



CONTENTS

No 213 • September 2017

| | |
|--|----|
| Welcome to the September edition of our e Quality Edge | 1 |
| PDCA, Improvement and Organisational maturity By Dr Alastair Walker | 2 |
| Information Management Strategy: Eight Success Factors By Mike Smith | 4 |
| ISO 9000 Handbook 7 th Edition by David Hoyle Book Review by Paul Harding | 6 |
| SAQI National Quality Week 6 th to 10 th November 2017 By Paul Harding | 7 |
| Why Non-Executives Shouldn't do it for the Fees Alone By Terrance M. Booysen | 8 |
| It's grit; it's not good luck! By Dr Richard Hayward | 10 |
| SAQI Quality Training 2018 | 11 |

Welcome to the September edition of our e Quality Edge



In this month's edition our lead article focuses on the PDCA cycle and improvement and maturity in organisations by our IT special interest group. We then look at Management System information strategy.

I then review the much anticipated David Hoyle ISO 9000 Handbook 7th edition. This book is a must read for quality enthusiasts who are looking at what the 2015 standard is asking us to do.

I will be off to the upcoming IAQ forum in Bled, Slovenia taking place in October this year and encourage participation in this the second World forum held by the IAQ. More details can be found at <http://eoq.hu/iaq/brochur17.pdf>

SAQI National Quality Week will soon be upon us in November and we are encouraging our member organisations to participate by expanding on our theme of Quality is.

We are launching our training programme for 2018 and look forward to satisfying our growing number of training delegates.

Paul Harding
SAQI MD



PDCA, Improvement and Organisational maturity

By Dr Alastair Walker

All current management system standards embrace the concept of PDCA (Plan-Do-Check-Act) as the fundamental driving model for improvement to the management system (MS), and indirectly, the organisation supporting the MS.



Remarkably, the extent of the formal requirements in the current edition of ISO 9001 [2] relating to 'improvement' comprises a mere 415 words out of the 7389 words for the full text. The topic of 'continual improvement' is allocated a mere 50 words! Small indeed for a matter that should occupy major management time and effort! It is easy to argue that the number of words allocated to a topic and its requirements bears no relationship to its importance. Nevertheless, being the last sub-clause in the standard also, perhaps, without intention, carries the consequence of being the sub-clause that has the least non-conformities raised against it.

The reason for this lack of audit attention to continual improvement is not hard to find: it is difficult to audit something that should have happened!

Various approaches for measuring and monitoring organisational maturity have emerged over the past 30 years in response to the business need for a measurement model that brings together the various elements of the activities of the enterprise.

Collectively, these models are referred to as 'maturity models' or 'capability maturity models' (or more by abbreviation, 'OMM's' or 'CMM's').

There is no shortage of such models. At recent count revealed total of 196 such models [1]!

Before we look at the details of such models, we need to look at the circumstances that provide the incentive for developing such models.

The basics – what exactly is a 'maturity model'?

The term 'maturity model' is defined in ISO/IEC 33001 [4] as *'derived from one or more specified process assessment model(s), that identifies the process sets associated with the levels in a specified scale of organizational process maturity'*.

Clearly, this statement needs to be 'unpacked'.

In the first instance, there is an implied foundation of activities in an enterprise that can be clearly related to 'processes'. In the ISO 9001 context, this foundation is clearly supported in sub-clause 4.4 'Quality management system and its processes'.

Secondly, the definition refers to 'process assessment models', which, as the term suggests, implies that the processes identified in ISO 9001 4.4 are elaborated with additional details that will render the process 'assessable'. These additional levels of detail include (briefly) the following: process title, purpose, outcomes, description of process practices (domain specific), and typical items of process evidence associated with process inputs and outputs. Not surprisingly, such models can be quite detailed and voluminous. The extent of the detail is provided for a purpose – to ensure that the judgements made by a 'process assessor' will be objective and repeatable i.e. given the same body of evidence, a different assessor is likely to come up with similar judgements regarding the performance of the process. These 'judgements' are termed 'ratings'.

Thirdly, the definition also refers to the maturity model identifying 'process sets'. A process set is simply a selection or grouping of processes in terms of the scope of the process assessment determined at the start of the assessment. Occasionally, all the processes of the organisation might be selected for investigation, but this may require a large amount of time to perform. In most practical situations, subsets of processes are selected for examination.

Fourthly, the definition refers to *'levels in a specified scale of organizational process maturity'*. A 'level' is simply a term that refers to an extent of achievement in a scale of organisational

...continue on page 3

process maturity. Normally, these levels are graded from lowest (i.e. least mature) to highest (i.e. most mature). For example, ISO/IEC 33020 [6] refers to levels for an organisational process capability maturity model as *incomplete, performed, managed, established, predictable, and innovating*.

