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In this edition we have changed our approach a little and have included a number of articles in the form of story telling. I recently attended a breakfast talk on the subject of delivering a message through the medium of stories rather than serious discussion. This is a fine old African tradition that we should really encourage.

The first of the stories by Professor Ansie Harding is about the subject of "Knowing about Knowing" and the use of the "Meta" prefix. Is Metaquality about the quality of delivering quality? I also take a personal light hearted view of the proposed new ISO 9001:2015 but I must point out that this story is aimed at creating some debate about the new proposals and encouraging serious comment on the proposed new changes rather than drawing any premature conclusions. Our other regular story tellers Dr Richard Hayward and Paul Naysmith also contribute their stories too.

I would be happy to receive comments relating to our stories or any other items of interest relating to quality at exec@saqi.co.za

Paul Harding
SAQI MD



Using ISO 9001 as a tool for improvement

by Paul Harding, SAQI MD

Recently I became involved with a group on “Linked In” where the discussion, which started on the subject of the applicability of the proposed ISO 9001:2015 to small business, drifted into a reflection on the use of improved power tools. I thought I would share an expanded version of my post.

My story went as follows:

In 1994 I bought a small hand operated drill. You know the type that you turn a handle on the side of the drill and through a bevel drive rotated the chuck to drill a hole. My little hand drill came with 20 drill bits that ranged in size from very small up to about 12 mm. Now all these drill bits fitted into a plastic stand for easy storage that came as part of the package deal. The small hand operated drill did have its limitations, however, it was simple to use for drilling holes in wood and other soft materials but was not much good for heavier materials such as metals and brick.

Once I became used to using my little drill I did a few jobs for a neighbour of mine and he was really satisfied with my quality of work. However, he used to send a friend of his around to my house to check on my workshop. His friend used to bring a clipboard and check sheet with him but he never spoke about the quality of work that I was doing but wanted to know why the 20 drill bits that came with the drill were not in the plastic stand provided. He would note this down on his check sheet and ask me to sign at the bottom. This used to really infuriate me because I could not see the point of this exercise as he never told me whether my neighbour was satisfied with the quality of work I was doing for him.

I persevered with my small hand drill for six years but in the year 2000 I bought myself a brand new power drill. This new acquisition was fantastic. I quickly discovered that it could be used in two different main function modes just by turning a lever by the chuck. This new power drill also had a variable speed motor so that it became very useful for a wide range of different applications both big and small, simple and complex. It also came with a number of different accessories and an easy to understand diagram on how to use it effectively. What really pleased me about my new power drill was that it still took the twenty drill bits that came with my original small hand drill that I had bought back in 1994.

Once I became familiar with my new drill I did lots of really good and interesting quality work for my neighbour. He always said to me how much he liked the work that I did for him not only the quality of work but also the value for money that he derived from my work. What I couldn't understand,

however, was that he still sent his friend around to check up on my workshop. He had the same check sheet that he had used back in 1994 but still didn't talk about the much improved quality and variety of work that I was now doing with my brand new drill and he still only asked why my 20 drill bits were still not in the plastic stand provided. He also insisted that I sign his check sheet to indicate that I had not used the stand provided.

Although my new drill had been working very well, in 2008 I was instructed by my local dealer to send my power drill in for a service and some slight modifications. This I did but there were no significant changes when my drill came back and it has continued to serve me well from 2008 up until this very day. I have continued doing more work for my neighbour and my power tool and I have become almost inseparable.

I am now told by my local dealer that there is a brand new power drill model coming on to the market next year. According to the information I have received so far it is going to be twice the size of the current model I am using. I have also had a preview of the operating diagram and to me it is not as easy to follow as the one supplied with my current model.

