SAQI
The South African Quality Institute

e - Quality Edge

bringing quality information to South Africans since 1996

Tel: +27 12 349 5006
Fax: +27 12 349 1232
www.saqi.co.za

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Welcome to our July 2015 edition

In this month's edition we are pleased to announce our National Quality Week theme for 2015. **"Following the road to excellence"**

We also carry the third and final of the three part series by Ansie Harding on Deming, Zen and maths education. For those of you that are interested her latest profile picture was taken in South America, she certainly gets out and about. We are also looking at analyzing Operational and Financial waste with a focus on SMME's and one of our members, Peter Bushell, along with his colleague Ian McDougall, has submitted an interesting article on how Self-Assessment of SMME's can be simplified using a custom built app. We also carry our regular articles on corporate governance and Quality education tips for our South African Schools

SAQI unfortunately has to announce a membership price increase to take effect from 1st August. We try to keep our costs to a minimum but with ever increasing overheads it is not possible to maintain our current fees and continue to offer a quality service. We try to offer a competitive service but we are always happy to listen to suggestions from our members on how we can improve our Quality offering. We ask our members to refer back to their benefits documents in order to ensure you are getting full "value for money".

As ever, 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

Quality:
helping South Africans live, learn and work better

PROUDLY SOUTH AFRICAN

Deming, Zen and Mathematics Education

Part Three

by Ansie Harding

After the philosophical exposition on quality in the first two parts of this series it is time to turn to Mathematics Education in the final part of this series, to calculus in particular. We could have used any scientific subject for this discussion but let's use calculus as the platform.

About Maths Education and Calculus

Calculus is the study of change and has been around since the time of Newton, around three hundred years ago. So calculus has been the bane of some students and the joy of others for almost three centuries. Yet it has not always been taught in the same fashion. Looking at textbooks dating even from fifty years ago shows a distinct difference between then and now. One main difference is that the modern approach is less formal and technical and there is more emphasis on applying concepts. Calculus in old textbooks looks so much more difficult, probably because of the formal exposition.

The teaching philosophy is that every concept should be interpreted in four ways: graphically (using a picture), numerically (using a table of numbers), algebraically (using symbols) and verbally (in words). Today's student is expected to develop thinking skills, to work more independently, to become proficient in problem solving and to be able to collaborate with others. For these purposes worksheets, workbooks and projects have become part of most courses. New also, is the use of technology - graphical and other software to illustrate concepts and online homework systems for practice and problem solving.

Has the current way of teaching calculus any bearing on the Quality of the subject as it is taught and as the students master it? In other words, has the new approach improved quality measured against the Deming philosophy? And where does the Zen view of quality and the current approach to Calculus meet?

Calculus and Deming

We briefly look at each of Deming's 14 points in turn.

1. **Create constancy of purpose:** Jobs are increasingly scarce and the employer can be demanding as to the skills necessary for doing a job. It is imperative that universities keep up with market demands and constantly improve their approach to presenting the subject. An academic approach to teaching Calculus can be satisfying to the lecturer and perhaps to the few students that aim to make abstract mathematics their future, but the majority of students need to have more of a problem solving approach, a skill common to all jobs.

2. **Management must take the leadership for change:** Although the head of a mathematics department should take leadership for change it is not uncommon for change to be initiated from the lower echelons and infiltrated through the ranks of the department. The university environment provides the freedom to every lecturer to introduce change but it is the responsibility of the top management to evaluate the changes open-mindedly.

3. **Cease dependence on inspection to achieve quality:** As student enrolments increase class sizes increase accordingly, this in turn requires of students to become independent learners. This demand has been the downfall of many students as the schooling system does not truly cultivate independent learning. Online homework systems have proven to be beneficial in this regard. Given relaxed circumstances and ample time the student learns in a loosely controlled environment and often cultivates a more long-term understanding of the subject.

4. **End the practice of awarding business on the basis of price tag:** Teaching a difficult subject in a large class environment requires a mature and confident lecturer skilled in large group thinking. It is not advisable to have inexperienced staff take on the responsibility of this type of teaching.

5. **Improve constantly:** Innovation and improvement is key to university education. Constant improvement in Calculus has two faces. Most students enter university underprepared for conceptual thinking and find the first year a period of adjustment and improvement. Two of the areas where most students experience difficulty are in verbally formulating mathematics ideas and visually conceptualizing concepts. Although inept at first, students constantly improve throughout their studies. Lecturers on the other hand need to be constantly innovative in their teaching approach. Whatever new initiative is implemented needs to be evaluated and improved upon.

