SAQI
The South African Quality Institute

e - Quality Edge
bringing quality information to South Africans since 1996

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Welcome to our August edition

We have a full edition for you this month and we continue with our theme of World Class Manufacturing and Excellence. In this regard we have a "Tongue in cheek" approach to the subject by Bill Coetzee one of our SAQI members and he does give us food for thought on "Can a successful WCM activity be introduced into South Africa?"

We also have three articles in this month's edition that are a feedback from the successful Aon sponsored SAQI Quality breakfast forum that was held on the 1st of August in Pretoria. I have contributed my own thoughts on the Quality training arena within South Africa based on my presentation at the breakfast forum. We have also followed up on Iain Muir's presentation and we have included the comparison matrix between the 2008 and proposed 2015 versions of ISO 9001. We will be publishing more information on this subject in the coming months. To finish the breakfast forum feedback we have re-published a blog by Christine Schaefer from the Baldridge Performance Excellence Program that covers Ed van den Heever's presentation at the breakfast on the new South African Excellence Model. Dr Richard Hayward has his regular schools column and Paul Naysmith, who talks about his Scottish heritage; also contribute their stories as well as another contribution from CGF.

SAQI are also announcing the launch of a new SAQI training program aimed at operational level improvement.

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

Yours in Quality

Paul Harding
SAQI MD

WWW.SAQI.CO.ZA

PROUDLY SOUTH AFRICAN

Quality:
helping South Africans live, learn and work better

Correlation matrices between ISO 9001:2008 and ISO/DIS 9001

Following our SAQI Quality breakfast held earlier this month a number of delegates have requested more information relating to the correlation of the existing standard clauses and the proposed new clauses in the 2015 proposed update. The following tables give correlation from ISO 9001:2008 to the current Draft International Standard (DIS) of ISO 9001 (that is expected to be published in 2015).

This document can be used to highlight where the new and revised clauses are located.

An updated version of this document will be made available once the next edition of ISO 9001 has been published (in 2015).

ISO 9001:2008 to ISO/DIS 9001
Correlation Matrix

ISO 9001:2008	ISO/DIS 9001
4 Quality management system	4 Quality management system
4.1 General requirements	4.4 Quality management system and its processes
4.2 Documentation requirements	7.5 Documented information
4.2.1 General	7.5.1 General
4.2.2 Quality manual	4.3 Determining the scope of the quality management system 7.5.1 General 4.4 Quality management system and its Processes
4.2.3 Control of documents	7.5.2 Creating and updating 7.5.3 Control of documented Information
4.2.4 Control of records	7.5.2 Creating and updating 7.5.3 Control of documented Information
5 Management responsibility	5 Leadership
5.1 Management commitment	5.1 Leadership and commitment 5.1.1 Leadership and commitment for the quality management system
5.2 Customer focus	5.1.2 Customer focus
5.3 Quality policy	5.2 Quality policy
5.4 Planning	6 Planning for the quality management system
5.4.1 Quality objectives	6.2 Quality objectives and planning to achieve them
5.4.2 Quality management system planning	6 Planning for the quality management system 6.1 Actions to address risks and opportunities 6.3 Planning of changes
5.5 Responsibility, authority and communication	5 Leadership
5.5.1 Responsibility and authority	5.3 Organizational roles, responsibilities and authorities

5.5.2	Management representative		Title removed
		5.3	Organizational roles, responsibilities and authorities
5.5.3	Internal communication	7.4	Communication
5.6	Management review	9.3	Management review
5.6.1	General	9.3.1	Management review
5.6.2	Review input	9.3.1	Management review
5.6.3	Review output	9.3.2	Management review
6	Resource management	7.1	Resources
6.1	Provision of resources	7.1.1	General
		7.1.2	People
6.2	Human resources		Title removed
		7.2	Competence
6.2.1	General	7.2	Competence
6.2.2	Competence, training and awareness	7.2	Competence
		7.3	Awareness
6.3	Infrastructure	7.1.3	Infrastructure
6.4	Work environment	7.1.4	Environment for the operation of processes
7	Product realization	8	Operation
7.1	Planning of product realization	8.1	Operational planning and control
7.2	Customer-related processes	8.2	Determination of requirements for products and services
7.2.1	Determination of requirements related to the product	8.2.2	Determination of requirements related to products and services
7.2.2	Review of requirements related to the product	8.2.3	Review of requirements related to the products and services
7.2.3	Customer communication	8.2.1	Customer communication
7.3	Design and development	8.5	Production and service provision
7.3.1	Design and development planning	8.3	Design and development of products and services
		8.3.1	General
		8.3.2	Design and development planning
7.3.2	Design and development inputs	8.3.3	Design and development Inputs
7.3.3	Design and development outputs	8.3.5	Design and development outputs
7.3.4	Design and development review	8.3.4	Design and development controls
7.3.5	Design and development verification	8.3.4	Design and development controls
7.3.6	Design and development validation	8.3.4	Design and development controls
7.3.7	Control of design and development changes	8.3.6	Design and development changes
7.4	Purchasing	8.4	Control of externally provided products and services
7.4.1	Purchasing process	8.4.1	General
		8.4.2	Type and extent of control of external provision

