



**CONTENTS**

No 194 • October 2015

# ISO 9001:2015 IS approved!

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National Quality Week 2

Business Process Principles Part 2  
By Peter K Fraser 3

Benchmarking Past, Present and Future: PART 2  
By Dr Robin Mann 6

ISO 9001:2015 Revision Frequently Asked Questions (FAQs) 8

Positive Coping Behaviour Reinforces Employee Productivity  
By Dr Dicky Els and Terrance M. Booysen 11

"Dad, what does the word 'Quality' mean?"  
By Dr Richard Hayward 14

SAQI Quality Training 15



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9 - 13 November 2015



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In this month's edition we continue our focus on the process approach and what it means and we are pleased to have the second of the three articles written for us by Peter Fraser from the UK on this subject. We also feature part two from our colleague in New Zealand, Dr. Robin Mann who keeps us updated on the role of benchmarking in the Future.

The much anticipated ISO 9001:2015 standard has now been approved so all focus will be on how to interpret the new standard. We have decided to publish the list of

frequently asked questions issued by TC 176 in order for our readers to gain clarity on some of the interpretation issues. At the end of the month I will be attending the International Academy for Quality's World Quality Forum in Budapest so that I will be able to give feedback on progress made towards "Quality for the future of the World" the theme for the conference in next month's issue.

**Yours in Quality**

*Paul Harding*  
SAQI MD



**Quality:**  
helping South Africans live,  
learn and work better



# National Quality Week

9 - 13 November 2015

**World Quality Day**  
12 November 2015



**“Following the road to excellence”** © SAQI 2014

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Last year SAQI used the theme for NQW of “Paving the way to Quality beyond Standards”

This year we hope that the foundations have been laid so now we can follow the road to excellence. Far too often we are prepared to accept 'second best' when it comes to Quality. However, SAQI feels that whether you are a big corporate or an emerging SMME there is no reason why you cannot strive to follow the road to excellence.



[back to contents page](#)

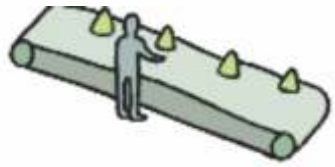




# Business Process Principles

## Part 2

by Peter K Fraser

### UNDERSTANDING THE DIFFERENT TYPES OF PROCESS

There are perhaps five general types of business (or “social”) process:

<ul style="list-style-type: none"> <li>• Mechanistic (as in a production line)</li> </ul>	
<ul style="list-style-type: none"> <li>• Responsive (to a generic event such as receiving a customer enquiry)</li> </ul>	
<ul style="list-style-type: none"> <li>• Developmental (where you choose to initiate action to create an outcome which is different / better than the last time you did it, such as business planning)</li> </ul>	
<ul style="list-style-type: none"> <li>• Special (as in “the peace process” in Northern Ireland)</li> </ul>	
<ul style="list-style-type: none"> <li>• Ongoing (as in implementing a policy, or developing a “learning organisation”).</li> </ul>	

They range from the most rigorously defined and controlled on the one hand to those subject to the greatest individual interpretation and choice. Their objectives can be to minimise variation (and increase profit, minimise cost) at one extreme through satisfying variable customer demand, “adding value” and making a positive contribution to society, to dealing with a unique situation where change is essential.

Activities which are often thought of as discrete processes but which in many cases are in fact merely part of one or more other processes include measurement, communication and preventive action.

Each type of process has its “own” trigger: a production line is switched on, a response is made to an event or a decision is taken to act.

...continue on page 4

The objectives of the different types are:

- Consistency: compliance, control, reduced variation
- Responsiveness: individuality, tailored results, structured framework.
- Creativity: topicality, relevance, innovation.
- Change of state: agreement, compromise, new ways of thinking and acting
- Establishment of a new way of thinking and working.

A useful parallel might be with:

- continuous production
- batch processing
- a machine shop
- the craftsman approach to manufacturing
- the introduction of new technologies and methods.

How well the outcomes from these processes meet the objectives also varies depending on the type of process. It will normally be far easier to assess the product from a production line process compared with the longer term assessment of the success of, for example, a planning process.

Over time, and with each individual instance, the actual operation of a process can be affected by:

- The specific trigger (some processes may be started by any one of a variety of events)
- the relative importance of objectives and the priorities at the time
- the availability (or otherwise) of resources
- other factors which can influence performance, such as priorities, methodologies and information, specific circumstances and the external environment.

How, and how well, the process (or each specific instance of the process) works will be affected by:

- the clarity of the process definition (or the knowledge of it held by those involved)
- the competence of staff (their skills, knowledge and ability to make decisions and to adapt to particular circumstances)
- the availability of resources
- the impact of factors which may influence performance (such as the relative priorities given to possibly competing objectives and how well risks have been identified and controlled).

Key to managing a process is the recognition of how all the various elements interact and how the process interacts with other processes.

