



e - Quality Edge

bringing quality information to South Africans since 1996

SAQI
The South African Quality Institute

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Welcome to the February / March edition of our e Quality Edge



Paul Harding

We have held back on this month's edition so that we can give our members feedback on our Annual General Meeting held at the end of February. I am pleased to announce that following the AGM and subsequent Board meeting I have been appointed as the new SAQI Chairman. Details of our AGM can be found in this edition.

Willy Vandenbrande shares an article on a Second life for SPC. Our other International colleague from the UK David Hoyle follows up on Paul Simpson's previous article and discusses Management Review and other terms found in ISO 9001:2015. We then give feedback on our AGM including the acceptance of our new Memorandum of Incorporation and the election our new Board of Directors.

Ansie Harding shares part one of a two part paper that she presented at the EOQ conference in Lisbon, Portugal in October last year and queries integrity for ensuring Quality in Education in the Digital age.

Staying on the theme of integrity Terry Booysen explains how selecting the wrong directors for the State Owned Enterprises and SOC boards have been disastrous.

On a more positive note Richard Hayward talks about Young Sheldon's homework environment.

If any of you would like to contribute to future newsletters please contact us.

Please feel free to pass on our newsletter to your network and we look forward to input from you for our next edition.

Paul Harding

SAQI Chairman



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Quality:

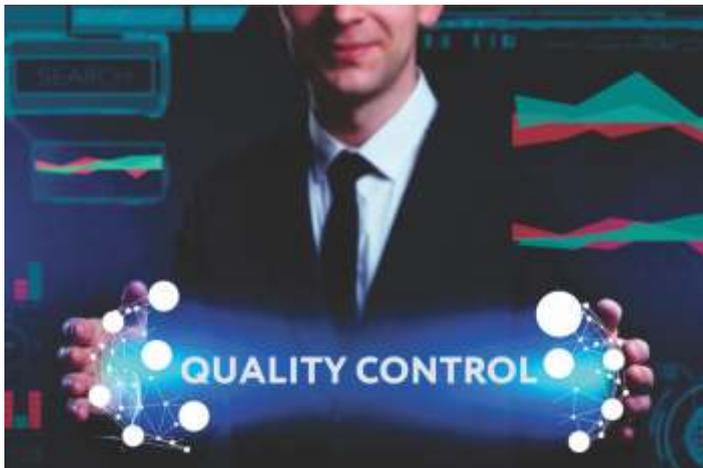
helping South Africans live, learn and work better

A Second Life for SPC: From Control to Management

by Willy Vandenbrande

Statistical Process Control (SPC) is a fundamental technique in quality management and one of the first successful applications of statistics in the control of industrial processes. Today it is a mandatory tool in the automotive industry and a subject in many quality courses, including six sigma trainings.

But the industrial environment has changed drastically. At the time when SPC was developed you would typically have one operator running one machine producing large series of the same product. Error rates were expressed in percentages and the accuracy of machines was such that a small sample contained enough variation to estimate the controlled, common cause variation. Today we have customer requirements expressed in single digit ppm values, ever reducing lot sizes, extremely accurate machines, Poka-Yoke control systems and production lines with 100 % automated inspection on all product characteristics.



ASQ (American Society for Quality) organizes a Quality 4.0 Summit every year. There are many different views on the future of quality, but there is one element that all speakers agree upon: quality control will be replaced by technology. Within that technology there may be some room for SPC use. Statistical control rules can be built into machines but it is more likely that new developments like machine learning and artificial intelligence will take over.

Nevertheless the fundamental principles of SPC can still have a great future at another, more important level: process management. To monitor our processes we have defined targets that we typically call Key Process Indicators (KPI's). Graphs are being made and distributed to show people how good (or bad) their processes perform. To a large extent the targets on these graphs are represented by one line. The consequence of this is that the process and the people running and managing it, can only be in two states: excited or depressed.

Bipolarity is a serious condition and people suffering from it need medication and regular follow-up. For some reason, companies

apparently want to promote this condition in their organizations. This is an area where SPC can play a valuable role. It is quality knowledge that is business value added when used at the business level. Today managers are the people that need to be trained in SPC, not machine operators.

In order to illustrate the bi-polarity created by KPI's we use paint errors detected during a final audit on cars, the so called "external audit". Suppose that the current KPI for paint errors is 0.18 errors per car. We generated (with Minitab 18 software) results on a weekly a sample of 25, that follow a Poisson distribution with mean value of 0.18. This means the process is running on average exactly on target. The result is shown in the figure below.