Having given this issue some thought I don't really know if I need to change models at the moment with all the new “bells and whistles” as the current one has really served me well. However, my neighbour has now informed me that if I don't buy the new model I can no longer do work for him any more. I don't really mind this because over the past six years I have done lots of really great quality work with my current power drill for other people. The surprising thing to me is that the other people that I do work for never send their friends around to my workshop to see if I have placed my 20 drill bits in the plastic stand provided and I never have to sign the bottom of their check sheets.

Final comment by the author:

I am reserving my judgement on the applicability of the new standard until the FDIS has been fully approved. My main concern is that we do not over complicate the new standard and make it difficult to use over a wide variety of sectors and sizes of organizations. We must also not lose focus that the original intent of the quality management system requirements of this standard was aimed at satisfying the **quality** requirements of the customer and not regulation for the sake of regulation.

Paul Harding

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Knowing about knowing?



by Professor Ansie Harding

A memory from childhood is of my dad acquiring a turntable that was set inside a cabinet that stood in the lounge, a nineteen sixties style cabinet, the top part slanting inwards towards the bottom and standing on four thin legs. It was his pride and joy. He was a Jim Reeves fan and played these records again and again so that we came to know the songs quite well. There was one called *He'll have to go* in which Jim Reeves sings "Put your sweet lips a little closer to the phone, let's pretend that we're together all alone ..." which I heard as "Put your sweet lips a little closer to the foam ..." It never made sense to me, perhaps they were swimming in the ocean in waves of foam, I didn't really know and I only discovered my mistake years later. There were some others like *Welcome to my world*, *Distant Drums*, *Am I that easy to forget*, *Send me the pillow you dream on* and *Adios Amigo* that I remember very well and can hear in my head even now, but the one that has stayed with me in particular is one called *A stranger is just a friend you do not know*.

Thinking about these songs immediately sent me to the internet as these things do nowadays and I should not have been surprised that Jim Reeves has made it to YouTube and that his songs are all available for online buying. He was a very sedate singer by modern standards but his beautiful voice is timeless. There is a video of him singing *He'll have to go* with him standing in a telephone box holding a phone to his ear (with no foam in sight whatsoever). I did not know that they did such song filming then. I also found a cover version of *He'll have to go* by Elvis Presley. Much pleasurable time later I returned to the present and to what set me thinking about Jim Reeves and his songs. It was actually something completely different but not totally unrelated.

I like words and there's one, actually a prefix, that was a stranger that turned out to be just a friend I did not know. The prefix that has had me thinking for a while is **Meta**. Now as an academic I have come across Meta quite often but for a long time I never really knew the meaning of it and never truly took the trouble of finding out. I sort of avoided words that started with Meta, and it is amazing how one can succeed in doing this. The baffling one has always been metaphysics and even now it has not quite become a friend. Then there was metacognition that cropped up every now and then and to which I managed to turn my back for quite a while and it stayed a stranger. It was only when I attended a course on using an online learning management system a while ago that the word metadata cropped up and the facilitator mentioned that it was data about data – when the data was collected, who collected it and how it was collected. It suddenly made so much sense. Metacognition means "**knowing about**

knowing" or thinking about thinking – and of course in my environment it is crucially important to know about how students know, to think about how they think. A light went up and I realised that Meta had become a friend.

I was asked to give a talk a short while ago to our assistant lecturers. The meeting was arranged because of some quality issues that arose with some of them not turning up when they should and others doing shoddy marking. I was asked to give a bit of a motivational talk but this was on pretty short notice. I decided on the topic of professionalism, based on a talk that I had given previously to budding engineers. I had spent a lot of time thinking on what I had learned in my career about professionalism. I came up with the acronym DANCER; condensed from six facets of professionalism that I felt could add value. In short the six facets are:

Dressing the part (image counts, you represent your institution, look good feel good)

Administration (stick to deadlines, answer emails, have a good filing system)

Names (introduce yourself, become someone, remember names)

Communication (write well, speak well, there is no win in temper or tears)

Expectations (show ambition, expect the best of yourself, know your strengths)

