



Featuring

**Executive director's report**

**Standing for board elections 2014**

**Online learners have better outcomes**

**Responsive processes**

**Is your quality department an overhead?**

**Branch reports**

**And more ....**

## *Our quality people...*



**Canterbury Branch  
Quality Day 2013**



# In the Q



Welcome to the end of the year!

It seems to have been a year where the frenetic pace that always accompanies the start of a new year never quite let up. One of the key themes for me has been rethinking the old ways of doing things and deciding whether we can do them smarter. With this in mind, blended learning seems to be the way forward (p. 10) and some of NZOQ's training

courses in 2014 have an online learning component and can be tailored to suit your needs (p. 20).

In this issue we also feature reports from Executive Officer – Tony Stephenson (p.3); and the branches (pp. 5-9). And two reminders: register as a candidate in the 2014 board elections (p. 5) and membership renewal (p. 4).

Our columnists this month have written about: internal auditing - part three (p. 13); Global QiETT/IAQ collaboration with UNESCO (p. 14); is your quality department an overhead? (p. 15); leadership learnings from the Pharaohs (p.16); responsive processes (p. 17); and reflections on governance (p.19).

This issue of QNewZ is another rollicking great read!

Finally, I would like to take this opportunity to thank all the contributors in 2013 who have given their time and expertise freely – your generosity of spirit is much appreciated. Thank you.

To you, our loyal readers, on behalf of the QNewZ team I wish you all a restful and enjoyable festive season. Safe travels.

Kind regards

**Lyn Nikoloff**

## Contents

### Q National Office

- 3** From the Executive Officer
- 3** President's report 2012 – correction
- 4** NZOQ needs you to stand as a candidate!
- 4** NZOQ Membership renewal 2014
- 5** NZOQ Board Elections 2014: A guide for candidates
- 19** National Office Christmas hours

### Q grow

- 10** Online learners have better outcomes

### Q share

- 5** Otago/Southland Branch 2013
- 6** Canterbury Branch Quality Day 2013
- 9** Northern Branch 2013
- 9** Talbot Technologies
- 13** Internal Audit Part Three...
- 14** Global QiETT/IAQ collaboration with UNESCO
- 15** Can we learn from the Pharaohs?
- 17** Responsive processes

### Q learn

- 20** NZOQ Training Calendar 2014

### Regular features

- 15** Quality Time
- 19** Malcolm's memo
- 20** New members

### QNewZ Staff

**Editor:** Lyn Nikoloff, Bijoux Publishing Ltd

**Sub editor:** Ellen Fowles

**Typesetting:** Philippa Proctor, Pip's Pre-Press Services

**Distribution:** NZ Organisation for Quality

**email:** qnewz@nzoq.org.nz

**ISSN:** 0111-4158 (Print)

**ISSN:** 1179-7916 (Online)

### NZOQ President

Nigel Grigg

email: president@nzoq.org.nz

### NZOQ General Enquiries

#### Postal address:

NZ Organisation for Quality  
PO Box 622  
Palmerston North 4440  
New Zealand

#### Physical address:

NZ Organisation for Quality  
Level 4  
Civic Administration Building  
32 The Square  
Palmerston North 4410  
New Zealand

Telephone +64 6 351 4407

Fax +64 6 351 4408

email: quality@nzoq.org.nz

### QNewZ Advertising

We welcome advertising, and rates are available on request  
from qnewz@nzoq.org.nz

### QNewZ Deadlines for articles and advertising:

**January/February 2014** deadline 1 December 2013

(publication 20 January 2014)

**March 2014** deadline 1 February 2014

(publication 1 March 2014)

### Contributions for QNewZ

QNewZ welcomes contributions for each newsletter  
but please contact the editor in the first instance at:  
qnewz@nzoq.org.nz

**Disclaimer:** QNewZ is the newsletter of the NZOQ and is produced monthly. Opinions expressed in this publication are those of the various authors and do not necessarily represent those of the Editor or NZOQ. Websites referred to in this publication are not necessarily endorsed.

learn•share•grow



**Front cover caption:**  
**Branch reports (see page 6)**

sufficient time for preparation of quality online learning material and exercises.

- Create a culture of authenticity for the students which is relevant to their lives to help motivate them and engage them. This could be achieved following Damoense's (2003) suggestion of designing an online learning environment that is well structured effectively and efficiently to engage learners.
- Present a clear directional path of the objectives of using technology and how it fits within the learning journey.
- Provide clear guidelines explaining to students the educators' availability in relation to online learning.