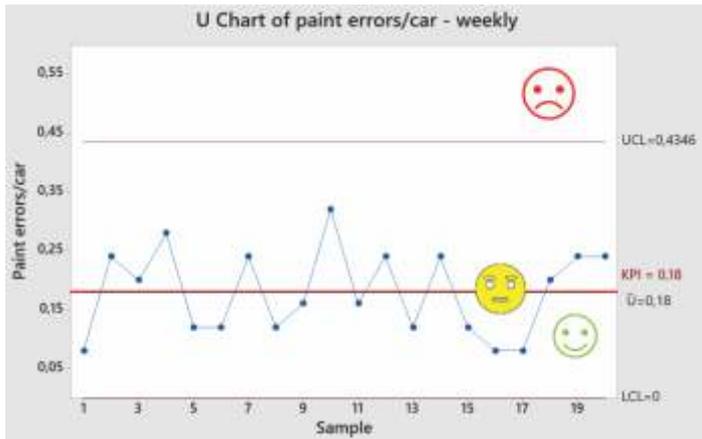


The graph is bi-polar by definition because the one line target results in a process where the people can either be ecstatic or depressed. When they get the external audit result in the paint department, they will either be praised or reprimanded. But life is not like that. We are only rarely ecstatic or depressed. Most of the time we just feel ok. There is nothing wrong with that, in fact we need that area of calmness to be able to function properly over a long period of time. And this is exactly what SPC can give managers and the people within the organization: a much needed calmness. Just like our lives, our processes are most of the time just fine. They perform in the way they should perform: not continuously exactly the same, but with acceptable, normal variation within limits; in SPC terms: showing only common cause variation.



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So, what would happen if we applied SPC knowledge to the external audit data of the paint errors? We created a U-chart of these weekly data and the result is shown in the next figure.



The big difference with the previous graph is that we have created an intermediate zone, a zone of calmness. The control chart shows that during this 20 week period nothing special happened. The process is doing fine, within limits and on average on target. This is a much better representation of reality and it will avoid all sorts of unnecessary management interventions. Reacting when it is not needed is just creating chaos in the organization. But of course, when needed, we must react. The out-of-control rules used for a technical control chart can be applied to this chart just as well.

As an example: suppose that you have 7 consecutive results below the central line that would mean that you are now working “abnormally good”, consistently better than the KPI target. If you can find the changes in the process that have caused this and you can incorporate these changes into the system, a real data supported process improvement will be achieved.

KPI's are being set by managers and are – in theory – independent of the process behavior. But if you know the current process behavior, a much smarter target can be set and the value of the KPI's as a management tool will be greatly enhanced.



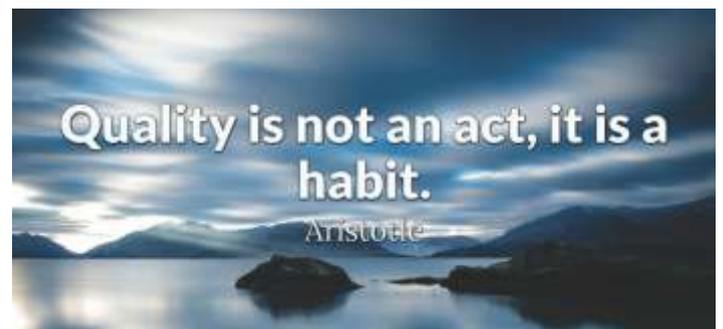
Changes don't happen overnight. So SPC will not all of a sudden totally disappear from the factory floor as a quality control method. But our biggest fear is that the use will gradually decline while its vital knowledge will not be introduced and applied at the managerial level. To prevent that from happening we must start today with showing the value of the tool to the leadership of our

organizations. A good way to start would be by applying it to your own quality KPI's.

This is a summary of a presentation given at the 63rd EOQ in Lisbon, Portugal on October 23, 2019 and of the article “Getting to Normal” published in Quality Progress – February 2020.



Willy Vandenbrande is the President of QS Consult. He holds a Masters degree in Civil Engineering and in Total Quality Management. Willy is a Fellow of the American Society for Quality (ASQ) and holds a Six Sigma Black Belt Certification. He is an Academician to the International Academy for Quality (IAQ) and vice-chair of the IAQ Quality in Planet Earth Concerns Think Tank. He is the recipient of the 2019 Jack E. Lancaster Medal (ASQ) for outstanding leadership in promoting quality worldwide.



