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Welcome to the October edition of our e Quality Edge



It is good to be back in South Africa after spending two and a half weeks in Europe.

In this month's edition we give feedback from the 2nd IAQ World Quality Forum in Bled, Slovenia and I have put together an extract on my paper on Inclusive Quality of Education. This is followed up by another article by Alastair Walker on Process Capability Risk Assessment and he asked the question; Are you prepared? We give feedback on the SAQI plant tour to Voith and one of our senior

members Jacques Snyders explains Visual management vs Visual workplace.

We remind our readers that the SAQI National Quality Week celebrations will be happening next month. Terry Booysen continues his series of articles on corporate governance and tells us that we ignore stakeholders at our peril. Ansie Harding also gives a shortened version of the paper she presented at Bled on the quality principles to be followed when teaching large groups of students. We conclude this edition when Richard Hayward informs us that quiet children can be outstanding leaders.

We have launched our Quality training programme for 2018 and look forward to satisfying our growing number of training delegates.

Paul Harding
SAQI MD



Inclusive Quality of Education

By Paul Harding

Extract from the presentation given on the topic at the second World Quality Forum of the International Academy of Quality held in Bled, Slovenia, October 2017

Education for all

Education for All (EFA) is a global initiative that was launched at the 1990 World Conference on "Education for All" in Jomtien, Thailand led by UNESCO. A total of 155 countries, as well as representatives of some 150 organizations agreed to universalize primary education and massively reduce illiteracy by the end of the decade.

Dakar meeting

Six goals, global in nature, were later agreed to at the World Education Forum held in 2000 in Dakar, Senegal. They are listed as follows:

- 1) Expand and improve comprehensive early childhood care and education.
- 2) Ensure that by 2015, all children, particularly females, children in difficult circumstances and those belonging to ethnic minorities, have access to a completely free and compulsory primary education of good quality.
- 3) Ensure that the learning needs of all young people and adults are met via equitable access to appropriate learning and life skills programs.
- 4) Achieve a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- 5) Eliminate gender disparities in primary and secondary education by 2015, and achieving gender equality in education by 2015.
- 6) Improve all aspects of the quality of education and ensure excellence for all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

United Nations agenda for Sustainable Growth

More recently, the United Nations, under its 2030 Agenda for Sustainable Growth, assumed Quality Education to be one of the 17 goals needed to transform our world.



The targets connected with this particular goal are strongly connected with Inclusive Quality of Education, since they correspond to the deployment for the overall fourth goal of ensuring inclusive and quality education for all and promote lifelong learning.

The South African context

South Africa has eleven official languages. Its people are a mixture of many cultures, languages, races, and religions. How does one create schools and universities where different home backgrounds are accepted and celebrated? How can a high average quality of education together with a small standard deviation in such a societal environment be assured?

The South African school system is full of extremes



One extreme is World Class. The school above was attended by Elon Musk who has become a leading figure in world business. At the other extreme, are those South African schools where children still have lessons given under trees and dark pit toilets are still used. Estimates are that 80% of SA schools are in need of major quality improvement. Those schools often have poorly trained teachers.



However there are very many success stories of learners from rural schools achieving PhD status from South African universities as well as attending universities such as Oxford and Harvard.

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Contrasts in living standards

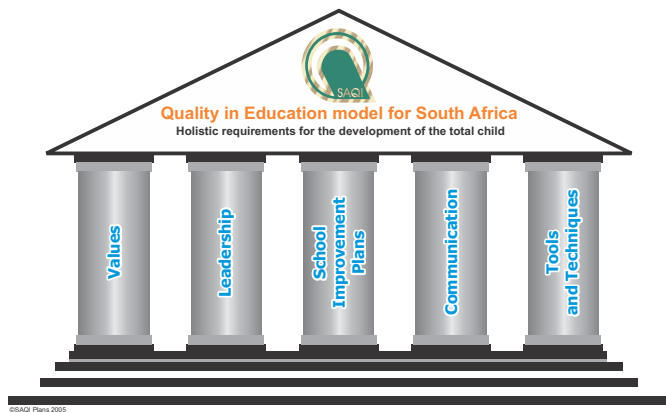
In Johannesburg, for example, there are two communities that are approximately five kilometres apart from each other. One is called Dainfern that has first-class facilities. On the other hand, neighbouring Diepsloot is another world. About a million people live in this ever-growing informal settlement. Most of the Dainfern children attend private schools. The average teacher to student ratio is 1:24. A typical 2017 school fee for a grade 7 learner at a private school is about R80,000 per year. Not very far from Dainfern, the Diepsloot schools often struggle. It's not uncommon in a primary school to have a teacher to student ratio of 1:50. Most learners are given a free meal every day and there are no school fees; however, if the family can afford it, a donation of R150 per year is much appreciated.

However, one Diepsloot school had a 96% pass rate in 2012 for grade 12 examinations, which was in contrast to the 73.9% SA National average.

SAQI Promoting Quality of Education

Addressing the need for inclusive quality of education as a top national priority, the South African Quality Institute (SAQI) launched its Quality in Schools program in 2006.

- Quality schools help children become quality citizens. These citizens create a quality society.
- In 2006 SAQI in conjunction with a team of quality practitioners and educationalists led by a subject matter expert Dr. Richard Hayward designed a Quality in Education Model for schools.
- Since 2006 SAQI has been issuing its quarterly Quality Education Newsletter and have reached out to over 10 000 schools.
- Since 2008 we have carried out this work unfunded and trained thousands of teachers in quality methods.



