



e - Quality Edge

bringing quality information to South Africans since 1996

SAQI
The South African Quality Institute

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Welcome to the 2021 2nd Quarter edition of our e Quality Edge



Paul Harding

We hope you are all keeping safe and well during this difficult period of the Covid 19 pandemic. In this quarter's newsletter we bring you two articles related to the current global pandemic situation.

The first article is by Jorge Roman who discusses the impact of Covid 19 on Higher Education. The second is by Ansie Harding who explains in simple terms the maths behind the much used expression of "flattening the curve"

In this edition we give feedback on the work being done by the Multi Stakeholder Quality Forum's initiative to advance the Quality Agenda in South Africa.

SAQI are pleased to announce its theme for this year's National Quality Week.

Dr. Irma Meyer discusses the Death of Communication Strategies.

We cover the review of Kamran Moosa's recently published book on School Quality Circles and we look forward to an article on this subject from Kamran in the next edition. Staying on the school theme Richard Hayward explains the importance of having an emotionally healthy childhood.

Finally we pay tribute to the life of Edward de Bono who influenced many thought leaders across the world.

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

Feel free to pass on our newsletter to your network and we look forward to input from you for our next edition and stay safe.

Paul Harding

Paul Harding SAQI Chairman



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Quality:

helping South Africans live, learn and work better

The Impact of Covid 19 on Higher Education

by Jorge J. Román

Introduction

We all know that this pandemic, have greatly expanded our uncertainty about the future, rapidly changing operating environment characterized by high uncertainty. In early 2020, the COVID-19 (caused by the SARS-CoV-2 virus) pandemic shocked the world, almost bringing it to an unprecedented stop. (WHO Report 2020). At the peak of the pandemic, 45 countries in the Europe and Central Asia region closed their schools, affecting 185 million students. Given the abruptness of the situation, teachers and administrations were unprepared for this transition and were forced to build emergency remote learning systems almost immediately. (The World Bank, April 2021).

The lockdown posed other, more complex, challenges to Universities campuses. The main challenges related to continuing teaching when faculty, staff and students could no longer be physically present on campus. The obvious solution was to expand online teaching, but one of the key question was, the higher education system was ready for online teaching? Probably the answered can be "it depends" because they are several challenges to moving teaching and learning online; the most obvious is unequal access to digital transformation, information, data, communication and technology. In some countries, universities they faced lack of infrastructure, lack of teaching skills, bad internet connection, etc.

This pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries, and the impact, so far, on higher education has been dramatic changing and a common trend in education systems around the world has been to adapted to the pandemic with new protocols, digital transformation, innovation, marking the rapid transition from face-to-face classes to online learning systems or blended. (UN, 2020).



Financial challenges facing colleges and universities

The ongoing COVID-19 pandemic has severely affected higher education systems across the world. In May 2020, the

International Association of Universities (IAU) conducted a survey across 400 universities in over 100 countries to assess the impact of COVID-19. Over 97% indicated that the pandemic had impacted the way learning and teaching were conducted, including closures. (The Impact of COVID-19 On Higher Education Around the World". October 2020).

Probably the immediate challenge for most universities involves cash flow. If students are unable to return to campus this fall 2021, colleges and universities could face unanticipated and historic attrition from students who are either unsatisfied with their distance-learning experience or whose ability to afford tuition in the current economic climate will be inhibited; others may simply decide to stay closer to home in uncertain times. (Hoover E., 2020).

The majority of the higher education's institutions worldwide are facing major financial problems. For example, Johns Hopkins University in Baltimore, Maryland, expect to lose hundreds of millions of dollars in the next fiscal year. Johns Hopkins University expects \$475M in losses by June 2021 due to coronavirus. Ronald Daniels, president of John Hopkins University, said "Our University was in a strong financial position before the pandemic. Now, it is projecting a revenue loss of US\$100 million in the current fiscal year. Hopkins predicted the net losses resulting from Covid-19 could extend through next fiscal year". Only in USA, estimate the impact as follows: \$85 billion in lost revenues, \$24 billion for Covid-related expenses, and \$74 billion in anticipated future decreases in state funding. That adds up to a whopping \$183 billion. (The Chronicle of Higher Education, April 2021). In the UK, universities collectively face a shortfall of at least £2.5 billion (US\$3 billion) in the next year because of projected drops in student enrolment, according to the UK consulting firm London Economics. And Australian universities could shed up to 21,000 full-time jobs this year, including 7,000 in research. (Alexandra Witze, Sept.2020).



Dubai Police have warned students of cyberbullying, especially amid the COVID-19 pandemic (Dubai Police, November 2020).

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Also, we know that the challenges are not only economic, but also social and psychological repercussions on the life of students. Students are away from the normal schedule of schools and universities. Many of these students have now taken online classes, spending additional time on virtual platforms. Increased and unstructured time spent on online learning has exposed kids and young students to potentially harmful and violent content as well as greater risk of cyberbullying. For example, here in UAE, Dubai Police launched an awareness campaign to prevent cyberbullying among students. Brigadier Eid Mohammad Thani Hareb, Dubai Police, said *“Many students live under pressure of emotional blackmail as they don't know the meaning of cyberbullying. As a result, it negatively affects their behaviour at home and their future character.”*

Challenges in Teaching and Learning

Since last year COVID-19 has accelerated some trends we had been seeing and flipped others on their heads. The higher education system is facing a huge challenge to rapidly adapt to this change and trying to choose the right technologies and approaches for educating, engaging their students and give the rights tools and training for the professors.

In total, 3.7 billion people have no internet access. The majority are in poorer countries, where the need to spread information about how to combat COVID-19 is most urgent. Migrants and the poorest are most vulnerable to the virus, says the World Health Organization (WHO, 2020).

The COVID-19 pandemic forced higher education institutions and universities to adapt to the rapidly changing situation in a way that was unimaginable a few months ago. Research institutions are facing huge challenges in managing research operations. The mandatory social distancing requirements are difficult to meet in a research setting particularly in the areas requiring bench work and human subjects, as well as fieldwork, are causing significant losses to research studies. Most of this has affected scientists, faculty, research scholars, and graduate students. (Rashid, S.; Yadav, S.S.,2020).