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Management Review and other terms

Complementary viewpoint from David Hoyle



Paul Simpson may have retrieved an article he wrote many years ago about management review (see January edition) and found his reasoning remained relevant today and I'm sure he's not the only one. I too can recall conversations I had with clients pursuing ISO 9001 certification who treated the management review as a special event, quite separate from weekly, monthly or annual business reviews. I concur completely with Paul when he writes: *"The more we use terms like Management Review, Management Representative and, my personal favourite, Product Realization in both work conversations and management systems documents, the further we take these systems away from the people that matter - the users."*

In order to discourage this practice, TC176 added to the Introduction to ISO 9001:2015 the following statement: *"It is not the intent of this International Standard to imply the need for the use of the specific terminology of this International Standard within the organization"*. I suspect that many people have not read this or understood its implications and I doubt that many who have previously adopted ISO terminology into their organization's lexicon, will have considered discontinuing the practice. I suspect that one reason why people adopt the terminology is that invariably organizations are being told to implement ISO 9001 or some other standard, but implementation is often not the best approach to take. Hence, in response, some organizations have set up new systems of documentation that run in parallel to the other systems in place. Regrettably, certification has followed implementation and it is certification that has driven the rate of adoption rather than a quest for economic performance.

When we implement something, we put it into effect, we fulfil an obligation. In fact, many organizations have implemented these standards because they have put into effect and fulfilled an obligation to do as required and recommended by the standard. Implementation implies we pick up the standard and do what it

requires. As the standards don't tell us to stop doing those things that adversely affect performance, these things continue. If the culture is not conducive for the pursuit of quality, these things will not only continue but also make any implementation of standards ineffective. Doing as the standards require will not necessarily result in improved performance. A far better way is to consult the standards, establish a system that enables the organization to fulfil its goals, then assess the system by *'applying'* the standards and not *'implementing'* them.

When you apply the standard, you don't create a separate system but look at the organization as if it were a system and look for alignment with the requirements and recommendations of the various standards. You only change the organization's processes to bring about an improvement in its performance, utilization of resources or alignment with stakeholder needs and expectations. Where there is no alignment:

- a) Verify that the requirement is really applicable in your circumstances.
- b) Change the organization's processes only if it will yield a business benefit.

If you implement the requirement you end up establishing a separate process whereby, as Paul Simpson declares, the quality manager calls a one-off meeting called 'Management Review' rather than get a regular slot on the board agenda or better still get functional heads to include a slot in their reports to the board about their quality performance and the effectiveness of their processes in managing the quality of the organization's outputs. The role of the quality manager then changes from an informer of nonconformity to a facilitator of improvement.



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On the other hand, if you were conducting a review of the quality management system, it would not be a single event but a series of events that culminated in a meeting with heads of department to discuss the results of the review. Therefore, why not call that meeting a QMS Performance Review? Adopting the language of the standard sends out the signal that you are only doing these things to maintain certification. It's far better to use terminology that reflects the purpose of the things they describe.



In the case of corrective action and preventive action, the terms were once again adopted but the requirements were misunderstood so much that ISO has now removed them from ISO 9001 in the 2015 edition. Search the Internet and you'll find this: "Corrective Action Preventive Action (CAPA) is a process which investigates and solves problems, identifies causes, takes corrective action and prevents recurrence of the root causes". This process is often presented as implementing the corrective action and preventive action requirements of ISO 9001, but it doesn't. The reason is quite simple. The corrective action requirement in ISO 9001:2008 (now replaced by Action to address risks and opportunities in ISO 9001:2015) was defined as an action to prevent the recurrence of non-conformities and preventive action was defined as an action to prevent the occurrence of non-conformities, which is quite a different type of action. It was the term "correction" that was used by ISO to describe the action to eliminate a detected nonconformity and not the term corrective action but users often thought correction and corrective action had the same meaning. The result was that users did not undertake preventive action as it was defined in the standard.

Not only have organizations been told to implement ISO 9001 but the standard itself requires the implementation of its quality management system. Once again this is a mistake. Systems are not implemented but are formed by the interconnection of elements. Nonsense I can hear you say but think about it. If you were to implement a system, which means put the system into effect, it implies that the system is a set of rules, policies, procedures, and the like but that's not the system referred to in the vast majority of clauses in ISO 9001. Take clause 4.1 for instance where it requires issues affecting the ability of the quality management system to achieve the intended results. Clearly the system being referred to here is a system of objects that exist in the organization that does something, whereas a set of rules is passive and does nothing until used by people which is why some people incorrectly refer to the

management systems as a tool. Take a look at clauses 4.4, 5.1, 6.1b), 7.1, 7.3, 7.5.3 and you'll see that the term management system is used as though it's a system of rules to be implemented but in all other uses of the term it's a system of objects that does something.

Hopefully both users and authors of ISO 9001 will soon come to their senses and by release of the next revision in 2025, all these ambiguities will have been resolved – or am I just a supreme optimist?

About the author



David Hoyle is a seasoned professional with over 35yrs experience in quality management as practitioner, manager, consultant and instructor primarily in aerospace and engineering sectors, author of the ISO 9000 Quality Systems Handbook now in its 7th edition and other books and articles on process management. Now retired but still active in the profession

and keen to make executives in government, public and private bodies understand the power of effectively managed processes.