### ISA TRANSFORMATION NEEDED?

A search on the Internet will produce a number of definitions but, incredibly, only the ISO9000 definition of a process mentions "inputs being transformed". Even if this were always true (and in many cases it is not), it is not necessary for the

definition, and in practice has caused many readers of the standard to "invent" explanations to make their situation fit the definition. And almost every other definition highlights that there is a reason (an objective) for carrying out the process – otherwise why do it?

For example, the worst possible outcome from "storing goods in a warehouse" would be for the goods to be "transformed" – you want them to come out looking and working exactly the way they did when they went in. The objective is something like to "keep the boxes dry for a couple of weeks until the customer can take delivery". There is no benefit to anyone to concoct a "transformation" - the storeman doesn't think that way, and neither does the accountant, nor the customer.

And the standard makes the inter-relationship of processes sound too simple. One instance of the sales order process may affect the next instance (for example, if you have allocated all your stock to the first order). You can't draw this easily in two dimensions, and many managers don't take that into consideration. So what is the standard asking you to do when it asks you to define "the sequence and interaction" of your processes? Drawing a few boxes with a set of arrows pointing into another group of boxes doesn't tell me much, and showing "Sell - Make - Deliver - Invoice" isn't exactly rocket science.

On the other hand, the process for Developing a Business Strategy requires a number of things to be done, but you can do them in more or less any sequence so long as they all get done. Perhaps at a lower operational level you may have less choice, and there is a "normal" sequence - the fact that we tend to draw flowcharts implies a linear flow, but the process owner has to ensure that the people involved in the process are competent to make sensible choices at different stages.

The most important thing is to explain the concepts in a way that the "average" manager or worker can relate to. They won't take them on board if they can't relate the standard to everyday business life. After all, most people don't go to work to "do transformations" – they have an objective to accomplish, or at least they will respond to events as they happen.

Thinking in "process" terms can be beneficial in many situations, and the logic can apply equally well at the task level. A task can be defined as:

- "a discrete activity or piece of work"
- "the smallest essential part of a job".

A task, too, is started when something triggers it; there is an objective to be achieved (otherwise why do it?) and it will almost certainly require resources and be subject to a variety of influencing factors. In many cases, completion of one task may trigger the start of the next task. Some of the outcomes from a process may be the aggregate of the outcomes from individual tasks or may be the result of an individual task. The objectives of a task should always be aligned with the aims of the process, and each task should contribute to the creation of the process "output".

...continue on page 5

Processes, sub-processes and tasks (activities) are like Russian dolls - pick one up and you don't know where it fits. It may look big (or small) to you, but that will depend on where you are in the organisation and how much you "see" of the overall system.

### AND THERE IS MORE...

Other fundamental flaws in the ISO 9001 series which relate to the "process approach" include:

- the simplistic (and flawed) "model of a process based management system" which is copied religiously by so many unthinking quality managers when claiming to show the interdependence of their processes
- the definition of a "product" (as "the output from a process" – ie from any and every process, rather than what the customer pays you for)
- the concept of "internal customers".

Unfortunately, the rest of the standards then ignore the definitions and use the terms with a limited meaning which is not always clearly defined.

There is also a proliferation of related standards, such as ISO 10018 (People involvement and competence in quality management systems). There is a real concern that such documents, which you would expect to set out standards to be met, are now (as with the recent 9000 Series revisions) a mixture of opinion, fact, notes, examples and random advice. It contains such gems as:

- "Information should be communicated between people as well as between processes"
- "Consider whether there should be a responsibility, especially for managers, that relates to people and their involvement"
- "Discussion of policy between management and people" (so some managers aren't human?)
- "The purpose of documents which have been produced should be explained to people"
- "Excessive documentation and documentation which is badly written is a problem and frequently deters the involvement of People". [At least you can't argue with the last point].

Another significant "flaw" in the wording and application of "standards" to management systems is that the ISO organisation itself states that "management system standards provide a model to follow in setting up and operating a management system". On the contrary, it is now widely accepted that one of the major downfalls in the application of ISO9001 was the way in which users "parroted" the standard in their documentation, which was structured against the standard itself, rather than describing how they operated (even though it states that "it is not the purpose of this International standard to imply uniformity of quality management systems").

They are assessment standards, not system development standards. An analogy would be an examination paper versus a

course syllabus, where the paper is a way to test the effectiveness of the syllabus delivery and students' understanding of it. Whilst it might be easier to start with the examination paper, it would lead to a very incomplete understanding of the subject. Moreover, some of the related "standards" are actually designated as "Guidelines", which implies that they can be used subjectively.

### About the Author:



**Peter Fraser** is a founding director of **Mandos Software**, a software, training and consultancy organisation focusing on the definition, communication and management of business processes. The software (**author**) creates an online management system description which distils and enhances the knowledge available within an organisation into an easily accessible format. It uses deployment flowchart presentation and RACI methodology to provide a uniquely clear and concise process description which is used in the public and private sectors in both the UK and more than 15 countries overseas.

He contributed four modules to the Chartered Quality Institute (CQI)'s revised Body of Quality Knowledge, and has designed and delivered Quality Management modules for a leading university's MSc Project Management course. He has published a number of articles on business process management and management systems design in the CQI's Quality World and TickIT International magazines. His article on "The process approach in ISO9000/9001" was published by BPTrends in 2015.