Difficult transition to online learning did not allow academic institutions to conduct a normal policy-making process before adopting the online delivery mode, due to which the implementation conditions and process, and the effects of the policy remain unclear (Zhang et al. 2020). For instance, to deliver high quality education during these uncertain times it is critical that universities, professors and staff consistently communicate with students to understand their needs and concerns, and leverage the latest digital tools in order to help them to improve the learning capabilities.

The shift to online learning looks set to continue at least until the advent of a successful vaccine for COVID-19. This situation raises questions about whether institutions can justify a fee structure predicated on a model of face to-face contact. *“Students generally report that university is much more than just tuition—place is also really important”*, said Simon Marginson (Professor of Higher Education at the University of Oxford, Oxford, UK). *“If students are going to miss half of what usually constitutes the student experience, are they really receiving the same value for money?”*

Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy. Many countries have big time problems with a reliable Internet connection and access to digital devices. While, in

many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning. (Murgatrottd, 2020).



Conclusions

The future of higher education needs rethinking in many ways. Increase and strengthened local, regional and international cooperation within the higher education ecosystem and work in a with communities, governments, private sector, and other stakeholders

The pandemic has exposed the shortcomings of the current higher education system and the need for more training of educators in digital transformation to adapt to the rapidly changing education ecosystem of the world. In the post-pandemic situation, the use of eLearning, b-learning and full virtual education may become an integral part of the higher education, and probably here it will be the most challenging task for many countries, how to adapt rapidly to the new “normality” in education. Also, universities will need to reflect on their educational vision, mission and value proposition to ensure student learning outcomes and standards of educational quality are not compromised.

We will only be successful if we work together. This includes institutions and government, boards and cabinets, and faculty and staff members. Only such collaboration will help us do the near-impossible: transform higher education for the better amid a pandemic. (Paul N. Friga, April 2021)

About the Author



Dr Jorge Román is currently an International Consultant in Business Excellence & Benchmarking at Dubai Police Headquarters in Dubai UAE. Román is PhD in Management (Lleida University in Spain), a Mechanical Engineer with a MBA (NSU, Tulsa- Oklahoma, USA). His areas of expertise focus on the application of Quality Improvement to business in service and products (Benchmarking for Best Practices, Lean Management in Police Forces, Business Excellence Framework). Author of Books: *“Six Steps to Building a Culture of Quality”* and *“Business Process Management applied to Business Excellence & Benchmarking”* available on Amazon.

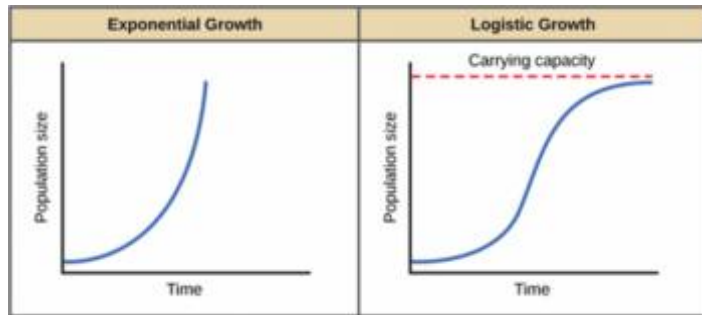
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Flattening the curve

by Ansie Harding

The expression of 'flattening the curve' has made a frequent appearance in the media, in relation to the Covid pandemic that we are experiencing currently. In this short article we pick at this expression, trying to give context and understanding to it.

The two most common growth patterns are exponential growth and logistic growth, shown in the figure below.

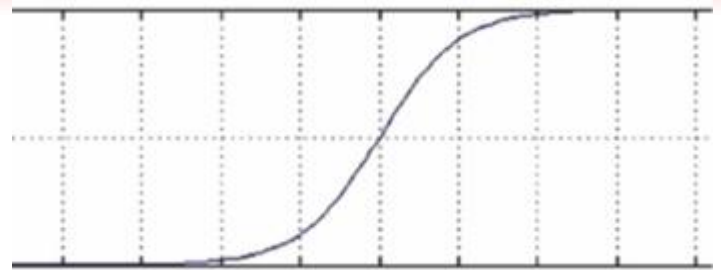
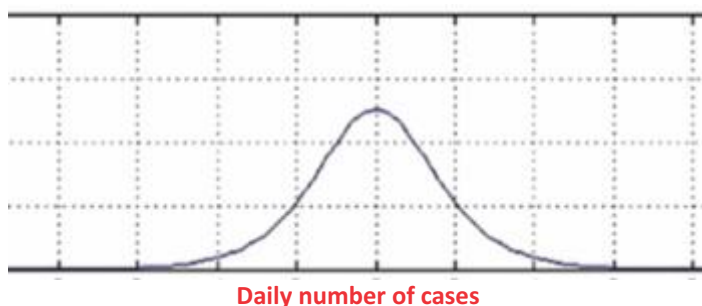


On the left we have exponential growth that shows unlimited growth. The numbers increase quicker and quicker. On the right we have logistic growth that shows a tapering off of numbers towards the so-called carrying capacity. The numbers increase quickly at first but then the growth slows down towards a limiting level.

Should you invest money you would like to see exponential growth. In fact, exponential growth goes hand in hand with a fixed percentage growth per time period. So if you invest at a fixed percentage and leave your money to grow it will show exponential growth. The higher the percentage the steeper the curve.

If we talk of infection numbers you would definitely not like to see exponential growth. That smells of danger. You would rather like to see the logistic growth pattern where the growth is limited. The logistic growth pattern is what the total number of infections ideally looks like. For the logistic case the infection numbers increase in almost an exponential way at first but then slows down until hardly any new numbers are added.

Linked to the curve showing the total number of cases (the logistic curve) is the curve showing the daily number of cases. We show the two curves together - the daily total number of cases first and then the total number of cases for one wave of infection.