Concerns for inclusive Quality of Education in South Africa

South Africa broadly is still failing to meet education challenges. In a league table of education systems drew up in 2015 by the Organisation for Economic Cooperation and Development (OECD), South Africa ranks 75th out of 76. The latest Trends in International Mathematics and Science Study (TIMSS), a quadrennial test applied to 580,000 pupils in 57 countries, shows that South Africa is still at or near the bottom of its various rankings.

Some outstanding performances

- Spark School Bramley in Johannesburg, is a low-cost private school that spends roughly as much per pupil as the average state school.

- Its 360 pupils begin learning at 7:30am and end around 3pm to 4pm, while most state schools close at 1:30pm.
- At the start of the day pupils gather for mindfulness exercises, maths questions, and pledges to work hard. Maths lessons are based on Singapore's curriculum.
- Their teachers are not members of SADTU, and receive 250 hours of professional development per year.
- Early results show that its pupils are on average a year ahead of their peers coming from other schools. Spark currently runs eight schools and plans to have 20 by 2019.

The Indian context

The challenges to inclusive quality of education are of course not exclusively found in South Africa, several quite similar concerns are being faced in India.



Key issues in Indian education are the following:

- 1) high level of diversity, with 14 languages and more than 500 dialects being used;
- 2) disparity of incomes, linked to the existence of two basic types of educational system components (private schools for the rich and Government run schools for the poor);
- 3) low budget allocation to education and schools;
- 4) lack of priority given to education as a sector for allocating public budget resources.

The following are challenges to Indian education:

- In India about one third of education resources are allocated to higher education;
- Lack of teachers, both in primary, secondary and even tertiary education leading to high student to teacher ratios;
- High drop-out rates after primary education are still quite predominant;
- Large differences in standards and quality of education between Government and private schools. The corresponding fee differences can be on the order of 20-100 times.

Conclusion

Quality of education is a major issue facing our societies and the planet, with inclusive quality of education being one its major components and challenges.

Only when we have smaller differences and standard deviations of quality of education across people and territories, at several levels, will we be able to achieve sustainable development, as recognized by the United Nations.

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Process Capability Risk Assessment - Are you prepared?

By Dr Alastair Walker

All operational business activities may be described as 'processes' i.e. repetitive actions characterised by process inputs, process outputs, and the transformative actions that translate inputs into outputs.

It is common customer experience that not all business processes behave according to their expectations. If the business process has few contact points with customers, and if the business risk of variable performance is considered to be modest, the process may be operated with a great deal of informality.

The picture changes dramatically if there is a large increase in the number of customers, or when there is a negative impact if there is a significant risk of process failure, then the question of the capability of the process must be taken seriously.

The term 'process capability' is defined as a 'characterization of the ability of a process to meet current or projected business goals' [3].

In the September 2017 issue of this newsletter, the key issues relating to continual improvement and organisational maturity were briefly explored..

Key requirements in all new management system standards include the need to identify and describe organisational processes, and secondly, to identify risks and opportunities. ISO 31000 [1] is helpful in identifying risks, and ISO/IEC 31010 provides a catalogue of risk assessment methods. Interestingly, the latter standard does not consider assessment of risk associated with process capability. To do that, we have to turn to ISO/IEC 33020 [3].

In the sections that follow, the key characteristics of process capability are identified. Each graphic is an attempt to capture the essence of each capability attribute.

Level 0 – Incomplete Process

The process is not implemented, or fails to achieve its process purpose. At this level there is little or no evidence of any systematic achievement of the process purpose.

Individuals in the organisation have their own agenda's, and lack expression of common purpose.



Key characteristic:

- *Process performance is frequently chaotic and lacking in purpose.*

Level 1 – Performed Process

The implemented process achieves its process purpose.



Key characteristics:

- *Process tasks may be undertaken and completed, but there is limited control, visibility or repeatability.*
- *Outcomes frequently depend on individual heroics, and are deadline driven.*

Level 2 – Managed Process

The Level 1 (i.e. Performed) process is implemented in a managed fashion (planned, monitored and adjusted) and its work products (i.e. process results) are appropriately established, controlled and maintained.



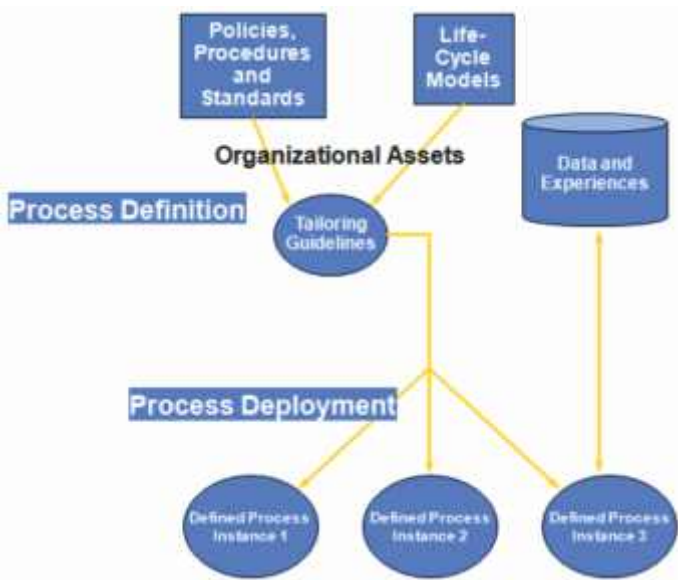
Key characteristics:

- *The process is planned, monitored and adjusted to achieve its objectives.*
- *The process produces products results (i.e. outputs) that meet stated and implied requirements.*

Level 3 – Established Process

The Level 2 (i.e. Managed) process is now implemented using a process that is defined, and capable of achieving its process outcomes.