6. **Institute training on job:** Training on the job for the lecturer consists of attending workshops, seminars and conferences, all invaluable and essential. Training for students means encouraging learning throughout the duration of the course and not simply before exams. Deep understanding of mathematical concepts requires time and cannot be fostered overnight.

7. **Insist on leadership:** It is both the student and the lecturer's right to insist on leadership. Because the new large group format and a move towards independent learning in Calculus the lecturer becomes a facilitator rather than a dictator. Yet the lecturer still sets the pace

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and conveys the mission and aim of the course. It is essential that the course is still well organised with speedy assessment of projects and exams. The electronic Learning Management System becomes the backbone of a course where all announcements and guiding information is hosted.

8. **Drive out fear:** Few students can perform well under conditions of fear. Mathematics is unfortunately a subject where fear in students is traditionally quite common. A more relaxed and rounded approach, also more student centered, is aimed at empowering students, driving out fear. Students feel more inclined to view their opinions in a less formal class situation.

9. **Break down barriers.** Work as a team: Personal Learning Networks (PLNs) are clusters of students who spontaneously get together and study together, often forming at the onset of their studies and lasting throughout. These clusters have become more prevalent through the ease of communication and interaction offered by social media and other applications. Mathematics is traditionally a lonesome activity but PLNs offer a feasible alternative. A leader naturally emerges but is not revered with the same credibility as in the case of the lecturer. Online communication as well as face to face communication feature.

10. **Eliminate slogans and target asking for zero defects and new levels of productivity:** Slogans are not traditionally part of a Calculus classroom situation. Yet there is a danger of over emphasizing the importance of assessment marks and how easy it is to fail. The move is away from this; the effort is rather spent on motivation and cultivation of a positive attitude amongst students and putting in processes that will achieve results.

11. **Eliminate work standards / management by objectives. Substitute leadership:** Although marks are the currency of students, the success of a course should not be measured by the pass rate. A pass rate is definitely not an absolute measure and is not necessarily indicative of the learning that has taken place. More emphasis should be placed on built-in quality of learning. In other words, the move is towards quality assurance, away from quality inspection and allowing students to achieve their desired learning outcomes.

12. **Remove barriers that rob people of their right to pride of workmanship / Remove barriers that rob management of their right to pride of workmanship:** It is imperative that students have pride in their work and they should be respected for this. Students are encouraged to "speak" mathematics using appropriate terminology and "write" mathematics using appropriate notation and exposition. Pride should also be instilled by respecting their opinion and encourage different and wider thinking and approaches. For the lecturer it is important that he/she be granted the freedom of innovative practices.

13. **Institute a vigorous program of education and self-improvement:** This point is obvious for any new approach in education. It is far more par for the course than in industry. Self-improvement is not a luxury in academic life; it is a must and essential for survival. On the student's side the emphasis is here on self-improvement and this can be achieved in a Calculus course through encouraging independent work and therefore self-improvement.

14. **Put everyone in the company to work to accomplish the transformation:** This is the ideal situation. For true success a whole department should be focused towards a transformation with initiative coming from top management. In real life it often happens that a single lecturer initiates transformation and it spreads from there. The whole is greater than the sum of the parts.

Maths education and Zen

Deming's 14 principles is a guide to improve the Quality of a process and from the above it is clear that the approach described here is a rounded approach that is a definite step towards improving the Quality of maths education and particularly Calculus teaching. Yet the 14 points do not tell us what is Quality in Maths education, only how to improve it. It is Pirsig who sheds light on what constitutes a quality course in Calculus and what is meant by Quality work from the students' side. Ask students what a quality course is and they often simply make a Romantic Quality judgement. They like the lecturer or the atmosphere in the class or have friends in the class and therefore feel positive towards the course. Although these features add to a good course, it does not necessarily have long lasting value. Students often do not have the insight or wisdom to make a Classical Quality judgement. The Classical Quality of a course lies in the students' grasping of the concepts and how good their problem solving skills are. Another important feature is the value it has for their future careers. Pirsig defines Quality as an event. In the case of teaching Calculus the event is when the student and the Calculus concepts meet. Whether it is good quality or bad quality depends on the way this meeting is conducted. We believe that a quality approach to teaching maths certainly improves this event.

About the Author

Ansie Harding holds a DSc (Pret) in Numerical Analysis and is Professor of Mathematics and Applied Mathematics at the University of Pretoria in South Africa.