7.4.2 Purchasing information	8.4.3 Information for external providers
7.4.3 Verification of purchased product	8.6 Release of products and services
7.5 Production and service provision	8.5 Production and service provision
7.5.1 Control of production and service provision	8.5.1 Control of production and service provision
	8.5.5 Post-delivery activities
7.5.2 Validation of processes for production and service provision	8.5.1 Control of production and service provision
7.5.3 Identification and traceability	8.5.2 Identification and traceability
7.5.4 Customer property	8.5.3 Property belonging to customers or external providers
7.5.5 Preservation of product	8.5.4 Preservation
7.6 Control of monitoring and measuring equipment	7.1.5 Monitoring and measuring resources
8.0 Measurement, analysis and improvement	9.1 Monitoring, measurement, analysis and evaluation
8.1 General	9.1.1 General
8.2 Monitoring and measurement	9.1 Monitoring, measurement, analysis and evaluation
8.2.1 Customer satisfaction	9.1.2 Customer satisfaction
8.2.2 Internal audit	9.2 Internal audit
8.2.3 Monitoring and measurement of processes	9.1.1 General
8.2.4 Monitoring and measurement of product	8.6 Release of products and services
8.3 Control of nonconforming product	8.7 Control of nonconforming process outputs, products and services
8.4 Analysis of data	9.1.3 Analysis and evaluation
8.5 Improvement	10 Improvement
8.5.1 Continual improvement	10.1 General
	10.3 Continual Improvement
8.5.2 Corrective action	10.2 Nonconformity and corrective action
8.5.3 Preventive action	Clause removed
	6.1 Actions to address risks and opportunities (see 6.1.1, 6.1.2)

"It is quality rather than quantity that matters." - Seneca

Quality beyond Standards
Feedback from the SAQI breakfast forum

by Paul Harding, *SAQI MD*

We would like to give all our members feedback from the SAQI Quality breakfast forum that took place on the 1st August in Pretoria. First of all we would like to thank our sponsor for the morning Aon for making this forum possible. We would also like to thank our two guest speakers, Iain Muir and Ed van den Heever and all the 80 plus SAQI members that attended the forum. The theme of the breakfast was "Paving the way to Quality beyond Standards" our theme for this year's National Quality Week to take place from the 10th to 14th November.

What do we mean by "Quality beyond Standards?"

We are often asked by our members and the general public to advise on a training pathway that leads to becoming a Quality Professional, but the question we have to ask is where do we start? If we look at what is generally available on the various Quality training calendars we find the most common quality training programs cover the basics of ISO 9001:2008 or how to audit against this standard. Whilst many good courses are offered, our experience has shown that many people still tend to look at the clauses of ISO 9001 as being the foundation of their Quality Management System rather than applying all the requirements to verify that **"their"** interrelated management processes are indeed **delivering** quality as required by the standard and their customers.

So people become confused. Do we need to "Manage" our Quality System by cutting and pasting the clauses of the standard or do we need to apply "Quality" in our "Management" System? What is missing in the general understanding of implementing a QMS is the foundation for quality. So we need to ask the question "What is Quality, or more importantly what Quality is not?"

So there is no way that after attending a three day training course delegates will fully understand the implications of what ISO 9001 requires unless they come to the course with a background of various quality experiences and application activities. The problem is delegates cannot complete a five year apprenticeship in just three days! This concern is exacerbated by the availability of the large amount of downloadable information on the internet so that many practitioners believe they can become a quality expert overnight without having done the hard miles.

So what are the proposed solutions to this problem?

The Department of Public Service and Administration (DPSA) are developing a program to address a shortage of skills in South Africa and those skills include Quality Professionals. This program will be formally announced by the Minister of Higher Education and Training on the 2nd September 2014.

The Quality Council for Trades and Occupations (QCTO) are currently developing, with the assistance of various stakeholders, a training curriculum aimed at an NQF level 5 for a Technical Quality Specialist, a sort of assistant Quality Manager. This activity is taking place under the auspices of the Services SETA. This curriculum can be applauded for its comprehensiveness but not everyone will be able to spend the envisaged three years (360 credits) completing the course. We will still be faced with the dilemma that the people in work with practical experience will probably be excluded from the course and people without work experience may well finish the course but will they then find employment? This needs a careful stakeholder engagement to make it work.

The various Universities of Technology are also involved in the development process and are trying to sort out a Post Grad Diploma in Quality Management after the B Tech in Quality was discontinued. The challenge will be having a stepping stone to move from Trades and Occupations to a tertiary level by accepting the recognition of prior learning.

A SAQI proposed Pathway to a Quality Training alternative

Based on numerous requests from many of our existing and new members, SAQI is going ahead with its own program of five distinct levels of Quality training courses to be presented in

conjunction with our preferred training service providers. Even though our courses are not accredited to any SETA or SAQA authority, our Quality courses over the past few years have been peer reviewed and regularly supported and applauded and seem to satisfy the need of a growing number of the main South African private and public sector organizations.

So our proposal is as follows:

Level 1: Quality Awareness

- Brief history of Quality
- Understanding and developing basic processes
- Basic inspection techniques
- What is Quality of service?
- What is Quality of product?
- Doing the right things right first time
- The voice of the customer
- Introduction to Standards and specifications
- Conformance and non-conformance
- Regulatory requirements

Level 2: Quality Control concepts

- Introduction to Quality
- Quality Control vs. Quality Assurance
- Inspection planning
- Sampling plans
- Buy off methods
- Gauges
- Data collection and basic statistics
- Measuring techniques
- Measuring resources
- 7 basic QC tools
- Basic problem solving
- Basic process control

Level 3: Quality Assurance methods

- Advanced problem solving techniques
- 7 new QC tools
- Advanced statistics
- Information development and distribution
- Understanding PDCA
- Flow chart development

- Introduction to International Standards
- Grasping ISO 9001 requirements
- Advanced quality planning
- Failure Mode Effect Analysis & risk
- Basic metrology
- Systems, process and product auditing

Level 4: Managing for sustained success

- Principles of leadership
- Sustainable "Quality of Management systems"
- ISO 9004:2009 guidelines
- Cost of Quality in production and service
- Achieving enhanced Customer Satisfaction
- Lean in the Service Industries
- Lean in Manufacturing
- Performance Management
- Policy Deployment

Level 5: Achieving Excellence

- The International excellence movement
- International Excellence Models
- The revised South African Excellence Model

Conclusion

We believe there is a need to move away from the "One size fits all" approach to Quality and start to focus on the specific needs of all sectors in the South African economy. The past 5 years have been frustrating in terms of achieving formal Quality training standards through the various authorities. SAQI will continue working with these authorities through its chamber committees but we cannot wait another 5 years before formal qualifications are produced. The needs of our growing number of members and the general public have to be addressed in the short term.