Is ISO 9004 a maturity model?

ISO 9004 [3] has some attributes associated with a maturity model. 'key elements' are similar in intent to processes, and five 'levels' which are stages of increasing maturity. Significantly, the standard does not attempt to identify descriptive names with the levels 1 – 5. Additionally, the model has 'indicators' i.e. the descriptions of what evidence an assessor should look for when performing an assessment, according to this model.



ISO/IEC 33001 defines an *assessment indicator* as 'a source of objective evidence used to support the assessor's judgment in rating process attributes'. Significantly, the indicators described in ISO 9004 rely on a great deal of subjective judgement. For example, in 6.8 Natural Resources [3] for Level 1 the indicator is described as 'The use of natural resources is managed in a very limited way.' The problem that arises during an assessment is the following: What exactly does 'managed in a very limited way' actually mean? The difficulty arises when two different assessors are presented with the same body of evidence – will they arrive at the same conclusion? This is a serious and inescapable problem with the overwhelming majority of models that claim to be 'maturity models', namely – the results of assessments are not repeatable.

Attributes of process assessment models that are essential for repeatability

As mentioned above, the first essential characteristic of an assessment model that will consistently yield repeatable results is that the assessor judgement (expressed as a rating) is based on objective evidence.

Following on from this is a need for a judgement to be based on objective evidence, i.e. there is a need for a rating scale to be applied to each element of the model.

Finally, there is a need for results to be aggregated from lower levels to higher levels.

Summing up

So – does ISO 9004 qualify as a 'maturity model'?

Yes – in some respects it does. It supports a collection of indicators, it defines levels of maturity, and a means for presenting results.

Is it a 'good' maturity model (where good is rated in terms of conformity to a published international standard for process assessment and maturity models [5])? No – it is not. Its limitations may be considered harmless for low risk and low rigour assessment exercises. But where the need arises for robust and repeatable assessment results, then the user needs to look elsewhere [7]. (This topic will be explored further in the next newsletter).

ImproveIT Special Interest Group contact point

Make contact with the ImproveIT SIG by send a mail to improveit@saqi.co.za.

References

- [1] Maturity Models – A systematic literature review, Professor Ho-Won Jung, May 2016. (JTC1 SC7 WG10 N1070).
- [2] ISO 9001: 2015, Requirements – Quality management systems, International organizational for Standardization.
- [3] ISO 9004: 2009, Managing for the sustained success of an organization -- A quality management approach, International organizational for Standardization.
- [4] ISO/IEC 33001:2015, Information technology -- Process assessment -- Concepts and terminology. (See definition 3.3.7)
- [5] ISO/IEC 33004:2015, Information technology -- Process assessment -- Requirements for process reference, process assessment and maturity models
- [6] ISO/IEC 33020:2015, Information technology -- Process assessment -- Process measurement framework for assessment of process capability
- [7] ISO/IEC TS 33073:2017, Information technology -- Process assessment -- Process capability assessment model for quality management



[back to contents page](#)

Information Management Strategy : Eight Success Factors

By Mike Smith

Ensuring the Quality of the Information Management Process

The success of any organisation's information management (IM) strategy depends on being able to efficiently manage three different spheres of concern: people, business processes, and technology. IM strategies often fail because they do not properly address one or more of those areas which are like three legs of a stool - remove one and the whole thing falls over.

The following eight points identify some key considerations for each of these legs. Each point is a distinct, major area of activity within any large-scale IM strategy. Putting sufficient effort into all of these areas will significantly improve your degree of success, but losing focus on even one of them can have a disproportionately large and detrimental impact.

The First Leg: People

1. Don't underestimate the challenges of changing people's behavior

Changing people's behavior is the greatest obstacle to the success of an IM strategy. Behavior changes when there is motivation to do so, and when the barriers to change are removed. If people don't believe that changing will make them more successful or make their lives easier, they won't do it. Even when convinced of the benefits of changing, the transition must be facilitated by removing the obstacles and overcoming the inertia of the status quo.

Consequently, a change management plan is an essential component of an IM strategy, including an ongoing communication program to emphasise the strategy's benefits and to demonstrate organisational support. It should also include an easily accessible support program consisting of training, well-written documentation, and support staff who can answer questions and solve problems quickly.