She has pioneered the use of technology in teaching mathematics at her university. She has also spoken at Maths Education conferences all over the world, including Argentina seen in the photo, encouraging a new approach to maths teaching.

She can be contacted at aharding@up.ac.za

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Analysing Operational & Financial Waste for SMMEs in the South African economy

by Peter R Bushell and Ian McDougall

Introduction to Operational & Financial Waste

ASSESS OPERATIONS IN READINESS FOR DEMAND

SMMEs are the life blood of any economy and deservedly so, and yet it is equally so that they carry risk, which frightens the 'bigger boys' off from engaging or offering greater opportunities to SMMEs. Assessing a wide variety of SMMEs' readiness to engage or ramp up delivery has, to date, been too costly and complex. With the implementation of intelligent technology, this is about to change.

Operational & Financial Wastes are real issues, as they silently eat into profits. They have been known to close a business, as no controls are in place to minimise such risk. Wastes are literary everywhere, and with a little help from an experienced consultant, they can be identified and handled. However, the cost of experienced consultants is beyond the financial limits of most SMMEs in South Africa, leaving them exposed and unknowingly leaking profits. This has a ripple effect up the supply chain, leaving multinationals exposed to risks they are not even aware of.

Cloud technology to the rescue

The concept of “Operations & Financial Waste” has been around for years and there are established methods of mapping the current and future performances of a company, to enable the ferreting out of wastes in order to drive down this silent cancer. There are many examples of this having improved efficiency and net profits.

To date this has not been scalable and has come at a cost too high for the average SMME. Using cloud-based technology, these tried and tested practices can now be made available to the whole of a supply-chain manager's portfolio, enabling the SMME to understand internal risks as well as enabling the supply-chain manager to identify portfolio risks and implement actions to mitigate these preemptively and repetitively.

The investment can be a lot less than ISO 9001 implementation and it is proving to yield a good ROI (Return on Investment) for both the SMME and the supply-chain manager.

Research has shown that a minority of South African suppliers to key national infrastructures, such as electrical power supply, have implemented ISO 9001. ISO standards are by no means to be ignored but SMMEs find ISO standards too expensive and time-consuming to apply. “Operations & Financial Waste” then forms an entry level requirement to be part of a tender/contract process and reduces the overall exposure of non-ISO 9001 compliant suppliers.

What are typical wastes and how can they be turned around?

Broadly speaking, the business community consists of two types of industries, services and manufacturing. Some companies are both. Typical wastes in the services industry are: paper, complaints, documentation, debtor's days, inadequate service and repeat delivery. Manufacturing has other challenges such as scrap, rejects, rework, damages, spillages, leakages and breakages.

It is estimated that each time a waste occurs, it costs a minimum of 6 times more than its original cost.

It is clear from the above that no business should ignore their wastes. If they do, they are indirectly ignoring opportunities to make additional net profits.

As we know businesses are not all alike and the implementation of “Operations & Financial Waste” has highlighted the need for companies to identify the categories that apply to their organisation. To date there been 82 function profiles identified, consisting of

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approximately 32 questions each. These profiles range from reception, marketing, sales, purchasing and human resources to industry-specific analysis, for example for construction, manufacturing, the food industry and even hair dressing. As you read this, the function profiles for schools and educational institutions are being developed!

Looking at "Operational & Financial Waste"

Let's look at a typical SMME. Once they have signed up they can identify the profiles that apply to their organisation. A typical reception example is given in Figure 1 below.

1. Reception

Increase Desired: 10 %

Question	Rating	Future
1. Do you respond to a call within 3 ring tones?	5	5.5
2. Do you excel in communications when dealing with your customers?	5	5.5
3. Have you been given an induction to the business/company?	6	6.6
4. What is your first impression of the area you work in?	9	9.9
5. What is your impression of the technology being used e.g. telephone etc.?	2	2.2
6. Do you have a working knowledge of ISO 9001?	10	10
7. Do you have a method for recording all incoming calls?	5	5.5
8. Is the area well ventilated during the seasons?	1	8
9. Have you received intensive product training?	1	8
10. How well do you know the equipment to be used?	5	5.5

Figure 1: The completed reception profile

A rating of between 1 and 10 of current situation is given for each question. A desired increase in performance over a period of three months is identified, in this case 10%. The future increase can then be manually changed to make a realistic indication of actual gains expected. For instance, in the example, questions 8 and 9 each scored 1. It may, however, be felt that improving the ventilation will not be possible beyond installing a simple fan, so this can only be increased to 2. On the other hand, product training can quickly and easily be arranged and implemented, enabling this score to jump from 1 to 8 in the specified 3 month period.