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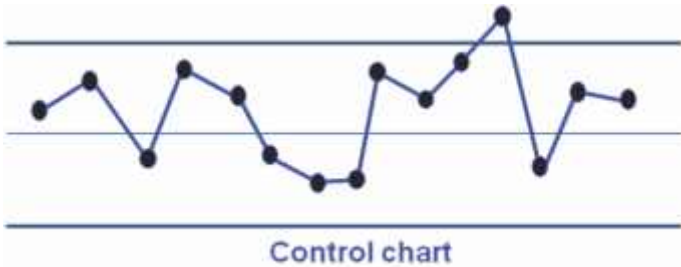


Key characteristic:

- Individual implementations of the process use approved, tailored versions of standard, documented processes.

Level 4 – Predictable Process

The Level 3 (i.e. Established) process now operates predictably within defined limits to achieve its process outcomes. Quantitative management needs are identified, measurement data are collected and analysed to identify assignable causes of variation. Corrective action is taken to address assignable causes of variation.

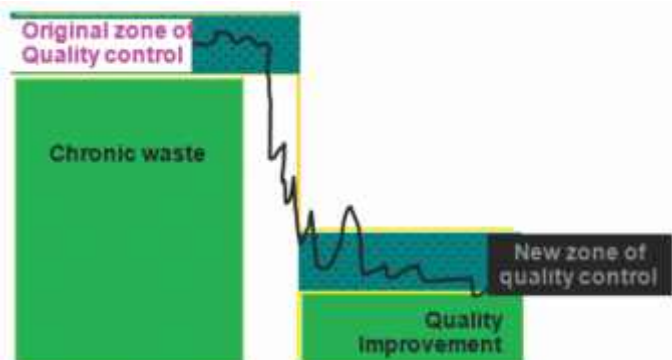


Key characteristics:

- Measures for the process are identified and performance data is captured.
- Data are analysed and the process is brought under control.
- The process is quantitatively understood and managed.

Level 5 – Optimising Process

The previously described Predictable process is now continually improved to respond to change aligned with organizational goals.



Key characteristics:

- The performance of the process is optimized to meet current and future business needs.
- The process is continuously monitored against these goals using quantitative feedback and improvement.

Summing up

Performing a process capability risk assessment may, at first glance, appear to be a formidable and costly exercise. In the initial instance where a high level assessment is needed of key business process risks, an assessment may be undertaken using nothing more sophisticated than a list of the key process characteristics associated with each capability level (i.e. incomplete, performed, managed, predictable, optimised) and interviews arranged with selected operational personnel, and, of course, customers of the process outputs. (It is common knowledge that customers are frequently able to relate with embarrassing accuracy the existence of process failures.)

In the next newsletter, we will look at an actual example of the process capability assessment profile, and how the results are interpreted from a risk management point of view.

ImproveIT Special Interest Group contact point

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

References

- [1] ISO 31000: 2009, Risk management — Principles and guidelines
- [2] ISO/IEC 31010: 2009, Risk management -- Risk assessment techniques
- [3] ISO/IEC 33020:2015, Information technology -- Process assessment -- Process measurement framework for assessment of process capability



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Excellence@Voith

By Izak van der Walt, Director of Service Operation, Voith SA

(Improvements made due to Lean Manufacturing Training)

In 2013, Voith embarked on an Excellence@Voith initiative program across all divisions and marketing companies.

Excellence@Voith means sustainable improvement of sales, cost, quality, customer service levels, leadership and employee involvement through continuous reduction of waste in all processes.

As part of Voith's South Africa's lean manufacturing journey one focus area is waste reduction at the shop floor level. Voith's Operations division identified the Visual Shop floor Management (VSFM), as a perfect tool, to reduce waste in the service repair processes of the local workshops. The first iteration of the VSFM was a visualization board aimed at simplifying the job flow; inadvertently it encouraged a push system resulting in an inventory build-up on the shop floor. The unintended result was that the production management was single handedly managing all the tasks. Many previously unidentified wastage areas within the daily production processes were thus highlighted. The intended purpose of the visualization board was to involve all staff in the production planning and logistics process i.e. shop floor empowerment.

In March 2017, the Voith South Africa KAIZEN Team participated in a lean manufacturing training course conducted by South African Quality Institute (SAQI) and as part of visual management for the industry workshop, the visual board was transformed into an inclusive Visual Shop floor Management Tool (VSMT). The result: Improved communication and priority alignment across the entire supply chain leading to improvements in on-time delivery (OTD) performance. Stakeholders from sales, procurement, logistics and production management all participate in daily shop floor meetings and utilize the board at each workshop, all production and delivery problems and issues are immediately identified and solutions are agreed on. Using lean principles repeating and/or reoccurring problems are identified and using applicable problem solving methodology, a Kaizen team is assigned to investigate and solve such problems permanently. This has resulted in both improved productivity and delivery reliability for our customers.