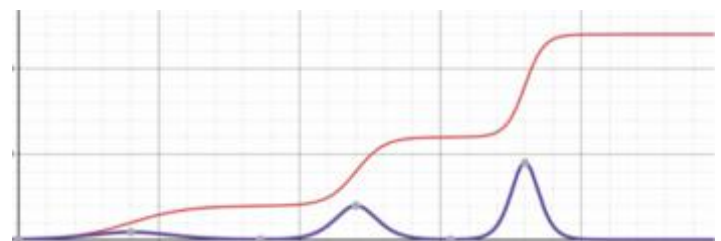


Total number of cases

Notice that as the top curve gets higher, the bottom curve becomes steeper. When the top curve is at its highest the bottom curve is at its steepest. As the top curve fades away towards zero the bottom curve levels off towards the carrying capacity.

Mathematically speaking we say that the top curve is the derivative of the bottom curve. Popularly speaking we talk of flattening the curve. The curve showing the total number of cases flattens as the curve showing the daily number of cases decreases towards zero.

The scenario of one wave of infections is of course what we wish for if we had to have a pandemic but we have come to know that it is more likely to have two or more waves of infection. The logistic curve has to be adjusted for more waves. When we have more than one wave of infection we have a double or triple logistic curve. Below we show the case of three waves of infection.

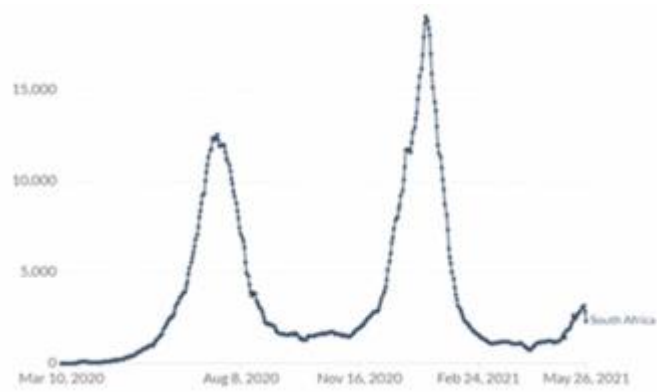


For every wave of infection the curve of total cases rises steeply only to flatten as the wave subsides. And for every wave the curve of total cases rises most steeply when the wave of infection is at its highest.

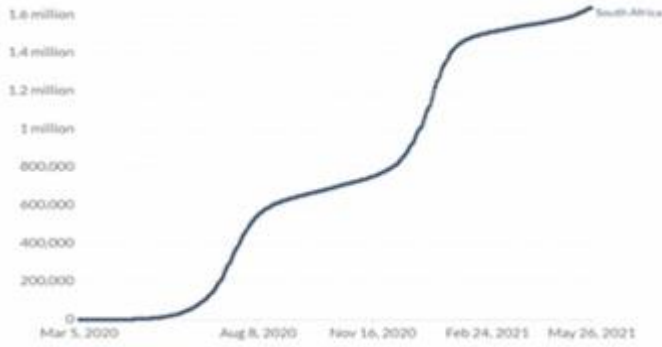
We turn to real cases to see how well three countries are doing in flattening the curve. The first one up is South Africa, simply because it is almost a textbook case. Graphs are taken from ourworldindata.com as on June 12, 2021.



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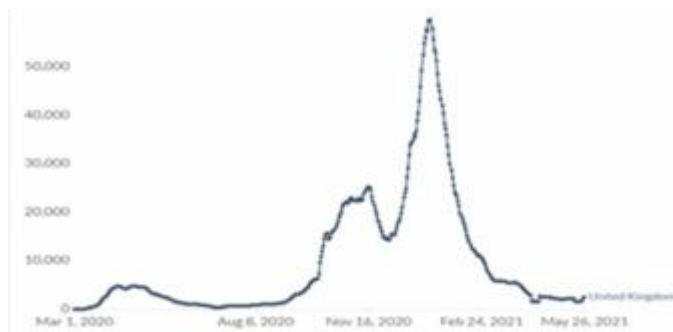
Daily number of cases SA



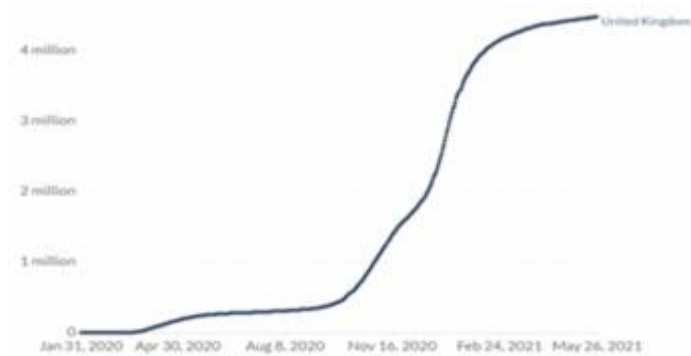
Total number of cases SA

South Africa is in its third wave of infection but has managed to nearly flatten the curve twice.

We secondly look at the UK. The UK shows a tiny first wave and a combined second and third wave that result in a wonky “logistic curve” that is now rapidly flattening.

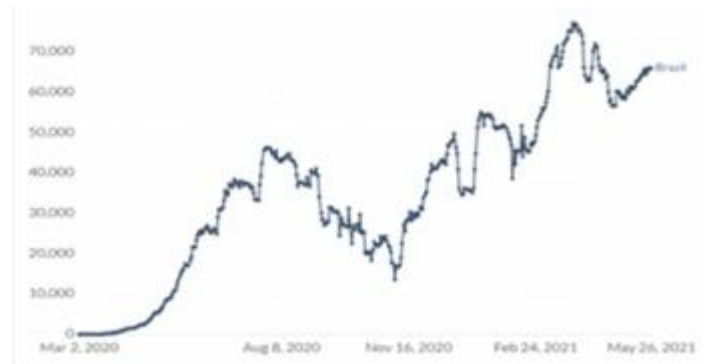


Daily number of cases UK

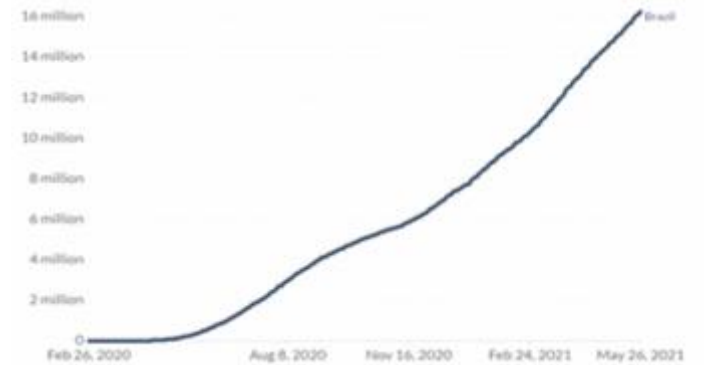


Total number of cases UK

Finally we look at Brazil where there is no sign of flattening the curve yet.