Specialties: Process management, quality management, management system development



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LEAN SIX SIGMA GREEN BELT TRAINING AND CERTIFICATION

Maximise Return on Investment and receive Green Belt certification through participating in SAQI's new Six Sigma training programme.

WHAT IS SIX SIGMA?

Six Sigma is a set of proven improvement techniques and tools intended to significantly improve business processes by reducing the probability of errors and defects. Lean Six Sigma is a method that relies on a collaborative team effort to improve performance by systematically removing waste and reducing variation. It combines lean principles and Six Sigma methodology to eliminate a firm's eight wastes and reduce process variation while providing a framework for overall organizational culture change.



INVESTING IN LEAN SIX SIGMA TRAINING MEANS INVESTING IN YOUR ORGANISATION'S PERFORMANCE

Lean Six Sigma Black Belt is the international standard for process improvement project managers. Complex problems are solved by applying the DMAIC (Define, Measure, Analyse, Improve and Control) method. This programme is globally accepted and widely proven across industries to increase productivity, improve quality, reduce operation costs, increase customer satisfaction and improve communication among team members.

Participants in the SAQI programme will learn to isolate the root-cause of their processes' most intractable problems through process and data analysis, and to lead effective change by understanding the complex dynamics of the people side of business challenges. They will learn how to apply skills in project management, process management, Lean, change management and statistical analysis.

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» Member's Special «

LEAN SIX SIGMA GREEN BELT TRAINING AND CERTIFICATION

KEY PROGRAMME OUTCOMES:

- Understand and implement the Lean Six Sigma DMAIC (Define, Measure, Analyse, Improve, Control) methodology
- Understand your customer and translate the Voice of Customer (VOC) to Critical to Quality measures (CTQ)
- Manage key stakeholders
- Scope, define and lead Lean Six Sigma projects
- Map the process and calculate process capability
- Apply comprehensive statistical analysis tools and calculations
- Generate solutions relevant to your business
- Identify future areas for growth and improvement
- Determine the cost and benefits associated with programme implementation
- Assess and understand project risk
- Develop control charts and implement a control plan
- Validate solutions and sustain the changes

HOW IS THE PROGRAMME DELIVERED?

The course fee includes the following:

- Classroom training including an expert facilitator, eBooks* and a Green Belt Toolkit template
- A single Sigma XL statistical analysis software license
- Online certification exams, progress reporting, DMAIC project assessment, and international certification

*Please note attendees will require a laptop/tablet during training to access notes in digital format

SAQI is running the programme in collaboration with an internationally accredited market leader in Lean Six Sigma and leadership development, TLC Global and all participants will receive full accreditation for their completion of the course. SAQI's Lean Six Sigma Black Belt training programme is benchmarked against well-known international standards for process improvement project managers. The programme includes real-world scenarios, data sets, simulations and interactive learning exercises to transfer the learning.

For more information on the training provider visit www.tlc-global.com



Spaces are limited. Please RSVP as soon as possible to secure your place. Email vanessa@saqi.co.za

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» Member's Special «

Feedback from SAQI's Annual General Meeting

By Paul Harding SAQI Chairman



SAQI's twentieth Annual General Meeting (AGM) was held at the Pretoria Botanical Gardens on the 26th February 2020. The meeting was well attended with many corporate and individual members present representing a cross section of the various sectors. A large number of proxy votes were received from members unable to physically attend the meeting but showed confidence in the current management team.

Retiring MD's Report

Paul Harding the retiring Managing Director gave feedback to the meeting highlighting the many changes that had taken place at SAQI since leaving the Department of Trade and Industry. He explained that SAQI's previous Board of Directors had resigned and that SAQI were now in a position to appoint a new Board of Directors that would take SAQI forward to fulfil its role as the main promoter of a culture of Quality in South Africa.

SAQI's previous Articles of Association had become obsolete and a new Memorandum of Incorporation (MOI) had been prepared for acceptance by the AGM. The new MOI fulfilled the legal requirements for SAQI to operate as a Not for Profit organisation. The acceptance of the new MOI was proposed and carried with no objections.

Feedback was then given on the progress made to develop a new training curriculum through the Quality Council for Trades and Occupations (QCTO) and the Services Sector Education Training Authority (SSETA) that will allow for a formal qualification for a Quality Manager. This Qualification is expected to be approved in the mid part of 2020.

SAQI was pleased to report back on its continuing support for the International Academy for Quality (IAQ) and its involvement with developing White Papers supporting the International Quality in Education initiative. Feedback was also given following attendance at the EOQ conference in Lisbon, Portugal in October last year.