He was one of the authors of the CQI's Position Paper on the Future of the ISO9000 Family of Standards produced in 2012 by its Standards Development Group. In 2005 he published "Dee the Business" (Black and White Publishing), a light-hearted commentary on computer and management terminology in Doric, the dialect of the North East of Scotland.

After a career in software development with a leading Scottish software house, he spent 6 years as a Managing Consultant with KPMG before establishing his own company. He set up **Process Principles Limited** in 2014 to promote a better understanding of business process management in organisations.



[back to contents page](#)

# Benchmarking Past, Present and Future

by Dr Robin Mann



**Following on from last month's article, Dr. Robin Mann sums up this two part series by explaining the future of Benchmarking.**

Dr Robin Mann, Director of the Centre for Organisational Excellence Research (COER) and Co-Founder of BPIR.com Limited.

## The Future of Benchmarking

So how will benchmarking develop in the next 20 years? This question was asked by the Global Benchmarking Network as part of its "Benchmarking 2030 – the Future of Benchmarking Research Project" (Searles et al, 2013). The findings revealed that:

- a) Informal benchmarking will continue to grow in popularity, enhanced by social media and other technology (mobile, smart machines, wearable technology).
- b) Increased real-time data and analytics will assist in performance comparisons and enable benchmarking to occur more rapidly. Greater data availability will assist in identifying opportunities for improvement and benchmarking partners.
- c) Benchmarking within and between the public sector and other sectors is likely to increase as governments and public servants become more accountable to the citizens they serve. In particular, international benchmarks comparing country to country will grow in importance and measure more parameters.
- d) Benchmarking will be used more to address Megatrends that are affecting many countries. Megatrends are large, social, economic, political, environmental or technological changes such as rising CO2 emissions and an ageing population.
- e) Structured formal benchmarking will continue to be relevant, particularly when it involves face to face human interaction as this enables the nuances of a best practice to be captured and strong relationships between benchmarking partners to be formed.

Undoubtedly technology will play an increasing part in benchmarking enabling organisations to share benchmarks and best practices more quickly and all over the world. With advances in communication technology it will be interesting to see how individuals and organizations cope with the increase in data and information. The speed with which businesses want solutions and best practices is expected to accelerate.

In the future, it is envisaged that benchmarking will help organisations and economies to improve at a faster rate. Whilst the speed of exchanging information (and therefore benchmarking) will increase we need to ensure that organisational decisions are based on sound judgement. It is expected that a disciplined approach using a benchmarking methodology will always have its place alongside an informal approach to benchmarking. The challenge will be to decide which type of benchmarking to do for which circumstance. For instance, a disciplined approach may be advised for opportunities for improvement where speed for solutions is not critical but where breakthrough improvements could have a huge impact on the bottom-line. Faster approaches will be used for issues and opportunities that need to be tackled in a shorter period of time or are less important, with the understanding that faster approaches are riskier and less likely to produce as large a gain.

...continue on page 7

## Recent Benchmarking winners



Figure 1 – KHDA winners in 2013, and OCBC winners in 2014 of the Global Benchmarking Award.

The winner in 2014 was OCBC Bank from Singapore. The OCBC Consumer Credit Risk Management have led the use of benchmarking within OCBC. One of its projects, Project BEE (Build Employee engagement) took its roots with a long struggle to improve engagement levels. Not constrained by industry the team visited organizations from IT, a Big Four Accounting and Consulting Firm, insurance and oil and gas. The project learning helped to broaden the team's understanding in this area which led to game-changing ideas such as the incorporation of people values such as FAST (Fostering team spirit, achieving excellence, showing appreciation, taking ownership). Another project helped OCBC to accomplish the formidable task of embracing a service excellence culture in a collections environment through focusing on 3 areas including handling difficult customers, customer delight and partner management. Government boards, libraries and hospitals were tapped for learning best practices. Through this project OCBC now apply active listening, show empathy and walk with our customers in times of difficulties.

OCBC's performance benchmarking approach includes the following steps: Select, Validate, Analyse, Share and Recommend. For best practice benchmarking OCBC use the TRADE methodology. The project teams define the criteria to guide partner selection. The approach used is documented and shared on the intranet for easy reference. Regular training is conducted on the approach. Each benchmarking project is facilitated by an advisor from the Quality and Service Excellence department who bring with them greater experience and knowledge and also help the teams with partner selection and linkup.