Comments on this article will be appreciated and can be sent to exec@saqi.co.za

A New Model for Excellence in South Africa

Posted by Christine Schaefer. This article is republished with permission.

On August 1, the South African company Business Assessment Services (BAS)—acting on behalf of the new South African Excellence Foundation (SAEF)—publicly launched the latest South African Excellence Model (SAEMXIII™) at a SAQI breakfast forum. The non-profit SAEF will use the model as a basis for business assessment and development services for organizations in South Africa.

The Baldrige Program has long participated in a global excellence council, and the Baldrige Award and Criteria for Performance Excellence have long been emulated in countries around the world. So it is not surprising that BAS CEO Ed van den Heever gives partial credit to both the Baldrige Program and the Fundação Nacional da Qualidade (FNQ) of Brazil for inspiring the new SAEM.

I recently asked, van den Heever—developer of the SAEMXIII and co-author of the previous SAEM1997 standards model—to share more information about the history of organizational excellence initiatives in his country. Following are his responses.

Tell us about your background and experience with the Baldrige Award and national program?

I have great admiration for the leader role of the Malcolm Baldrige National Quality Award (MBNQA) program. I also have fond memories of (retired Baldrige program director) Dr. Harry Hertz—a great man! My support for MBNQA goes back to the mid-1990s when I attended a Baldrige examiner course in South Africa conducted by Dr. Richard Chua of Juran Institute Incorporated (JII).

Ed van den Heever

A year earlier, the Council for Scientific Industrial Research (CSIR) of South Africa had opted to go the Baldrige Award route. I had the great fortune, coming from the private sector, to join as an executive facilitator of CSIR Total Quality Management for four years. That role included exposing the CSIR Management Team to Baldrige examiner training. After 1995 examiner training in South Africa was presented by Dr. Chua of JII, I conducted the remainder of the Baldrige examiner sessions in 1996 and 1997. As lead examiner, I facilitated Baldrige Award-based assessments in 10 CSIR business units at the same time and publishing the consolidated findings.

In 1996, the CSIR and the South Africa Quality Institute (SAQI) agreed to launch a South African Criteria model (SAEM1997) and a foundation. I was appointed as the inaugural CEO of the former South African Excellence Foundation, which was formally launched in August 1997 as a not-for-profit company with ten sponsors.

How is the SAEMXIII model similar to the Baldrige Criteria for Performance Excellence?

Besides the SAEM1997, the Baldrige Criteria revisions of 2006, 2008, and 2010 had a direct impact on the road ahead [toward the SAEMXIII]. However, involvement with BHP Billiton in Australia in 2008 and exposure to the FNQ Model in 2013 greatly impacted the final outcome.

Among similarities, the SAEMXIII has merged the SAEM1997 Results Criteria (7–11) into a single criterion 7 (similar to the Baldrige Criteria and FNQ model). Also, similar to the Baldrige Criteria process evaluation factors of ADLI (Approach, Deployment, Learning, Integration), SAEMXIII uses PDCA (Plan, Do, Check, Act) elements for scoring of processes. And similar to the Baldrige Criteria results evaluation factors of LeTCI (Levels, Trends, Comparisons, and Integration), SAEMXIII uses RTCK

(Results/Targets/Comparative/Key performance indicator match) elements for scoring of results.

The Baldrige Criteria largely dictated the selection and qualification of Criteria guidelines, key characteristics, and Criteria description. Globally the Baldrige Performance Excellence Program led the way in this area.

How have the Baldrige Criteria for Performance Excellence and the European Foundation for Quality Management (EFQM) helped inspire the development or updates to the SAEM?

For the SAEM1997 (11 Criteria model), the EFQM (1997), consisting of nine Criteria, formed the basic framework. The EFQM Model had gaps that needed focus for application in a developing country such as South Africa. Revisions included adding Baldrige Criteria-based categories on customer focus and supplier focus.

The SAEM1997 was adapted for application in large (Level 1), medium (Level 2), and small (Level 3) companies or organizations. Organizations could opt for Level 1, Level 2, or Level 3, using 100 percent, 50 percent, or 25 percent of the Criteria content, respectively. The related South African Excellence Foundation (SAEF) Awards process was accordingly structured.

A classic case is that Mercedes-Benz SA opted to start at Level 3, then moved to Level 2 (in-house only) in final preparation for their Level 1 Application—culminating in winning the 2000 SAEF Award.

A downfall of SAEM1997 is that it was never updated! Although the model was classic by U.S. and European standards, South African companies could not reach the expected heights at the time. Unfortunately, the original SAEF last issued awards in 2002 and was liquidated by creditors in 2004.

Tell us about the BAS's services and the kinds of organizations benefitting from those offerings in your country today?