Roles you play (know when to keep quiet and when to speak up)

I coloured the talk with pictures and cartoons and made bookmark hand-outs summarising my six facets of professionalism. The talk went down well, but more important were the two unexpected by products that the talk delivered. When thinking about what I should say the Meta prefix suddenly cropped up again. In one of those "aha" moments I realised that professionalism can in fact be equated to metajob. Professionalism is the job of having a job. It is the work that goes into conducting the job successfully and in a quality way. In fact **metaquality** can be interpreted as the quality with which you create quality. It involves all the things surrounding the job that requires effort. Since the professionalism talk Meta does not want to leave me. It seems to fit into so many slots. What about meta-awareness? Being aware of being aware is the ultimate of

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living your life in the present. What about meta-satisfaction – the satisfaction of experiencing satisfaction. Meta-politics is what many of our politicians excel at, the politics of conducting politics and not focusing on the needs of the people.

But it goes one step further. What about meta-meta-satisfaction? Can we have the satisfaction of experiencing satisfaction about experiencing satisfaction? Is this the ultimate goal of the quality of life?

The other by product from this talk had little to do with Meta but also set me thinking. I am not naturally a tidy person; I confess that openly, I can function perfectly well in a reasonable amount of clutter. But years of working, especially in a left brain environment such as mathematics, has taught me to be organised. This means that it is much better to have a filing system from which you can retrieve info or documents with ease than having to rummage around in a mountain of clutter. I suppose this is what document control is all about. So I have an acceptably tidy office in which I take pride but at heart I am a closet clutterer.

When preparing the bit on Administration and advocating organisation (although confessing that it does not come naturally to me) I looked for a picture to illustrate a really messy office setup. Then I remembered a TIME magazine published at the time of Steve Jobs' death in which it showed him in his home office and it looked surprisingly disorganised, bordering on chaotic. I was amazed that this man who stood for such sleek designs and minimalist simplicity could function in such a cluttered environment. I decided to include the picture in the talk and said that I found the setup quite surprising and jokingly said that perhaps I am wrong about a tidy environment but then again if you're Steve Jobs you could get away with anything. It is difficult to regulate innovation.



The morning after my talk there was an email from one of the assistant lecturers, a cultured French girl that stood out, saying that she enjoyed my talk and, responding to my surprise at Steve Jobs' untidy home office. She sent me a paper that she said I may find interesting. The paper described a psychological study that concludes that organised office environments produce people who make healthy choices and are generous. Yet people in disorganised offices are far more creative. Creativity seems to thrive in clutter. I googled a bit and found a few geniuses who had

messy offices. Einstein was one who defiantly said that if a cluttered desk is a sign of a cluttered mind then what is an empty desk a sign of?

So this leaves me fairly confused. I know myself and I am scatter brained and prone to clutter. So I have forced myself to conform as best I could but have I compromised creativity? I don't think so, creativity is something that I nurture and explore all the time. So the secret is to conform where necessary but not to lose your identity at any cost.



My conclusion is that there are some things in life that need order but we must not be afraid of clutter.

About the author **Ansie Harding**



Ansie Harding is a professor at the Department of Mathematics and Applied Mathematics at the University of Pretoria where she teaches and researches mathematics, both of these activities offering enough challenges to fill all 86 400 seconds of each day. She is passionate about teaching and thrives on teaching large classes. She is also fond of technology and tries to harness technology for making mathematics education effective and exciting. Ansie regularly attends conferences here and abroad and has been keynote speaker to conferences in Argentina and Australia. Ansie sees herself as an off-beat mathematician and enjoys trying to think of wayward ideas to apply mathematics.



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What is the cost of Quality?

by Paul Naysmith

Recently I walked headlong into a conversation on Quality Costs, or the Cost of Poor Quality (COPQ) or the Cost of Quality, or another descriptor that I have forgotten from that discussion. I realized that this area is very well developed in the world of Quality; however beyond that I was finding that it was perhaps not fully understood by non-Quality professionals. Perhaps I could explain it as due to the teaching in “finance for managers” classes that is clouding the issue or perhaps it is genuinely not understood by management.