VOITH

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SAQI Plant Tour 2017

By Jacques Snyders, Snr Member SAQI

On the 23rd of August this year, SAQI members were yet again treated to a Lean Manufacturing journey to excellence, when more than twenty SAQI members were invited to join the 2017 SAQI Plant tour event. This year we were fortunate that Voith South Africa, one of SAQI's long term members, agreed to host the SAQI plant tour for 2017.

Director of Service Operations, Izak van der Walt opened the preceding with a short overview of Voith South Africa, and a high-level overview and strategic intent behind the Voith Excellence program which is based on the Lean Manufacturing system popularized by Toyota.

Following the overview presentation from Mr. van der Walt, Voith's Kaizen team led by Mr. Faried Banjee and Mr. Alford Msutu, took us through the process and their struggles of implementing a Visual Management system. Their Visual Management system, commonly called "Visual Shop Floor Management Tool (VSMT)", had undergone a few changes over the year, to its current state of a highly effective system, used for managing the plant's delivery performance.

SAQI members were then taken on a tour of the facilities, and delegates had the chance to engage in questions to the Voith Kaizen team members. The Kaizen team members explained how VSMT was implemented in each of their responsible areas, and what the benefits were there after implementation of this system.

SAQI Senior Member Jacques Snyders followed with a brief presentation of Lean Manufacturing and an explanation of how Lean should be implemented as a continuous improvement culture. SAQI also presented their newest Orbit space shuttle simulation game which was specifically designed to show the concepts of Lean manufacturing and which is now been used during our Lean training courses.

Before closing the program, SAQI delegates were given a chance during a Q&A session, to ask questions to the Voith Kaizen team members of their experience and struggles during the implementation phase of their Excellence program. To close of the agenda, SAQI's Managing Director Mr Paul Harding presented Mr van der Walt with a small gift of appreciation to the Voith Team for hosting an excellent event which all members will surely remember.

To Izak and his team, thank you very much for a very well presented plant tour for 2017.



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Visual management vs Visual workplace

By Jacques Snyders, Snr Member SAQI



Picture (c) medioclubsouthafrica.com and Chris Kirchoff

Visualising anything is a good thing. Visualising things such as the 'Pace of Production' or 'Quality of Work' makes it easier for you to solve problems and sustain process improvement gains. We all know that but in business we unfortunately do not practice this enough.

Regardless of the production philosophy, a clean and well-organised workplace provides tangible and undeniable financial rewards. For example, when raw materials needed for the next production run are conveniently located in uncluttered, clearly demarcated specified areas, then operators spend less time looking for their next items which saves time and accelerates the flow of production.

True visual management goes far beyond having a clean and well-organised factory or work area. Visual management provides real-time information and feedback regarding the status of the plant. It is a company-wide 'nervous system' that allows all employees to understand how they affect the company's overall performance.

Visual controls are means, devices or mechanisms that are designed to manage and control the operations so as to meet the following purposes:

- Make problems and deviations from the standard be visible to everyone so that corrective action can be immediate;
- Display the process status;
- Convey information and provide instructions;
- Provide immediate feedback to people.

Therefore visual controls assists us in becoming efficient and effective through simply making things visible. Visual control is known as 'visibility management' or 'management by visibility'.

The Visual Workplace

This is a term that is not well known but is talked about in the literature of the manufacturing company Toyota. The reason

that not many people understand the term is because it is not actually a tool. The Visual Workplace actually describes the way of being for your company or your department. Visual management boards are one of the aspects that contribute to such a state. Some of the aspects present in a Visual Workplace could include:

- Visual standards
- Visual displays
- Visual metrics (whiteboards with performance data)
- Visual problem-solving
- Visual controls
- Visual pull systems
- 5S

These visual workplace technologies are positioned where they belong – as powerful partners to your company's journey to excellence and a crucial ally of Lean.

Guidelines to an effective Visual Management system

Firstly it is important to understand that Visual Management is not something that is performed at the start or end of every shift changeover or at the end of the day.

As the head of operations of a sewing company producing interior seat components for OEMs, it was essential for me to have a very good understanding of the status of operations every hour. One could be misled by looking at my production floor every morning and believing that control comes from the morning team meetings or team huddles, and that corrective action is taken at the end of every day for the next day. To see visual management in action you should rather venture closer in between the production lines to see that action is taken every minute, every 30 minutes and every hour.

The driver of the hourly corrective action are the visual target boards, where every 30 minutes we note what the production rate is, the number of quality defects, and the actual vs target.

Guidelines to ensure an effective visual management system include:

- It must be real time, as monthly data is ineffective. Weekly, daily and hourly data is essential;
- Visual boards need to be as close to the shop floor as possible (not in the management offices);
- Managers need to be present at the morning huddles or green area meetings;
- Discuss what went well before you move to what the challenges will be;
- Do not blame or criticise people for highlighting problems;
- Encourage creativity;
- Celebrate success.

Visual management is about communication, communication, communication and respect for people.

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Opinion : Misconceptions of Lean tools

By Jacques Snyders, Snr Member SAQI

There are many reasons why companies struggle to create and implement an effective Lean culture, one that delivers successful continuous improvement.

Lean is generally known to be a powerful toolbox method of direct process improvement tools and related cultural disciplines that enable process stability, flexibility and speed.

In the early 1990s, a lot of focus was placed on implementing the use of these tools, and it was even used as a measurement on how Lean your organisation was.