Although there had been an upturn in individual members the overall membership of SAQI had shown a small decline over the past twelve month period. This was highlighted as one of the major challenges if we want to continue to promote a culture of Quality in South Africa. SAQI continues to promote South Africa's National Quality Week and last year's theme of "Creating Value through Quality Performance" had been well accepted by many of our corporate organisations.

The retiring MD's Annual Report was accepted by the meeting with no changes.

New MD's feedback

Jacques Snyders gave feedback on how SAQI had created a new

Quality career path development programme. This had substantially increased training revenue and assisted in financial turnaround of the organisation. These new programmes had focused on supplementing the original Manufacturing programme with additional materials covering the Service, Construction and Food and Cosmetics industries. He also spoke of a pending mutual agreement between SAQI and NAACAM.

Acceptance of the new MOI

A copy of the proposed MOI had been made available to members prior to the meeting via the SAQI website. It was proposed that the MOI be adopted and this was approved with no dissensions.

Acceptance of a new Code of Conduct

The new Code of Conduct was also presented to the meeting for acceptance. It was noted that the new Code of Conduct had taken the existing Values found on the SAQI membership certificate and expanded them in line with International norms. It was proposed that the COC be adopted and this was approved with no dissensions.

Proposal and acceptance of a new Board of Directors

The MD explained to the meeting the rationale behind the appointment of a new Board of Directors in line with the Memorandum of Incorporation. The following Board members were proposed seen from left to right:



Arno Boshoff, Louise Steenekamp, Paul Harding (Current Board Member), Jacques Snyders (Executive Member), Navin Arujun, Jacques Krog, Jaco Roets & Nita Sukdeo (*not in photograph*.)

Each nominated Board member gave the meeting a short biography and explained their vision for SAQI going into the future. Dr. Nita Sukdeo had rendered her apologies due to personal reasons.

Each proposed Director received a nominee and a seconder and all of the proposed directors were elected with no dissensions.

82nd SAQI Board meeting

Immediately following the AGM the new Board convened for SAQI's 82nd Board meeting.

SAQI are confident that they are now entering a new era of growth with the support of a very enthusiastic and competent Board of Directors.

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Integrity for ensuring quality in education in the digital era

by Prof Ansie Harding

Extract from a paper presented at the EOQ conference in Lisbon Portugal

The Greek philosopher Plato is quoted for saying:

“There is nothing so delightful as the hearing, or the speaking of truth. For this reason, there is no conversation so agreeable as that of the man of integrity, who hears without any intention to betray, and speaks without any intention to deceive.”

The future of universities

With the advent of online technology the implications on society came under the spotlight. Society was revolutionised as transport, communication, banking, health and knowledge attainment were affected irrevocably, all with the aim of improving quality of life. Education as a system was changed and tertiary education in particular came under fire and still is.

Questions arose such as why a student would pay for staying at a residential university and attend lectures, presented at the pace of the average student and often of average quality when similar and often superior courses are available online, presented by experts, while reducing accommodation and living costs considerably. The bigger question emerging was whether residential universities in its current form would survive at all.



Universities' role as a place of knowledge, epitomised by large collections of books was challenged. Was such a massive infrastructure necessary when all information that you could ever need was available on your phone, mostly totally free? The anytime, anywhere availability of knowledge made the structured face-to-face delivery that residential universities offer seem costly and out of date.

On the one end of the scale predictions are that universities in its current format will not survive. All university courses will be offered fully online. Virtual reality will play a role in delivery. “Classes” will use recordings and will be presented by experts from across the world. University campuses will become co-working

places for experimentation and networking for people and companies.

A more moderate point of view is that because universities attract mostly younger people - students for whom universities are more than a source of knowledge – it is likely to survive but not necessarily in the same format. Residential universities offer the opportunity for meeting fellow students and the possibility of socialising, of interacting face to face with people, of encountering new ideas even between classes and of growing in the process. It is an exciting environment of like-minded people, in a similar phase of their lives, functioning in a protected and reduced societal stratum. From this societal perspective the demand is likely to remain. Universities may be losing students to online education but it is bold to predict the total demise of residential universities in the next few decades.

The influence of technology on universities cannot, however, be discounted. Universities have always been at the forefront of innovation and both recognize and embrace this massive influence. The terms blended learning or hybrid learning have been coined for describing learning in which both face-to-face and online components are present. The model currently followed at residential universities therefore combines expert classroom teaching and online components of choice. An online component to a module is not only encouraged but is mandatory at most universities. Most universities pride themselves in offering hybrid learning and this way of delivery is lauded as the way forward.

It is the first premise of this article that it is likely that residential universities will survive but in order to do so they need to adapt and change from face-to-face to hybrid learning, offering the best quality instruction of two worlds.