Since 2010 OCBC's Consumer Credit Risk Management Department have undertaken over 20 best practice benchmarking and quality projects with more than 40% of staff being involved and trained in benchmarking. This has assisted them to achieve the following results:

- Employee Satisfaction Score – 13% improvement
- Customer satisfaction – 11 % increase
- Customer Complaints – 30% decrease
- Productivity – Consumer approvals unit productivity gain 22%

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### About the Author:

Dr Robin Mann is Head of the Centre for Organisational Excellence Research, Massey University, New Zealand, [www.coer.org.nz](http://www.coer.org.nz), Chairman of the Global Benchmarking Network, [www.globalbenchmarking.org](http://www.globalbenchmarking.org), and Co-Founder of BPIR.com Limited, [www.bpir.com](http://www.bpir.com) – a best practice website resource, Founder of the International Best Practice Competition, [www.bestpracticecompetition.com](http://www.bestpracticecompetition.com) and Founder of the TRADE Best Practice Benchmarking Methodology. Robin was awarded the Harrington/Ishikawa Medal in 2011 for contributions to the advancement of quality in the Asia Pacific region. Robin is a member of the ASQ Quality Management Division, Organizational Excellence Technical Committee. Robin can be contacted at [R.S.Mann@massey.ac.nz](mailto:R.S.Mann@massey.ac.nz)

[back to contents page](#)

# ISO 9001:2015 Revision Frequently Asked Questions (FAQs)

In developing this list of Frequently Asked Questions (FAQ's) for the ISO 9001:2015 revision, input has been obtained from experts and users of the standard from around the world. The list will be reviewed and updated on a regular basis to maintain its accuracy, and to include new questions where appropriate. It is intended that this list provide a good source of information for new users of the ISO 9001 standard.

*Please note that this is a specific set of FAQs relating to ISO 9001:2015. A general set of FAQs concerning the ISO 9000 standards and ISO is also available from [www.iso.org/tc176/sc02/public](http://www.iso.org/tc176/sc02/public).*

## Questions about the change

### 1. Why has it been decided to issue a new version of ISO 9001?

Business needs and expectations have changed significantly since the last major revision of ISO 9001 in the year 2000. Examples of these changes are ever more demanding customers, the emergence of new technologies, increasingly more complex supply chains and a much greater awareness of the need for sustainable development initiatives.

### 2. Does ISO 9001 still apply to all organizations - big, small, different sectors and different items – products, services?

The concept of the standard has not changed; it's applicable to any type of organization, regardless of the size, type or its core business.

### 3. How has the structure of the standard changed?

The structure has been changed to align with the common 10-clause high level structure developed by ISO to ensure greater harmonization among its many different management system standards. The new revision to ISO 14001 will also adopt this same structure, which is built around the PDCA (Plan-Do-Check-Act) sequence. All ISO management system standards are now required to adopt this structure. This will make it easier for organizations to address the requirements of more than one ISO Management System Standard within a single, integrated system.

### 4. What are the main differences in content between the old and new version?

- The adoption of the high level structure as set out in

Annex SL of ISO Directives Part 1

- An explicit requirement for risk-based thinking to support and improve the understanding and application of the process approach
- Fewer prescriptive requirements
- More flexibility regarding documentation
- Improved applicability for services
- A requirement to define the boundaries of the QMS
- Increased emphasis on organizational context
- Increased leadership requirements
- Greater emphasis on achieving desired process results to improve customer satisfaction

### 5. How has documentation requirements changed?

Specific documented procedures are no longer mentioned; it is the responsibility of the organization to maintain documented information to support the operation of its processes and retain the documented information necessary to have confidence that the processes are being carried out as planned. The extent of the documentation that is needed will depend on the business context.

### 6. The standard does not mention a quality manual. Is it still required?

A quality manual is no longer specifically required. The new standard requires the organization to maintain documented information necessary for the effectiveness of the quality management system (QMS). There are many ways to do this and a quality manual is just one. If it is convenient and appropriate for an organization to continue to describe its quality management system in a quality manual then that is perfectly acceptable.

### 7. Why has management review been moved to performance evaluation? (9.3)

The sequence of the new version of ISO 9001 is based on the Plan, Do, Check, Act cycle and so, in order to evaluate quality management system performance, it makes sense for management review to follow the measurement of the system performance.

### 8. The title of management representative has been removed. How is the performance of the system reported to top management?

Although the prescriptive title of a management

...continue on page 9



representative has been deleted, it is up to top management to ensure that the roles and responsibilities are assigned for reporting on the performance of the QMS. Some organizations might find it convenient to maintain their current structure, with a single person carrying out this role. Others might take advantage of the additional flexibility to consider other structures depending on their organizational context.

### 9. Why has product been changed to product and service?

ISO 9001:2008 already made it clear that the term product in the previous version of the standard also includes service, so there is no impact in practical terms. The term product and service is now used throughout the standard to reflect the far greater use of the standard outside of the manufacturing sector, and to emphasize its applicability in the service industries.

### 10. What is risk-based thinking and why has it been introduced into the standard?

The phrase risk-based thinking is used to describe the way in which ISO 9001:2015 addresses the question of risk. The concept of risk has always been implicit in ISO 9001, by requiring the organization to plan its processes and manage its business to avoid undesirable results. Organizations have typically done this by putting greater emphasis on planning and controlling processes that have the biggest impact on the quality of the products and services they provide. The way in which organizations manage risk varies depending on their business context (e.g. the criticality of the products and services being provided, complexity of the processes, and the potential consequences of failure). Use of the phrase risk-based thinking is intended to make it clear that while an awareness of risk is important, formal risk-management methodologies and risk assessment are not necessarily appropriate for all business situations and organizations. For further information about risk-based thinking (see Annex A).

