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# Welcome to our April edition of our e Quality Edge



In this edition one of our overseas associates, Peter Fraser, gives us some food for thought on the power of ten when looking at process management essentials. This will be the first part of a two part article. Alastair Walker continues his series on the IT sector by publishing a very informative article on “getting to grips with software implementation”.

We return our focus to the construction industry where Jaco Roets from one of our member organisations gives us the third in his series of articles by focusing on standards, specifications and legal compliance in his industry.

We are always happy to receive contributions from our long term SAQI members and Terrence Kelly tells us that; “There aint no Z in Quality”.

Terry Booysen tells us about assessing the value of workplace wellness. Richard Hayward continues his advice for schools and tells us that perfectionism isn't the perfect solution.

We are pleased to report back that our Quality career path development program is gaining momentum and we are finding there is overwhelming support particularly for our “Introduction to Quality Control program”.

We welcome feedback from our readers and we would be particularly interested in receiving comment on Peter Fraser's somewhat contentious article.

*Paul Harding*  
SAQI MD



# PROCESS MANAGEMENT ESSENTIALS TO THE POWER OF 10

## Part One

By Peter K Fraser

### INTRODUCTION

Many of the fundamental concepts in the ISO9001 quality standard use definitions which are contradictory or confusing. Moreover, the guidance offered by the authors of the standard, and by other “experts” in the UK and US, is often illogical and unhelpful.

Perhaps most disturbing is the fact that many users of the standard don't seem to care. Is this because assessors don't recognise the problem either, and so don't highlight the misconceptions in their auditees, or is it because people think that “it is ISO so it must be right”?

At the very least, I hope that the following paragraphs give you some cause for thought, and perhaps encourage you to take a more critical look at the subject. After all, a standard does not serve its purpose if it is anything less than clear, concise and consistent.

*If anyone wants to challenge any of the statements below then please do!*

Peter Fraser can be contacted at:  
[pkfraser@deethebusiness.co.uk](mailto:pkfraser@deethebusiness.co.uk)

*He is quite happy to be corrected – after all continuous improvement is an essential element of quality management (or is it...?)*

### TEN COMMON MISCONCEPTIONS ABOUT BUSINESS PROCESSES

#### 1 “All business processes operate like a production line”.

No, some need to be rigorously defined and controlled and some are subject to individual interpretation. Objectives can be to minimise variation, to satisfy variable customer demand or to deal with a unique situation.

#### 2 “You can show the sequence and interaction of the processes in an organisation in a 2-dimensional diagram”.

No, the relationship amongst processes in an organisation is too complex to show in this way.

**“Everyone involved in carrying out one or more task within a process:**

#### 3 - knows what the overall process is”

No, especially if there is lack of internal communication, or if they are managed by department

#### 4 - knows what the objectives of the process are”

No, people often do something because that is what they did last week / their boss told them to / that is the next thing in the in-tray

#### 5 - knows (or cares!) who else is affected by the process and how it operates”

It may not even enter their heads

#### 6 - knows who receives the Output(s)”

Why would they look beyond their own task?

#### 7 “A process is a procedure”

No, a process description is (one form of) procedure, but the process exists whether or not it is defined.

#### 8 “A flowchart is a process”

No, it is one way to represent a process.

#### 9 “A process is a document”

No, it is “how work gets done” ie activities not words.

#### 10 “Every step in a process adds value”

– if only...!

### ANOTHER TEN MISCONCEPTIONS ABOUT BUSINESS PROCESSES

#### 1 A process has to “transform” all its Inputs, including Resources

No, whether a transformation happens or not is incidental and may in some cases be the worst possible outcome. This is one of the flaws in the production-line mind-set of the ISO9000 definition.

#### 2 All “Inputs” have to go in at the start of the process

No, some may be required only at the very end of the process.

#### 3 All “Outputs” have to come out at the end of the process

No, some will be “put out” almost as soon as the process has started.

#### 4 Inputs are always “put” in from outside the process

No, many are “taken” in when required from inside the process.

#### 5 Reducing variation in a process is always desirable

No, many processes rely on competent staff to respond to the particular circumstances that occur at the time.

...continue on page 3

## 6 A task can belong to only a single process

No, it can also be part of a number of other processes.

## 7 Staff who regularly follow a process know what the process actually is (objectives, tasks, roles, outcomes etc)

– even (especially?) managers often don't know.

## 8 Drawing “words in boxes”-type flowcharts is the best way to define a process

– they have (extreme) limitations in (e.g.) the amount of information they can show, the way in which they identify task responsibilities (and other role involvements) and the ability to print a complete process description in a usable format. Getting a consistent presentation format can also be a challenge.

## 9 There are only one or two distinct types of business process

No, we can identify at least five, each with distinct characteristics.

## 10 The (now superseded) ISO9000 “transformational” definition of a process could be applied to service and administrative processes

- in fact it didn't always work too well even for a manufacturing process.