Integrity in universities

Integrity has formed the backbone of a functioning society for centuries. Integrity is generally defined as soundness of moral principle, a definition we subscribe to. Another view is that integrity is defined as “the state or quality of being complete, undivided, and unbroken”. This definition denotes a quality of life marked by completeness and perfection. Implied in this definition is the process of improving and growing in completeness.



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Although integrity is a character trait, it manifests itself in action. Integrity guarantees the right action and becomes a guide to decision making. Integrity entails acting on what one believes to be good for society to flourish. Integrity implies that one openly professes to act on your understanding of good and openly challenge what is bad. The crux is that a person of integrity stands for what is right even at some personal cost. Integrity also means being “resolute in upholding stances that are congruent with their values, even though their actions sometimes conflict with personal convenience. Integrity is often compromised when individual preference clouds the vision of a greater whole. In other words, the individual fails to see that if he/she compromises integrity it impacts on the wholeness of a society.



In education, and in particular in higher education, the phrase academic integrity has been coined as baseline for quality in education. Academic integrity includes baseline issues such as honesty of individual students but on a wider level include integrity in intellectual inquiry and on an even wider level whether the university represents itself to the world with integrity. Integrity in intellectual inquiry refers to honesty in research and reporting but also refers to teaching in such a way that it represents the subject in a truthful manner. Lack of academic integrity manifests itself in students following dishonest practices such as copying from a fellow student in an examination and committing plagiarism when compiling a report. There are also issues from the teacher's side such as presenting the subject as a training exercise rather than as an intellectual enquiry. A lack of interest or commitment points to a lack of academic integrity. The teacher's challenge is not only to encourage student integrity but to display personal honesty and sincerity. Pass rates are important currency in any higher education setting and a pitfall is to revert to teaching students for passing examinations. Although universities are increasingly emphasising vocational aspects of education intellectual integrity should be maintained through deep interrogation of the subject for maintaining quality education.

There are two processes involved in education. Teaching can be defined as the set of actions intended to induce learning. The sole intention of teaching is to bring about learning. Teaching should be practiced in such a manner that there is integrity in both the teaching and learning processes. An interesting observation is that whilst learning is necessary in the education process, teaching is not. Yet, integral to the education process in institutions is the teacher who facilitates, motivates and directs the learning process

for timely achievement of educational goals. Teachers have an additional responsibility namely to develop a sensitivity for integrity in learners and so leading them to becoming worthy building blocks of society. The goodness of society largely corresponds to the goodness of the individual.

Warren Buffet is quoted on what makes great employees: “In looking for people to hire, look for three qualities; integrity, intelligence, and energy. And if they don't have the first one, the other two will kill you.” It is a bold statement.

End of part one.

Ansie Harding has been a keynote speaker and researcher in Mathematics' Education for a number of years particularly in the field of on-line learning.



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Selecting the Wrong Directors for the SOE And SOC Boards Has Been Disastrous

By Terrance M. Booyesen and peer reviewed by Jene' Palmer CA(SA) (CGF Lead Independent Consultant)

As most South Africans eagerly awaited some reprieve from a year of constant and negative bombardment, be this over matters such as a massively contracted economy, rising unemployment, state capture, rising corruption and the threat of expropriation of property without compensation, many had hoped to return from their annual vacation rested, and hopeful to hear some positive news. This did not happen.

Besides the imminent threat of being downgraded to junk-status by Moody's Rating Agency and in spite of the National Treasury and our central bank's optimism of expanding our GDP by 1.2% this year, both the World Bank and the International Monetary Fund have pegged our economic growth below 1%!

Let's not forget about all the promises from the Eskom board in early December 2019, saying that South Africans would not experience any load shedding during the festive period. These promises did not last long, and way before most employees arrived back at work in January 2020, their holidays had been marred by further blackouts.

Then there's the SAA business rescue saga; the SA government finally allowed business sense to prevail when it was agreed that SAA would be placed into business rescue, subject to the strict provisions of the Companies Act and the appointment of an independent business rescue practitioner. However, there appears to be a strong belief that the national airline must be saved, whatever the costs and in spite of the findings and recommendations (which are still to be finalised) of the practitioner. Was the business rescue decision just another smoke-screen to tick the good governance box? The bizarre decisions being taken by the boards of directors such as Eskom and SAA (and these are just two examples) fail to take cognisance of the bigger picture which should be about placing the organisation's interests -- and therefore the broader interests of South Africa -- first. It is patently obvious that directors are not performing their fiduciary duties in the manner prescribed under various legal prescripts, nor following governance codes such as King IV™.

Clearly, something is wrong, in fact seriously wrong!

