which is much greater than these already mentioned, namely *absenteeism*.

"While it is possible that high levels of absenteeism may be as a result of the nature of the work or the physical environment in which it is carried out, in many cases I believe the root cause is more likely to be lack of job satisfaction or motivation on the part of the employees. In short, if people enjoy their work, enjoy the environment in which they work and feel valued, they are far less likely to take time off unnecessarily."

Alistair Schofield

Article: Absenteeism - problem or symptom?



At the face of it, absenteeism may initially be completely undetected, and in fact not known about, or completely misunderstood and not managed. In many respects, absenteeism can be likened to a 'silent cancer' that slowly erodes the company's profits, productivity, morale and even its culture. In the workplace, absenteeism is one of the most common problems facing South African ('SA') companies and it is estimated to be costing the South African economy -- according to the South African Chamber of Commerce ('SACOB') -- between R12bn to R20bn each year. In its most common form, employees will claim to be 'sick' and then stay away from their workplace to maximize their days for annual sick leave, and even exceed their benefits well beyond reason. Expectedly, an unsuspecting company may not at first easily detect such abuse against the company (especially in larger companies and state owned entities), mainly because the stay-away may have appeared legitimate as the employee may have produced a doctor's certificate to validate their 'illness'.

But absenteeism need not necessarily mean that an employee has to physically be away from their employer's premises without their employer's permission. Absenteeism also covers instances where employees are *physically away from their work stations* and are therefore unable to fulfill their obligations to their employer. Such circumstances include the employee habitually arriving late or leaving work early; taking extended tea, lunch or toilet breaks; taking excessive and unreasonable time to complete work assignments and attending to personal issues such as shopping during working hours.

The average absenteeism rate amongst SA companies is conservatively estimated between 3.5 and 6 per cent per annum, and with its increasing trends, suggests it may be a growing crisis within companies and the economy. And with the recent Reserve Bank announcement that South Africa was unable to attain a full one per cent (1%) GDP in the first quarter of this year; it's clear that an unhealthy, lethargic workforce is not going to assist to rapidly improve this dire situation. Companies who are plagued with this scourge, and more particularly those who do not take proactive action to remedy the situation, will most certainly feel the direct and indirect effects on their bottom line earnings. Some of the expenses linked directly with absenteeism include payments for employees who are not at work, increased insurance premiums, additional salary

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compensations, benefit payouts, or paying for employees who are at work but who are "disengaged" and therefore not adding to the overall profits of the company (presenteeism).

Many organisations are mostly worried about absenteeism levels and the management thereof. However, research has shown that presenteeism proved to be more costly to organisations because it directly impacts on productivity and service delivery. It is estimated that presenteeism is costing US companies \$150 billion per year. The term presenteeism has been defined in 1994 by UK Professor Cary Cooper. He defined presenteeism as "workers who remain on the job but who are not as productive as usual due to illness, stress or any other type of distraction".

Saehws Afriforte

Article: Identify and Manage Presenteeism Risks

Let us also not be tempted to believing that absenteeism occurs only amongst the lower-level workers; it also happens amongst professional employees, and is sometimes worse at the higher levels compared to what is recorded at the lower ranks. Whilst there is limited research published in SA regarding the management or control of 'sickness' absence, according to the Adcorp Employment Index (April 2012), there has been a four-fold increase in absenteeism due to sickness since 2007. Moreover, in 2001, whilst 0.7 percent of SA employees were absent from work due to sickness, this percentage increased to 3.4 percent in 2011 despite no notable increase in the number of people employed over the past decade. Considering these facts, companies need to not only address their management and policy processes, but they may also need to consider the reasons behind absenteeism and which appear to be escalating this trend. Some of the reasons cited by employees that exacerbate absenteeism include;

- poor income levels of employees,
- poor communications and relations between management and employees,
- poorly managed workplace disciplinary procedures,
- uncentivised employer productivity programmes,
- poor working conditions and / or the boring or repetitive nature of work, and
- unfavourable geographic location of the workplace and / or workstation.

Finally, caution must be exercised by companies who may choose a more draconian approach to stamp out absenteeism. Remember of course that an employee has many rights (as does the company) and these are essentially found in our constitution, our common law, the Basic Conditions of Employment Act 75 of 1997 and the Labour Relations Act 66 of 1995 amongst other legislation. No matter how your company may wish to address this escalating problem, sadly, research suggests that notwithstanding the most noble sickness-management systems and programmes being implemented, few companies have effectively managed to solve this problem which is eroding the company's profits.

Perhaps companies should be involving their employees more fully into the company's strategy and explain to them how they will personally stand to benefit from the company's overall performance? This may change the employee's attitude toward the company and hopefully they will be more willing to support the company with better workplace attendance and personal performance within a shared stakeholder governance model. Of course there's no telling what the outcome will be if the company is continually posting losses, or if the employee is also going

to be held responsible with management when productivity is down? But then again, the company also has its rights, and employees who are caught defrauding the company of time through this malicious practice could find themselves facing disciplinary action, being placed on terms, or simply fired once they have been proved guilty.

About CGF Research Institute (Pty) Ltd

CGF is a Proudly South African company that specialises in conducting desktop research on Governance, Risk and Compliance (GRC) related topics. The company has developed numerous products that cover GRC reports designed to create a high-level awareness and understanding of issues impacting a CEO through to all employees of the organisation.

Through CGF's strategic partners -- supported by our Corporate Patrons Rifle-shot Performance Holdings and DQS South Africa -- our capabilities extend to GRC management consulting, executive placements, executive mentoring, company secretariat, group wellness, and the facilitation of Corporate Governance and Risk Awareness workshops. To find out more about CGF, our patrons and our associated services, please access:

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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 (rpdayward@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.