## TEN WEAKNESSES IN ISO9001:2015'S REFERENCES TO “PROCESS”

### 1 A Quality Management System does not have its own processes

Processes already exist as part of any organisation's management system (although you may need to add a couple, such as Internal Audit, if not currently in use).

### 2 The standard does not acknowledge that a process does nothing until something starts it.

A trigger event is required before any action is taken.

### 3 It is (still) based on the “production line” mind-set of raw materials being used to make components which are used to produce finished goods, and it tries to fit everything into that model.

Inputs and outputs are not the essential elements of a process. An objective (a concept ignored in the standard in relation to process) can be achieved in different ways depending on circumstances – the trigger event and the objective define the process.

### 4 It has confused the previous definition of “the process approach” by combining it with the previous (and separate) “system approach to management”

The concepts are different, and it has removed the focus on how activities are related in achieving an objective. Systems thinking is relevant to process management, but it is not the same.

### 5 “PDCA” and “risk based thinking” are not part of “the process approach”

Since the processes almost certainly exist before any reference is made to ISO9001, the “planning” will have been

done, and the “doing” will be ongoing. Consideration of risk should have been an element of both. Recognising which activities are required to achieve an objective does not require either – although managing a process does require the consideration of risk.

### 6 The definitions of “customer”, “output”, “product” and “service” are so interlinked that they cause confusion and contradiction

For example: according to the definitions, a supplier is a customer...

### 7 The suggestion in a Note that one type of “product” (i.e. the “output of a process”) be defined in terms of a process (“processed material”) is a circular definition

Most such Notes make things worse rather than better.

### 8 Although the term “internal process” is used, it is not defined and is patently nonsense

Where a process takes place is not relevant to how it is managed. Processes typically involve more than one department and may involve external organisations.

### 9 “Customers” and “Providers” are defined as being internal or external, but the terms are then used as meaning external to the organisation

The fundamental purpose for ISO9001 is to assess an organisation's ability to “provide products and services that meet customer... requirements” and to “facilitate opportunities to enhance customer satisfaction” – i.e. the relationship is “provider – organisation – customer”.

### 10 Guidance issued by ISO contradicts the standard itself

For example, in the various definition(s) of a “management system”: are processes included and, if so, which ones?

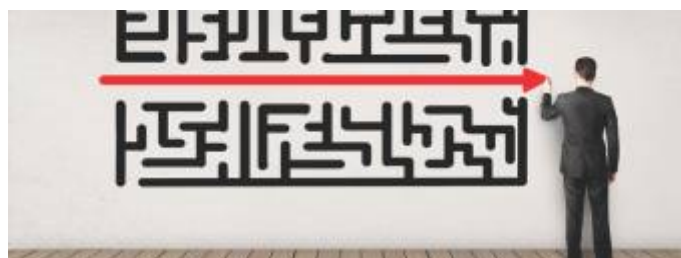
And “processes define interrelated activities” – no, they don't, they don't “define” anything. They “do” things.

In part two of this article, scheduled for next month's newsletter Peter will discuss the following topics.

- TEN QUESTIONABLE CLAIMS IN ISO9001:2015 / ISO / GUIDANCE ON MANAGEMENT SYSTEMS
- TEN REASONS WHY PROCESS MAPPING / MANAGEMENT IS OF VALUE
- TEN POINTS TO REMEMBER WHEN DEFINING A PROCESS
- TEN MISTAKES TO AVOID WHEN DEFINING A PROCESS
- TEN OBJECTIVES WHEN CREATING A PROCESS DESCRIPTION

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SAQI encourages comment on this article from its members and associates.



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# Getting to grips.. with Software Implementation

By Dr Alastair Walker

'Software implementation' is a term that covers a large portfolio of related concerns. In this short article we will limit our attention to two areas of interest: programming languages, and skills development. Both areas are moving targets, both reflecting ongoing changes regarding how people interact with information technology and systems.

As an active developer, I receive regular communications from a programmer's Q and A website called 'stackoverflow.com'. The name might sound peculiar, but it derives from a programming problem familiar to many developers when an attempt is made to store more data than is possible in a memory-related data structure. The consequence of a 'stack overflow' is often dramatic – leading to a failure of the application, or worse still – a freeze of the operating system, requiring a system reboot. In short, a programmer's nightmare!



The referred to communication carried the results of a recent survey in which developers associated with this website were asked how they learn, build their careers, which tools they're using, and what they want in a job. The website claims more than 6 million developers as subscribers, and the survey claims that 100,000 developers completed the questionnaire.

A small selection of response topics are reviewed. They make interesting reading!

## Programming languages

In my undergraduate training (in Electrical Engineering) the only programming language available at that time was FORTRAN (an abbreviation for FORMula TRANslation). We prepared a set of statements on punch cards, and submitted the deck of cards to the system operator. We received our results of the 'run' the next day. A slow and weary method of programming to say the least!