With a specialty in operational excellence, BAS offers an SAEMXIII-based toolkit and guides that were developed to facilitate the Management System of Operational Excellence (MSOE), which is concordant with ISO 9004:2010. The materials offered include training materials and case studies on governance excellence and operational excellence, as well as framework, criteria, and assessment guidelines. The toolkit fits the private sector (large/medium/small businesses) and the public sector (national/provincial/local government).

Other offerings include cost of quality training, training based on the MSOE Toolkit, and SAEMXII Assessor Training.

Users include the Eastern Cape Provincial Government (nine departments), the Department of Transport (Eastern Cape Government, winner of the 2009 Public Sector Innovation Award), SA Revenue Services (call centers), Tsebo Cleaning Services (South Africa) Ltd., Arwyp Private Hospital Ltd., and Border Cricket (South Africa) East London.

What's next for excellence in South Africa?

This year we will finalize the launch of the SAEMXIII. In 2014 we also plan to find a not-for-profit company to house the intellectual property. And we plan to facilitate funding for SAEF outside governmental control (similar to the Baldrige Foundation) and promote the new SAEF on November 13, 2014, World Quality Day. We also plan to rejoin the Global Excellence Model Council. In 2015, we plan to re-launch the South African Excellence Awards!

original blog posting:
http://nistbaldrige.blogs.govdelivery.com/2014/08/14/a-new-model-for-excellence-in-south-africa/

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Sustainable World Class Manufacturing and South African Managers

By Bill Coetzee

Whenever there is talk about **change** in the passages and between the machines, someone would inevitably steer the conversation in the direction of World Class Manufacturing (WCM). Unfortunately, the person steering the conversation would inevitably be the least informed of the less informed. I am talking of line and middle managers; the same persons that MD's and CEO's expect to implement and manage the WCM process. I do not profess to be a guru or even an expert when it comes to change and WCM, I do however believe that the implementation of WCM as a whole is not possible in most medium to large South African manufacturing plants, unless a company has its roots well imbedded in an overseas World Class company and/or this decision was made from the outset. To understand my way of thought, let's have a look at how and by whom WCM was shaped and formed.

In the early 'Eighties there were quite a few big companies in Europe and the USA whose top management echelon thought that they were doing quite well, thank you and they probably were. Until along came Mr Tom Peters. He rocked their comfortable little worlds. The advent of Peters' book, "In Search of Excellence" probably had MD's and CEO's gasping for air and scrambling for answers as to what to do to become profitable. This man had proven them all to be incompetent! They had to save face (A Japanese method for saving embarrassment).

Improvement initiatives such as Lean, Six Sigma, TPM and whatever else was floating around at the time must have come to mind. They could not just sit there and look stupid, they had to do something and fast. All their directors have probably been reading the same book. Soon, big companies were sending their brightest managers for training on Six Sigma, TPM, EFQM and so forth, in the hope that their fortunes would change from the gloom that Peters predicted, to the riches that Peters promised. These bright young managers underwent the training, returned to their companies and implemented all the learning of sages such as Deming, Juran, Shewhart, Ishikawa and Taguchi. Terms such as "Total Quality Management" and "Quality Circles", although not new, were suddenly rediscovered, reinvented and whatever other "re" that they could think of. Although some of these bright young managers were successful in implementing some of these methods (the rest became consultants...) they were just not Japanese enough to fully grasp TQM and TPM. So they fought on from one battle to the next, some successes but not winning the war.

The phrase "World Class manufacturing" was first coined in 1986; four years after Peters' book hit the racks by a man named Richard Schonberger. (I'm not sure, but he might have been a consultant at the time...) Schonberger came up with a brilliant plan to combine Lean Manufacturing, TPS, Six Sigma, TPM, BPR, EFQM the Mayan Calendar and the Phoenician Alphabet in order to achieve performance through quality, reliability flow and cost improvement. (By the way, Peters' book hit the racks for a good twenty years or so and he made a lot of money out of this and other writings). I read the book in the mid 'Nineties when I was first introduced to quality concepts and methodologies and then thought that Peters was a genius. Today I still think the man is a genius, but for very different reasons, he certainly knew how to make money.

Eventually, the book and WCM methodology made its way to Africa where it was read and studied by few and understood by less. As you well know, I thought Peters was a genius for what he had discovered. However, as a result of this book, South African companies then sent their bright young managers to learn the magic and soon, there were consultants... and these consultants were selling WCM.

By now you must be quite sure that I am completely certifiable and do not believe that WCM is achievable and that I would not invest any faith in people who claim to be experts (such as managers who talk of KANBAN as if it is a huge storage area and think that Kaizen Blitz is a new type of firelighter. And consultants...I am really sorry, I know some really lovely people who are consultants, but in the end they are here to make money. Aren't they?)

You may be right, I may be crazy...remember when I used the term "not Japanese enough"?

The Japanese have a learning system/method/culture termed Shuhari which has been part of the martial arts form, Aikido, for centuries. In brief this means that a learner will accept everything that his "master" teaches him without question; absolute belief, obedience and no distraction from external factors (Shu). After achieving this level (Shu), the learner may begin to explore other horizons and methods under the supervision of his "master" (Ha). The final step is for the learner to surpass the master and so become a master himself (Ri). With a culture like this, how could they not be able to implement and sustain improvement initiatives? One might assume that it would be almost impossible.

Even in Germany the tradition of apprentice and craftsman is still alive today. It might not be as efficient as the Japanese Shuhari, but it certainly has its merits. Although there are fundamental differences between Shuhari and apprenticeship, both of these methods teach people from a young age how to master a craft, excel at it and improve the processes enveloping this craft. In South Africa the "apprentice, craftsman" method also had some successes. I can remember some very intelligent ideas and methods that were brought home by means of a klap (slap for our non South African readers) against the ear. Not very Japanese like, but very effective none the less.