Daily number of cases Brazil



Total number of cases Brazil

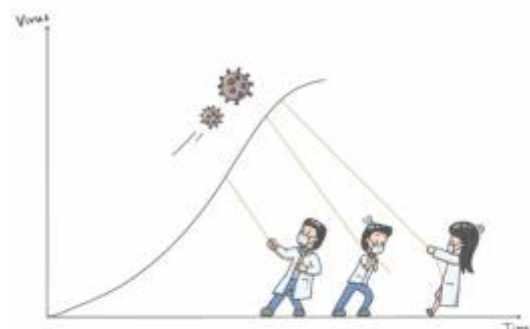
The Covid pandemic has brought a number of terms that we were perhaps previously vaguely familiar with but have now become part and parcel of everyday life. The terms lockdown, isolation, quarantine, work from home and social distancing all come to mind. Flattening the curve is another of these terms and let us hope for that to happen quickly all over the world.

About the Author



Ansie Harding is an Emeritus professor in Mathematics at the University of Pretoria. Having been an academic for many years this has brought the benefit of always learning and in turn always trying to explain mathematical concepts in the simplest possible way. Her passion is the world of popular mathematics with a splash of puzzle-solving thrown in. Moreover, she is a water aerobics instructor who thinks water is just the most magic thing ever. She is married to Paul the

SAQI Chairman and they have two grown up daughters, one an advocate in Johannesburg and the other a tech wizard at Twitter in London.



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Multi-Stakeholders Quality Forum (MSQF) advances the quality agenda

Contribution submitted by the MSQF Secretariat

In 2020, during the height of the COVID-19 pandemic, the technical infrastructure public sector institutions (NMISA, NRCS, SABS and SANAS) and private sector organizations (NLA-SA, SAACB, SASQ and SAQI) that operate within the Quality Infrastructure (QI) system, formed a Multi-stakeholder Quality Forum (MSQF) with support from the SECO-funded Global Quality and Standards Programme South Africa project¹. The main objectives are to improve information exchange, strengthen coordination, foster collaboration between different organisations, and to collectively raise awareness of the value of the QI system to the rest of society. On World Quality Day on 12th November 2020, the members declared their commitment to a joint endeavour to provide the necessary support for the South African economy to achieve the National Development Plan goals of reducing unemployment, poverty and inequality.

The figure to the right demonstrates the links between national quality policy/legislation, the implementation of the infrastructure to give effect to the policy/legislation, and the services supplied by the infrastructure to support trade and also ensure the protection of consumers – from policy to consumer.

Each of the technical infrastructure institutions is linked to regional, continental and international technical cooperation structures. Annually, a series of international days are celebrated to create awareness about topics of concern that needs global attention. World Metrology Day is an annual celebration of the anniversary of the signing of the Metre Convention in 1875, a framework which was developed for global collaboration in the science of measurement in scientific, industrial, commercial and societal applications.

South Africa, through the National Metrology Institute of South Africa (NMISA) and the National Regulator for Compulsory Specifications (NRCS), represented by its Legal Metrology Unit, joined other member countries and territories of metrology organisations from all over the world to commemorate World Metrology Day 2021 on the 20th of May. Given the COVID-19 pandemic, it comes as no surprise, that the theme of Measurement for Health was chosen to create awareness of the important role measurement plays in health, and thus in the wellbeing of all citizens. For further information, readers are invited to view the press releases and videos that are available on:



Source: UNIDO

<https://www.worldmetrologyday.org/>

<https://www.youtube.com/watch?v=XNMEhsk9LXs>

<https://www.youtube.com/watch?v=CDEnVqX8eno>

https://www.youtube.com/watch?v=Gz77s-8T7_0

Dates to diarize

Date	World Commemoration Day	2021 Theme	Organizing QI institution(s)	Website
20 May	World Metrology Day	Measurement for Health	NMISA (scientific and industrial metrology) NRCS (legal metrology)	www.nmisa.org www.nrccs.org.za
09 June	World Accreditation Day	Accreditation: Supporting the Implementation of the Sustainable Development Goals (SDGs)	SANAS	www.sanas.co.za
14 October	World Standards Day	Standards and SDGs: Shared vision for a better world	SABS	www.sabs.co.za
11 November	World Quality Day	Sustainability: Improving our products, people and planet	SAQI	www.saqi.co.za

Date	National Event	2021 Theme	Organizing Association	Website
25 - 27 September	Test and Measurement Conference	Building bridges: Connecting your world through measurement science	National Laboratory Association – South Africa (NLA-SA)	www.nla.org.za
10 September (TBC)	Annual SAACB workshop	Certification in a post-COVID environment (TBC)	Southern African Association of Certification Bodies (SAACB)	www.saacb.co.za

¹ e-Quality Edge, No. 240, October 2020

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National Quality Week Theme for 2021

SAQI takes great pleasure in announcing its theme for **National Quality Week** that takes place from the **8th to the of 12th November** with **World Quality Day** falling on the **11th November**.



“Creating a Total Quality Society”

©SAQI 2021

Most successful organisations over the past decades have utilised Total Quality to improve their performance. In Japan they used the principle of Total Quality Control and in the West they used the principle of Total Quality Management. The term TQM has often been criticised for failing to deliver on its promises compared to the Japanese approach. Why was this?