2. Don't lose sight of the end user's needs

The people within an organisation are both the implementers of an IM strategy and its beneficiaries. Responding clearly and directly to users' existing needs will secure initial enthusiasm and momentum. Anticipating and satisfying their needs during implementation will maintain that momentum. The satisfying of existing needs to save time or money, increase convenience, lower risk, etc. needs to be communicated as benefits of your

strategy. Satisfying implementation needs is done once users are on board by providing training, straightforward guidelines, user-friendly technology, and so on.

By thinking through user needs, priorities, benefits and barriers, you will avoid many problems during implementation that could have been prevented. Divide users into functional groups and develop a profile of each group's needs. Use interviews, questionnaires and other fact-finding techniques to develop or validate your assumptions. Although this might seem like a lot of up-front effort, the investment always pays off.

3. Focus on the pain points

You have two choices when describing the benefits of your IM strategy. The first is to show how you are providing a new benefit. The second is to show how you can solve an existing problem. In general, people respond better to approaches that emphasise the latter method. If you solve the pain points first, people are more receptive to thinking about benefits. The reverse is not true. It's like inviting someone who has a headache to a party - the person may be more inclined to go if you give them an aspirin first.

So you need to find out what is bothering users or their managers the most: The inability to identify and locate information when needed? Uncertainty about retention periods? Need to safeguard personal information? Ever-increasing, uncontrolled volume of e-mails? Design your IM strategy to focus on pain points like these before moving on to other things.

4. Secure ongoing senior management support

Senior management must do more than sign off on a strategy or approve the budget. Because leaders in an organisation are seen as role models, authority figures and bellwethers for organisational change (not to mention often having direct ability to enforce and reward compliance), having highly visible and ongoing senior management support will smooth over interdepartmental hurdles and conflicts, foster better support and cooperation, and speed up adoption.

Merely enrolling a senior management "champion" to help kick off your strategy isn't sufficient. Part of your IM strategy should include dedicated time and effort for keeping both your champion and the senior management team on side, actively engaged and visible to the rest of the organisation.

...continue on page 5

The Second Leg: Processes

5. Define policies, procedures and business rules

Policies, procedures and rules are the skeleton of every business process. If they aren't carefully thought out, and formally documented and maintained, then the execution of an IM strategy will quickly lose focus, direction and cohesion as departments interpret and apply the strategy in unpredictable ways.

Policies, procedures and business rules are separate but related documents created as part of your IM strategy. Policies define and assign high-level accountabilities and provide for compliance management. Procedures provide step-by-step instructions for implementing the policies, and are the basis for training and ongoing reference. Business rules provide the "nitty gritty" details for managing content (e.g. metadata, retention rules, access and security controls, etc.) and are contained in separate reference documents cited by the procedures, and/or integrated into information management technologies.

6. Define and monitor performance

Performance metrics, essential as they are, are often avoided because of the risk of missing committed targets. This attitude is ultimately self-defeating. Although some organisations punish risk takers when they fail, all organisations reward risk takers when they succeed. In setting your goals and metrics, it is important to foster (in yourself and others) the same attitude towards measuring success and failure as airplane pilots have towards measuring altitude: it tells them if they're in the right place and how to correct their course.

Metrics should be measurable and relevant to the IM strategy's overall goals. Choose metrics which are easy to measure and strongly related to the overall business outcome. For example, one metric might be to achieve a 40% reduction in storage volumes within one year through the application of retention rules. Achieving this metric can be translated directly into cost savings on storage equipment, floor space, etc.

The Third Leg: Technology

7. Plan a pilot and phased roll-out

Unless your organisation is very small, a pilot (in a department that is highly motivated and supportive of the strategy) is a good way to work out the kinks before you embark on organisation-wide implementation. It is almost always a better approach to plan for a series of ongoing, small, repeatable successes. Successful implementation, even on a small scale, generates excitement and interest, builds momentum, delivers concrete benefits, and validates the overall strategy.

Even within the pilot department, phased implementation can be advantageous. For example, the first phase of an IM strategy may address paper-based information only, followed by electronic information at a later date. Phasing can also occur by

workgroup, business process, or other subdivisions. The key is to ensure that the end result of each phase provides measurable benefit and the promise of further benefits by expanding to the next phase.

8. Plan well into the future

An IM strategy is often a multi-year endeavour consisting of dozens of different projects, each of which needs to be planned and executed successfully. Having a long term view (5+ years) of information management can be difficult to manage, especially when technology changes on a 2-3 year cycle.