When we look at the programming languages that today

represent the major interests of leading developers, the profile is as follows (only the first 10 entries in the list are show):

|            |       |
|------------|-------|
| JavaScript | 71.5% |
| HTML       | 69.4% |
| CSS        | 66.2% |
| SQL        | 58.5% |
| Java       | 45.4% |
| Bash/Shell | 40.4% |
| Python     | 37.9% |
| C#         | 35.3% |
| PHP        | 31.4% |
| C++        | 24.6% |

What is remarkable about the languages highlighted in green is that they are all associated with web-browser based applications. Programming for the internet is now the major area of application focus!



A couple of comments regarding an explanation of the programming languages in the list. Javascript is a scripting (i.e., interpreted) language understood by all web browsers. This language allows complex applications to run within a browser context that previously were developed as 'stand alone' applications that run directly under the control of an operating system. The important thing is that it is 'client based'. (Where the term 'client' refers to the device used by the 'user' to enter data and view displayed results.) Other highlighted languages in the list (i.e. HTML, CSS) are used to manage the formatting and layout of the content on the client device.

The client device on its own is powerless to deliver value to the user. It relies on a connection to a 'server'. A server is, in basic terms, a large data repository. The data is mediated to the client using infrastructure supported by other languages in the highlighted list, namely SQL (an abbreviation for Structured

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Query Language), Python and PHP. SQL is the primary language for interacting with the data in a relational database, whereas Python and PHP are used to mediate between the queries to the database and those originating in the client.

What makes application development for web applications so complex is that programmers need to be highly familiar with at least PHP, Javascript, HTML and CSS.

So where do these programmers receive their training?

**Education attainment**

As the list indicates, worldwide, about three-fourths of professional developers have the equivalent of a bachelor's degree or higher. However, it is not that rare to find accomplished professional developers who have not completed a degree.

|                     |       |
|---------------------|-------|
| Bachelor's degree   | 46.1% |
| Master's degree     | 22.6% |
| Professional degree | 1.5%  |
| Doctoral degree     | 2.3%  |

**Life-long learning**

Developers are lifelong learners; almost 90% of all developers say they have taught themselves a new language, framework, or tool outside of their formal education.

- Taught yourself a new language, framework, or tool without taking a formal course.....87.0%
- Taken an online course in programming or software development.....48.6%
- Contributed to open source software.....41.6%
- Received on-the-job training in software development .....36.1%



**Most widely used methodologies**

The following list highlights the most prevalent development methodologies.

|             |       |
|-------------|-------|
| Agile ..... | 85.4% |
|-------------|-------|

|                                |       |
|--------------------------------|-------|
| Scrum.....                     | 62.7% |
| Kanban.....                    | 35.2% |
| Pair programming.....          | 28.4% |
| Extreme programming.....       | 15.7% |
| Formal standards (ISO based).. | 15.1% |
| Lean.....                      | 9.6%  |

It is noteworthy that only a very small proportion of developers (15%) draw attention to experience within a development methodology that is standards based (e.g. ISO 9001, or lifecycle process standards like ISO/IEC 12207 or ISO/IEC 15288.

**References**

[1][https://insights.stackoverflow.com/survey/2018/?utm\\_source=iterable&utm\\_medium=email&utm\\_campaign=dev-survey-2018-promotion](https://insights.stackoverflow.com/survey/2018/?utm_source=iterable&utm_medium=email&utm_campaign=dev-survey-2018-promotion)

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# Construction Quality - Success Factors - Part 3 — Standards, Specifications & Legal Compliance

By Jaco Roets

It has been a while since I have had the time to sit down and continue this series, and for that I apologize.

In October last year we looked at the 2<sup>nd</sup> Critical Factor influencing construction quality, Management Involvement. Today, we will dive into the third, Specifications, Standards and Industry Regulation.

It is widely stated to the international world that South Africa has one of the most defined construction regulatory frameworks in the market, which to some extent proves true.

The South African construction frameworks is well defined, properly structured and should theoretically ensure high quality works which will stand the test of time. Why is it then that we are faced with structures collapsing, houses being destroyed by thunderstorms, deviations in the sizes of bricks being delivered by suppliers, the list goes on.

To answer this we need to go and start at the beginning of the legislative chain, and work our way back to the issues we face in the industry.



The South African National Building Regulations and Building Standards act dates back to 1977, and declared as law in 1985, to lay down a set of rules, which all construction professionals should adhere to in order for a building to be declared safe for occupation by the municipal council in which the structure is situated.

In short, The Act makes provision for uniformity in the laws relating to the erection of buildings and established building standards. It is administered by the Minister of Human Settlements, but effectively the Provincial Councils do the day-to-day work relating to the inspection and certification of buildings. They are referred to as the 'Local Authority'.

To ease the use of the building regulations a set of national standards were developed, namely SANS10400 – The Application of the National Building Regulations, which in turn requires the works to comply with the set of national standards for construction work, namely SANS2001 – Construction Work,

which replaced the old civil standard SANS 1200.