Each profile has a simple spider diagram attached as shown in Figure 2.

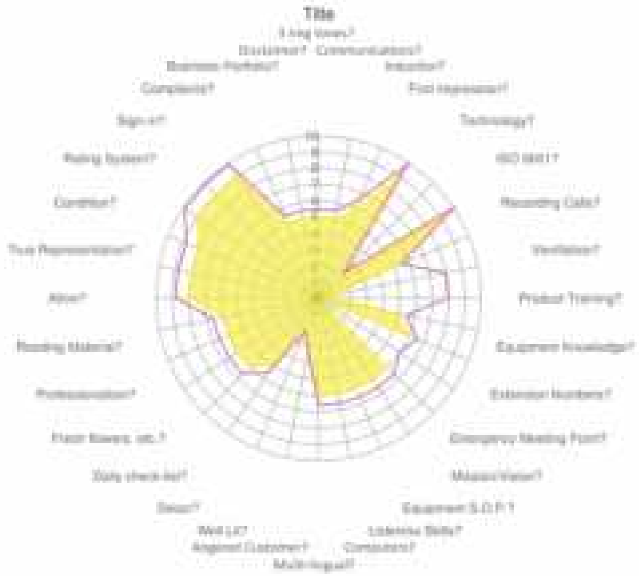

Figure 2: Reception spider profile

This provides a quick visual of strengths and weaknesses, and areas in which significant interventions need to take place.

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Once all the departments have been completed, an overall picture of the company can be presented as shown in Figures 3 and 4 below.

Row Labels	Existing Rating	Future Rating
1. Reception	140.0	189.0
2. Marketing	176.0	191.0
3. Sales	163.0	246.3
4. Planning	167.0	187.0
5. Purchasing	89.0	140.0
6. Goods receiving	176.0	192.0
7. Human resources	145.0	246.3
10. Management	190.0	220.0
19. Financial	140.0	166.0
21. Quality assurance	45.0	95.0
32. Environmental	40.0	120.0
11. Manufacturing logistics	176.0	247.3
14. Manufacturing documentation	87.0	120.0
15. Manufacturing systems	167.0	236.5
Grand Total	1 901.0	2 596.4

Figure 3: Company profile data.

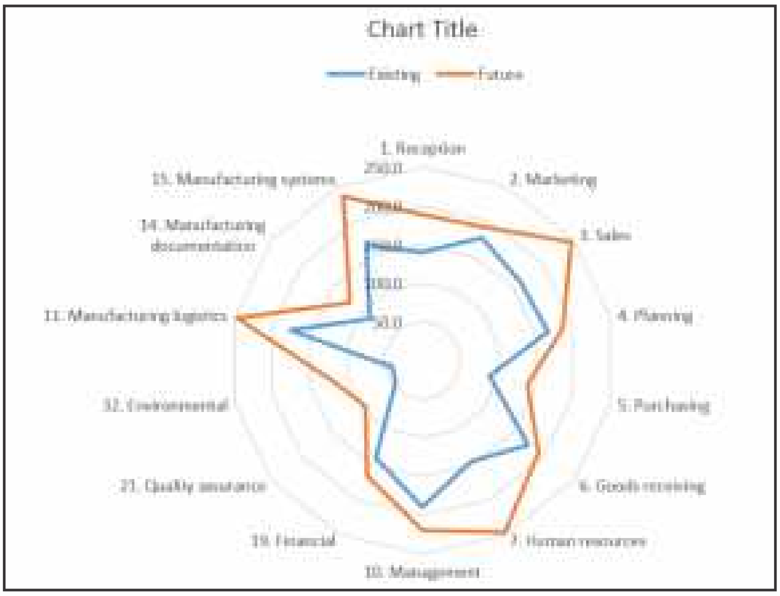

Figure 4: Company profile spider graph.

Quarterly profiles can be overlaid, demonstrating the continuous improvement of the company.

It is understood that self-assessments as shown above can be presented in accordance with what the company wants the supply-chain manager to see. Experience has shown that this can be easily identified, as the spider graph is usually too circular in shape. External consultants can be brought in to do an assessment, or spot-assessments of specific departments. If the self-assessment is found to be inaccurate, the company could be removed from the supply chain.