### 11. What has been changed in terms of planning?

ISO 9001:2015 requires the organization to address risks and opportunities, quality objectives and planning of changes throughout the organization. As new products, technologies, markets and business opportunities arise, it is to be expected that organizations will want to take full advantage of these opportunities. This has to be done in a controlled manner, and be balanced against the potential risks involved, which could lead to undesirable side-effects.

### 12. Are organizations still allowed to exclude requirements of ISO 9001?

ISO 9001:2015 no longer refers to “exclusions” in relation to the applicability of its requirements to the organization's quality management system. However, an organization can determine the applicability of requirements. All requirements in the new standard are intended to apply. The organization can only decide that a requirement is not

applicable if its decision will not affect its ability or responsibility to ensure the conformity of products and services and the enhancement of customer satisfaction.

### 13. What is the process approach and is it still applicable to ISO 9001:2015?

The process approach is a way of obtaining a desired result, by managing activities and related resources as a process. Although the clause structure of ISO 9001:2015 follows the Plan-Do-Check-Act sequence, the process approach is still the underlying concept for the QMS. For further guidance, please refer to the Support Package module: Guidance on the Concept and Use of the Process Approach for management systems.

### 14. What are the benefits of the new version of ISO 9001?

- Less prescriptive, but with greater focus on achieving conforming products and services
- More user friendly for service and knowledge-based organizations
- Greater leadership engagement
- More structured planning for setting objectives
- Management review is aligned to organizational results
- The opportunity for more flexible documented information
- Addresses organizational risks and opportunities in a structured manner
- Addresses supply chain management more effectively
- Opportunity for an integrated management system that addresses other elements such as environment, health & safety, business continuity, etc.

## Questions relating to specific clauses in the standard

### 15. What is meant by the context of the organization? (4)

This is the combination of those internal and external factors that affect an organization's approach to the way in which it provides products and services that are delivered to its customer.

External factors can include, for example, cultural, social, political, legal, regulatory, financial, technological, economic, and competitive environment, at the international, national, regional or local level.

Internal factors typically include the organization's corporate culture, governance, organizational structure, technologies, information systems, and decision-making processes (both formal and informal).

### 16. What are the needs and expectations associated with interested parties? (4.2)

The organization will need to determine the interested parties that are relevant to the quality management system and the requirements of those interested parties, as outlined in clause 4.2. This does not extend past the quality

...continue on page 10

management system requirements and the scope of this International Standard.

As stated in the scope, this International Standard is applicable where an organization needs to demonstrate its ability to consistently provide products and services that meet customer and applicable statutory and regulatory requirements, and aims to enhance customer satisfaction.

### 17. What is meant by organizational knowledge? (7.1.6)

Organizational knowledge is knowledge specific to the organization; it is gained by experience. It is information that is used and shared to achieve the organization's objectives. Requirements regarding organizational knowledge were introduced for the purpose of safeguarding the organization from loss of knowledge and encouraging the organization to acquire new knowledge as its business context changes.

### 18. Documents and records have been replaced by documented information. What does this mean? (7.5)

Documentation, documents and records are now collectively referred to as documented information. Where that documented information might be subject to change (as in the case of procedures, work instructions, etc), organizations are required to MAINTAIN the information up-to-date; where the information is not normally subject to change (for example records) the organization is required to RETAIN that information.

### 19. Why has Purchasing changed to 'Control of externally provided processes, products and services'? (8.4)

This change reflects the fact that not all products, services or processes that an organization acquires are necessarily purchased in the traditional sense. Some may be acquired from other parts of a corporate entity, for example, as part of a shared pool of resources, products donated by benefactors or services provided by volunteers.

### 20. What has happened to validation of processes or what used to be called special processes? (8.5)

Although there is no longer a standalone sub-clause, this requirement continues, and has been incorporated into the sub-clause on control of production and service provision. (Ref. 8.5.1)

### 21. What is meant by post delivery activities and what is the extent of an organization's responsibility? (8.5.5)

This means that based on customer agreements or other requirements, the organization may be responsible for providing support for their product or service after delivery. This could include, for example, technical support, routine maintenance, or in some cases recall.

## 22. What is the difference in the standard between improvement and continual improvement? (10)

ISO 9001:2008 used the term continual improvement to emphasize the fact that this is an ongoing activity. However, it is important to recognize that there are a number of ways in which an organization may improve. Small step continual improvement is only one of these. Others may include breakthrough improvements, re-engineering initiatives or innovation. ISO 9001:2015 therefore uses the more general term improvement, of which continual improvement is one but not the only component.