Now consider this:
The roots of World Class Manufacturing lie in Lean Manufacturing (A USA "invention" adopted from the **Japanese** Toyota Production System), Six Sigma (Introduced by Motorola in the **USA**), Total Productive Manufacturing/Maintenance (TPM - **Japan**), Business Process Reengineering (**USA**) and EFQM, the **European** Foundation for Quality Management. This much is true. Oh yes, I might add that Motorola lost $4.3 Billion

from 2007 to 2009! Now that is a World Class Loss! The company has since split in two; Motorola Solutions and Motorola Mobility. Motorola Mobility now belongs to Google.

Are you starting to catch my drift? The above mentioned improvement methods are First World initiatives where people have been taught HOW to learn from a young age, and before you knock me; I have been challenging almost everything that I have learnt in my life to try and make sense of it. Is this not what we are conditioned to do? To challenge all ideas? Not according to the Japanese. They say; learn first, challenge later and they seem to be a jolly successful old bunch.

This is probably the right time to tell you what it is that South African Managers should consider before they decide on implementing WCM:

- The majority of South African companies who believe that they have achieved World Class status have their roots firmly planted in the USA, Europe or Japan.
- Those that think they have achieved some sort of success and don't have their roots in first world countries have gone the route of mechanisation or have presumably been told by their consultants that they are doing very well. (I forgot to mention; when the top American companies sent their managers to study improvement methods, some of the people that did not make the cut were posted to Mount Fuji with binoculars to study the Japanese fascination with the cherry blossom. Rumour has it that they became mostly consultants. Apparently a few even ended up managing cherry orchards in the Eastern Free State)
- Do not employ consultants, employ psychiatrists.
- The psychiatrists should clear all the preconceived ideas that your managers have regarding WCM from their heads, then
- Implement "Shu". Train them, as a master would train a student (Brainwashing, Japanese style. According to Arno Koch's Makigami Info website, this will take 3 to 5 years to accomplish)
- Repeat the process with your workforce
- You are now 6 to 10 years into your implementation plan without having implemented anything and trying to run a company with a bunch of zombies.
- Now panic. Employ consultants!
- The consultants will tell you that you have wasted 10 years and should have gotten them in on this at the very beginning. You will have to start over.
- You will tell the consultants that you have started over on 3, no 4 occasions, that your managers know the Phoenician Alphabet by heart and that you have severe chest pains.

But, dear people do not despair! Take a deep breath, loosen your ties and consider this:

- Forget about thinking of WCM as something tangible; think of it as a philosophy (thanks to a senior colleague for suggesting the word "Philosophy". It's just so much more descriptive than "Pipe dream", don't you agree?)
- In fact, forget about WCM at all for the time being.
- Decide for yourself (exclude the "Kanban and Firelighter" managers at all costs!) what you need to do to improve and streamline your plants and processes
- Ensure your Management Systems i.e. the QMS Work Instructions, Safe Work Procedures etc. have been

analysed and developed to the extent where there is no "fat" in your systems.
- Once you have done this, train your workforce on these systems and make sure that each person knows his/her job well and understands what is expected of them.
- Identify your future leaders and develop them in order for them to be able to not only lead and manage, but also to cope with change.

Only when your workforce is trained and developed will they be ready for change. Unskilled and untrained labour cannot be expected to understand training, such as the WCM pillars if they have not been trained to understand their own jobs. You need to create that knowledge base and get people to believe in themselves before you attempt to train them in something that some educated people still cannot comprehend.

There you have it, a South African approach to implementing successful change initiatives. Not Japanese, certainly not European and absolutely not American.

References and Apologies:
- Google (For being available 24/7)
- Copyright © 2014 Makigami Info | An initiative of Arno Koch, expert in Improving Excellence (Clever, clever people)
- Billy Joel (You may be right, I may be that lunatic...)
- Tom Peters (If you have not read his book, please don't buy it. Borrowing will suffice)
- The Green Society (For mentioning "roots" twice. I assure you that no roots have been harmed during the writing of this piece. I did smoke a few odd smelling cigarettes though?)

Profile of Bill Coetzee

He started his career as an apprentice Fitter & Turner in 1979 and completed the Olifantsfontein Trade Test in 1983. During 1988 he moved into production where he held various supervisory and management positions over the next 20 years before he transgressed into Safety and Quality in 2008.

His interest in Quality Systems started in 1995, when he was part of a CSIR Productivity Improvement & Change Management team at the company he worked. He said it was an absolute eye opener for him and he has often compared the CSIR training that he received to being brainwashed! It made him think and see outside the box then and today.

He is currently Systems Manager for a very successful company that manufacture and supply underground safety systems to mines. His work comprises all She and QA aspects in his Business Unit. He absolutely loves his job and is very passionate about the development of shop floor workers. He believes that change can only be truly successful when there is a strong foundation to build on. That foundation is an informed, trained and knowledgeable workforce.

Authors note: Although my **perception** of WCM and Change may differ slightly from Senior Management at the company I work for, I wholeheartedly applaud and support all of their efforts to become World Class.

Furthermore if anybody reads this and thinks there is some merit in my ideas, I might consider consulting as a future endeavour...

Announcing a new SAQI training course

Rapid Kaizen Improvement Workshop

Kaizen (改善, is Japanese for **"Continuous improvement",** or **"change for the better".** It refers to the philosophy or practices that focus upon continuous improvement of processes. The literal meaning can best be described by the flowing definitions:

Kai = Change
Zen = For the better

The Toyota manufacturing system is based on this philosophy of Continuous Improvements (Kaizen's), and is used daily to improve a process when inefficiencies and opportunities for improvement are identified.