But the latest set of events following the ANC's Lekgotla last weekend seems to suggest that both President Cyril Ramaphosa and the ANC's NEC seem to have understood the critical importance of placing the correct, and most appropriate people on the boards of state-owned companies ('SOC') and other state-owned entities ('SOE'). In total, there are about 700 state-owned companies and entities. Many of these organisations have reported dismal financial performance and have dysfunctional boards, the most notable of these include Eskom, SAA, Transnet, Denel, PRASA, NECSA, SABC and Landbank.

As we are now well on our way into the new year, with the President's #SONA2020 and Minister Tito Mboweni's Budget Speech being just a few weeks away, one wonders if President Ramaphosa's vows which he expressed shortly after last

weekend's Lekgotla -- to stop haphazard cadre deployment within the SOE/SOC boards -- will have any positive bearing upon the pending Moody's announcement, including the SA Business Confidence Index, not least also on new foreign direct investment? In order to "build a capable state", President Ramaphosa is calling for boards to be comprised of credible individuals, who have the correct qualifications to occupy such positions. This call, seemingly, has the backing of the NEC. The President is quoted as saying *"the ANC will become more stringent in the selection process of all public representatives including setting qualification criteria for comrades who should be put on ANC lists."*

Undoubtedly, such a move which if backed by proper oversight, bodes well if it is implemented correctly. Its national deployment should see much improved organisational performance, and indeed improved governance of the respective organisations, as well as a much-needed branding refurbishment for South Africa. As is the case within the private sector, the principles of applying good and proper governance frameworks which are effective and efficient, remain the same irrespective of the nature and / or the size of the organisation.

As an organisation that specialises in corporate governance, we agree with the President's sentiment that *"a capable state starts with the people who work in it. Officials and managers must possess the right financial and technical skills"* and most importantly, these people must unequivocally lead organisations ethically, using appropriate governance measures to direct and control their organisations in a sustainable manner. We stand firmly with the President, when he announced the state's commitment *"to end the practice of poorly qualified individuals being parachuted into positions of authority through political patronage."*

The past practices of appointing incompetent individuals to serve as directors in many of the state-owned companies and entities has over the last two decades, not only resulted in dysfunctional boards, but in many instances, it has also resulted in a toxic relationship between the board and the shareholder (Minister/s), as well as within the board membership itself. Against this backdrop, it is not surprising to see premature board retirements, which are often cited under the auspices of 'ill-health' or 'career advancements'.

Hope springs -- once again -- for the promise of a "new dawn" for South Africa.

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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 Dr Richard Hayward

Young Sheldon's homework environment



You might have seen TV episodes of **Young Sheldon**. Ten-year-old Sheldon Cooper is a genius who attends a Texan high school. He's surrounded by teenagers and another thing that makes him even more different to most other students, is his love of homework. Sheldon is thrilled when the teachers pile on the homework.

In the TV series we get a glimpse of Sheldon's homework study area. Sheldon is one of three children in the family. There's no luxury of a separate room for each child to do homework. In his bedroom, there's a go-to place for doing homework. When he sits at the desk, Sheldon realises that it's a place where one focuses on the task at hand. The environment is quiet. None of the children do homework at the kitchen or lounge table where there are bound to be disruptions. Silence is a starting point for doing homework well.

Now that Sheldon has a place to work, his parents have made sure that he has the right equipment and supplies. There's a pin board to pin notices and reminders. Book cases and shelves are near to hand. On the desk there are small containers for items such as crayons, pencils, pens, scissors and sticky tape. There's no need to keep on getting up from the desk to go and find stationery. Everything is to hand.

Mr and Mrs Cooper have made sure that their son's furniture is suitable. Sheldon's desk is large enough for him to spread project work over a large enough space. The chair is comfortable yet also designed to encourage good posture. A child who slouches on a sofa or lies in bed while doing their homework can become disorganized and distracted (Brown 2017:3).

Ideally, a homework desk is placed where there is natural light. Our eyes are more accustomed to natural light. If artificial light is used,

use lighting that is similar to natural light. In Sheldon's case, his desk faces a wall. Pay particular attention to where you place the desk light. If possible, have the light behind the person, going over the shoulder and shining on to the textbook.

Should there be background music when homework is being done? Some children love having music on while they're studying. They claim that it helps them focus. Research would contradict that viewpoint especially when the music contains lyrics. There could be an inclination to quietly sing or hum along to the words. If music is deemed essential, rather play the classical orchestral music of the likes of Bach, Brahms and Vivaldi.

These days almost every child wants to have a cell phone. Many millions do. Children often feel lost if it's not on their person all the time. During homework time, the phone should be on silent or switched off. The phone can become a distraction; it takes the focus away from the task of doing homework.