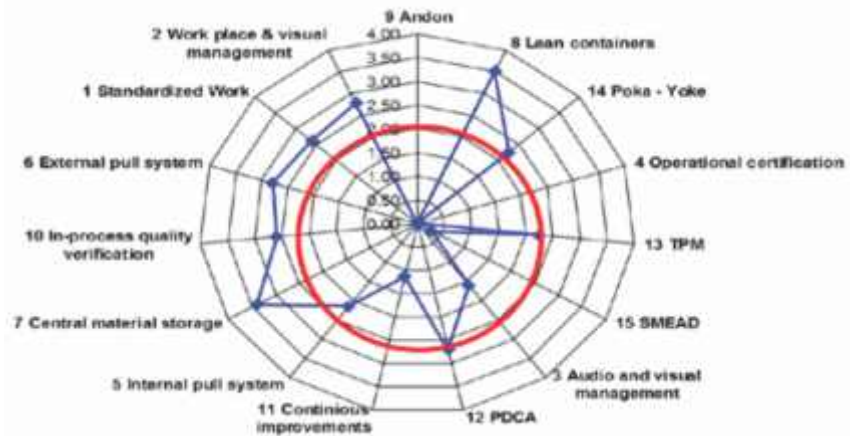
It was not uncommon for managers to utilise Spider Charts (see an example above), which indicated which tools had been implemented and how well they were doing on each tool set.

Fortunately the Lean community realised that it was not just about deploying tools.

Unfortunately over the years the Lean community moved on, and focus was removed from the 'Tools' to concepts like 'Purpose, Process and People' or, 'Lean Leadership'. We believe that Lean is not just about deploying tools, but also about creating a culture of identifying waste and removing waste through continuous problem-solving.

The unfortunate situation is that people have moved on without really understanding the power of the 'Lean Toolbox'. We are often struggling with daily operational problems, and yet some organisations have even given up on Lean, and reverted back to the traditional fire fighting syndrome.

As a Lean practitioner who worked in the motor industry in the 1990s I was also misguided to implement Lean through the deployment of the 'Lean Toolbox' and presenting successes on a Spider Chart. Now as part of a firm of seasoned, operational, Lean practitioners it is our mission to demystify the understanding of the most basic Lean tools and to educate companies on the correct interpretation, implementation, and use of very simple Lean tools. These are some of the most powerful concepts to solve the majority of our daily operational problems.



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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



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Ignore Stakeholders at Your Peril

By Terrance M. Booyen

Recent local and international headlines have been explosive in their exposure of the involvement of large organisations in the perpetuation of political instability and increased racial tensions in South Africa, as well as the alleged facilitation of so-called 'state capture'. These headlines have brought into sharp focus the importance of strong, ethical leadership within organisations such that the organisation is not only seen to be, *but is* operating an ethical business. Moreover, any 'lethargic' stakeholder communication being exercised by the organisation's leadership -- especially where ethical matters are concerned -- has the power to rapidly undermine trust and legitimacy not only within the organisation's stakeholders, but indeed with the greater public at large. In just the last few weeks, KPMG, McKinsey, SAP, Software AG, Eskom, Transnet, SAA, SABC and Trillian are just a few examples where the trust between organisations and their stakeholders have been shaken to the core.

The legitimacy of an organisation can no longer be linked solely to its purpose of creating financial returns for shareholders and investors. While this may be a defensible and certainly a reasonable purpose for any profit-generating business, it is one which has undoubtedly played a part in eroding the legitimacy of many modern-day organisations, and has resulted in decreased public trust in them. This is true for several reasons.

The demise of the shareholder as King

While the importance of the shareholders of an organisation remains key, it is no longer acceptable to consider *only* shareholder and investor returns as a legitimate purpose and a criterion for success. Historically, it was the norm for organisations to be run using a *shareholder-value* driven business model, where maximum profit was pursued, often at any cost. However, it has been demonstrated time and again that, to be sustainable, organisations need to look far beyond their shareholders, and must consider the reasonable and legitimate needs of all their material stakeholders. While shareholders are a significant stakeholder in any organisation, so are the likes of employees, customers, the media, government, local communities as well as the natural environment. Each of these components affects and is affected by, an organisation to varying degrees and their needs and requirements are very often interdependent.

The rise of the informed stakeholder

The modern business landscape interacts very closely with the

media and the public at large. Most people have increased access to information, and the credibility of such information -- often circulated on social media -- is not necessarily of primary concern to those consuming it. What is key is that the public, and thus a large portion of an organisation's stakeholders, are becoming more aware of the operations and outputs of the business.

"Instead of prioritising the interests of the providers of financial capital, the governing body [the board] gives parity to all sources of value creation, including, among others, social and relationship capital as embodied by stakeholders. Consequently, this is an inclusive, stakeholder-centric approach which stands in contrast with a shareholder-centric approach."

– King IV Report on Corporate Governance for South Africa 2016™

These informed stakeholders no longer blindly accept the premise that a business exists and is legitimate insofar as it fulfils the demands of its shareholders. These stakeholders are far more interested in how an organisation has created real value for all of its stakeholders, as well as how it has adopted good corporate governance and sustainable business practices.