The main difference we believe is that Japan has a culture of a Total Quality Society.

We believe that before we can truly say we have sustained Quality improvement we must ensure that the society that we operate in understands what quality means.

How do we create a Total Quality Society?

We act and talk Quality principles in the workplace, with our customers, our suppliers, at home, in our schools and in our all our interactions with family and friends.

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THE DEATH OF COMMUNICATION STRATEGIES

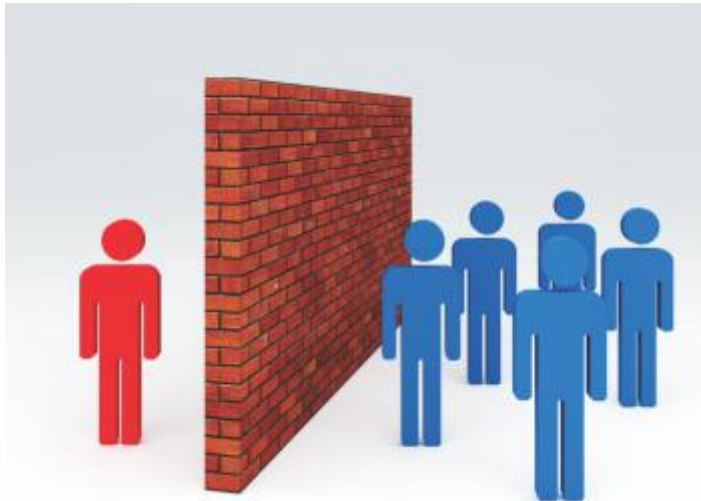
by Dr. Irma Meyer and peer reviewed by Terrance Booysen

Many communication specialists share the frustration of being the writers and owners of impressive communication strategies that were never, or at best, only partially implemented. They go through the process of spending days, sometimes weeks, designing creative and intelligent communication strategies, only to be confronted with every day, real-life events back at the office, rendering the strategy virtually immediately obsolete.

Equally many communication specialists are familiar with the feeling of dread and despair when the time for performance appraisals arrives. They know that they will be measured against the content of the communication strategy, a strategy that barely came to life because of unexpected and unplanned communication issues they had to deal with on a daily basis.

"Strategy is not a lengthy action plan. It is the evolution of a central idea through continually changing circumstances".

Jack Welch, ex-CEO, General Electric



How realistic is it then to rely on macro-communication strategies these days? Considering the wide-spread confusion between a strategy and an operational plan -- both being critical components of an organisation's governance framework -- as well as the daily communication and public relations challenges communication professionals have to cope with, it is small wonder that many impressive communication strategies die a slow death somewhere in a drawer. Would it not make more sense to design (and keep on designing) micro-communication strategies based on current issues, perceptions and crises?

It is not a novel concept to focus on current issues and particular environments when practising public relations and corporate communications. Savage, Nix, Whitehead and Blair (1991:62) explicitly state that situations and issues at hand will determine the significance of stakeholders, and that relevant (or strategic) stakeholders at any particular time, will depend on a particular

issue. Bourne (2009:80) confirms this with her Stakeholder Circle[®] methodology when she states that a unique stakeholder community will exist for each different activity or project.

The well-known postmodern public relations scholar, Dr Derina Holtzhausen (2000:107), argues that the practice of public relations should not adhere to modernistic grand narratives, but practising it should be understood in a particular environment and at a particular time of being practised, in order to reflect the diversity of the societies in which practitioners operate. She (2008:26) believes that communication management specialists should implement communication practices from the perspectives created by their own milieus. She posits that communication should, from a postmodern approach, address particular situations by focusing on what is right and just in those situations, in other words, what is current and strategic at that point in time. Indeed, this thinking is also aligned to the inter-related governance prescripts contained within the Corporate Governance Framework[®], developed by CGF Research Institute (Pty) Ltd, specialists in the field of corporate governance. In the development of the digital Corporate Governance Framework[®], the company's rationale for placing stakeholders, including the communication and engagement of stakeholders as a central, integrated theme of an organisation's governance framework has proven to be a vital component in determining the success, and sustainability of an organisation.



Many examples of real-life communication events based in "current situations and issues", "particular environments" and the "diversity of societies" come to mind. Recently corporate communication practitioners had to deal with a number of unplanned and "un-strategised" communication related issues.

- A retailer is accused of racism after the marketing department approved and published a discriminatory hair shampoo advertisement.
- A soft drinks manufacturer faces flack when the content of its internal diversity training programme encourages employees "to be less white".
- A shopping mall faces a severe backlash when the shopping

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mall manager finds a client's traditional outfit unacceptable and chases him out of a store.

- A fast-food chain is blamed for gender discrimination when it tweets that "women belong in the kitchen" in an honest attempt to encourage more female employees to pursue a culinary career.
- And lastly, the outbreak of Covid-19 renders communication strategies all over the world mostly inadequate and irrelevant.



Clearly existing communication strategies did not prevent these incidents from occurring and, judging by the reputational damage the involved organisations suffered, contributed very little in negotiating them.

Why then do corporate communication departments cling to the notion of a lengthy communication strategy? Is it because "this is the way we have always done things", or because management insists? Or perhaps because a communication strategy provides a sense of security, albeit false – "at least we have a strategy." Or is it the fact that virtually all textbook discussions of a communication strategy include environmental scanning, SWOT analysis and stakeholder mapping as the starting point of writing such a strategy? By implication it is thus acceptable to embark on these activities only at the beginning of designing a communication strategy, where, in reality, they should be done continuously. Today's environment will almost certainly look different tomorrow and a secondary stakeholder could literally become a primary stakeholder overnight, depending on the issue at hand.



Perhaps it is time to ditch macro-communication strategies -- and even micro-communication strategies -- in favour of a few well-designed stakeholder communication goals, these being vital governance activities required in order for an organisation to maintain and strengthen its stakeholder relationships.