What is a Rapid Kaizen workshop?

A Rapid Kaizen workshop is an intensive and focused approach to Process Improvement. Kaizen means **"continuous improvement"** and Rapid refers to **"fast."** The Rapid Kaizen methodology has been used extensively for improving the organization of work in factories, administrative offices and all types of service industries. The **results are real-time** with implementation occurring **within a 2-4 days**.

Why join our Rapid Kaizen Workshop?

The combination, of our practical Lean approach and our skilled Lean practitioners, will result in an effective and efficient skill transfer process to you, as our client, enabling you to drive your own improvement initiatives.

This two day workshop includes a practical simulation exercise, to create an operational process environment. This forms the basis for the training, to help contextualize the lean techniques and principles.
In this workshop, participants will learn how to:

- Identify & scope a Rapid Kaizen Workshop
- Plan & Run a Rapid Kaizen Workshop
- Create Process Mapping tools (Swim lane & Spaghetti Diagrams)
- Identify and understand the "7 Types of Waste"
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What will Scottish Independence mean for Quality?

By Paul Naysmith

Will Scotland release the Unicorn of Quality Improvement when becoming an independent country?

If your preferred news media outlet has yet to cover the current topic of conversation on Scottish independence, the following may be, well, news to you. On September the 18th 2014, the people living in Scotland will be presented the opportunity to democratically vote to become, once again, an independent and sovereign country, separating the ties with government of the United Kingdom. As a national of the United Kingdom, who was born, raised and educated (for the most part) in Scotland, and a subject of her majesty Queen Elizabeth part 2, I don't get to vote. Why? Because living in the United States of America precludes me from being able to participate in the vote. However as the token Scotsman in the office, I'm posed regularly with questions on the topic and often asked which way am I going to vote.

Seeking independence isn't really anything new to Scotland; in fact 2014 marks the 500th anniversary of the Battle of Bannockburn, where Robert the Bruce (after receiving a motivational speech from a spider in a cave) with a much smaller team, defeated England's King Edward's vastly more powerful army. In historical terms, not so long after, an invading army again, took control over Scotland. Thankfully this time, any route to independence will not be done through violence, however in a much more peaceful and diplomatic manner.

What you may not be aware of is that for centuries after this, and although ruled through a regal connection, Scotland acted as an independent country. To this day as a lasting legacy of this, Scotland prints its own money (although still the British Pound), and has a different legal system compared to that of the rest of the United Kingdom. It is only in the last three centuries that Scotland politically came under the control of the United Kingdom as a result of, in my opinion, a major failure of Quality.

How Scotland became part of the union – the Major Quality failure which was the "Darien Scheme"

In the 17th Century the fashion of the day was Imperialism, with Western European countries developing new and wonderful water faring technologies to cross vast expanses of Ocean in a short time, there was a land grab free-for-all going on in the Americas, Africa, Middle East and Asia.

A successful Scottish entrepreneur by the name of William Paterson, who ironically established the Bank of England (Johnson), realized that the trade between the Americas and Europe would create vast fortunes. As an entrepreneur type, he planned to create a short cut and establish trade routes between the Pacific and Atlantic, without the risks of navigating around the Cape of Good Hope or Cape Horn. So he picked a point on the map which would be a good location to support this venture, and decided that it would become a new settlement for like minded Scottish people. This place was a skinny strip of land separating the great Oceans of the Atlantic and Pacific was called Darien, which on today's maps is known as modern Panama.

How was it a Quality failure?

Paterson was at the time reliant of the sightings of this location by Sailors and Pirates, on this small strip of land. Not setting foot on this area, he was not fully aware that at the time, the Spanish had claimed the country as their own and were somewhat protective about their claim. It could be said they were a little hostile to any other invaders. However with a very persuasive pamphlet, boat loads of Scots set out from the capital city Edinburgh (pronounced Edd-inn-bbrrruhh), waving goodbye to their homeland.

Not only did the Scot's who sailed for a new life, leaving their home behind, unknowingly about to receive a bit of a "doing" from the current landlords, the fashion of the day was to wear wigs and heavy uniform (Paul, 1999), suitable for a Scottish summer. From what I understand, these articles of clothing aren't particularly conducive to tropical climates. In addition to this, the Scots fearing to drink the local water and contracting a tropical disease from the same water were recommended to drink alcoholic beverages as it was thought to be "safer".

After seeing a third of their countrymen die of a tropical disease or malnutrition, the remaining few packed up and sailed home, which was again full of risk and only one boat out of sixteen made it back to Edinburgh.

Therefore between fighting foreigners, becoming heat exhausted, being permanently drunk and seeing your friends sick (somehow I feel that I have just described a typical Scottish vacation in modern times) was the end of this new venture, and no trade route was established through Scottish endeavors. In summary the Darien Scheme was bankrupt, which subsequently bankrupted the country of Scotland. To set-up the Darien Scheme half a million pounds was borrowed from the people of Scotland and the Scottish banks, in the hope of huge long term returns. Today, in 2014, half a million does not sound very much, however by today's terms this equates to approximately £8,330,000,000 (Officer & Williamson).

Lying in financial ruins, the Scottish government was dissolved, and if Robert Burns is right, with a little financial persuasion to key political influencers (Burns, 1791), Scotland now was absorbed into the Government of the United Kingdom in 1707 as a result of the Darien Scheme (Paul, 1999), and the rest as the saying goes, is now history.