Add to this the fact that if you are building residential properties, the rules and regulations of the National Home Builders Registration Council (NHBC) comes into play, and then the client and his/her designers in many instances have their own specifications for the work, which they want to see followed. Quite a bit of homework to do before the works can even start, right?

Now add in the time constraints for getting production done, and suddenly reading through these hundreds, if not thousands of pages seem somewhat less important. You start relying on the experience of your team, and your up-line management. And just here is where we experience the first issue, as quite a large number of management professionals in the construction industry themselves are not conversant with the contents of these standards, nor are they aware of the latest changes to these standards.

In addition there are no legal requirement for anyone to be trained on the requirements of the Building Regulations, or their application, thus it is often neglected as unnecessary cost, as it is assumed that the staff on site, given their experience levels, know what they are supposed to do.

Another unfortunate tendency, associated with the management of commercial risk, is that of employing subcontractors to perform works. The big issue here is that unfortunately a big majority of subcontractors are small businesses, which are being established as a result of larger construction companies no longer having specific trade teams in their employ.



These subcontractors are normally not conversant with the regulations, and as such do not adhere to them at all, putting the entire project at risk.

When these subcontractors are inevitably confronted with their poor workmanship, or completely non-conformant installation, they often liquidate, and start up under a different trade name, rather than fixing the issues, and picking up the lessons learnt.

Invariably the result is that the requirements are watered down

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from generation to generation in the industry. Coupled with the lack of vocationally skilled employees on site, this creates massive deviations from legislation. Deviations which are supposed to be picked up by the Local Authority.

This again raises a further concern, in that the vast majority of municipalities do not have sufficient building inspectors to ensure compliance throughout their municipal area, as construction proceeds, thus inspection becomes a last minute action before the occupational certificate is issued, with the emphasis that the liability for structural, fire, lighting, ventilation, etc. design lies with the professionally registered engineer that designed it, and as such signs the works off as conformant.

Couple this with the fact that a great amount of municipal inspectors do not have the practical experience of working on a construction site, and subsequently are not fully conversant on how to apply the specifications to the works, then you realize that our industry as a whole needs to wake up and see the flashing red warning lights.

I know that the prevailing argument is that the Professionally Registered Competent Person that put his / her signature on the design and construction documents carry liability, and that is all we are concerned about, but this was not the intention of the act, as the local authority is supposed to act as an independent 3rd party in evaluating the construction works to ensure the safety and well-being of ordinary citizens, which often does not happen.

The result is that contractors and designers alike are neglecting the regulations more and more on each job, in order to minimize cost and optimize production, as there are no major consequence to not following the rules.

This leaves the entire industry somewhat lawless, with focus being almost solely on safety and commercial control, leaving almost no space for the actual construction works to be done as per standard.

Now I know that there is a large amount of work being done in the industry to try and curb this way of thinking, and subsequently we need to also take a step back and congratulate ourselves on the steps we are taking in the right direction, even though the road ahead is still long and tedious.

I have in the past year seen focus on quality coming more and more to the fore, as companies start realising that the losses being incurred on sites due to poor performance, and inadequate quality is starting to have serious detrimental effects on the ability to turn a profit in this extremely competitive market, with ever thinning project opportunities whilst we wait for an economic turnaround.

That being said, we need to be careful not to focus on the symptoms of the problem, but to rather go back to the basics, and get the foundational level of understanding correct. This way you will know that the associated processes will naturally

improve, as the persons involved in the works will have a clear understanding of what the requirements are.

Should government intervene and enforce these legislative requirements more stringently? Or are we as an industry honest enough with ourselves to tackle these issues and come up with ways and means to eliminate these types of deviations, and ultimately profit thieves?

Luckily for us as an industry, the Professionally Registered Competent Persons ensure that the major life-threatening issues are looked at, and that the end product looks good, but can we really afford the rework, failure within defect liability periods and dissatisfied clients?



Always keep in mind the timeline during which your building needs to remain latent defect free. Below is an example of a court ruling made in respect to the JBCC Series 200 Edition 5 suite of contracts:

“From the date the final completion certificate is issued the defects liability period commences and runs for a period of five years. Where a latent defect is discovered during those five years the employer will notify the contractor to remedy it in terms of the contract between the parties.

Should the contractor fail to remedy the defect, the employer has three years from the time that he discovered the defect and identifies who was responsible for the same to enforce his right to have the defect remedied. If the contractor drags his feet and does not act, then the employer must sue the contractor to force him to comply.”

Consider the above when next you are starting up a project, and decide whether the day or two of extra reading might be more beneficial than the commercial risk during and after the project.

#### About the Author:



Jaco Roets is employed as Quality Manager for the Building Business Unit of Aveng Grinaker-LTA.

He holds a Master of Science (MSc) in Project Management from the University of Liverpool, UK, as well as several quality related qualifications, and trade related qualifications.

He has a passion for quality management and the promotion of construction quality.