#### Information supplied by:



International Organization for Standardization  
BIBC II, Chemin de Blandonnet 8, CP 401, 1214 Vernier, Geneva,  
Switzerland  
Tel: +41 22 749 01 11, Web: [www.iso.org](http://www.iso.org)



[back to contents page](#)

# Positive Coping Behaviour Reinforces Employee Productivity

Article by Dr Dicky Els and Terrance M. Booysen

In a globalised economy excesses and imbalances in one part of the world inevitably affects the economies of another, and this is typically played out between developed and developing countries. With the accelerated pace of global development, expectedly there is a knock-on implication to increased business risk through aggressive competition and more pressure on increasing profit margins. It's therefor not surprising then to see -- at a global level -- how executives are forced to re-evaluate, redesign and sometimes shrink their trading operations in the face of tougher regulatory requirements, exacerbated by revenue declines and higher cost pressures. Organisations are operating in turbulent markets and they have to constantly adapt to increasing business uncertainty and changing circumstances, locally and abroad. Accordingly, the challenge (or the threat) to many business executives may be found in the way they react to severe economic stressors.



Two of the BRICS countries -- namely Russia and Brazil -- are in recession while the South African economy performs below market expectations. Figures released by *Statistics South Africa* showed that the government, transport and retail sectors had grown while agriculture, mining and manufacturing declined in

the second quarter of 2015. Compounding matters yet further, the South African mining and manufacturing sectors have announced more plans to cut thousands of jobs. As the national economy continues to struggle, many organisations are battling to survive and the effect has a direct and negative impact on the psychological (and ultimately physical) well-being of the nation's workforce.

With increased organisational complexities, including the demands placed upon the workforce; there are many factors which could negatively impact the well-being of employees. Increasingly employees are confronted with more unpredictable work-related challenges, whilst their dwindling personal coping mechanisms and organisational support is not nearly enough to help them deal with the stress they are experiencing. Clearly, in order to maintain a positive, healthy and productive workforce, employers need to deal with those negative factors, all which if left unchecked, will continue to undermine workplace wellness and exacerbate personal stress.

## Invest in positive behaviour

Employee wellness programmes should deliver more than just health awareness. Stronger emphasis should be placed on positive coping and stress management behaviour that enables employees and the organisation -- as a collective -- to be more resilient. Well-designed programmes employ strengths-based development processes to reinforce and broaden the response repertoire for employees. Individuals that expend effort to build their talents, competence and skills are able to gain far more as opposed to those who spend a comparable amount of effort to remediate their weaknesses. As such, organisations should focus on effective talent management which leverages employee wellness programmes to promote a positive, productive and resilient workforce.

Employee wellness programmes that promote positive thought, feeling and behaviour patterns are generally more effective in the long run; and they deliver a bigger return on the 'investment' because they unleash the psychological capital of their workforce. At the core of these employee wellness programmes is the development of personal competencies that not only buffers the employee, but are also known to transform work related stress. These programmes are founded on positive organisational virtuousness, and a culture of wellness and proactive strengths-based processes that promote transformational coping strategies. Regardless of whether or not the workplace is known to have various challenges, best practice

...continue on page 12

employee wellness programmes are most often the basis for developing individual strengths that empower employees to flourish. Organisations that utilise employee wellness programmes usually see employee health risks and workforce demands as opportunities and not as threats, harm or loss. They invest in -- and develop -- positive organisational behaviour characterised by high levels of self-efficacy, meaningfulness, happiness, optimism, hope and resilience that results in a committed, open-minded and connected workforce. For them psychological competence is strengthened through positive learning experiences, proactive goal setting, problem-focused solutions and voluntary employee engagement. Typical employee wellness programmes that make use of strength-based interventions incorporate physical and psychological constructs to promote employee health, including positive and appreciative behaviour.

### Employees' responsibility

Employee wellness programmes intend to promote a positive employer-employee relationship, job satisfaction, positive experiences at work and a thriving workforce. But to get this working, it is ultimately the responsibility of the employee. Employees have the free will to choose their coping responses. Some employees may choose to unwind from stress with positive coping behaviour or they may enjoy a short-term -- and sometimes dysfunctional -- solution by abusing alcohol, medication, tobacco and drugs. Expectedly, the positive effects that healthy eating, physical activity, realistic beliefs and positive workplace experiences have on the reduction of stress and on health promotion are clear. The main difference between resilient employees and those that fall into substance abuse lies in the individuals' behavioural capacities. Employees differ in how well they perceive, express, understand and deal with stressors in the context in which it occurs. Those who cope positively tend to have more positive attitudes, better coping mechanisms, less perceived stress and a better quality of life. It is attributed to their combined internal and external resources which they actively manage with cognitive, emotional, social and behavioural coping strategies.



One of the most exciting features of our cognitive ability is how it could enable us to stand 'outside' ourselves and observe our own thinking. It is our thinking that creates powerful

electromagnetic and chemical signals -- for better or worse -- that offset an organised set of emotional and physical reactions. It begins with a thought which suggests that it is our thinking that puts us in a positive proactive or a negative reactive coping strategy. Employees that cope well with stress are generally reflective in their thinking process and they tend to observe, review and re-appraise their own thoughts, emotions and actions (and if need be they will adapt it accordingly). These employees understand that they have free will and internal control about what they choose to think about and dwell on. Positive cognition utilises positive attitudes, trusting instincts, wisdom, self-insight, optimism, sense of responsibility, creativity and openness to continuously reframe and counter work-related stress.