Fast forward to 2014, and we are fast approaching another way point in the path of Scotland's history, and a new and very direct question which will be posed to the voting people of Scotland:

'Should Scotland be an independent country?' (The Scottish Government, 2013)

Rather than a pamphlet used by Paterson, the people of Scotland have a very lengthy document setting out the vision of what a new and independent Scotland would look like. Granted, I'm not a big fan of politicians as I see many as self serving for the majority of the time and that the many needed changes for improvement in society are rarely seen or delivered on by this same group of people. However I will conceed that perhaps my jaded opinion is based on "big government" or the observations of ineffective politics, and seeing first hand the inbalance in UK representation for Scotland's interest's, I should perhaps be open to opinion that matters could improve with a new way of doing things. Afterall, this is how I make Quality Improvements.

In the manifesto (all 670 pages of it), I wanted to learn how "Quality" was going to be included in the vision of the new Scotland. What I was surprised to find is that there were eighty-six references to Quality. The language of Quality was interesting, where promises of "guaranteeing the quality of service", "deliver a higher quality", "focusing on sustainable quality" and "highest quality provision" terms that were carefully inserted throughout all sections of the document.

So the references are mainly for setting out changes to provide "high quality", without ever discussing in any detail of how this will be achieved. However I do ask myself: should this manifesto lay out the path to achieving quality? I guess this is an executive level "vision" document, and I shouldn't expect to see the route to quality.

This like any senior management vision will have to be supported by great people in order to deliver on these promises. For a fellow Quality professional, it would appear that there will be a place for you in an independent Scotland, whether improving on current Quality systems, or being very much a part of creating something as a potentially new country is established.

This is great for our profession, and even better for our own specialist subject matter being brought into the light of new opportunities. However this is all very much dependant on the majority of people voting "yes". So what happens to Quality if the vote goes against? Should the politicians stop aiming to improve the Quality of service? Can there still be a place for Quality professionals?

Whatever the outcome, whether yes or no, Quality will still need attention. If the people of a country want improvement things will need to change and I would not wish for the country of my birth to go through the same route to political change as witnessed in the Middle East in the last few years.

This topic reminds me of one of my favorite Quality Guru quotes: "It is not necessary to change, survival is not compulsory". This got me thinking that it has been nearly thirty five years since a television documentary asked the questions "If Japan can, why can't we?" In this program, the American producers of the show were trying to understand why there was such a gap between economic performances of Japan compared to that of the United States at the time. The conclusion of the show was that Japan's performance was based upon the vision and ideas of an American.

Visions and ideas don't make changes. It was once said by that famous American featured in that show "a thermometer measuring the temperature in the room at 110oF doesn't make the room better" (Dobyns, 1980). To make improvement will take action. Perhaps after the ruins of war in Japan, the Japanese were led to following Deming's vision, and subsequently that TV show. Perhaps too Scotland, free from the bonds of United Kingdom, could learn from that lesson. Perhaps a new open and transparent Scottish Government which will work for its people, with a purely selfless desire to make improvements in Scotland, could exist and flourish.

If Scotland wishes to prevent another Darien failure, glossy pamphlets and grand visions will not prevail. The hard work and actions of brilliant people will ensure success. It fills me with passion and pride to think that the place of my birth, Scotland, is on the brink of potential monumental change. Change to direct its own future, a future that accommodates Quality, and address the inequalities that hold its society back. A change I wish for the better. If Scotland becomes an independent country, it must reach out to the Quality community for assistance.

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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*

Gender Diversity in the Boardroom

By Terrance M. Booysen

As South Africa heads toward National Women's Day -- which has been established as an annual public holiday to commemorate the role women have played in South Africa's democracy -- it is appropriate to focus on gender diversity in the boardroom and how South Africa is fairing against other developed and developing countries worldwide. Unlike a number of other business areas where South Africa may not be doing as well as its SADC or BRIC country counter-parts, South Africa is currently regarded as one of the top performers in boardroom gender diversity.

Besides the recommendations provided in the King Report on Governance for South Africa 2009 (King III) which calls upon organisations to consider their board's effectiveness in terms of its size and diversity; it would appear that local organisations have understood the importance of balancing their boards with women in representation. According to the GMI Ratings 2013 Women on Boards Survey, South Africa is leading the world on gender diversity in the boardroom in the developing countries with 17.9 percent of women occupying board positions whilst only 11 percent of women hold board positions at a global level. Placed at 5th position overall in the world, South African organisations are well above their BRIC counterparts who trail at 5.1% (Brazil), 4.8% (Russia), 6.5% (India) and 8.4% (China).

"Countries and companies can be competitive only if they develop, attract and retain the best talent, both male and female. While governments have an important role to play in creating the right policy framework for improving women's access and opportunities, it is also the imperative of companies to create workplaces where the best talent can flourish. Civil society, educators and media also have an important role to play in both empowering women and engaging men in the process."

The Global Gender Gap Report 2013

The business case for increasing the number of women on boards is clear, with evidence that shows gender-diverse boards have a positive impact upon organisational performance. Indeed, the International Corporate Governance Network (ICGN) provides that constructive debate and independence within the boardroom --which allow boards to better fulfil their expansive oversight responsibilities -- can be accomplished more effectively by recruiting a board which is diverse in the broadest sense of gender, race, national origin, culture, expertise and thought leadership. That being said, the ICGN emphatically states that a gender diverse board established over the head of a non-gender diverse organisation is "unlikely to be wholly effective" and that "investors will certainly be somewhat cynical about gender diversity grafted on only at the very highest level of a company as this may appear somewhat cosmetic and management's ability to listen effectively to a full range of views may be in doubt."