I believe that any manager in a role should have a basic understanding of finance and accounting. Most companies which are either for-profit or not, need to have a leadership which can appreciate the way money flows and to know what are the costs in the business. Part of this must be the consideration for Quality Costs, or thinking towards what are the causes of your costs?



In my career, the cost of Quality is usually a divisive topic, mainly due to the misunderstanding or lack of clear explanation of it. I have found that there are two distinct camps; the group that believes Quality costs is those costs to create Quality in the business, and the other group that believes that Quality costs are due to not achieving Quality. Therefore, let us get a snappy explanation of it from the ASQ: “The “cost of Quality” isn’t the price of creating a Quality product or service. It’s the cost of NOT creating a Quality product or service.” (American Society for Quality (ASQ)). This definition is useful as I’ll relate my experiences on the negative or non-Quality aspect of the principle in more depth later in this article. However the firey debate of the correct or true definition with the cost of Quality will burn endlessly, as it will differ from person to person, or company

to company. For me, what is more important is what you do with this information, rather than your definition. However if you find after careful consideration within your own business that you spend more time entering a debate on the definition, perhaps it may be useful to agree upon your own corporate definition.

To have the Cost of Quality as a measure in the business is an useful metric, however it must come with a warning: careful how you use it. In Chapter eight of his book Juran’s Handbook of Quality (Juran & Godfrey, 1999) expresses four lessons learned on the use of Quality Costs: (i) The language of money is essential, (ii) the meaning of “Quality costs”, (iii) Quality Cost Measurement and Publication Does Not Solve Quality Problems, and (iv) Scope of Quality Costs Is Too Limited.

Rather than explain in my own words, and poorly attempt to emulate what is in the book above, I would direct you to Mr. Godfrey’s work which easily and readily available from QualityDigest.com (Godfrey), and in terms of strong recommendation (if you haven’t done so already) direct you to reading a copy of Juran’s book. I’d happily loan you mine if you find it difficult to procure.

The area that I really want to explore is the concept that “Publication Does Not Solve Quality Problems”. In Juran’s book it’s put very directly that “some organizations evaluate the cost of poor Quality and publish it in the form of a scoreboard in the belief that publication alone will stimulate the responsible managers to take action to reduce the costs. These efforts have failed. The realities are that publication alone is not enough. It makes no provision to identify projects, establish clear responsibilities, provide resources to diagnose and remove causes of problems, or take other essential steps. New organization machinery is needed to attack and reduce the high costs of poor Quality” (Juran & Godfrey, 1999)

I’m unsure what “new organization machinery” is, however I’ll interpret it as taking a different approach to expecting issues to go away than have them on a scoreboard. Trust me when I say, I have used cost of Quality in different ways to create effect and change, without any expectation that they’d go away if I just measured the costs.

One example is where, long ago, I worked in a manufacturing environment, where the “scrap” Quality costs were phenominal. Numbers were so large and vast number of zeros behind the dollar figures, were being lost on employees and even the managers. In this case, because employees or managers could not relate to these

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numbers, perhaps the perception was that it was the “company’s” money it didn’t really mean so much. I had to change this, to challenge the mindset, and get the focus back on winning the team over to come together to address this massive problem. As I alone could not achieve this, as I had no idea or experience how to yet fix these problems. All I knew was that they need to be corrected, and quickly.

A much younger version than me today thought that putting the cost of Quality into relatable terms was much better way of getting the issue across, and stimulate discussion. I approached my management team, and they did giggle at my suggestion, however to their credit, supported it. So I went away and created little posters with pictures of the number of cars that we could have bought with scrap costs, and pinned them on the manufacturing cells communication boards. At the bottom, I think I put my name on there for all the team members to come to me with suggestions for improvements. From a distance it looked like a photo of a parking lot, there were many cars on that poster.