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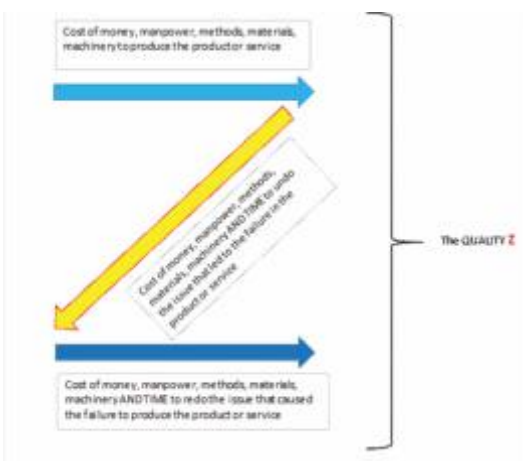
# THERE AINT NO Z IN QUALITY

By Terrence Kelly - SAQI member

With the publication of ISO 9001:2015 and the mad scramble to attain compliance to this standard, companies tend to forget the basic principle on which all businesses are founded: failure to achieve the required quality standards costs money and such failures should be kept to a minimum to ensure the profitability of a business.

As businesses are built on profits, any leakage of profits will have a knock-on effect on the long-term viability of the business. ISO 9001:2015 is a great basis for a business management system to ensure that profitability is maintained by implementing Plan-Do-Check-Act (PDCA) systems aimed at right-first time activities, irrespective of the technology involved.

Taking the above logic, and applying the five M's of management (money, manpower, methods, materials, and machinery), one can graphically present the core principles contained in ISO 9001.



Historically, and specifically for building contractors, the cost of undoing an error is around 1% of the original cost of doing the work. Add the rework costs and the cost of an error is in the order of 3% times the original cost to do the work. In the building industry, most contractors have around a 5% markup on costs, so it's no wonder that building contractors often go bust due to non-compliant work that impacts on profitability and specifically time...

By focusing on “doing things right-first-time”, cost and time overruns are minimised and profitability is maintained.

Squandered resources on “right-second-time” activities must be identified, and avoided, to maintain a profitable business.



## About the Author:

Terrence Kelly has extensive international experience working on mega-projects with multinational, cross-functional workforces from diverse cultures. He has been involved in QSE management for Middle East airport construction projects totaling over US\$7 billion the past 15 years and is a Senior Member of SAQI, Membership Number KEL002. He is employed by Arabtec LLC Bahrain.

**Terrence Kelly**  
SAQI KEL002  
Arabtec Construction LLC  
QA/C Manager for the Bahrain International Airport Modernization Program  
17 March 2018

ISO 9001:2015 Quality management systems — Requirements



## SAQI Quality Training

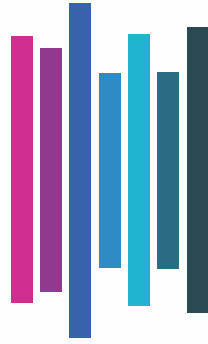
# Welcome!

We welcome the first of two groups from Formel D, a global service provider to the automotive and component supply industry - to be trained on our level 2 programme Certificate in Quality Control.

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# Exova BM TRADA



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# EFQM promotion in South Africa

By Team SAQI

A Leadership forum took place at the UNISA School of Business Leadership on the 19th April. The keynote speaker was Leon Tossaint, the CEO of the European Foundation for Quality Management (EFQM). It was announced at the forum that Business Assessment Services (BAS) would assist EFQM in promoting this Framework for Excellence into South Africa. Leon Tossaint gave a comprehensive presentation of the functions of EFQM including its background and history. EFQM is expanding its operations into many parts of the world and sees South Africa as an important role player.

This initiative has the support of a number of South African role players including SASQ, SAQI, UNISA SBL, SANAS and the dti.

A feedback was given by Ed vd Heever, of BAS, on how the New South African Excellence Model would be used support of this initiative.

**Photo caption:** Ed vd Heever CEO BAS, Xolani Mphahla Vice Chairman SASQ, Paul Harding MD SAQI, Leon Tossaint CEO EFQM.



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# Assessing the Value of Workplace Wellness

by Dr Dicky Els and Jené Palmer, and reviewed by Terrance M. Booysen

The Board is responsible for overseeing and monitoring the execution of the organisation's strategic plan by, inter alia, driving a culture of accountability through appropriate and transparent reporting and disclosure. In today's increasingly competitive business environment, stakeholders are demanding more information on the social and ethics risks facing the organisation. As such, effective boards are recognising the interdependencies between stakeholders and adopting a stakeholder-inclusive approach to setting strategic objectives and reporting on the organisation's performance. Furthermore, integrated reporting requires greater emphasis being placed on providing feedback on the organisation's use and impact of its capitals, which include the financial, manufacturing, intellectual, human, natural and social and relational capitals. However, some of these capitals are intangible and difficult to quantify, and consequently don't get the focussed reporting that they deserve. While most integrated reports effectively include *human capital information* such as their core competencies, capabilities, experience and skills development initiatives, they generally fail to report on workplace wellness indicators. Integrated reports normally also include disclosures pertaining to occupational health and safety initiatives, human resources development and traditional HIV/Aids programmes, but very few integrated reports refer to the value of, and risks associated with, workplace wellness and effective disease management.