Grown-ups guiding children fire-fighters

by Dr Richard Hayward

A few months ago I was given a most generous gift. A poor youngster that I had taught decades ago had become a multi-millionaire. An invitation was extended to join his family to visit his birthplace, the Czech Republic. There were many beautiful places visited in this steeped-in-history country. Yet there was one experience involving children that was truly unforgettable. I had never seen it before. I wonder if any 'e-Quality Edge' reader has seen it happen anywhere in South Africa.

In this one Czech village there was an annual tradition of a fire-fighting drill competition. There were separate children and adult teams. All team members were volunteers. The aim of the competition was to douse an imaginary burning target in the shortest possible time.

Each team had to run to a starting point, assemble the different sections of the fire hose, turn on the fire hydrant, race to the target and douse it with water. What excitement it was to race against the clock as the seconds ticked by! What fun it was to see spectators get sprayed with icy water when the occasional fire nozzle slipped out of a child's hand!

Any quality manager of an organisation would have been impressed by the teamwork of those children fire-fighters. Every team member had a role to play and knew what that role was. No team had any passengers. An eight-year old girl in one team, for example, was given the task to run ahead holding the hose nozzle, aim at the target and spray. She did it the way of a professional fire-fighter in, 'Inferno'!

As in any team there were hiccup moments. Yet the grown-ups didn't step in to help the children sort out the problems. When there were mistakes, fellow team members gathered round and fixed up the mistakes. There were no blaming and screaming scenes amongst the children. The focus by every team member was total – a task had to be done and in the shortest possible time. Ten children's teams entered the competition and ten completed it. Every team reached the target. The winning time was an incredible 18:9 seconds and the slowest time was 66:3.

Every team member felt valued because the task had been accomplished. Everyone had played a valued part. At the end of every fire-fighting team race there were high-fives, hugs, kisses, laughter ... and, of course, countless photos taken by delighted family members and friends.

Those fire-fighting teamwork activities were excellent for the children. They learnt to appreciate and work with their peers; they learnt to be accountable, disciplined, focused, and not waste a moment. Also, the children realised that they – as the youngest citizens of the village – had a part to play in keeping their village both fire-safe and Czech-beautiful!

Children should be encouraged to join teams whether they are in the home, community or school. So much is learnt during what is often a very enjoyable experience. Teamwork creates and grows things and very importantly, every one who joins in.

Richard Hayward does programmes on behalf of SAQI. For more details of the Total Quality Education (TQE): the five pillars of Quality schools workshops, please contact Richard (011-888-3262; rpdayward@yahoo.com). Poor schools are sponsored for hosting workshops.

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SAQI Training Programme for 2013

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	Jul	Aug	Sept	Oct	Nov	Dec
B12	ISO 14000 overview	1	R2,340.00			13			
B14	Integrated Management Requirements	3	R4,650.00		20-22				
B16	Internal Quality Auditing	3	R4,800.00			4-6			9-11
B20	Organisational QMS Lead Auditor	5	R10,800.00					18-22	
B24	How to write procedures	2	R4,100.00			26-27			
B34	Statistical Process Control	5	R10,800.00				7-11		
B38	Development of QMS	5	R10,800.00					25-29	
B41	Introduction to Quality Control	1	R2,340.00			11			12
B48	ISO 9001 Requirements Workshop	3	R4,650.00		13-15				
B58	Customer Satisfaction and Excellence	2	R4,100.00	24-25					
B64	Introduction to Quality Techniques	3	R4,650.00			17-19			
B65	SAQI Certificate in Quality	10	R18,320.00					4-8	2-6
B66	Problem Solving and Decision Making	3	R5,700.00	16-18					
B75	Intro to Lean	1	R2,000.00				3		
B76	Lean for the Service Industry	4	R8,200.00				28-31		
B82	Incident and Accident Investigations	2	R6,300.00		13-15				
B83	Project Management and Quality	3	R14,250.00				1-3		
B84	Supply Chain Management	3	R11,970.00		5-7				
B85	Production Planning and Scheduling	3	R14,250.00		12-14				
B86	Inventory and Warehouse Management	2	R9,690.00			9-10			

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

- Control Chart And process Capabilities (B31)
- Cost of Quality (B1)
- Customer Care (B39)
- Customer Satisfaction and Excellence (B58)
- Development of Quality Management System (B38)
- EMS Lead Auditor (B50)
- Executive Report Writing (B57)
- Exceptional Service (B32)
- Health And Safety Lead Auditor (B52)
- How To Write Procedures, Work Instructions And ISO 9000 Overview (B24)
- Incident and Accident Investigations (B82)
- Inventory and Warehouse Management (B86)
- ISO 14000 Overview (B12)
- ISO 9001:2008 Requirements Workshop (B48)
- Integrated Management Requirements (B14)
- Internal Quality Auditing (B16)
- Introduction To Quality Control (B41)
- Introduction To Quality Techniques (B64)
- Introduction to Lean (B75)
- Lean for the Service Industry (B76)
- Organisational Lead Auditor (Preparation Course) (B20)
- Policy Deployment And Continual Improvement
- Problem Solving and Decision Making (B66)
- Production Planning and Scheduling (B85)
- Project Management Demystified (TD1)
- Project Management and Quality (B83)
- Quality at a Shopfloor level (B81)
- SHEQ Internal Auditing (B49)
- SHEQ System Development Programme (B51)
- Statistical Process Control (Basic Quality Control) (B34)
- Supply Chain Management (B84)

For a list of IT specialised courses, please [click here](#)



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