Granted my approach didn’t win over the trade union leaders in the area, however it did create a shift in the appreciation for many working there, on the cost of Quality. Luckily enough, I did get ideas coming to me, which were enough to drive action for improvement. Like any change for improvement they come at a cost. So using the cost for improvement and comparing it to the cost of not making the change (scrap or Quality costs), it was strong enough to influence change in the business. Later in my career and more recently, I would see my team use the same technique, however being very much American, the pictures of cars were replaced with trucks, and of course, significant improvements achieved.

Establishing your Quality costs is tricky, and will be ever changing, however needed. If you wish to progress in your career in Quality, understanding the relationship between the dollar sign and influencing change will be an asset for you. If you can demonstrate through small investment, costs greater than the salary you earn in a year can be magically removed, you will become instantly valuable to your employer. Increasing Quality costs will not help you, reducing them will. As Bruce Lee (in my opinion the greatest Improvement Ninja of all time) wrote on “qualities”: “it’s not the daily increase but daily decrease – hack away the unessentials!” (Lee, 1975).

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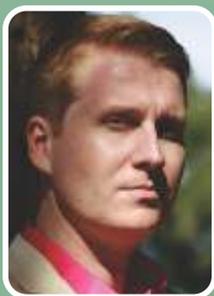
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About Paul Naysmith:



As well as being a Quality Punk and Improvement Ninja, [Paul Naysmith](#) is the HSEQ regional manager in the United States for a leading oil- and gas-well services company. He is a Chartered Fellow with the UK’s Chartered Quality Institute (CQI) and an honorary member of the South African Quality Institute (SAQI). Naysmith has a bachelor of science in paper science and management, and has worked in industrial textiles, food manufacturing, and the aerospace industry. When not working, he enjoys photography, training to become a Cajun, and spending every precious moment with his family. Connect with him on www.paulnaysmith.com, LinkedIn, or follow on twitter [@PNaysmith](#) or buy his printed book [Business Management Tips from a Quality Punk](#) also available as an [ebook](#) (Lulu, 2013). Paul is a regular contributor to the eQuality Edge Magazine, Quality World Magazine and Quality Digest Magazine. Reproduction of any of Paul’s articles can only be authorized by contacting him directly at naysmith@yahoo.com

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Why do Companies walk 'Backwards into the Future'?

by CGF Research Institute and Palladium Strategy Consultants

How can this possibly be true? Unfortunately, many companies structure strategic planning only as annual processes, ultimately as a precursor to increase the following year's budget by for example ten percent. At the heart of this approach is a process that extrapolates the organisation's future; it does nothing to change the nature or the strategic direction of the company. Clearly, no one in their right mind will project themselves out of existence! This is the spirit of human nature; namely to survive. The big question in business is therefore: does strategy *really* matter if you end up in the same place?

Perhaps part of the answer to avoid the potential pitfalls in the *strategic planning* process is to recognise the term strategic planning as a conundrum, which literally focuses on plans that are strategic (i.e. important to the company). The key is to distinguish between strategy and planning; and not to equate the one with the other!

A boardroom function: Creating momentum for the future

In respect of understanding one the board's key functions, let's consider a military analogy to clarify the differences, in simple terms, between *strategy and planning*. While both these actions are closely related (yet often confused in the boardroom), they are fundamentally different in nature. *Strategy* is the art of the conduct of war, with tactics being the subset of fighting.

"The general who wins the battle makes many calculations in his temple before the battle is fought. The general who loses makes but few calculations beforehand."

Sun Tzu (544 - 496 BC)

Strategy requires a fundamental analysis of how to think, how to apply and how to compete against one's 'enemy' in order to achieve the victory. *Planning*, on the other hand, is the process of organising the activities required to achieve a desired goal. Planning is more akin to a process; strategy requires fundamental analysis and strategic thinking (as opposed to strategic planning).