*"One objective of Integrated Reporting is to support integrated thinking, decision making and actions that focus on the creation of value over the short, medium and long term."*

**Source: The <IR> Framework, IIRC**

The value of workplace wellness programmes can only really be appreciated when the outcomes of these programmes are measured and evaluated in the context of the organisation's strategic objectives. Identifying and regularly measuring workplace wellness metrics such as group risk insurance claims, onsite health care, presenteeism and absenteeism costs as well as related changes in work performance, functional capacity and quality of life of employees, will better inform health risk mitigation strategies and organisational development processes tailored to add value to the business. Understanding employee health risks and accurately quantifying their associated costs, is essential to developing workplace wellness objectives which support the organisation's strategic objectives. For example, by

measuring the employee health risks (such as inadequate exercise, unhealthy diets, smoking, obesity, poor sleep and substance abuse) and comparing them with the costs of non-communicable diseases (such as cardiovascular diseases, diabetes, cancer, chronic respiratory diseases, mental and muscular skeletal disorders); the organisation can gather management information critical to optimising human capital management.



Where workplace wellness metrics can be accurately monetised, which includes tracking non-financial trends of employees' behaviour, relationships and their performance; these measures all demonstrate the impact of effectual workplace wellness programmes.

## Raising the standard

The business case for workplace wellness is realised when financial and non-financial management objectives are aligned, integrated and effectively managed. While there is no 'one size fits all' approach to workplace wellness programmes, these management interventions should, as far as possible, be benchmarked to those of industry peers and at the very least, important physical and mental wellness metrics should be measured, tracked and analysed. This benchmarked information can be used to establish organisation-wide transformation initiatives and evaluate the impact and effectiveness of specific workplace wellness programme interventions.

Enlightened organisations adopt a combination of curative (disease management), preventative and health promotion (wellness management) interventions. By embracing a holistic integrated workplace wellness management and reporting

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approach, organisations can broaden their views on human capital management and the extent to which it preserves, creates and promotes business value. It is well-known that an integrated workplace wellness strategy creates significant value when management interventions involve several aspects of the business such as occupational health and safety, human capital development, employee benefits and corporate social responsibility. As such, benchmarked workplace wellness programmes should incorporate and capture information pertaining to multi-dimensional aspects of workplace wellness, including the prevalence for communicable and non-communicable diseases, health and safety risks, organisational climate and the physical and mental health status of employees. Such information should be analysed in the context of the organisation's social and ethics risks and their (potential) impact communicated to material stakeholders. Importantly, the outcomes and the actions taken to address the potential negative impacts of these risks, should also be disclosed in the organisation's annual integrated report.



The organisation's health and wellness metrics also inform organisational change management processes. Leaders in the organisation must consider and monitor the ripple effect of their decisions and how these decisions influence organisational behaviour and employee wellness (and consequently business outcomes). For example, organisational restructuring and downsizing initiatives often result in job redesigns, re-assignments, retrenchments, different business processes and the re-distribution of certain managerial duties. These volatile situations typically introduce additional stressors into the workplace environment which may negatively impact employee wellness and ultimately human capital performance.

*"We must develop a comprehensive and globally shared view of how technology is affecting our lives and reshaping our economic, social, cultural, and human environments. There has never been a time of greater promise, or greater peril."*

**Klaus Schwab, Founder and Executive Chairman,  
World Economic Forum**

In these circumstances, well-designed workplace wellness metrics can help provide leaders with the information they need to make informed investment decisions regarding the allocation of resources to workplace wellness programmes specifically aimed at countering work stress and increased job demands. This management information becomes even more important when organisational change is driven by positive intentions and aimed at increasing efficiency, optimising performance and employee engagement and maximising talent retention.

As the speed of change continues to increase -- and as more industries become more complex with the introduction of the Fourth Industrial Revolution and the advent of "cyber-physical systems" -- the requirement to understand the benefits of leveraging workplace wellness programmes to create value for the organisation becomes even more important. Stakeholder communication programmes should therefore ensure that critical workplace wellness information is timeously and transparently disclosed, especially during times of organisational transformation. Moreover, employers should be able to demonstrate how their workplace wellness programmes promote social cohesion and help the organisation to manage its social and ethics risks by reducing ill health, changing behaviour and developing a culture of wellness.

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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

## Perfectionism isn't the perfect solution

*Perfectionism robs children of opportunities to become stronger, more adventurous thinkers.*



Jessica Lahey

Children usually start their school career bubbling with enthusiasm. School is going to be an exciting adventure. Yet what happens a few years later? Children can start becoming bored and indifferent to school. There are even those who start disliking school and pine for the day when it'll all be over. What's going wrong?