Last but not least, the supply-chain manager can have a risk profile of all their suppliers. This will enable vulnerable areas to be identified and addressed. Alternative supplier's profiles can be overlaid and, where appropriate, they can become suppliers.

Further analysis can also be done to identify specific profiles within the whole supply chain. For instance, the overall environmental risk can be analysed and appropriate steps taken.

The top reasons to implement “Operational & Financial Waste”

a. It increases chances of being awarded public and private sector tenders

By having a transparent understanding of the company, supply-chain managers can see that the company takes quality seriously. Although it may be ideal to implement ISO 9001 standards, this will show the company's quality intent.

b. It can lower insurance premiums

Ensuring you meet legislation of course lowers your risk. Many companies find that their insurance premiums are reduced when they can show the implementation of quality standards.

c. It improves customer satisfaction

An integral aspect of “Operational & Financial Waste” is customer satisfaction that is also the focus of ISO 9001. It focuses on the customer instead of purely business goals. It will help improve quality of service, adopting a 'right first time' attitude.

d. Improved operational efficiency

Over the years, organisations can build up a set of processes and ways of doing things. “Operational & Financial Waste” encourages well-defined and documented procedures in order to improve the consistency of the organisation's output, replacing any current practices that are obsolete or inefficient. By having procedures in place for when problems occur, the company can take appropriate action when necessary. Over time, this efficiency of process leads to fewer mistakes, and those that do occur, are caught earlier.

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e. It reduces waste

Greater efficiency means fewer errors, which means less re-work, product scrap and rejections. There may have already been processes in place for many business functions, but "Operational & Financial Waste" helps improve or eradicate obsolete processes that are counter-productive.

f. It increases profit margins

"Operational & Financial Waste" is financially beneficial due to the company probably being awarded more contracts. In addition, with improved management processes, the greater efficiency gained should improve the bottom line.

Cost savings will result from a decrease in the number of mistakes being made. Errors that do happen can be caught earlier, taking less time and money to fix.

g. It can increase employee motivation and participation

It is fair to say, that with proper processes in place, staff will feel more at ease in their roles, which will lead to greater job satisfaction and motivation, especially when they are made aware of how quality and overall success depends on them.

h. It promotes continual improvement

Continued evaluation leads to continual improvement. This further adds to the benefits mentioned above.

How to implement "Operational & Financial Waste"

The simple philosophy of implementing "Operational & Financial Waste" for SMMEs is a **Fast**, but non-compromising model, that is **Simple** to understand by those at the coal face and is **Affordable** by all. This will shortly be made available as a smart-phone Android app (iPhone to follow) Tablet, Laptop or PC-based application.

Prepared by:

Peter Bushell of **3 Tiers**: peter@3tiers.net and **Ian McDougall** of **Gate**: ian@gatemobile.co.za

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National Quality Week 2015

9 - 13 November 2015

World Quality Day

12 November 2015

"Following the road to excellence" © SAQI 2014

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Last year SAQI used the theme for NQW of "Paving the way to Quality beyond Standards"

This year we hope that the foundations have been laid so now we can follow the road to excellence. Far too often we are prepared to accept 'second best' when it comes to Quality. However, SAQI feels that whether you are a big corporate or an emerging SMME there is no reason why you cannot strive to follow the road to excellence.

"Following the road to excellence" © SAQI 2015

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What is A3 Problem Solving?

by Jacques Snyders SAQI Senior Member

A3 is an improvement process, and it applies so-called lean thinking to the problem solving process, most probably the most important step of any improvement effort. The emphasis on thinking and making the thinking process visible is very important. It seems that some consultants are reducing A3 problem solving to a series of steps that can be followed to achieve a perfect solution. The danger with this approach is that people only learn to follow the steps, forgetting about the focus on thinking and really understanding the problem.

- **The mind-set behind the A3 system can be distilled down to seven elements:**
  - Logical thinking process
  - Presenting information in a non-judgemental way
  - Results achieved and processes used
  - Using only critical information and visualization
  - Alignment of the efforts with strategy/objectives
  - Being consistent throughout the organization
  - A system approach to problem solving

SAQI offer a Practical Workshop where we give the learner a short overview on the history of A3s, and then guide them through a practical thinking process, to solve their own operational problems in their own business.