However, only reacting to short term requirements without a longer term vision is more of a sticking-plaster approach than a strategy. Long term technology strategies are rarely detailed, but they do set timelines, milestones and key investment decisions over a long term. When creating your IM strategy, plan to review it every 6 months or so to validate the original goals and planned outcomes to ensure they are still the right ones, and to measure overall progress towards those goals.

About the Author



Mike is a highly experienced Business Management Systems Consultant whose portfolio includes having worked with CEOs, management, engineers, consultants and staff at all levels across a broad range of disciplines in a variety of industry sectors. He is currently engaged by SAQI member Rifle-Shot as the lead consultant for SoftExpert's Excellence Suite (www.softexpert.com).

(Based on an article originally published by Sheila Taylor of Ergo Information Management Consulting)

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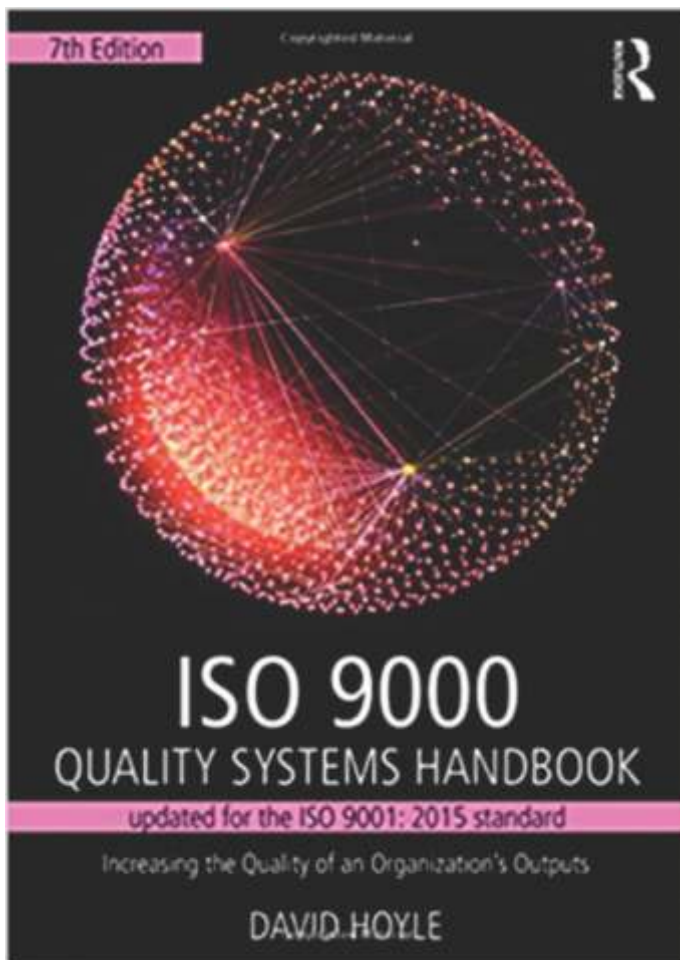
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[back to contents page](#)

ISO 9000 Handbook 7th Edition by David Hoyle

Book Review by Paul Harding



Regular readers of the e Quality edge will be familiar with David Hoyle who has written a number of articles for SAQI over the past few years. His long awaited 7th edition update of his ISO 9000 Handbook has now hit the bookshelves (or at least the internet). The book has been completely revised to align with ISO 9001:2015. This handbook, in its various editions has been

the go to reference book for users of ISO 9001 since 1994. The book not only will help organizations get certified but more importantly will increase the quality of their outputs.

David Hoyle pulls no punches in this very comprehensive seventh edition of his ISO 9000 Handbook. Whether you are a scholar, business executive, quality manager, consultant or a Certification Body, this book is for you. He goes out of his way to change the misconception of what the ISO 9001:2015 standard is really all about. Before he starts to explain the detailed requirements of the standard he first puts the revised ISO 9001 standard into context. He goes on to explain that the intent of ISO 9001 is not just to pass an audit but to enable an organization to demonstrate its performance capability and in so doing give their customers confidence that they will meet their needs and expectations and consequently build trust. However, he realises that this is not always the case and also discusses the pitfalls of implementing the standard for the wrong reasons. David explains that ISO 9001 is not a quality management system in itself and convinces the reader that Quality should be managed as an integral part of every business. He reminds us that the standard requires we establish a quality management system but doesn't provide an operational definition that removes doubt as to what type of system it is. I am pleased that he brings in some systems thinking theory and explains that we will all see the organization differently, what we perceive to be the quality management system will depend on the way we see the organization.