Interestingly, positive emotions that promote positive coping behaviour are consciously accessible as long lasting feelings and are often free flowing. Such positive coping manifests not only as positive emotions, but also includes physical sensations, moods and attitudes. When employers cultivate positive experiences at work, they enlist positive emotions and workplace resilience is strengthened for their employees. It builds their positive coping resources in order to distinguish between good and bad emotional responses. Moreover, positive emotions also expand and strengthen the capacity of employees to effectively acknowledge and express their own emotions, as well as maturely respond to that of their co-workers.

As compared to positive emotions, positive social experiences are underpinned by friendship, compassion, forgiveness, integrity and dignity; all of which reinforces positive social interactions in the workplace and amongst the employees. Understandably, interpersonal workplace relationships will flourish when it involves employees who enjoy a cohesive, fulfilling and enjoyable business relationship with their peers. Co-workers who share the same wellness objectives -- whether it is to get fit, stop smoking, manage stress or reduce blood sugar levels -- often share the same interpersonal values. When employees enjoy a mutual respect and trust with each other, positive social support is usually enabled and this gives rise to a greater and more positive social coping behaviour. Accordingly, high quality workplace relationships usually incubate a climate for interpersonal acceptance and inclusion that are in turn generally associated with effective coping mechanisms, longevity, stronger immune systems and lower blood pressure. Research by Gallup, Inc found that social interaction and quality relationships have a compounding effect on wellness. The research found that people who have three close friendships are healthier, have higher well-being and are more engaged in their work, while the absence of close friendships leads to boredom, loneliness and depression. Interestingly, those employees who have a best friend at work are seven times more likely to be engaged and less likely to get injured on the job (Well-being, The Five Essential Elements, T. Rath & J. Harter, 2010).

### Conclusion

It may be true that organisations are becoming more aware of the benefits of employee wellness programmes, however many

...continue on page 13

organisations still tend to focus only on disease management rather than on integrated health and wellness aspects. More than ever, employee wellness programmes should apply strength-based interventions that develop the positive coping capability and psychological competence of workers. Through the application of employee wellness programmes, organisations can create the ideal working conditions for workers to enhance their quality of life, and allow employees to achieve their fullest potential. Indeed, resilient employees are a critical asset to have, especially during financially stressful times. Employees should be enabled to develop their cognitive, emotional and social talents that strengthen and expand positive coping behaviour. Research and case studies prove that employees who display positive coping behaviour generally perform better at work, and they are more engaged in wellness programmes. These employees also tend to deal with organisational change and personal stress far better than those without positive coping capabilities.

In respect of the organisation's human capital, in order for it to claim that it is wholly functional, we believe organisations must evaluate their employee wellness programmes, focussing upon their progress and their group wellness indicators and business results. Expectedly, these indicators and measurable results must be made known not only to the employees themselves, but also to the organisation's extended stakeholders. This information is usually articulated in the organisation's annual Integrated Report and enhances the stakeholders' understanding of the organisation's risk profile.

Should you wish to participate in our *Positive Coping Behaviour Research* or attend one of our *Positive Coping Breakfast Seminars*, please feel free to contact CGF's Workplace Wellness Consultant, Dr Dicky Els. Dr Els also regularly presents *Positive Coping Behaviour Training* as in-house wellness interventions. For more information, bookings or to request a copy of our *Positive Coping Behaviour* survey, please call Dr Dicky Els on 082 4967 960 or send an email to [dicky@bewell.org.za](mailto:dicky@bewell.org.za)



**Dr Dicky Els** is a Lead Independent Consultant in CGF. He specialises in Workplace Wellness and focuses predominantly on strategy development, programme design and evaluation of outcome-based health promotion programmes. For more information on our Employee Wellness Programme Evaluation or Wellness and Disease Management Audits, contact Dr Els directly on 082 4967960 or email [dicky@bewell.org.za](mailto:dicky@bewell.org.za) or go to [www.wellnessprogramevaluation.com](http://www.wellnessprogramevaluation.com)



**Terrance M. Booysen**, the CEO of CGF has presented numerous interventions to public and private audiences in and out of South Africa and has received many accolades directly linked with corporate governance. He is a regular podium presenter and is considered knowledgeable in the practice, having produced many governance, risk and compliance reports and articles over the years. More information regarding CGF can be found at [www.cgf.co.za](http://www.cgf.co.za)



[back to contents page](#)

● SPELLING	
1.	dinosaur
2.	pollution
● 3.	quality
4.	disconnect
5.	exercise
● 6.	secretary

# 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.*



## “Dad, what does the word 'Quality' mean?”

Richard Hayward

It was a Thursday-night ritual every week during the school term. After supper, David had to show his father the list of words for the weekly spelling test held every Friday morning. Dad would then give a 'mini-test' to see if the correct spelling was firmly implanted in his son's head. One Thursday night, the word 'quality' appeared in the spelling list. “Dad,” asked David, “what does the word 'Quality' mean?”