In addition to the profit which an organisation has generated in any given period, informed stakeholders are concerned with that organisation's overall impact on people and the planet. As a result, modern organisations must ensure that the 'triple-bottom line' considerations of People, Planet & Profit (PPP) are reflected in their strategic planning, operations and reporting. Informed stakeholders want to know how an organisation's Board has demonstrated ethical and effective leadership as an outcome of its business strategy; as well as how the ethics of the organisation is given practical application in its policies which have consequences for non-compliance. In the case of KPMG as an example, who have been implicated for being complicit in the 'state capture' activity in South Africa, the media and other key stakeholders have been relentless in their crusade to expose the exact nature of the firm's relationship and involvement with the Guptas.

As a stakeholder, the media (and those individuals using the media as their platform) initiated the drive for transparency and accountability of the firm through the exposure of alleged

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wrongdoing. There are now many client-stakeholders of KPMG who have cancelled their use of the firm's services, or refused to be associated with the firm in the future. While eight senior executives have resigned from the South African branch of KPMG, much of the damage to the reputation of the firm, and indeed to the reputation of South Africa, has already been done. In this case, it may be that stakeholder activism against alleged wrongdoing surfaced too late, but the principle remains, and the immense power of informed stakeholders, who are willing to risk the status quo for the sake of good governance, is clear.

Increased consideration for, and protection of, stakeholders It is not simply the case that stakeholders are becoming increasingly informed and savvy in their dealings vis-à-vis organisations and their operations; stakeholders have in recent years become more empowered and protected by law and regulation. In South Africa, which has followed similar measures enacted by its international counterparts, the rights of stakeholders are given credence in the likes of the Protection of Personal Information Act, 2013 (POPI), which -- once fully enacted -- will give consumers (stakeholders) heightened control over who is allowed to gather, store and use their personal information. The Consumer Protection Act, 2007, gives protections to consumers as stakeholders of organisations, and employment and labour legislation protects employees as stakeholders. Ultimately, the Constitution of the Republic of South Africa, 1996, gives all people of South Africa, as stakeholders of organisations, and of the country itself, a range of fundamental powers and rights, which they are free to exercise and enjoy.

As informed, empowered stakeholders are demanding more and more from the organisations with which they are involved, it is becoming essential for organisations to actively interact and engage with all their stakeholders.

Reporting is only one means of engagement, and while it is generally a one-way process, it remains an important tool for communication. Reporting to stakeholders has evolved over the years. Where the publication of annual financial reports was once considered to provide sufficient information on the organisation to its shareholders (who were considered the most important stakeholders), the King Code on Governance for South Africa, 2009 (King III) introduced the concept of annual Integrated Reporting.

The motivation for an Integrated Report was to demonstrate to stakeholders that organisations were concerned with far more than simply their shareholders' return on investments. Through these annual reports, organisations are expected to disclose certain aspects of their strategies and operations, demonstrating to their stakeholders how the organisation creates sustainable value beyond the broader context of the organisation itself.

The King IV Report on Corporate Governance for South Africa™ ('King IV™') has taken the concept of an Integrated Report™ even further, moving away from a 'tick-box' approach and requiring organisations to demonstrate that they apply the universal outcomes of good governance. Each of the principles in King IV™

sets out specific disclosure recommendations, in order to foster a culture of transparency between organisations and the stakeholders which they serve.

"...[organisations] need to temper stakeholder expectations by being more transparent and providing a balanced view of operations by explaining both what they have done well and what has failed. [Organisations] should show stakeholders that they are thinking deeply about stakeholder concerns and how to address them."

– Beyond Compliance - Stakeholder Engagement Under King IV™ (2016)

Principle 2 of King IV™ states that "[t]he governing body should govern the ethics of the organisation in a way that supports the establishment of an ethical culture". Furthermore, Recommended Practice 2.7 requires that the codes of conduct and ethics policies of the organisation should provide for arrangements that familiarise employees and other stakeholders with the ethical standards of the organisation, for example, by publishing them on the organisation's website.

Organisational legitimacy through stakeholder engagement

It is no longer enough for an organisation to satisfy stakeholder interests or address potential concerns through a one-way type communication model, or even a static report meant to emulate an Integrated Report as advocated in King IV™. Organisations increasingly are being called upon to engage actively with all levels of their stakeholders, and more frequently too. Long-term and enduring relationships must be cultivated with stakeholders to bolster an organisation's legitimacy and ultimately to improve public trust. The quality and the authenticity of the organisation's stakeholder engagement will influence the organisation's reputation, viability and ultimately its long-term sustainability.

Stakeholder engagement is an opportunity for organisations to communicate and develop the *stakeholder-inclusive* driven business model which forms a part of the framework within which they operate. It provides an opportunity for them to demonstrate how they have operated in an ethical manner and how they have created value for all stakeholders, contributing to the legitimacy of the organisation and ultimately, to the sustained success of the community in which it operates. Ignoring or simply down-playing the importance of the organisation's stakeholders and their legitimate concerns has dire implications, and evidently this has been the case with KPMG South Africa.

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Quality of Large Group teaching in Mathematics

Extract from presentation given at the IAQ 2nd World Quality Forum, Bled Slovenia

By Professor Ansie Harding University of Pretoria

Introduction

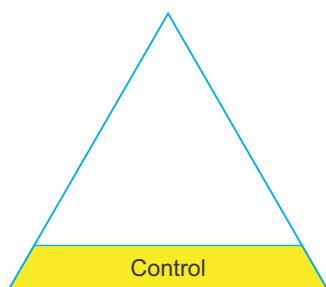
Large group teaching is a reality in higher education and the lecture as a teaching mode will be around for the foreseeable future. These are bold statements, open for speculation and discussion, but nevertheless the point of departure of this article. In South Africa some residential Universities have in excess of 50 000 students. In some departments it is not uncommon to teach large groups of between 200 – 500 students per class. These students usually come from diverse backgrounds and have a wide range of abilities and this puts more pressure on the lecturer to deliver a quality lecture.