Many reasons are put forward. A major one is that children clash against the need to be perfect. Well-meaning parents and teachers drive their children to strive beyond their natural abilities. The children get trapped in

a mind frame where, for example, they're expected to aim for 100% in all their exams. Outside the classroom, perfectionism continues. On the cricket field, perfectionists never drop a catch or go out for a duck. On the athletics track, these hard-driven children are expected to always cross the finish line first.

Perfectionism can have many negative outcomes. A perfection-driven child, could show these sort of behaviours:

- Becomes highly anxious, angry or upset when making mistakes
- Gets easily frustrated and gives up easily
- Procrastinates and finds difficulty in completing tasks
- Is too thorough (for example, spending three hours on homework when one is enough)
- Over-reacts and has meltdowns when things don't go absolutely according to plan
- Refuses to try new things because of the risk of making mistakes

Five common-sense solutions to reduce a child's need to be perfect are:

### 1 Let them hear of your imperfections!

Children might think that others are perfect and therefore it's expected of them too. Parents and teachers are often their role models. Yet role models also slip up. Share with children some of your not-so-happy-experiences such as doing poorly in an exam or not being selected as a first team sports player.

### 2 Connect with your child

The perfectionist child needs to be connected to a caring adult. Through empathic listening, you'll be able to understand the anxieties and stresses being endured. Praise the child for the very good effort even if the actual achievement is ordinary; congratulate the courage and determination. Gently advise against "black vs white" or "perfect vs catastrophic" thinking. Life is coloured with many shades of grey.

### 3 Have realistic expectations

Have high expectations for a child but make sure that they're realistic. Focus on excellent efforts rather than actual results.

The brilliant shooter in the netball team might get the Outstanding Netball Player of the Year trophy but gets a C+ in the English class. If in both the classroom and on the netball court she's doing her best, be thrilled.

### 4 It's OK to fail

Nelson Mandela qualified as a lawyer on his third attempt. He failed at Wits University and at the University of London. While being a prisoner on Robben Island, he qualified by correspondence at UNISA.

Experiences of failures are guaranteed in all our lives. Children need to both learn and grow from such experience. Benjamin Disraeli, the British Prime Minister, made the wise aphorism:

*Failure is the opportunity to begin again more intelligently.*

### 5 There's no such things as irreversible decisions

Perfectionists are inclined to be rigid and inflexible in their thinking. To move on from a failure, there's a need to be open to new ways of dealing with a problem.

In South Africa about 45% of students fail their first year at a technicon or university. In despair and a sense of poor self-worth, many of them never repeat the year even when they have the intellectual potential. Then there are those who refuse to accept that failure is final. They enrol again. Alternatively, they try again but study in an area which they find more in line with their natural abilities.

Not being a perfectionist has huge advantages. There's a greater understanding of realistic expectations. Stress levels go down; self-confidence levels go up. Life is happier. When making career choices, decisions are more likely to be based on actual abilities and not the expectations of others.

Encourage children to give of their best effort without being over-stressed. Effort is more important than achievement. They should not be obsessed by the achievements of classmates and siblings. When children behave in such a way, they've found a perfect solution to perfectionism.

### References

Lahey, J 2015. *Helping a perfectionist child worry less and do more*. The New York Times, 29 January 2015.

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<https://raisinglifelonglearners.com/managing-perfectionism>

The Quality Education News is no longer available on the Woolworths MySchool website, but is still available on the SAQI website by clicking on the education icon.

SAQI thanks Woolworths MySchool group for their support over the years.

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# SAQI Training Programme for 2018

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

1. SAQI reserves the right to change details of the programme without prior notice. [click here](#) for all course synopsis.
2. The courses listed below form part of a specific Certificate and all modules should be successfully completed to qualify for the Certificate.
3. Training is presented on the CSIR campus in the east of Pretoria.
4. All courses completed previously will receive credit when proof of successful completion is received.
5. All prices **include VAT @ 15%**.