Good strategy creates profit; good plans that are successfully implemented realise profit. At the same time profit invariably cannot be achieved without understanding, calculating and taking the risks. That being said, the critical question to ask in the strategy development process is

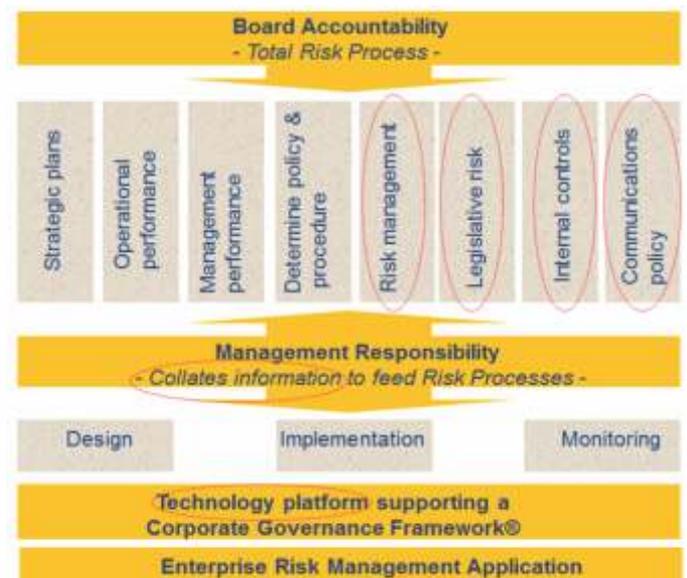
'Why'; and the critical question to ask in the strategic planning process is 'What'? (followed by how, when, where and who).

Successful strategic planning processes carefully balance strategic thinking and strategic planning. Planning requires the quantitative analysis of input data that are numbers based on historical performance. Strategic thinking requires qualitative synthesis of input data that consists of opinions and perceptions regarding future trends. Strategic planning tends to be bottom up: it usually starts in the lower departments of the organisation and works its way up; strategic thinking however is predominantly a top down process since only one group of people have the right and the obligation to shape the company's future direction and that is the board of directors, supported by top management.

Getting it wrong

Apart from being too focussed on the planning side of the equation, more common pitfalls exist in the strategic planning process. These include:

- the strategy itself suffers from "fuzzy vision";
- operational thinking dominates management's time;
- strategy is most often done on a reactive basis, but it should be carefully planned on a proactive basis;
- in times where the company has no crisis, strategy tends to become obscure;



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- many boards suffer from 'tunnel' and short-term thinking, with potentially grave implications upon the company's strategy;
- planning is typically done on a 'bottom-up' basis, with little connection to the board and the company's strategy;
- organisational thinking is mostly quantitative, not qualitative;
- management uses 'rose-coloured' glasses, and are often forced to be 'good news' messengers;
- numbers planning generally discourages risk taking; and
- the process itself is an obstacle, with little or no connection to the company's Corporate Governance Framework®.

A forward looking perspective

As is the case with most successful companies who have stood the test of time and won the hard fought victories, their boards of directors have been unified in their duties to the company, as well as focussed upon an agreed strategy which is shared within the ranks of the company. As part of their successes, these companies have clearly separated the powers and functions owed by the board from those which are required at operational levels. Indeed, these boards have articulated the role differences of the board's accountabilities, as compared to the responsibilities owed by management to ensure all the components of the



strategy are delivered upon. Furthermore, there are often unexpected surprises in business -- grey and black swans - - which can upset even the smartest strategies and plans. Of course, these unexpected (and sometimes unknown) contingencies will have been considered within well thought-through strategies so that any form of business disruption can be accommodated. Boards of directors who truly place their company's strategic objectives at the start of their daily functions will consider a number of areas which are likely to have an impact upon the company's strategy and revenues. Sometimes, directors will need to look backwards in order to gain a strategic perspective for the future. No matter what they learn or experience through this continual process, it is imperative that their actions are built within a robust governance framework to ensure there is amongst other; a balance of appropriate risk taking, making profit, remaining a sustainable company and being a responsible corporate citizen. Understandably this is no easy task and it is primarily one of the main reasons why