Hoyle discusses the various ways in which ISO 9001:2015 requirements are interpreted and applied using published definitions, reasoned arguments and many examples. The book is full of insights into how the standard has been used, abused and misunderstood. This new edition expands on previous editions including more guidance for students, practitioners and managers in the service sector, as well as those working with small and medium enterprises.

Seventh edition published 2018 by Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN ISBN-13: 978-1138188648 ISBN-10: 1138188646

[back to contents page](#)

SAQI National Quality Week

6th to 10th November 2017

By Paul Harding

Earlier this year SAQI announced its theme for our annual National Quality Week as:

Quality is.....

Why Quality is?

Quality means different things to different people and our experience has shown that the word quality is often used indiscriminately to impress an audience without really understanding in what context the word is used.

One of my all-time favourite definitions is from a previous ISO 8402 version:

"The totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs". In simpler words, one can say that a product or service has good quality when it "complies with the requirements specified by the client".

Definitions from a Google search:

1. How good or bad something is: (Cambridge English Dictionary)

- A shop advertising top quality electrical goods
- The food was of such poor/low quality.
- Their products are of very high quality.
- I only buy good-quality wine.
- The quality of the picture on our television isn't very good.
- He's not interested in quality. All he cares about is making money.

2. Oxford dictionary

- The standard of something as measured against other things of a similar kind; the degree of excellence of something.
- 'an improvement in product quality'
- 'these colleges provide a better quality of education'
- A distinctive attribute or characteristic possessed by someone or something.
- 'he shows strong leadership qualities'
- 'the plant's aphrodisiac qualities'

What is quality? (CQI / IRCA)

Quality is about making organisations perform for their stakeholders – from improving products, services, systems and processes, to making sure that the whole organisation is fit and effective. Managing quality means constantly pursuing excellence: making sure that what your organisation does is fit for purpose, and not only stays that way, but keeps improving.

There's a lot more to quality than just manufacturing widgets without any defects or getting trains to run on time – although those things are certainly part of the picture.

What quality means for your organisation is ultimately a question for your stakeholders. And by stakeholders we mean anyone who has an interest in the success of what your organisation does.

Customers will be the most important group of stakeholders for the majority of businesses, but investors, employees, suppliers and members of our wider society are stakeholders too. Delivering quality in your organisation means knowing who your stakeholders are, understanding what their needs are and meeting those needs (or even better, exceeding expectations), both now and in the future.

Your definition of Quality

The above statement from the Chartered Quality Institute (CQI) in London clearly states what Quality means for your organisation is ultimately a question for your stakeholders.

SAQI again throws out the challenge to our members for National Quality Week.

Quality is

Please complete the sentence and send your themes and your roll out plans to celebrate SAQI's National Quality Week to:

vanessa@saqi.co.za

We will print the best responses in a later edition of our e Quality Edge after National Quality Week.

For more guidance visit our Twitter account @joinSAQI



[back to contents page](#)

Why Non-Executives Shouldn't do it for the Fees Alone

By Terrance M. Booysen

While the board attendance fees paid to Non-Executive Directors ('NEDs') may be a strong incentive for certain individuals to avail themselves for these boardroom positions, it may be well worth reconsidering the risk and rewards. The onerous duties and responsibilities which are placed on NEDs -- including the demands made by the organisation's key stakeholders on the board -- significantly increase the liability factor and make the 'lure' of the board attendance fees less appealing.

It is important that potential NEDs acknowledge this fact, as well as their own strengths and weaknesses before accepting a position on any board. This being the case, those who are responsible for appointing NEDs should properly identify and select NEDs who genuinely possess the relevant skills, experience and competencies required by the board. The candidates being selected should be able to act independently, and be seen to be acting with independence of mind in respect of the matters being addressed by the board. It is further incumbent on the board to provide incoming NED's with the necessary board induction and orientation in order to ensure that they can perform their function to the highest of standards in the shortest possible time.

What NEDs are required to do

In terms of the Companies Act, 2008 ('the Act'), the King IV Report on Corporate Governance for South Africa 2016™ ('King IVTM') and good business practice; a NED must be independent and add value to the board. Furthermore, they should contribute appropriate knowledge and expertise to the board, whilst also enhancing the board's diversity and its composition.

"For the individual, Non-Executive Directorships can offer lucrative recompense along with opportunities for broadening cross-sector exposure. However, the legal duties and responsibilities should not be underestimated, either by those considering such directorships or the companies seeking to appoint them."

The NED Role (Chartered Institute of Personnel and Development)

(January 2016)

NEDs are required, among other things, to remain up-to-date with the business of the organisation which they serve. They should meet with the organisation's executive management on a regular basis to learn about the business and the environment in

which it operates, thereby enabling them to keep abreast with the organisation's strategic progress and make valuable and constructive contributions at board meetings.