Readers of *e – Quality Edge* understand the Quality concept well in their daily business and professional lives. They know of its core principles and practices. Yet how do you explain them to a nine-year old? Dad leaned back in his Lazy Boy chair, reflected on the question and realised that a meaningful teaching moment had just arrived.

Every week the children in the family were given pocket money. David was in the habit of playfully teasing his youngest sister who liked to spend her weekly allowance all at once. Dad reminded David how he used his pocket money more wisely. For months David had been putting part of his weekly pocket money aside towards buying a new cricket bat.

“So,” asked dad, “when you've saved enough money, how will you choose which bat to buy?” David reeled out a number of things that he would look for before parting with his precious money: the weight of the bat, its size, type of wood used and the manufacturer's brand name. He wanted the best bat that his money could buy. David was starting to understand what the word 'Quality' meant. He now realised why the whole family had traipsed off a few weeks ago to visit two car showrooms before mom and dad placed an order for a new family sedan.

Then dad gently led the discussion towards David's best friends. Who were they? Why did David like them? Were there classmates who were often invited into their home but others never? David realised that Quality isn't only to be found in physical things such as cricket bats and family cars. It's was also found in things that cannot be felt or touched with one's hands. David sensed that many of his friends showed quality values such as cheerfulness, helpfulness and kindness. When they played sport together, they played with courage, determination and in a spirit of true sportsmanship.

Dad told David that his choice of school friends showed that he good see the good qualities in others. He also told him that David and his younger sisters were 'Quality Kids' themselves. Then it was David's turn to ask a question, “What's a Quality Kid?” Dad found it easy to give an answer. David was helpful towards everyone in the family (most of the time!), well-mannered (most of the time!) and obedient (most of the time!).

Then dad announced that the time for talking about Quality was now over. It was time for the spelling test. David was able to get all the words spelt 100% correctly. A delighted David was told by a pleased dad that by so-doing, he had achieved Step Five of Philip Crosby's 14 steps to quality. It's called 'zero defect'. David wanted to know what 'zero defect' meant and what the other thirteen steps were. Dad gently laughed him off with a high-five, a bear hug and the words, “We'll talk about 'zero defect' another time. Your hard work and perseverance will reward you well with a high quality spelling mark tomorrow.”

*Richard Hayward does SACE (South African Council for Educators)-endorsed courses under the aegis of SAQI. For more details, please contact him at [rpdhayward@yahoo.com](mailto:rpdhayward@yahoo.com) or on 011 888 3262.*

[back to contents page](#)



# SAQI Training Programme for 2016

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. Each course listed on the training schedule can be completed individually or form part of the overall three levels of certification.
2. SAQI reserves the right to change details of the programme without prior notice. Click on the course code for a synopsis or [click here](#) for all course synopsis.
3. The courses listed below form part of a specific Certificate and all modules should be successfully completed to qualify for the Certificate.
4. Delegates are advised to start on Level 2 before moving on to Level 3.
5. All courses completed previously will receive credit when proof of successful completion is received.

**ALL PRICES  
EXCLUDE VAT**

Code	Course	Days	Cost	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>L2</b>	<b>SAQI Certificate in Quality Control*</b>	<b>10</b>	<b>R 18,874</b>												
B41	Introduction to Quality Control	2	R 4,277		8-9			23-24			1-2		10-11		
B90	Introduction to Statistical Techniques	3	R 5,160		10-12			25-27			3-5		12-14		
B91	Introduction to Statistical Process Control (SPC)	3	R 5,160			7-9			27-29		22-24		31-2		
B79	A3 Problem Solving	2	R 4,277			10-11			30-1		25-26			3-4	
<b>L3</b>	<b>SAQI Certificate in Quality Assurance*</b>	<b>13</b>	<b>R 24,034</b>												
B48	ISO Requirements 9001:2015	3	R 5,160			14-16						5-7			
B24	Procedure writing	2	R 4,277			17-18						8-9			
B16	Internal Quality Auditing	3	R 5,160				18-20							14-16	
B92	Advanced Statistical Techniques	3	R 5,160				4-6						3-5		
B77	Advanced Product Quality Planning (APQP)	2	R 4,277				7-8						6-7		
<b>L4</b>	<b>SAQI Certificate in Quality Management*</b>	<b>15</b>	<b>R 31,706</b>												
B38	Development of a QMS	5	R 10,693									26-30			
B01	Cost of Quality	2	R 4,277										17-18		
B58	New SA Quality Excellence Model	2	R 4,277										19-21		
B74/B76	Lean for Manufacturing/Service Industries	4	R 8,182											21-24	
B93	Policy Deployment (Hoshin Kanri)	2	R 4,277											28-29	

\* Must successfully complete all modules listed to qualify for the certificate.

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- Introduction to ISO14001:2015
- Introduction to OHSAS 18001
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- Lean Six Sigma Yellow Belt (YB)
- Lean Six Sigma Black Belt (BB)
- Production Planning and Scheduling (B85)
- SHEQ Internal Auditing (B49)
- Supply Chain Management (B84)
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[back to contents page](#)

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