Requirements:

1) Learner with an open mind
2) 1 or 2 of your own problems currently experiencing in your company
3) Data on the type & size of your problem

For more information on this workshop contact vanessa@saqi.co.za

Membership price increase

to take effect from 1st August 2015

Grade	Renewal fee 2015	Registration fee (new members)	Grade	Renewal fee 2015	Registration fee (new members)
Student	R 250.00	R 50.00	Corporate Level 2	R 2,900.00	R 500.00
Associate Member	R 450.00	R 75.00	Corporate Level 1	R 5,600.00	R 1,000.00
Senior Member	R 610.00	R 100.00	Platinum	R 19,500.00	R 1,000.00
Business Level 2	R 1,000.00	R 150.00	International Companies	R 2,560.00	R 250.00
Business Level 1	R 2,350.00	R 250.00	International Associate Member	R 580.00	R 75.00
			International Senior Member	R 750.00	R 100.00

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Sexual Harrassment: Dealing with the Pests

by Terrance M. Booysen and reviewed by Bruno Bruniquel (Bruniquel & Associates: Chairman)

As sad as it may be, the incidents of a particular colleague walking past your table and greeting you, or even asking about your weekend activities may not be as 'innocent' as you may first have thought. And each time you 'bumped' into each other at the coffee station, this too may not have been a 'coincidence' at all. These occurrences may all be part of an elaborate plan -- designed by the initiator -- who has their own objective to forge a closer relationship with you, and ordinary business matters was certainly not on their mind. Needless to say, the organisation had very different intentions of providing employment to this person, and in the ordinary course of business, each employee is expected to behave in a befitting manner and such that the interests of the organisation are being met. That being said, trouble sets in for the employer when an individual selfishly uses the workplace to serve their own objectives, more specifically when they use the workplace as a 'hunting arena' to satisfy their private needs and which encroaches another colleague's personal space with sexual overtures.

This is where the term 'sex pests' finds its roots, and if the organisation does not have meaningful mechanisms in place to protect its employees against the perpetrators of sexual harassment, then the organisation may fully expect the victims of this unwanted attention to hold their employers vicariously liable. A sex pest is widely understood to be a person that imposes themselves -- in one way or another -- upon another person, and where the imposition has some attached sexual form or element to it, which is not welcomed by the receiving party.

"If an employer fails to address a sexual harassment complaint, the consequences may be serious. In Grobler v Naspers Bpk en n' ander [2004] All SA 160 (CC), a manager was found guilty of sexually harassing an employee.

The court found the employer to be vicariously liable for the conduct of the manager because it had failed to take appropriate action to prevent the harassment.

The employer was liable for the resultant damages of just short of R1 million."

Source: Bruniquel & Associates

As more of these sexual harassment cases come to light, in order for organisations to mitigate their risks against an employee attempting to claim vicarious liability against their employer, organisations will need to show that their working environment is free from sexual harassment by other employees. Moreover, it is imperative that management fully understand what the common law and labour law expects of the employer's legal duty to protect its employees. This includes knowing how to deal with any allegations of sexual harassment levelled against the alleged perpetrators, even if the victim decides not to pursue the matter. Organisations who are not able to show their reasonable steps which they have taken to protect their employees against sexual predators, may well find the Courts ruling in the favour of its employees who have suffered harm. Besides the perpetrators also being brought to book, the negligence on the part of the organisation by not establishing the correct policies and procedures to protect employees against sexual harassment, invariably brings a lot of public attention which could lead to even greater reputational damages.

Sexual harassment in the workplace is a widespread problem occurring in many organisations worldwide, and it may manifest itself in various forms, including physical, verbal and non-verbal conduct. Notwithstanding popular belief, sexual harassment does not only affect women. Statistics reveal that both men and women experience sexual harassment in the workplace, with women generally experiencing it more often than their male counterparts. According to the International Labour Office, which is the permanent secretariat of the International Labour Organisation (ILO), it reported that nearly twenty five percent of workers interviewed in Hong Kong in February 2007 suffered sexual harassment with one-third of them being men. In this report, among male workers, only 6.6 percent reported their grievance (compared to twenty percent of women) because they felt too embarrassed to face "ridicule". In another report issued in Italy in 2004, 55.4% of women in the 14 to 59 age group reported having been a victim of sexual harassment. One out of three female workers were subjected to sexual intimidations for career advancement with sixty five percent blackmailed weekly by the same harasser, which was usually a co-worker or their supervisor.

Alarmingly, the report showed that 55.6% of women were subjected to sexual intimidation and had resigned from their jobs. In staying consistent with these findings, in 2008, the Australian Human Rights Commission conducted a survey to investigate the nature and extent of sexual harassment in Australian workplaces. The survey found that 22% of women and 5% of men aged between 18 and 64 had experienced sexual

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harassment in the workplace, with 65% of the sexual harassment cases occurring in the workplace.