Besides maintaining a heightened awareness of the organisation's overall strategic direction -- as well as keeping abreast with issues that are pertinent to the business of the organisation -- NEDs must also be cognisant of the relevant changes in law and the organisational policies to ensure that the organisation's risk exposure does not exceed the board's risk appetite and tolerance levels.

In ensuring that the organisation continually assesses and responds to any strategic or risk-related challenges, NEDs fulfil an important function by constructively leveraging their experience, knowledge and expertise to engage and / or challenge the board and the organisation's executive leadership to develop appropriate strategy. In addition, NED's play a critical role in identifying and advising on new challenges, initiatives and market opportunities available to the organisation.

NEDs should objectively monitor the performance of the executive management of the organisation, and must be adequately equipped to offer an independent perspective in any matters where there are, or may be, areas of conflicting interests.

When NEDs fail to fulfil their duties

Negligent, reckless or delinquent behaviour of NEDs can have a negative impact on an organisation's business strategy, operations and reputation. To this extent, NEDs generally have a significant influence on the determination and direction of an organisation's strategy. Through such influence, it stands to reason that the potential liability attached to poor decision making and risk-taking is directly proportional to the damages and liability the organisation stands to suffer. It is therefore critical that organisations carefully select not only NEDs who are experienced and skilled in the afore-mentioned matters, but that they are also perfectly aligned and act in a manner that is congruent to the organisation's risk management framework and related policies. As members of the board, similar to their executive director counterparts, NEDs are custodians of good governance and they must assist in overseeing that risks are effectively managed within and by the organisation.

Whilst the general statutory duties of a director will be found in the Act, the consequences for NEDs who fail in their duties

...continue on page 9

towards the organisation will generally be found in the organisation's Memorandum of Incorporation (MOI), Board and Committee Charters, Codes of Conduct and other organisational policy documents.

"The future of the Board will change to reflect increased business risks and it is predicted that non-executives will become specialised professionals. Boards are under pressure to continually transform and to ensure that they have the right expertise, experience and diversity to be an effective board in this rapidly-changing business environment."

– Gerald Seegers, PWC

(January 2017)

NEDs are also exposed to personal liability by virtue of their board position, and they need to inform themselves of these risks. Moreover, they need to exercise even greater caution than their executive boardroom colleagues, since they tend to be more vulnerable because they may not know or understand all the intricacies of the organisation's day-to-day operations and associated risks. While NEDs may have limited organisational involvement, they have the same accountability and liability as an executive director who is more familiar with the daily 'ins and outs' of the organisation.



Considerations for potential NEDs

Potential NEDs need to carefully consider their decision to accept or decline the offer to fill a position on a board of directors. In addition to the fees they may be paid, they should critically reflect on their skills, experience and personal attributes to determine whether they are compatible with the position and the demands expected of them. In addition, it is important for potential NEDs to consider whether they have the appetite for the risks which typically accompany a position of this nature.

Among other things, NEDs are expected to attend meetings of the board and board committees; acquire and maintain a wide knowledge of the economic environment, industry and business of the organisation; adequately fulfil the role of a director (which takes effort and dedication); and undertake that they will have sufficient time to meet the duties expected of them. This is no mean feat for individuals already employed in other professions, and who are fulfilling the role of a NED as an additional occupation. Accordingly, NEDs should therefore be prudent and

carefully assess the number of directorships they intend to commit themselves to and fulfil. They should avoid the temptation of occupying more directorships than is possible for them to properly exercise their fiduciary duty of care, skill and diligence.



Potential NEDs should also ensure that they are aware of -- and prepared to take upon themselves -- the inevitable legal and personal exposures that accompany the position, and they should reflect on whether they have sufficient independence from the organisation to offer critical, objective input when required to do so. They should be confident enough to raise difficult questions and prompt creative tension in meetings, while acting with integrity and applying their intellectual honesty. In particular, they should also have the self-assurance to play an active role in board and similar meetings, not least also being able to dissent on matters when they believe this is necessary to do so.

Potential NEDs should determine whether the organisation which they intend to serve will provide them with the necessary induction, training and development in order for them to properly fulfil all of the requirements expected in their role. They should furthermore complete a 'due diligence' of the organisation prior to accepting the position, researching its business model and the challenges that management is facing, in order to gain an understanding of these critical areas. Being unprepared or ill-equipped for the role of a NED, and being blinded by the board attendance fees is simply short-sighted, selfish and devoid of fulfilling the statutory obligations owed to the organisation by a director.