directors truly need first-hand knowledge of the competitive environment, as well as great doses of experience and business 'savvy' - in other words, "feeling things from the gut". No amount of formal training can be done to gain this type of experience, it really does need guidance from experienced commanders as well as having "spent the time in the trenches with the troops" so to speak. One of the world's famous war strategists; Napoleon Bonaparte (1769-1821) reminds us, "never [to] interrupt your enemy when he is making a mistake."



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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 (rdphayward@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.

Reward effort rather than success

by Dr Richard Hayward

Danie – as the name might suggest – spoke Afrikaans at home. He went to an English-medium school. Understandably, English wasn't his easiest subject. In fact, Danie sometimes struggled with the work. A particular challenge was when he had to do the once-a-term prepared speech. Yet there was quiet admiration for Danie from both his peers and the teacher. Everyone could see that Danie never gave up trying.

At one Parents' Evening, the English teacher had a round-table chat with Danie and his parents. There was praise for Danie's classroom efforts. Yet the teacher put a challenge on the table. Danie was working hard but with even more effort, could he push his mark up from about 50% to somewhere above 60%? Danie's parents and Danie himself thought that maybe the challenge was achievable. Then Danie's dad dangled a motivational carrot in front of his son. If Danie managed to get 60% or more for English on the next report card, dad would take Danie to a rugby match to watch his favourite team play a game.

Well, the following term Danie didn't disappoint his parents, his teachers and nor most importantly, himself. He put in the needed extra time, effort and reading of English books. Danie surpassed the English mark challenge set at the Parents' Evening. Father and son went to celebrate the achievement at a Loftus Versfeld Stadium rugby game.

Danie's parents understood their son. It was the effort that he put into his work that deserved the highest praise. With Danie's improved efforts came the improved marks. Although the better mark was not a spectacular one, it

reflected most positively on Danie's character. He was a youngster who showed grit or to use an Afrikaans word that he used to describe himself, he was able to 'vasbyt' when the English teacher's expectations were demanding. Parents and teachers can fall into the trap of an emphasis of rewarding success rather than effort. The top awards at sports events and Academic Awards occasions are usually given to those who beat everyone else. Yes, those outstanding achievers deserve such accolades. Most of them put in supreme efforts to get such results. Give them the high-fives and the sustained applause.

One Johannesburg school has an annual Inter-House Cross Country event. It's gruelling and every competitor who completes the course is rewarded with a point for his or her house. At the Prize-Giving ceremony all the medals and trophies are handed out. The final award of the day and in the words of the principal, "a special and most important award", is given to a cross-country runner who has put in a wonderful effort. That youngster is never a 'natural' in cross-country running but has put in an effort that is exceptional.

Every child is a unique individual and so are their capabilities. Whether it be in the classroom, in extramural cultural or sporting activities, a child should not be compared to how other children perform. Rather, the child should be evaluated solely on what their personal potential and how close they were to realising it. If they have put in a fantastic effort, that's a great personal success story. Then it's time – as was done to Danie – to celebrate and praise excellent effort.

Under the aegis of SAQI, Richard Hayward does Continuing Professional Teacher Development (CPTD) programmes. They are recognised by the South African Council for Educators and earn Professional Development (PD) points. For more details, please go to www.saqi.co.za or contact him on rdphayward@yahoo.com. Poor Schools are sponsored.

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SAQI Training Programme for 2014

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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B16	Internal Quality Auditing	3	R5,100.00	9-11			15-17	
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- ISO 9001:2008 Requirements Workshop (B48)
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- Introduction To Quality Control (B41)
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