In order to limit these unwanted sexual workplace advances, it makes no sense for the victims not to report sexual harassment to the necessary workplace authorities. In a telephone poll conducted in 2008 by Louis Harris and Associates on 782 United States workers, it found that as many as 62% of the victims of sexual harassment took no action against their perpetrators. The poll found that the majority of perpetrators were either their supervisor (43%) or more senior persons (27%) than themselves. Considering the fact that the perpetrators are most often at more senior levels, and noting the high prevalence rates of sexual harassment in the workplace, organisations must protect their employees who have become victims of sexual harassment in order to avoid the immense damage its causes to both the victim and the organisation.

According to data complied by Equal Rights Advocates (a women's law centre in the United States), victims of sexual harassment lose $4.4m in wages and 973,000 hours in unpaid leave each year in the United States. The data revealed between 90% - 95% of sexually harassed women suffer from some debilitating stress reaction, including weight loss (or gain), lowered self-esteem, anxiety, depression and sleep disorders. Whilst statistics on monetary benefits accruing to claimants of sexual harassment in South Africa are not readily available, statistics in America reveal that $35m accrued to victims of sexual harassment (excluding those obtained by way of litigation) in 2014 alone. Besides the fact that the victims may suffer from various disorders which most often impacts their productivity, the more worrying outcome is when the victim feels so helpless that they forego their career opportunities, or leave their employment or even commit suicide.

In South Africa, sexual harassment in the workplace is prohibited and an employee who commits sexual harassment may be dismissed. The victim is completely within their rights to lodge civil and / or criminal claims against the perpetrator, as well as their employer. According to the Employment Equity Act 55 of 1998, employers are obliged to take steps to prevent sexual harassment in the workplace, failing which, employers could be held liable for the acts of any of their employees who engage workplace sexual harassment. The Code of Good Practice on Sexual Harassment -- which is a regulation under the Labour Relations Act 66 of 1995 -- contains guidelines on how to deal with sexual harassment in the workplace, including offering principles and procedures to be used when dealing with sexual harassment.

And whilst there are many genuine cases of sexual harassment in the workplace, one should also not forget the potential scorn of a person who may have been 'jilted' by the other person who did not welcome their sexual advances. There could be instances where a 'victim' of sexual harassment makes a false accusation against the 'perpetrator' and this could have serious consequences for the accuser. Whilst the accused is completely innocent of the charges, most people (especially wives and husbands) will think '*there is no smoke without fire*' and therefore a cloud of suspicion is likely to hang over the accused, regardless of whether or not they are innocent.

Making false accusations of sexual harassment is a major transgression and it certainly warrants a mandatory disciplinary enquiry by the employer. If the accuser is found guilty of falsely accusing another person in the workplace of sexual harassment, they could in all probability be dismissed from the organisation. The perpetrator in sexual harassment cases, invariably waits until the victim is alone so that there are no witnesses to prove or disprove the allegations made by the 'victim'. Therefore offering both the 'victim' and the 'perpetrator' the opportunity to undergo a polygraph examination will at the very least, provide the investigator some indication regarding the veracity of the allegation, even if the parties refuse to take the test. A 'victim' who is lying is unlikely to agree to a polygraph and if the 'perpetrator' is innocent, they will jump at the chance to prove their innocence.

Indeed, it is important that management are adequately equipped and know how to deal with sexual harassment in the workplace in a timely manner, as well as how to avoid the common mistakes. Some of the most common mistakes in investigating complaints of sexual harassment typically occur when organisations lack proper policies and procedure to protect their employees in this regard, or when an investigator who is not qualified and/ or who lacks experience is chosen to lead the investigation. But when the organisation does not have a proper strategy and investigation plan, including preliminary time lines for interviewing witnesses, or gathering documents and completing the necessary reports, it simply spells disaster for the victim and the organisation.

More information regarding CGF governance services can be found at www.cgf.co.za or call +27 (11) 476 8264 / 1 / 0.

More information regarding Bruniquel & Associates HR training & consulting services can be found at www.bruniquel.co.za or call +27 (31) 309 4627.

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Quality in Schools

Many of our readers are parents themselves or interact often with children. We have asked our education editor, a retired headmaster, to share thoughts on how to get Quality principles and practices instilled in young people.