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[back to contents page](#)

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.

By Richard Hayward

It's grit; it's not good luck!

When I was a young teacher, I did IQ (Intelligence Quotient) tests on many children. The main aim of the tests was to assess a child's mathematical and verbal ability. It was assumed that the tests were a guide as to who should be high academic achievers as against those where the academic expectations would be less.

Yet it didn't take me long to look at IQ scores with some scepticism. Yes, there were those children who scored high IQs and whose school reports mirrored those expectations. Yet there were some of those same talented children who threw those academic predictions into a tumble-dryer. Their academic results were poor and on occasion, appalling.

What was happening?

To add to the confusion were the very average IQ-score achievers who excelled. Some of them even walked across the stage at the annual Prize-Giving evening to pick up top academic awards.

Angela Duckworth, an American psychologist, gives a powerful explanation to this seeming contradiction in her book titled, *Grit: why passion and resilience are the secrets to success*. She maintains that her research has shown conclusively that innate ability or talent aren't enough to achieve outstanding results.

Furthermore, Duckworth makes the point that provided that someone has a reasonable ability or talent, there's no stopping that person from reaching levels of outstanding quality. To make it happen, what's also needed are **passion** and **perseverance**.

Passion, as Duckworth points out, is often described as intense emotions such as love and hate. For many people, passion is viewed as an infatuation or obsession. However – according to Duckworth – passion is an intensity of interest which is consistent over a long period of time. Famous sports people, for example, have been asked in interviews as to when they first became interested in their sport. So often, they reply that their interest began when they were very young. Obviously, at such a young age, their sporting talent or skill would have been virtually nil.

In a simple diagram, Duckworth explains the progress from being very ordinary to being outstanding, thus:



Malcolm Gladwell, in his book titled, *Outliers: the story of success* famously described his, “10,000 hours Rule”. He gave examples of achievers of exceptional ability who literally put in 10,000 hours or more of endeavour before ever reaching levels of exceptional excellence. Put in the time now if you want to achieve the peak performance in the future.

In the midst of Duckworth's explanations of why certain people excel, she makes the point that a predisposition is needed first. Bruce Fordyce, often considered as South Africa's greatest-ever marathon runner, has a physical physique that assists him as a runner.

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Parents and teachers can use positive mind-set language to develop grit in children. Guard against using language that although well-intentioned, is negative and doesn't encourage grittiness. Duckworth (2016:182) makes the point with these type of comments made by adults to children:

| Undermines growth mind-set and grit | Promotes growth mind-set and grit |
|---|---|
| "You're a natural! I love that." | "You're a learner! I love that." |
| "Well, at least you tried!" | "That didn't work. Let's talk about how you approached it and what might work better." |
| "Great job! You're so talented!" | "Great job! What's one thing that could have been even better?" |
| "This is hard. Don't feel bad if you can't do it." | "This is hard. Don't feel bad if you can't do it yet." |
| "Maybe this just isn't your strength. Don't worry – you have other things to contribute." | "I have high standards. I'm holding you to them because I know we can reach them together." |

Yes, there are true stories of how certain folk achieved fame because of a lucky break. ABBA, the hitherto unheard of Swedish group, became world-famous after singing their “Waterloo” song at the Eurovision Song Contest.



That's true but it's to be remembered that they had put in the “time” of practising and singing as a group long before they were internationally recognised.

Yet a far better as well as more likely way of reaching goals is by being gritty. Encourage and nudge children to show grittiness. Enjoy watching them undoubtedly succeed.

Reference

Duckworth, A. 2016. *Grit: why passion and resilience are the secrets to success*. London: Vermillion.
Gladwell, M 2008. *Outliers: the story of success*. London: Penguin.

[back to contents page](#)



SAQI Training Programme for 2018

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

1. SAQI reserves the right to change details of the programme without prior notice. [click here](#) for all course synopsis.
2. The courses listed below form part of a specific Certificate and all modules should be successfully completed to qualify for the Certificate.
3. All courses completed previously will receive credit when proof of successful completion is received.
4. All prices include VAT.