| Code      | Course  | Days      | Cost             | Apr   | May   | Jun   | Jul   | Aug   | Sep   | Oct   | Nov   |
|-----------|---|-----------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| <b>L2</b> | <b>Certificate in Quality Control for Manufacturing</b> | <b>10</b> | <b>22,790-00</b> |       |       |       |       |       |       |       |       |
| B41       | Introduction to Quality Control                         | 2         | 5165-00          |       |       | 25-26 |       |       |       | 29-30 |       |
| B90       | Introduction to Statistical Techniques                  | 3         | 6230-00          |       |       | 27-29 |       |       |       | 31-2  |       |
| B91       | Introduction to Statistical Process Control (SPC)       | 3         | 6230-00          |       |       |       | 23-25 |       |       |       | 19-20 |
| B79       | A3 Problem Solving                                      | 2         | 5165-00          |       |       |       | 26-27 |       |       |       | 21-23 |
| <b>L2</b> | <b>Certificate in Quality Control for Services</b>      | <b>10</b> | <b>21,725-00</b> |       |       |       |       |       |       |       |       |
| B30       | Introduction to Quality Control                         | 2         | 5165-00          |       |       |       |       | 27-28 |       |       |       |
| B31       | Introduction to Statistical Techniques                  | 3         | 6230-00          |       |       |       |       | 29-31 |       |       |       |
| B33       | Introduction to Quality Circles                         | 2         | 5165-00          | 10-11 |       |       |       |       | 18-19 |       |       |
| B34       | A3 Problem Solving                                      | 2         | 5165-00          | 12-13 |       |       |       |       | 20-21 |       |       |
| <b>L3</b> | <b>SAQI Certificate in Quality Assurance*</b>           | <b>13</b> | <b>29,020-00</b> |       |       |       |       |       |       |       |       |
| B48       | ISO Requirements 9001:2015                              | 3         | 6230-00          |       |       |       |       |       | 5-7   |       |       |
| B24       | Knowledge Management                                    | 2         | 5165-00          | 16-17 |       |       |       |       |       | 8-9   |       |
| B16       | Internal Quality Auditing                               | 3         | 6230-00          | 18-20 |       |       |       |       |       | 10-12 |       |
| B92       | Advanced Quality Techniques                             | 3         | 6230-00          |       | 14-16 |       |       |       |       | 22-24 |       |
| B77       | Advanced Product Quality Planning (APQP)                | 2         | 5165-00          |       | 17-18 |       |       |       |       | 25-26 |       |
| <b>L4</b> | <b>SAQI Certificate in Quality Management*</b>          | <b>3</b>  | <b>31,610-00</b> |       |       |       |       |       |       |       |       |
| B38       | Development of a QMS                                    | 3         | 6230-00          |       | 28-30 |       |       |       |       |       |       |
| B01       | Cost of Quality   | 2         | 5165-00          |       |       |       | 9-10  |       |       |       |       |
| B58       | New SA Excellence Model                                 | 2         | 5165-00          |       |       |       | 11-12 |       |       |       |       |
| B74/B76   | Lean for Manufacturing/Service Industries               | 4         | 9885-00          |       |       | 19-22 |       |       |       |       |       |
| B93       | Policy Deployment (Hoshin Kanri)                        | 2         | 5165-00          |       |       |       | 30-31 |       |       |       |       |

## Construction specific

|           |  |           |                  |  |       |       |       |       |       |       |     |
|-----------|--|-----------|------------------|--|-------|-------|-------|-------|-------|-------|-----|
| <b>L1</b> | <b>SAQI Certificate in Quality Awareness for Construction</b>          | <b>4</b>  | <b>10,300-00</b> |  |       |       |       |       |       |       |     |
| B101      | Quality Awareness in Construction                                      | 1         | 2575-00          |  | 7     |       |       | 20    |       |       |     |
| B102      | Introduction to Data Dossiers  | 1         | 2575-00          |  | 8     |       |       | 21    |       |       |     |
| B103      | Introduction to Inspection Documentation                               | 1         | 2575-00          |  | 9     |       |       | 22    |       |       |     |
| B104      | Subcontractor Awareness  | 1         | 2575-00          |  | 10    |       |       | 23    |       |       |     |
| <b>L2</b> | <b>SAQI Certificate in Quality Assurance for Construction</b>          | <b>10</b> | <b>22,790-00</b> |  |       |       |       |       |       |       |     |
| B105      | Introduction to Quality Control  | 3         | 6230-00          |  | 21-23 |       | 16-18 |       | 10-12 |       |     |
| B106      | Introduction to Statistical Techniques                                 | 2         | 5165-00          |  | 24-25 |       | 19-20 |       | 13-14 |       |     |
| B107      | Root Cause Analysis  | 3         | 6230-00          |  |       | 11-13 |       | 13-15 |       | 1-3   |     |
| B108      | Technical Quality Documentation  | 2         | 5165-00          |  |       | 14-15 |       | 16-17 |       | 4-5   |     |
| <b>L3</b> | <b>SAQI Certificate in Advanced Quality Assurance for Construction</b> | <b>10</b> | <b>22,775-00</b> |  |       |       |       |       |       |       |     |
| B109      | ISO 9001: 2015 Requirements  | 3         | 6230-00          |  |       |       |       |       |       | 15-17 |     |
| B110      | ISO 14001: Requirements  | 1         | 2575-00          |  |       |       |       |       |       | 18    |     |
| B111      | OHSAS 18001 Requirements   | 1         | 2575-00          |  |       |       |       |       |       | 19    |     |
| B112      | Integrated SHEQ Internal Audit   | 3         | 6230-00          |  |       |       |       |       |       |       | 5-7 |
| B113      | Cost of Quality  | 2         | 5165-00          |  |       |       |       |       |       |       | 8-9 |



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