The follow-up TV series to **Young Sheldon** is **The Big Bang Theory**. Audiences are then introduced to Sheldon as an adult. Now he is Dr Sheldon Cooper, a theoretical physicist. His obvious genius intellect as a child but also his disciplined approach to homework, have contributed towards his adult academic achievements.

As children progress through the different Grades at a school, they will realise that less and less of their learning time is spent in the classroom. More and more of their learning will involve independent studying. Most of that studying will involve homework being done alone at their desks.

When a child's physical homework environment is pleasant, the child is more likely to settle down to do the work. The child develops a disciplined and focused approach. Homework can even become – as in Sheldon's case – an activity to enjoy. Create that ideal homework space. Nurture the child's homework diligence today. The child is then on the road to successful studies in whatever career is followed in the future.

References

- Ameritech 2015. 10 Tips for creating your ideal study space. <https://www.ameritech.edu/blog/tips-make-environment-best-study-space-space/>
- Anzia, N 2013. Creating a good homework environment. <https://washingtonpost.com/local/creating-a-good-homework-environment/>
- Brown, J E 2017. 10 Tips for creating a great homework environment for your child. <https://mommybites.com/col2/moms/create-great-homework-environment-child/>

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UPCOMING EVENTS 2020



SAQI PLANT TOUR

SAQI invites its members to attend this year's plant tour in conjunction with **McCain**. The invitation with full details will be emailed to SAQI's active members. Open to members only.

July 31

SAQI KNOWLEDGE FORUM

Sept

SAQI is looking for a company in the Services industry to host our annual Knowledge Forum. More details to follow. Open to members and non-members.

Mentoring Session

SAQI invites all delegates who completed their full level 2, 3 or 4 to come and share your success stories or get inputs from other candidates and SAQI management.

Sept

NATIONAL QUALITY WEEK

SAQI will be celebrating National Quality Week this year in conjunction with its members. The theme for 2020 will be announced during the year. Watch this space!

Nov 9 - 13

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SAQI TRAINING PROGRAMME 2020

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 to 10 or more delegates. A special discount applies to SAQI members. For more information or to register contact **Angel Chiloane** on **012 349 5006** or **info@saqi.co.za**

1. SAQI reserves the right to change details of the programme without prior notice.
2. All training takes place at the SAQI offices on the CSIR campus in Pretoria.
3. The courses listed below form part of a specific Certificate and all modules should be successfully completed to qualify for the Certificate.
4. ALL delegates will start at level 2.
5. All courses completed previously will receive credit when proof of successful completion is received – please submit copy of certificate and exam results.
6. All prices include VAT @ 15%.

Code	Course	Days	Cost	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
L2	Certificate in Quality Control for Manufacturing	10	23,920-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B41	Introduction to Quality Control	2	5420-00	10-11					13-14			26-27	
B90	Introduction to Statistical Techniques	3	6540-00	12-14					15-17			28-30	
B91	Introduction to Statistical Process Control (SPC)	3	6540-00		9-11					3-5			16-18
B79	A3 Problem Solving	2	5420-00		12-13					6-7			19-20
L2	Certificate in Quality Control for Services	9	22,800-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B30	Introduction to Quality Control	2	5420-00	17-18						17-18			
B31	Introduction to Statistical Techniques	3	6540-00	19-21						19-21			
B33	Introduction to Quality Circles	2	5420-00		16-17						7-8		
B34	A3 Problem Solving	2	5420-00		18-19						9-10		
L3	SAQI Certificate in Quality Assurance*	13	30,460-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B48	ISO Requirements 9001:2015	3	6540-00			1-3					21-23		
B24	Knowledge Management	2	5420-00			20-21						12-13	
B16	Internal Quality Auditing	3	6540-00			22-24						14-16	
B92	Advanced Quality Techniques	3	6540-00				11-13						9-11
B77	Advanced Product Quality Planning (APQP)	2	5420-00				14-15						12-13
L4	SAQI Certificate in Quality Management*	14	37,020-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B38	Development of a QMS	4	10,380-00					8-11					
B93	Policy Deployment (Hoshin Kanri)	2	5420-00						7-8				
B58	Operational Excellence	2	5420-00						9-10				
B74/B76	Lean for Manufacturing/Service Industries	4	10,380-00						27-30				
B01	Cost of Quality	2	5420-00							13-14			

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

Code	Course	Days	Cost	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
L1	Construction	2	5420-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B101	Construction Quality Control Awareness	2	5420-00	25-26			28-29			27-28		22-23	
L2	Construction			Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
	Under Development												

For more information or to arrange a meeting to discuss your construction training requirements, please contact nicola@saqi.co.za

Code	Course	Days	Cost	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
65	Six Sigma Green Belt	10	25,000-00								31 - 4	5 - 9	



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