| Code | Course | Days | Cost | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov |
|-----------|---|-----------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| L2 | Certificate in Quality Control for Manufacturing | 10 | 22,590-00 | | | | | | | | | | |
| B41 | Introduction to Quality Control | 2 | 5120-00 | 26-27 | | | | 25-26 | | | | 29-30 | |
| B90 | Introduction to Statistical Techniques | 3 | 6175-00 | 28-2 | | | | 27-29 | | | | 31-2 | |
| B91 | Introduction to Statistical Process Control (SPC) | 3 | 6175-00 | | | 9-11 | | | 23-25 | | | | 19-20 |
| B79 | A3 Problem Solving | 2 | 5120-00 | | | 12-13 | | | 26-27 | | | | 21-23 |
| L2 | Certificate in Quality Control for Services | 10 | 22,590-00 | | | | | | | | | | |
| B41 | Introduction to Quality Control | 2 | 5120-00 | 19-20 | | | | | | 27-28 | | | |
| B90 | Introduction to Statistical Techniques | 3 | 6175-00 | 21-23 | | | | | | 29-31 | | | |
| B91 | Introduction to Statistical Process Control (SPC) | 3 | 6175-00 | | 12-14 | | | | | | 17-19 | | |
| B79 | A3 Problem Solving | 2 | 5120-00 | | 15-16 | | | | | | 20-21 | | |
| L3 | SAQI Certificate in Quality Assurance* | 13 | 28,765-00 | | | | | | | | | | |
| B48 | ISO Requirements 9001:2015 | 3 | 6175-00 | | 26-28 | | | | | | 5-7 | | |
| B24 | Knowledge Management | 2 | 5120-00 | | | 16-17 | | | | | | 8-9 | |
| B16 | Internal Quality Auditing | 3 | 6175-00 | | | 18-20 | | | | | | 10-12 | |
| B92 | Advanced Quality/Techniques | 3 | 6175-00 | | | | 14-16 | | | | | 22-24 | |
| B77 | Advanced Product Quality Planning (APQP) | 2 | 5120-00 | | | | 17-18 | | | | | 25-26 | |
| L4 | SAQI Certificate in Quality Management* | 3 | 31,335-00 | | | | | | | | | | |
| B38 | Development of a QMS | 3 | | | | | 28-30 | | | | | | |
| B01 | Cost of Quality | 2 | | | | | | | 9-10 | | | | |
| B58 | New SA Excellence Model | 2 | | | | | | | 11-12 | | | | |
| B74/B76 | Lean for Manufacturing/Service Industries | 4 | | | | | | 19-22 | | | | | |
| B93 | Policy Deployment (Hoshin Kanri) | 2 | | | | | | | 30-31 | | | | |

Construction specific

| | | | | | | | | | | | | | |
|-----------|--|-----------|------------------|-------|-----|--|-------|-------|-------|-------|-------|-------|-----|
| L1 | SAQI Certificate in Quality Awareness for Construction | 4 | 10,200-00 | | | | | | | | | | |
| B101 | Quality Awareness in Construction | 1 | 2550-00 | 5 | | | 7 | | | 20 | | | |
| B102 | Introduction to Data Dossiers | 1 | 2550-00 | 6 | | | 8 | | | 21 | | | |
| B103 | Introduction to Inspection Documentation | 1 | 2550-00 | 7 | | | 9 | | | 22 | | | |
| B104 | Subcontractor Awareness | 1 | 2550-00 | 8 | | | 10 | | | 23 | | | |
| L2 | SAQI Certificate in Quality Assurance for Construction | 10 | 22,590-00 | | | | | | | | | | |
| B105 | Introduction to Quality Control | 3 | 6175-00 | 12-14 | | | 21-23 | | 16-18 | | 10-12 | | |
| B106 | Introduction to Statistical Techniques | 2 | 5120-00 | 15-16 | | | 24-25 | | 19-20 | | 13-14 | | |
| B107 | Root Cause Analysis | 3 | 6175-00 | | 5-7 | | | 11-13 | | 13-15 | | 1-3 | |
| B108 | Technical Quality Documentation | 2 | 5120-00 | | 8-9 | | | 14-15 | | 16-17 | | 4-5 | |
| L3 | SAQI Certificate in Advanced Quality Assurance for Construction | 10 | 22,570-00 | | | | | | | | | | |
| B109 | ISO 9001: 2015 Requirements | 3 | 6175-00 | | | | | | | | | 15-17 | |
| B110 | ISO 14001: Requirements | 1 | 2550-00 | | | | | | | | | 18 | |
| B111 | OHSAS 18001 Requirements | 1 | 2550-00 | | | | | | | | | 19 | |
| B112 | Integrated SHEQ Internal Audit | 3 | 6175-00 | | | | | | | | | | 5-7 |
| B113 | Cost of Quality | 2 | 5120-00 | | | | | | | | | | 8-9 |



For a list of other courses provided, please visit www.saqi.co.za
Inhouse courses provided to 10 or more delegates

[back to contents page](#)