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ABOUT DR IRMA MEYER

Dr Irma Meyer, sole proprietor of Executive Engagements, is responsible for corporate communication strategies within the specialist field of stakeholder relationship management, internal communication and brand engagement. She holds a Doctorate degree in Communication from the University of South Africa and has a special interest in leadership communication, stakeholder relationship management and internal communication.

Irma started her career in South Africa at a local newspaper, The Potchefstroom Herald, after completing her BA Communication Degree at the University of Potchefstroom. She worked for one of the largest financial institutions in Africa for 18 years where she gained valuable experience in the field of Corporate Communication. She was ultimately responsible for the Public Relations programme of the Executive Directors and subsequently all the corporate communication strategies, incentive programmes, networking tours and events initiated by them. She also headed up the Events Management department for a number of years where she specialised in the project management of international networking and incentive tours.



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STUDENTS QUALITY CIRCLES

An Innovative concept and practice for schools and colleges to develop Quality mindset in students for the corporate world and the society

Author: Kamran Moosa

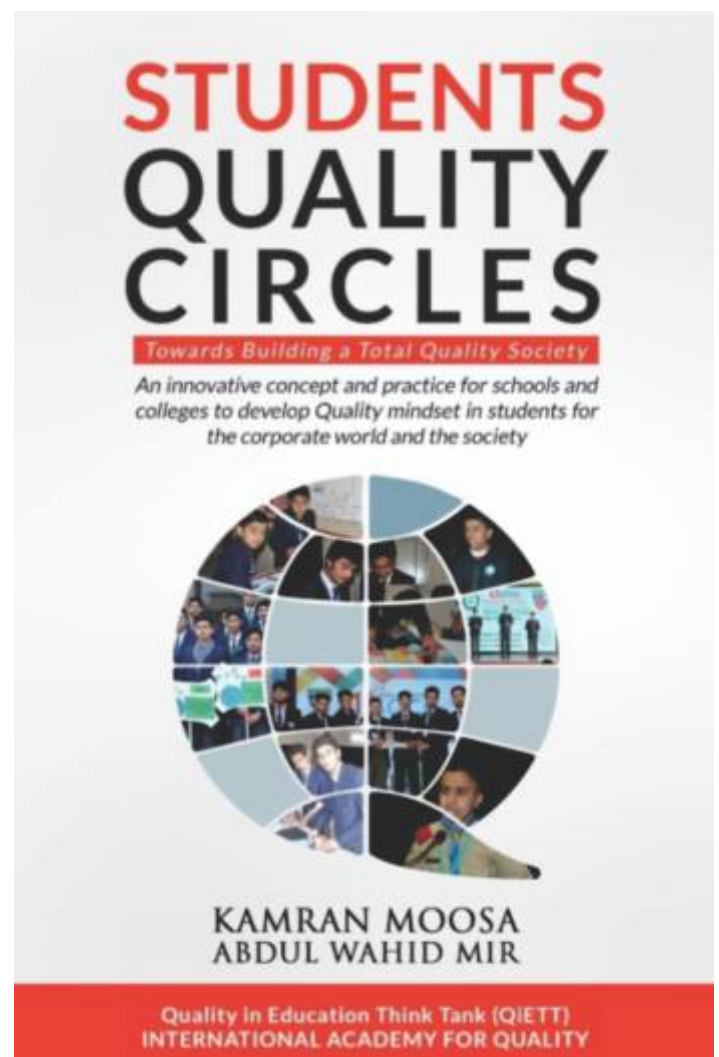
Co-author: Abdul Wahid Mir

Published by: Amazon Kindle & Paperback

Year: March 2021

Students Quality Circles or SQCs in short, are basically miniature level activities of what the Japanese Quality Control Circles (QCCs) are in the corporate world. These activities prepare students for the Quality mindset from the very early age, thus engraving their personalities with Quality. SQC is an innovative concept and practice used as a part of schools' or colleges' co-curricular activities since mid-nineties in many countries of Asian sub-continent. The objective of SQCs program is to develop and prepare students for the corporate world as well as for a quality living in the society. A research study was carried out by the authors in 2020 where SQCs are practiced in many schools for the last more than ten years. The objective of this book is to explain the SQC concept, benefits and its application in schools with the help of findings of a national survey. The survey was conducted in a number of schools with their teachers, students, principals and management to find out how effectively they are being managed.

The book explains the origin of this concept and the differences in the practices of QCCs in the corporate world versus SQCs in the schools. It discusses how effectively students are practicing SQCs and how effectively they are implemented and managed by schools and colleges. Critical success and failure factors of this program are identified and highlighted. The book provides practical guidelines to educationists and management of schools, colleges and universities who want to initiate or improve their existing program. The recommendations are provided at the end which can add value in the current concepts and practices of SQCs. The book identifies the strength of this unique and innovative program in building a society towards world-class quality.



The authors strongly recommend this non-traditional but powerful program to be implemented in schools, colleges and universities in all countries. It is hoped that this book will benefit educational institutions in different countries to further improve Quality mindset in their societies through this program.

The author can be contacted at kamranmoosa@piqc.edu.pk

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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

Having an emotionally healthy childhood



It's a question posed in business and professional leadership programmes: "What's more important to achieve success – a high IQ (Intelligence Quotient) or a high EQ (Emotional Quotient) score?"

High intellectual ability helps significantly in getting a person to perform well. Yet it's generally accepted that a satisfactory set of knowledge and skills is sufficient. One doesn't have to be super bright to get tasks done well.

It is argued that those who truly excel, display high levels of emotional intelligence. Such people get on well with virtually everyone; they have an intuitive understanding of how to bring out the best in others.

Emotional intelligence starts with an emotionally healthy childhood. A child brought up in an emotionally healthy environment is given a head start to personally become emotionally healthy. Sadly, caring parents, grandparents as well as teachers can focus too much on intellectual achievements. A grandmother might coo at a tea party that her grandson is the top Science student in his Grade 9 class but might not think it of more importance that he's also a caring, kind and resilient teenager.

In our present-day world with many fractured homes, the child's most significant emotional support might not be the parents. Whoever the caregiver might be, they strive to give the child an emotionally healthy childhood. What does that mean?