Did the teacher report on Emotional Intelligence too?

Richard Hayward

About now the children get their mid-year reports. As families pore over the reports, special attention is often paid to the marks given in crucial subjects such as English and Maths. Indeed, they're two important subjects especially if there are long-term goals of going on to tertiary education. The higher the marks – according to common comment – the better for one's future career.

Yet the words of Manfred Kets de Vries, one of the world's leading management thinkers, ring true:

A person who breezes through college with straight A's can still flunk life.

A typical report card will give the results in the traditional school subjects. There are those people who believe that the better the marks, the greater the intelligence of the child. Fortunately that narrow view of what makes for an intelligent person has been largely discarded. Great intelligence can be found in many other areas such as musical ability (think Sibongile Khumalo and Wolfgang Amadeus Mozart) and bodily-kinesthetic ability (think Francois Pienaar and Serena Williams). Quality schools recognise that every child has a wide range of intelligences. Such schools try to develop and nurture the whole range.

Howard Gardner, a Harvard educational psychologist, famously described seven types of intelligence. When a child shows intellectual aptitudes in certain areas, it gives guidelines as to a possible future. So, the child who consistently gets above 80% in Maths shows logical-mathematical intelligence. Possible careers could be as actuaries, accountants and bookkeepers. A youngster who does exceptionally well in languages displays linguistic intelligence. That person could become a journalist, lawyer or writer.

Yet two crucial intelligences for life-long happiness and meaningful success are seldom mentioned on traditional report cards: interpersonal and intrapersonal intelligences. These intelligences deal with one's understanding of oneself, human relationships and the development of character. When the teacher makes these sort of remarks on reports, emotional intelligence is being evaluated:

- Elizabeth shows great perseverance in tackling challenging project work.
- Thabo is a people's person who interacts well with classroom and sports team peers.
- Vanessa is always willing to help others who need friendship and support.
- David is insightful and controls his emotions well in stressful situations.

Fine academic results are important but an emotionally intelligent character more so. A school shouldn't be obsessed with its students getting excellent exam results. Sadly there are those schools that loudly trumpet their National Senior Certificate (matric) results on every possible occasion. What's more important though is that through a wide range of school activities, it grows the emotional intelligence of every child. It has been argued that emotional intelligence is the most important of all the types of intelligence. Maybe it's true! Real winners – whatever their ages – are usually highly emotionally intelligent too.

Understanding Emotional Intelligence

(Acknowledgement: adapted from Daniel Goleman's *Working with Emotional Intelligence*)

Personal ability	Social ability
These abilities determine how we manage ourselves.	These abilities determine how we handle relationships.
Self-awareness: knowing one's emotions and their effects; knowing one's strengths and limits; strong sense of one's self-worth	**Empathy:** understanding others' feelings and taking an active interest in their concerns; anticipating, recognising and meeting the needs of others
Self-regulation: keeping one's disruptive emotions and impulses in check; taking personal responsibility for achievements	**Social skills:** listening openly and sending convincing messages; negotiating and resolving disagreements; guiding and inspiring individuals and groups; initiating or managing change; creating teamwork to achieve collective goals
Motivation: Trying to improve or meet a standard of excellence; optimistic persistence in spite of obstacles	

Dr Richard Hayward does Professional Development programmes under the aegis of SAQI. Seven of the programmes have been endorsed by SACE (South African Council for Educators) and earn PD points. Certificates are issued by SAQI. For more details, please go to www.saqi.co.za (click Quality Education) or www.MySchool.co.za (click on Benefits). Richard's contact number is 011 888 3262. Poor schools are sponsored.

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B16	Internal Quality Auditing	3	R5,400.00			21-23			
B20	Organisational QMS Lead Auditor	5	R11,500.00			7-11			
B24	How to write procedures	2	R4,600.00		26-28				1-3
B34	Statistical Process Control	5	R11,500.00		17-21				
B38	Development of QMS	5	R11,500.00			14-18			
B41	Introduction to Quality Control	1	R2,750.00		11		5		
B48	ISO 9001 Requirements Workshop	3	R5,500.00	21-23				18-20	
B64	Introduction to Quality Techniques	3	R5,500.00		12-14		6-8		
B65	SAQI Certificate in Quality	10	R21,340.00				19-23	16-20	
B75	Intro to Lean	1	R2,750.00	7					
B76	Lean for the Service Industry	4	R8,800.00				13-16		
B74	Lean for Manufacturing	4	R8,800.00	14-17					
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