Special skills therefore need to be acquired in large group teaching by teachers. This article investigates the quality principles needed when performing large group teaching.

Quality principles for teaching large groups

Six basic quality principles were developed for teaching large groups

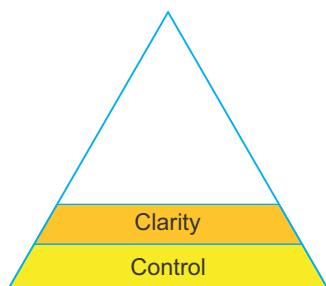
First principle: Control and respect



A large group should be controlled through the lecturer exerting authority and showing leadership skills. Disciplinary measures should be laid down at the onset from the very first lecture. Confidence shown by the lecturer is important and punctuality when starting the lecture is essential and non-negotiable. The lecturer needs

to be big, bold, and definitely not apologetic. Rules must be set about arriving late, texting, using earphones. Show the students respect and they will respect you back.

Second principal: Presentation clarity

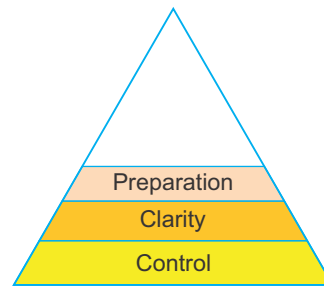


Large group teaching, in particular, poses the danger of physical hindrances such as not being able to hear or see. For this purpose using technology is strongly advocated.

Use technology – a blackboard for really large groups is not an option, preferably use a Tablet

PC and a microphone. You often are not always able to do all the necessary problems in the session. Use the intranet to continue the lecture when time runs out.

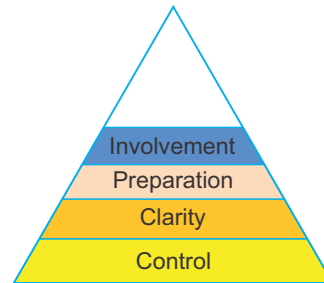
Third principle: Preparation and pacing



Thorough preparation is advised, more so than for smaller groups as any break in continuity could lead to distraction. The lecturer needs to decrease the presentation pace to ensure everyone is on-board.

Be prepared – really prepared. If you hesitate, you are lost and the students will start talking. If you teach a “big” group, you cannot do all the work in a period that you can do in a period for a “small” group. Somehow, you have to work more slowly.

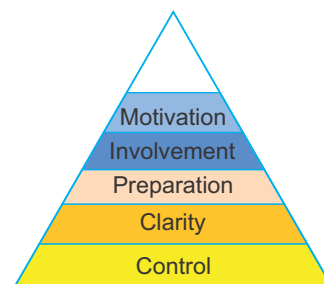
Fourth principle: Individualism and involvement



On a fourth level, and moving away from practicalities, we need to be alert to personalisation of individuals and involvement through a common work culture.

Create an atmosphere that students are comfortable in with the emphasis on 'We are here to work but we are enjoying it'. Show them you care by just knowing the few students names. Try to remember their sitting behaviour.

Fifth principle: Create interest and motivation

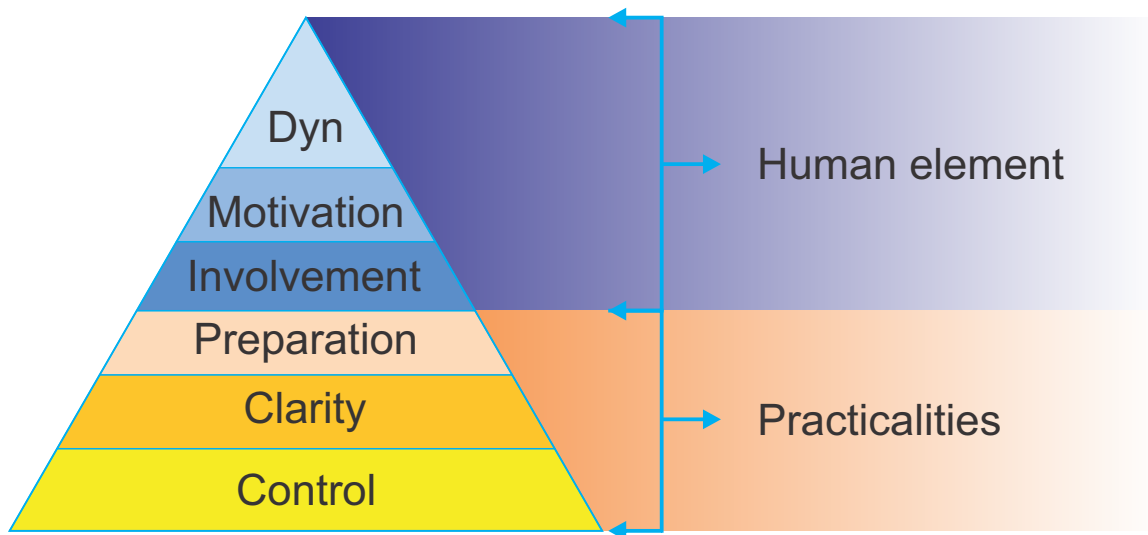


On a fifth level the role of the lecturer as performer and motivator is emphasised, also bringing humour and excitement to the class.