Taking this line of reasoning into consideration would provide beneficial foundation to embrace the use of modern technology through online learning to promote and facilitate constructivist, interactive and collaborative scholarship for LLN learners in New Zealand.

For further information please contact [selkafafi@gmail.com](mailto:selkafafi@gmail.com)

## References

- Atack, L. & Rankin, J. (2002). A descriptive study of registered nurses' experiences with web-based learning. *Issues and Innovations in Nursing Education*, 40(4), 457-465.
- Browne, E. (2003). Conversations in cyberspace: A study of on-line learning. *Open Learning*, 18(3), 245-259.
- Butler, D.L. & Sellbom, M. (2002). Barriers to adopting technology for teaching and learning. *Educause Quarterly*, 2, 22-28.
- De Merode, J. (2005/2006) Innovations and principles for success of the United Nations literacy decade. *International Journal of Learning*, 12 (11), 23-30. <http://www.Learning-Journal.com>, ISSN 1447-9494 (print), 1447-9540 (online)
- Damoense, M. Y. (2003). Online learning: Implications for effective learning for higher education in South Africa. *Australian Journal of Educational Technology*, 19(1), 25-45.
- Daugherty, M. & Funke, B. (1998). University faculty and student perceptions of web-based instruction. *Journal of Distance Education*, 13(1), 21-39.
- Felix, U. (2003). Teaching languages online: Deconstructing the myths. *Australian Journal of Educational Technology*, 19 (1), 118-138.
- Giddings, L.S., Campbell, S. & MacLaren, P. (2006). Going online to learn health sciences research methods: The student experience. *Australian Journal of Educational Technology*, 22 (2), 251-267.
- Graham, C. R. (2005). Blended learning systems: Definition, current trends, and future directions. In C.J. Bonk & C.R. Graham, *Handbook of blended learning: Global perspectives, local designs*, pp. 3-21. San Francisco, CA: Pfeiffer.
- Herrington, J., Oliver, R. & Reeves, T.C. (2003). Patterns of engagement in authentic online learning environments. *Australian Journal of Educational Technology*, 19(1), 59-71.
- Howland, J. & Moore, J. (2002). Student perceptions as distance learners in Internet-based courses. *Distance Education*, 23(3), 183-195.
- Kambouri, M., Thomas, S. & Mellor, H. (December 2006). Playing the literacy game: a case study in adult education. *Learning Media and Technology*, 31 (4), 395-410.
- Lankshear, C. & Michele K. (2005). *Digital Literacies: Policy, Pedagogy and Research Consideration for Education*. Opening Plenary Address to ITU Conference, Oslo, Norway, 20 October 2005.
- Mills, K.A. (2010). Shrek meets Vygotsky: Rethinking adolescents' multimodal literacy practices in schools. *Journal of Adolescent & Adult Literacy*, 54 (1), 35-45.
- Reinders, H. (2009). Technology and second language teacher education. In A. Burns & J. Richards (eds), *The Cambridge Guide to Second Language Teacher Education*, Ch. 23, p. 230-237. New York: Cambridge University Press.
- Tella, S. (1992). *Talking shop via e-mail: A thematic and linguistic analysis of electronic mail communication*. (Research report 99): Department of teacher education, University of Helsinki.
- Warschauer, M. & Grimes, D. (2007) Audience, authorship, and artifact: The emergent semiotics of WEB 2.0. *Annual Review of Applied Linguistics*, 27, 1-23. USA: Cambridge University Press 0267-1905/08. doi: 10.1017/S0267190508070013.
- Warschauer, M. (2004) Technology and writing. In C. Davidson & J. Cummins (eds.), *Handbook of English Language Teaching*. Netherlands: Luwer.

## continued from page 13

audit it in etc etc). Instead I facilitated an Affinity Diagram and Interrelationship Diagram<sup>2</sup> to identify issues and to rank them on a continuum from driver to outcome. My client was left with a very clear view of what the issues were and how to deal with them.

For no other reason than ticking the box for the ISO 9001 auditor, we wasted half an hour flicking through every one of the 54 individual points of conformity in those two clauses... but there was no audit of anything, and it wouldn't have mattered if we had missed a few!

The whole exercise took no longer than the usual internal audit allowance of time. The value-added was instant, highly significant and greatly appreciated. And he's really looking forward to the next time!