The philosopher, Alain de Button, describes a number of experiences that the child will have in such a childhood. These experiences will include (2019: 44-49):

1 There's someone who's profoundly at your service: The caregiver pushes their needs aside to be of service to the child.

There could be times of personal long-term sacrifice in giving loving service. The child is treated royally and there's an ongoing attempt to understand what is needed. Chaos and noise is kept at bay; the child's world is made manageable.

2 You're given the benefit of the doubt: When the child's behavior is unsatisfactory, there's an attempt to find an explanation. The fractious child could be behaving that way because of hunger or tiredness. The caregiver is looking for empathetic reasons to explain why something happened.

3 It is not expected that you're a wholly good child: There's an acceptance that there will be times of bad behavior, cheek and defiance. The caregiver is mindful of times when in their own childhood, they 'kicked the traces'. There's a realisation that – in time – the child invariably grasps what's acceptable and what isn't. The caregiver aims to get to the, "...sound middle ground between slavish compliance on the one hand and self-destructive defiance on the other (46)."

4 Do well but in your own special way: Encouragement is given to the child to achieve but not according to any prescribed path. The child is a unique being; the child isn't expected to follow in the footsteps or expectations of the caregiver. There's no, '... if you do this or don't do that' type of conditional love in the relationship. The love is unconditional. Encourage the child to do well based on its unique knowledge, skills and talent.

5 When things fall apart, they can be mended: The child will have those times when plans go awry. Failures will happen. Yet most things can be set right. Get up and carry on. Resilience is learnt first externally from the caregiver's own behaviour. In time, the child learns to make it an internal character trait.

6 Your caregiver is steady, consistent and long-term: In the midst of all the people who flow in and out of a child's life, the caregiver is the constant. That person is here today, tomorrow and the day after. Yes, that person might be boringly predictable but that predictability includes kindness and nurturing. The caregiver is the rock in the midst of the swirling currents of childhood.

It's right that those emotionally closest to the child provide every intellectual opportunity. They make the sacrifices to send the child to a good school. They give the child every academic support so as to be a successful student. However, the starting point is somewhere else. Give the child an emotionally healthy childhood. Do that first. The healthy scholastic achievements will definitely follow.

Reference

De Button, A 2019. *The school of life – an emotional education*. London: Hamish Hamilton.

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Dr Edward de Bono - Reflections & Perceptions

by Nicola Tyler - 18 June 2021

Dr Edward de Bono passed away peacefully in Malta on 9 June 2021. As a frequent visitor to South Africa, he would present hundreds of eager participants, who would sometimes come back two or three times to learn more.

As a Medical Research Professor at Cambridge University, Edward de Bono's first foray into the public eye was his book *The Use of Lateral Thinking*. Two years later, he wrote *Mechanism of Mind*, where he put forward his theory of how the brain processed information, and suggested that we needed to break patterns, through the direct use of lateral thinking. De Bono went on to publish more than 70 books, during his writing and speaking career. I was first introduced to his Six Hats concept in 1990, when Chuck Dymmer delivered a Six Thinking Hats workshop to the Chamber of Mines. Later, that same week, he worked with the Editorial Board of the *Sowetan*, who were battling to come to consensus on what to publish. A few years later, Lonmin would use the method with mineworkers to help improve productivity and resolve conflicts. What was clear to those who were willing to learn, de Bono was onto something - not only did his theory seem to be met with acceptance, but the tools he had given us worked.

I met Edward in January 1993, joining his international team in 1995. I travelled the world learning at the foot of the master. For over 30 years my life has revolved around the teaching application and practice of thinking. I was fortunate to get to know Edward, the reserved, quirky, time efficient academic. These are my personal reflections on a life well lived.

One life, One man, One missionto make the world a better place by teaching humanity to think.

Some might say a noble goal. Anyone who knew Edward could attest that this was not only his ambition but one he tirelessly dedicated his life to.

One Life

An extraordinary man, with extra ordinary accomplishments - medical doctor, philosopher, psychologist, researcher, author, lecturer, world traveller, advisor, confidante, polo player, rower, father, grandfather, husband, brother, uncle, cousin, and son. Having fulfilled so many roles, and always to the best of his capacity, he filled every second of his life with something or someone important, meaningful, and impactful.

Edward was gifted as a young child, mentored as a young academic, and celebrated as a young professor. The business world seemed to take more interest in his work than education, and a sliding door moment when, in the early 80's, when an entrepreneur in Canada saw an opportunity to promote Edward into his ever-growing seminar business. The seeming lack of interest from academics and educators was a frustration for him. While he carefully nudged and sometimes solidly pushed the education wheel, he recognized that some wheels are simply slower to turn than others. In the meantime, the business wheel had cottoned on to the value of his brilliance and his speaking career was launched, turning him into an almost household name. I met him about 10 years after that, he was one of my speakers, and I was running his event. By then, the early 90's, he was well and truly famous.

One Man

Edward had an incredible support system and was surrounded by people who loved and cared for him, yet many times he appeared alone in the world. The intelligent mind is often alone. While loving company he would often retreat into silence to ponder his own thoughts and consider problems deeply.

Edward de Bono lived up to his name. Edward the Good. A gentle man, with a kind heart and relatively unassuming demeanour, until he walked into a conference room to deliver. That's when you felt his presence, one so strong you knew you were in the company of greatness. I witnessed a President walk into a conference room, TV crew in tow, and dismiss all protocols by walking straight up to Edward and greet him first. Edward's reputation preceded him, and he was revered and respected among many of the world's greatest minds.

Never demonstrative, sometimes insistent, Edward was impatient at times. Seldom with people, but things - inefficient processes, systems, and ways of doing things. Yet, when it came to humour, time would stand still. When a one-liner was shared, he would often slow down his exit and continue the banter with his audience. Edward de Bono not only saw humour as one of the most significant processes in the human brain, but he himself loved to laugh.

As a physician, his compassion towards others was evident. Behind his public persona was a wake of generosity and recognition for the challenges that people faced. He also appreciated that leading was not an easy task, and with the innumerate meetings he held with executives and political leaders around the world, he would listen carefully and always seek to contribute, a lateral thought, to the potential solutions.