You can't present just the subject content you have to put up a bit of a show. A large class needs more motivation. It is easy to fade away in the crowd. I use as much humour as I can. A lot of it comes naturally because I know the student mentality.

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Sixth principle: Group dynamics



On the sixth level is the awareness that a large group has a character in itself, that there is an energy that can be tapped to the advantage of both students and lecturer. Embrace the largeness of the group rather than try counteracting it, tapping the energy rather than controlling it.

Let the individual feel recognised as part of a coherent group rather than attempting to individualise a few people in the class, thus creating a whole bigger than the sum of its parts.

See big crowds as they are, know their collective psychology and link feedback mechanisms to your interaction with them. Bond with the group from the beginning and win them over. Sometimes you bond better with one group than another. Make use of the class representative for building the group identity and for creating coherence.

Conclusion

It is possible to work with a large group as a whole while making individuals feel important within the group. Concerts, rallies and sports matches are testimony to that. If the elements in the last three categories are in place there may be fewer issues of discipline and control.



Ansie Harding has done extensive research on teaching and learning in mathematics and can be contacted at aharding@up.ac.za



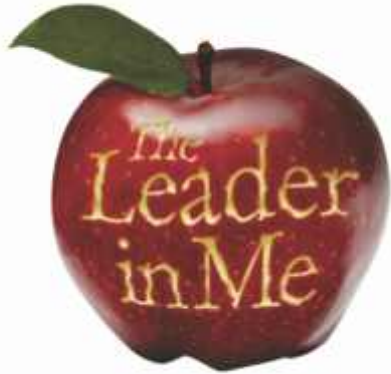
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Quality in Schools

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.

By Richard Hayward

Quiet children can be outstanding leaders



As the 2017 school year draws to an end, there's much discussion around one question. Who will be the leaders amongst the children next year?

Schools have different ways of choosing their leaders. Some schools choose leaders on the basis of those who excelled at leadership camps. Then there are schools that use a voting system where staff members and children choose by secret ballot.

Sadly, there are those schools – and it applies also to many businesses and governments – that have a voting bias in favour of the extroverts. The loudest and most eloquent children with 'larger-than-life' personalities seem to get preference over their quieter classmates. Yet those very quiet ones could be just as suitable and sometimes even better to take on leadership roles.

Too often leaders are unwisely chosen on their *sound quality* rather than their *sound qualities*.

There have been exceptional leaders who've given so much to the world in their quiet, unassuming ways. In the 20th century we've had introverts such as Madame Curie, Albert Einstein, Mahatma Gandhi and Rosa Parks of American civil-rights fame. Think of the many positive contributions that introverts of today such as Bill Gates, the Dalai Lama and Angela Merkel give our world.

Extroverts need to guard against a common negative characteristic. Their egos and forceful personalities can relentlessly (and recklessly?!) drive their personal agendas. Think of the present-day leadership found in both the United States and North Korea. Too often, extroverts aren't good listeners. They hear but they don't listen to the voices of quiet reasoning from introverts.

Fascinating research from Adam Grant at the University of Pennsylvania has identified a common strength of introverts. Quiet leaders usually give others greater freedom to run with

their own ideas. They're less concerned with their own egos. Quiet leaders give great attention to their thoughts before moving in to action. A core question that they often humbly ask is: What is the best that we can do for others?

However, challenges face the quiet child when wanting to take on a leadership role. A leader is often expected to be a confident public speaker; the quiet leader prefers the one-on-one interaction with others rather than the big-group gatherings. The preferred stance of staying silent when all around them people are blabbing endlessly, is incorrectly interpreted as a weakness.

Yet the quiet child can be nurtured to gain confidence to speak in public; can be given the skills to interact comfortably in a crowd. As others get to know and understand such a child, there can be growing acceptance and respect for the innate quiet leadership. If you have a quiet child in the family, gently discourage 'put-down' comments such as, "I'm too quiet to be a leader. Nobody listens to my ideas," or "Nobody notices me because I'm not a superstar in such-and-such a sports team."

Yes, there was a time in so many schools that the extroverts and dominant personalities were viewed as the best to take up leadership positions. Fortunately, such flawed thinking is diminishing. There's a growing realisation that quiet children can also be outstanding leaders.

Sue Cain is an internationally acclaimed writer on the issue of the introverted quiet person. In one of her books she writes a manifesto for the introverted child. Four statements included in the manifesto are:

- 1 A quiet temperament is a hidden superpower.
- 2 Most great ideas spring from solitude.
- 3 You don't need to be a cheerleader to lead. Just ask Mahatma Gandhi.
- 4 Speaking of Gandhi, he said: "In a gentle way, you can shake the world."

Affirm and nurture the quiet child's self-worth. Encourage the child to strive to take on leadership roles at school. The quality school welcomes the various leadership talents amongst the children. Quiet children deserve and need to be part of such leadership.

References

Cain, S 2016. *Growing up as introvert in a world that can't stop talking*. London: Penguin.
<http://www.npr.org/2012/01/30/145930229/quiet-please-unleashing-the-power-of-introverts>

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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



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