## Does this conform to ISO 9001/8.2.2 internal audit?

The internal audit clause in ISO 9001 (and its derivatives) does not say how internal audit is to be done. The methods are not defined:

8.2.2 a) requires auditing to provide assurances that quality planning objectives are met. The use of facilitated review is better than conventional auditing here. As for auditing conformity with the standard, one comment is "don't be so daft, see Dr Deming's point #3". The rational approach is to place conformity on management's desk where it belongs, set up a conformity matrix<sup>3</sup> and insist they report against it.

8.2.2 b) requires determination that the system is effectively implemented and maintained. Once again the conventional internal audit procedure simply ignores this, as do all the certifiers of course, despite that it's the name of the game. A system of facilitated review addresses it square on because that is what it is about.

- Damoense, M. Y. (2003). Online learning: Implications for effective learning for higher education in South Africa. *Australian Journal of Educational Technology*, 19(1), 25-45.
- Daugherty, M. & Funke, B. (1998). University faculty and student perceptions of web-based instruction. *Journal of Distance Education*, 13(1), 21-39.
- Felix, U. (2003). Teaching languages online: Deconstructing the myths. *Australian Journal of Educational Technology*, 19 (1), 118-138.
- Giddings, L.S., Campbell, S. & MacLaren, P. (2006). Going online to learn health sciences research methods: The student experience. *Australian Journal of Educational Technology*, 22 (2), 251-267.
- Graham, C. R. (2005). Blended learning systems: Definition, current trends, and future directions. In C.J. Bonk & C.R. Graham, *Handbook of blended learning: Global perspectives, local designs*, pp. 3-21. San Francisco, CA: Pfeiffer.
- Herrington, J., Oliver, R. & Reeves, T.C. (2003). Patterns of engagement in authentic online learning environments. *Australian Journal of Educational Technology*, 19(1), 59-71.
- Howland, J. & Moore, J. (2002). Student perceptions as distance learners in Internet-based courses. *Distance Education*, 23(3), 183-195.
- Kambouri, M., Thomas, S. & Mellor, H. (December 2006). Playing the literacy game: a case study in adult education. *Learning Media and Technology*, 31 (4), 395-410.
- Lankshear, C. & Michele K. (2005). *Digital Literacies: Policy, Pedagogy and Research Consideration for Education*. Opening Plenary Address to ITU Conference, Oslo, Norway, 20 October 2005.
- Mills, K.A. (2010). Shrek meets Vygotsky: Rethinking adolescents' multimodal literacy practices in schools. *Journal of Adolescent & Adult Literacy*, 54 (1), 35-45.
- Reinders, H. (2009). Technology and second language teacher education. In A. Burns & J. Richards (eds), *The Cambridge Guide to Second Language Teacher Education*, Ch. 23, p. 230-237. New York: Cambridge University Press.
- Tella, S. (1992). *Talking shop via e-mail: A thematic and linguistic analysis of electronic mail communication*. (Research report 99): Department of teacher education, University of Helsinki.
- Warschauer, M. & Grimes, D. (2007) Audience, authorship, and artifact: The emergent semiotics of WEB 2.0. *Annual Review of Applied Linguistics*, 27, 1-23. USA: Cambridge University Press 0267-1905/08. doi: 10.1017/S0267190508070013.
- Warschauer, M. (2004) Technology and writing. In C. Davidson & J. Cummins (eds.), *Handbook of English Language Teaching*. Netherlands: Luwer.

## Is there any place for conventional internal audit?

We're back to horses for courses here. Within a quality management system I don't think there is a place for conventional internal auditing because the primary stakeholder is not the customer.

By all means use it as a blunt stick to check for fraud or provide protection that vital legal and risk areas have been covered off, but acknowledge that it is the proprietor who is the principal stakeholder here. For anything else it is ineffective because it doesn't engage the very people you need with the knowledge and experience of day-to-day issues. It usually does the complete opposite!

## Finally, back to basics

The real problem here is that keeping a quality management system up-to-speed is management's main responsibility. It used to be understood that way until someone, somewhere 'misguidedly' thought it was rational to apply internal audit to quality systems. Why or how, who knows. Certainly when it emerged in the ISO 9001 family in 1987, Dr Deming was still relatively unknown in the West.

Back in 1984 when I did my '60 hours in 5 days' IQA Contractor Assessment Course at the Holiday Inn on Hayling Island near Portsmouth in the UK, the first overhead slide proclaimed "Quality Assurance = Effective Management". "Never forget it!" said Charlie Armstrong, the awesome tutor; there was not a single word about internal auditing during the whole week.... It is time to get back to basics, and learn again from the best.