Whilst South Africa is placed ahead of most countries in respect of gender diverse boards, it's interesting to note the Nordic countries currently lead the world with Norway, Sweden and Finland leading the developed countries with their female board directors at 36.1 percent, 27 percent and 26.8 percent respectively. Japan has the lowest percentage of female directors of all developed countries, with a mere 1.1 percent of women on boards; and South Korea is placed last at 1.9 percent of the developing countries.

Back home, in South Africa there has been a lot of criticism levelled against the Women Empowerment and Gender

Equality Bill 2013 which -- amongst other -- imposes a minimum quota of women on boards and other decision making roles. This Bill, if brought into law in its current form, may have a profound impact on the composition of boardrooms across South Africa. The Bill contains one of the toughest gender quotas in the world where designated private and public organisations will be required to have a minimum of 50 percent women on boards and decision making structures.

Given the apparent successes of South Africa's ratings in respect of its gender empowered boards, and furthermore considering the additional SA legislation protecting women employees, there's no doubt that women in South Africa are being fast-tracked which will in all likelihood equate, or even exceed the Nordic successes. Interestingly, whilst the Norwegian Government has made significant strides toward gender diversity through their prescriptive legislation to enforce a 40:60 female-to-male gender quota, their requirements are only applied to listed companies and not to their smaller private companies and small family businesses.

The American non-profit organisation, Catalyst, is well known and respected for their competitive landscape studies. In their 2011 study with over 520 Fortune 500 companies, they concluded that companies with three or more female directors outperformed companies with all male directors by 40 percent on return on equity; 84 percent on return on sales, and 60 percent on return on invested capital. Their results between enhanced organisational performance and gender diversity are fairly consistent with similar gender studies conducted by the Conference Board of Canada in 2002 and McKinsey's in 2007/2012.

Following the overwhelming evidence and obvious rationale for the importance of non-discriminatory conduct against women; organisations that value gender equality are more likely to retain staff and have a far better competitive advantage in attracting not only the best available talent, but also locking into better and more sustainable business. Expectedly these are just some of

the very good reasons to enhance women in business; and in so doing, organisations also embellish their corporate social and moral values that underpin their corporate governance structures.

This article was reviewed by SA Board for People Practices (SABPP) for its accuracy only. SABPP have not furnished advice as regards the content of this article.

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Quality in Schools

a regular column by Dr Richard Hayward

Winning ways
by Dr Richard Hayward

It was the annual Prize-Giving evening. After the ceremony I was chatting to one of the thrilled families. Their three sons had all been learners at the school. All three had been prize winners. That evening marked the end of the youngest son's career at the school. I asked the understandably proud dad, "Your boys have all done so well in and outside the classroom. Is there a secret?"

Dad gave a little chuckle and thought about the question. He commented about the loving, supportive family that he and his wife had created for their boys. Then he added, "When times have been tough in the classroom and on the sports field, I've reminded them that a 'hard slog' is part of the deal. Before the sweetness is the sweat. Put in the time before you can have time-out from all the hard work."

Certain character qualities help explain why certain children have happy and successful school careers. Daniel Goleman who made the world aware of the concept of 'Emotional Intelligence', writes of the hidden driver of excellence. That driver to guarantee achievement can be summed up in one word: 'Focus'. In his book of the same one-word title, Goleman shows how a person's inability to focus, lowers performance. We live in a world of distractions of multiple sounds and modern technology. Achievers are able to block out distractions and give total focus to the task on the desk or screen.

One morning after the end-of-term report cards had been issued to the learners by their teachers, I found myself chatting to Nicole at her Grade Six classroom door. She had done especially well in Maths and Science, getting distinctions in both subjects. Nicole told me that it was important for her to work hard and particularly in those subjects. In a voice of gentle confidence, Nicole told me that she would become a doctor. Today she is a highly regarded and much-loved paediatrician. Winners are goals-setters and drive themselves towards them.

Being emotionally intelligent is another factor for anyone wanting to achieve goals. A definition given by de Klerk and le Roux in their book **Emotional intelligence for children and teens**, is:

Emotional intelligence is the ability to identify, understand and control your own thoughts and feelings, communicate them appropriately to others and have empathy with the emotions of others which enables you to interact with them on an emotional level.

The emotionally intelligent child gets on well with peers and the teachers. That friendliness helps the child to happily learn new knowledge and skills from others. Their peers enjoy their company; their teachers like and want to teach them.

An emotionally intelligent child has the maturity not to be say harmful and hurtful things to others; they treat themselves in the same way. Such a child learns to be gentle with themselves when they experience failure – a guarantee on the rocky, tough road to any meaningful success. So, when they fail a Maths test, for example, they don't moan, "I'm totally useless at Maths and always will be!" The failure is a seen as a temporary road-block to success. They take an honest yet positive view of what has happened. Their response might be, "Yes, I goofed badly in the test but if I spend more time doing revision exercises, I'll understand the work better and get better marks."

Kevin is presently in matric and a passionate football fan. He's a fearless striker for the school's first team. You can imagine how excited he was about the 2014 FIFA World Cup in Brazil. He devoured articles and magazines about the world's greatest players and the competing teams. When the actual games were played in Brazil, his family and many friends expected him to be glued to SABC 1 watching every game. Not so. Every night he was at his desk studying for mid-year exams. He knew what had to be done; TV-viewing had to be sacrificed. Extra studying was needed. Achieving children are honest with themselves about their abilities. They then make the right decisions and carry them out.

To really succeed, it's really about character. Nurture your child's character in areas such as emotional intelligence, focus, honesty, kindness and perseverance. You will be delighted and have quiet pride as you watch winning ways unfold before your eyes.

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