One Mission

Edward genuinely believed that the world would be a better place if we could learn how to think, to find new solutions to old problems, and find more amenable ways of dealing with conflict. He was conflict-averse, less out of an inability to confront, and more because he valued respect, calm, and creativity. If the current way isn't working, then let's seek out another one. The foundation of creative and lateral thinking is first the willingness to explore and seek a better way.

If I learned one thing from working with Edward it is that "richer than or smarter than does not equal better than". His ability to transcend age, race, gender, and intellect made him one of the most accessible academics in the world. Little wonder people wanted to gravitate toward him.

Edward considered himself a writer first, an academic second. He had the courage to write without concern for the judgment of others, amassing more than 70 titles between 1967 and 2021. He knew the critics would come. Criticism was met with reflection and retribution. A sombre acknowledgment that not everyone would get it, and yet an insistence that one day they might. They just might. Enough people did and *Mechanism of Mind*, *Lateral Thinking* and *Six Thinking Hats* remain popular purchases today.

Descartes said "I think therefore I am." De Bono said "I do therefore I matter."

Perhaps the true legacy of de Bono's work is yet to be seen. With 50% of the World Economic Forum's future skills requiring thinking, perhaps now is the time for us to do something about teaching thinking. De Bono not only left us with that as a possibility, but he also left us with the tools to turn his dream into reality.

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SAQI TRAINING PROGRAMME 2021



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%.

MANUFACTURING OR SERVICES

- ✓ If you are currently working in the **manufacturing** industry you will start your development programme with Level 2 (blue). After successful completion you can move on to Level 3 (orange).
- ✓ If you are currently working in the **services** industry you will start your development programme with Level 2 (yellow). After successful completion you can move on to Level 3 (orange).

Code	Course	Days	Cost	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
L1	Short courses for Manufacturing			Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B80	Welding Inspector	2	5640-00		8-9			21-22			6-7		
B81	Mechanical Inspector	2	5640-00		11-12			24-25			9-10		
B82	ISO 3834 Welding Standard	1	3240-00										
L2	Certificate in Quality Control for Manufacturing	10	24,880-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B41	Introduction to Quality Control	2	5640-00	8-9			17-18					25-26	
B90	Introduction to Statistical Techniques	3	6800-00	10-12			19-21					27-29	
B91	Introduction to Statistical Process Control (SPC)	3	6800-00		1-3			7-9					15-17
B79	A3 Problem Solving	2	5640-00		4-5			10-11					18-19
L2	Certificate in Quality Control for Services	9	23,720-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B30	Introduction to Quality Control	2	5640-00	22-23					12-13				
B31	Introduction to Statistical Techniques	3	6800-00	24-26					14-16				
B33	Introduction to Quality Circles	2	5640-00		15-16					2-3			
B34	A3 Problem Solving	2	5640-00		17-18					4-5			
L3	SAQI Certificate in Quality Assurance*	13	31,680-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B48	ISO Requirements 9001:2015	3	6800-00		29-31						20-22		
B24	Knowledge Management	2	5640-00			12-13						11-12	
B16	Internal Quality Auditing	3	6800-00			14-16						13-15	
B92	Advanced Quality Techniques	3	6800-00				3-5						1-3
B77	Advanced Product Quality Planning (APQP)	2	5640-00				6-7						4-5
L4	SAQI Certificate in Quality Management*	14	38,520-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B38	Development of a QMS	4	10,800-00					1-4					
B01	Cost of Quality	2	5640-00						1-2				
B93	Policy Deployment (Hoshin Kanri)	2	5640-00						19-20				
B58	Operational Excellence	2	5640-00						21-22				
B38	Development of a QMS	4	10,800-00							31 Aug - 3 Sept			

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FOOD, COSMETICS AND ESSENTIAL OILS

Code	Course	Days	Cost	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
L1	Food, Cosmetics and Oils			Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B50	Food Safety and Quality Awareness	1		INHOUSE TRAINING									
B51	HACCP Awareness	1		INHOUSE TRAINING									
B52	SANS 10049 PRP & SANS 10330 HACCP Combination Course	4	10,800-00							23-26		4-7	
L2	Food, Cosmetics and Oils		22,560-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B60	Introduction to Quality Control	2	5640-00		23-24				26-27				
B61	Introduction to Statistical Techniques	2	5640-00		25-26				28-29				
B62	Introduction to Statistical Process Control (SPC)	2	5640-00			19-20				16-17			
B63	A3 Problem Solving	2	5640-00			21-22				18-19			
L3	Food, Cosmetics and Oils			Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B64	ISO 9001 Overview	2	5640-00								13-14		
B65	ISO 19011 Internal Auditing	2	5640-00								15-16		
	Food or Oils Industry selective												
B67	ISO/FSSC 22000 Short (Prerequisite B52)	2	3000-00									21-22	
B67	ISO/FSSC 22000 Full (Incl. SANS10049/10330)	5	11,900-00									18-22	
B68	Food Legislation Overview	1	2820-00									8	
	Cosmetic or Oils Industry selective												
B69	ISO 22716	3	6800-00									18-20	
B70	Product certification	2	5640-00									21-22	
L4	SAQI Certificate in Quality Management*	14	38,520-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B74	Lean for Manufacturing/Service Industries	4	10,800-00					1-4					
B01	Cost of Quality	2	5640-00						1-2				
B93	Policy Deployment (Hoshin Kanri)	2	5640-00						19-20				
B58	Operational Excellence	2	5640-00						21-22				
B38	Development of a QMS	4	10,800-00							31 Aug - 3 Sept			

CONSTRUCTION

Code	Course	Days	Cost	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
L1	Construction	2	5640-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B101	Construction Quality Control Awareness	2	5640-00										
L2	Construction			Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
	Under Development - for Release 2022												

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



For a list of specialised quality related courses, or for inhouse training, please enquire from vanessa@saqi.co.za

SAQI is constantly striving to write new industry specific courses. All new courses will be published here, make sure you check back regularly!

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