For further information please contact

[ian.hendra@clearlineservices.co.nz](mailto:ian.hendra@clearlineservices.co.nz)

## References

- <sup>1</sup> Out of the crisis; Deming, Dr W Edwards; The MIT Press, ISBN 0-262-54115-7
- <sup>2</sup> What's Up Doc?; Hendra, Ian; QNewZ, July & September 2011.
- <sup>3</sup> Use a dime to save a fortune; Hendra, Ian; QNewZ, March 2010.

# Internal audit part three: The cordon bleu approach

**In Part One of this three part column I questioned the origins of internal auditing with regard to its use and effectiveness in quality management systems, simply because having worked with it since 1988, I have reached the point where I think it simply doesn't deliver. There is a much better way to validate and improve systems and processes, writes Ian Hendra.**



I likened our profession to a Food Court with three outlets. There was Café Guru, serving up Deming, Juran, SPC, TQM and Lean Six Sigma as the *plat du jour*. Then there was ISO's Diner serving the masses with all those 'ISO' standards on the menu and certifiers doing the cooking. Finally there was Criteria Pizzas with the Baldrige Boys at the ovens and a small but select clientele. Part One concluded that only ISO's diner included internal audit with everything, like it or lump it. Part Two further developed the theme, particularly with regard to the pre-1987 origins of the ISO 9000 family. It showed that, unlike every other requirement that made it into the world's most successful standard, internal audit was the only one that came from nowhere.

It also concluded that whilst the customers from Café Guru had a decent meal, and those from Criteria Pizzas reckoned their food was world-class, the masses from ISO's Diner were ambivalent at best.

## Introduction

In Part Three I want to offer an alternative because I think the way internal audit is served up within quality systems is counter-intuitive at best and downright unprofessional at worst. Now, that doesn't mean there isn't a fundamental requirement in quality management systems for peer review to validate and improve systems and processes, but the trick is to make the skills of the best available to all; we'll get into 'how' later on.

My main objection to internal audit, as it is currently peddled, is with respect to Dr Deming's 14 points<sup>1</sup>. To me it seems to breach half of them; namely, numbers 1, 2, 3, 8, 9, 12, and 14 (see box). As it is currently sold and promulgated internal audit tends to (in Dr Deming's order) be divisive, lag rather than lead, attempt to inspect quality into a system, set up auditees as victims, set one department against another, seek fault (despite what anyone says to the contrary) and, finally, set up auditors as pseudo experts in the identification of improvement opportunities.

## What is the cordon bleu approach?

The Cordon Bleu approach replaces conventional internal auditing with a process of facilitated review by those responsible for the system or process being examined.

There are three key points to remember:

- In this scenario, 'independence' = 'ignorance', so those directly involved would be essential participants; nobody knows it better.

- Team tools and hard evidence would be used to identify issues and opportunities then capitalise on the learning that emerged from them.
- Auditors would be up-skilled to facilitators; the nit-pickers won't make the grade.

Not only would we get a much better bang for our internal audit buck, but we would be addressing directly the principles at the heart of our profession.

## The cordon bleu approach: An example

Recently I used this approach with a software development client who worked hard to comply with his design control processes, but he had a problem with how to get customers to reveal important information (of the "assumed you knew" variety). I made no attempt to audit anything in the conventional sense.

There was conformity with ISO 9001 clauses 7.2 and 7.3 because that is how the system was designed (you can't

## Dr Deming's 14 Points for the transformation of management

1. Create constancy of purpose toward improvement of product and service.
2. Adopt the new philosophy. Take on leadership for change.
3. Cease dependence on inspection to achieve quality. Build quality into the product in the first place.
4. End the practice of awarding business on price. Move toward single suppliers and a relationship of loyalty and trust.
5. Improve constantly and forever the system of production and service.
6. Institute training on the job.
7. Institute leadership. The aim of supervision should be to help people to do a better job.
8. Drive out fear, so that everyone may work effectively.
9. Break down barriers between departments. People must work as a team to foresee problems.
10. Eliminate slogans, exhortations and targets for the workforce because the bulk of the causes of low quality belong to the system.
11. Eliminate work standards (quotas) on the factory floor, substitute leadership. Eliminate management by objectives, by numbers or numerical goals. Substitute leadership.
12. Remove barriers that rob workers and managers of their right to pride in their work. This means, among other things, abolition of annual or merit ratings and management by objectives.
13. Institute a vigorous programme of education and self-improvement.
14. Put everybody to work to accomplish the transformation. It is everybody's job.

*continued on page 12*