CHAPTER 4

WRITING

4.1 WRITING AS A SKILL

In the learning of English, writing has its own particular importance and that is as a means of reinforcing what has been learnt through oral or reading methods.

According to H.G. Widdowson (1978:62) “Writing is an act of making up correct sentences and transmitting them through the visual medium as mark on paper”

Writing is a much slower process than either speaking or reading. As one writes, he/she thinks about the sentence both as a whole and its separate parts. Writing exercises have powerful impact on the writer and provide a good way of fixing vocabulary, spelling and patterns of all kinds.

Writing is not a means of teaching all these items, it can only fix them after they have been learnt. The learner therefore, should begin writing only after sufficient progress has been done in oral and reading work.

It is a much more complex process than reading or speaking. Guess work does not have any place in writing.

Halliday (1976) refers to two main functions of the written language: They are,

i) storage function which permits communication over time and space, and

ii) that which ‘shifts language from the oral to the visual domain’.
He adds, whereas in daily life in literate culture, we use speech largely for the establishment and maintenance of human relationships, we use written language largely for the working out of and transference of information.

4.2 PROMINENT FEATURES OF WRITING

Written text is a systematic medium of transferring information. Some of the features writing language exhibits are,

i) the sentences in written form are complete sentences.

ii) the use of 'markers' the writer makes use of logical 'connectors' like however, moreover, besides etc.

iii) the sentences are generally structured in subject predicate form.

iv) use of passives. This is a feature in writing reports and many other documents.

v) the basic principle of adaptation while writing, the writer has to adapt himself to the specific receiver. It is only then, good communication takes place.

Adapting the words and concepts to the receiver is not an easy task.

4.3 MAIN ELEMENTS INVOLVED IN WRITING

Writing cannot be isolated from other skills like reading. Developing writing skills also involves other skills.

They are

i) planning

ii) drafting
Let us take a detailed look at these three important skills. They are important because of the end product which fulfills the purpose of the writing and the reader involved in the process.

In writing the QMS documents, the writer has the readers i.e., all those people in the organization to whom the quality documents are circulated and the quality auditor who is an external person who audits the documents before certification. Hence, it is very essential for the writer in charge of writing the documents to keep in view all the three elements i.e., planning, drafting and revising.

4.4 APPROACHES TO TEACHING OF WRITING

The two approaches that are generally mentioned in the discussion of the approach to teaching of writing are

i) the product approach

ii) the process approach

4.4.1 THE PRODUCT APPROACH

In the product approach, the writers have always concentrated on the end product they have to produce. Dudley (1998:116) refers to Robinson’s summary of the product approach.

Model Text $\rightarrow$ Comprehension/Analysis/Manipulation $\rightarrow$ New Input $\rightarrow$ parallel text
This kind of approach leads to a mechanical task which does not take into consideration the purpose of writing and the intended reader. In this approach, the writer looks at a model of a text that is to be written and adopts it to his field of writing.

4.4.2 THE PROCESS APPROACH

The Process approach has emphasized the idea of writing as problem solving, with a focus on ‘thinking’ and ‘process’. The ‘thinking’ stage is the identification of the problem, plan a solution to the problem and finally reach an appropriate conclusion. The ‘process’ stage involves translating the plan into paragraphs and sentences, reviewing the drafts, revising to produce a number of subsequent drafts.

In the Process approach there is the intervention of the teacher. This approach advocates pre-writing activities such as discussion, reading, debate, brainstorming and list making.

The ‘process movement’ is based mainly on cognitive oriented research and the focus is on the link between thinking, learning and writing.

A lot of research has gone in determining the process involved in the act of writing.

The process methodology in brief captures the writing processes. The following stages can be considered in the process of writing:

i) keeping in view the purpose of writing

ii) the reader
iii) selecting appropriate words
iv) deciding on the order of the text
v) punctuation

4.4.3 THE SOCIAL-CONSTRUCTIONIST APPROACH

The Process approach takes into account individual writers and readers. It does not take into account the broader context of the writing process. Writing is a social act in which writers have to aware of the context in which they are writing.

Successful writing within a discourse community involves having an awareness of the community’s values and expectations of text and an ability to resolve the tension between writers’ creative needs and the norms for writing generated by the consensus within the community. The approach based on these principles is generally referred to as the social constructionist approach to the teaching of writing.

Dudley (1998) believes that in ESP work the process approach, although extremely valuable in helping students organize and plan their writing, has failed to tackle the actual texts that students have to produce as part of their work. The social constructionist approach has reintroduced the idea of examining the end product in a way that is much more acceptable than the old model-and-imitation approach used in early teaching of writing. It combines the strengths of both the product and the process approaches to the teaching of writing.
4.5 WRITING SKILLS REQUIRED FOR DOCUMENTING QMS

Importance of reading skills required by the users of the standard has already been stressed in the previous chapter. Writing is another important and powerful medium of communication which is used by almost all the responsible personnel of an organization. Writing skills are required for the purposes of internal communication as well as communication with customers outside the organization. It is essential that all the activities in an organization particularly connected with QMS is documented.

The areas which require writing skills within an organization i.e., for internal and external communication are:

i) recording the minutes of meetings

ii) internal circulars

iii) writing on display boards pertaining to customer requirements

iv) providing matter for websites about their organization and its activities

v) writing QMS documents which includes:
   a) quality policy
   b) quality objectives
   c) quality manual
   d) quality systems procedures
   e) work instructions
   f) test procedures
   g) material specifications
h) calibration procedures
i) quality plan
j) company standards
k) forms, formats and registers
l) quality records

All the above mentioned documents being part of QMS will have to be prepared by the respective functional heads. All these documents provide commitment of the organization to implement the QMS in the organization as per ISO 9001-2000. These documents are audited for conformance to the requirements of ISO 9001-2000 by the QMS auditors, both internal and external, as a part of the process of ISO certification.

Therefore the personnel preparing these documents need to acquire adequate writing skills.

4.6 **RATIONALE IN SELECTING THE WRITING SKILLS**

Writing is a meaningful and creative activity. The learners benefit more if it is taught as a language learning behaviour. In the present ESP course, the participants, as already mentioned in the earlier sections, come with different academic and professional backgrounds. They are involved in writing the Quality Management System documents in their respective organizations. Whatever be their ability to read, understand and think, putting forth these ideas in the form of written expression is the problem area for most of them. Even though the participants possess good English language background, it is
unlikely that this background prepares them for specific tasks to be carried out effectively.

Participants at this stage of writing are already familiar with the ISO 9001-2000 Standard and different activities in the organization. Once the participants are familiar with the terms, expressions and concepts used in the Standard they must be equipped with the writing skills prior to writing of Quality Management System documents. Irrespective of the abilities the participants possess, while learning to write they must consider certain essential components of the process and products of written expression.

As Brumfit (1979:188) puts, 'a communicative methodology would start from communication, with exercises which throw communication challenges for the learners.' The main idea in using these components is to allow the learners the freedom to express what they want. The tasks based on these skills enable the learners in activating their ability to use the language in specific context. Hence salient features of product approach, process approach, the social-constructionist approach and communicative methodology have to be incorporated in designing an ESP course to teach writing skills to the learners. The reason for choosing a combination of various approaches is that a single or dual approaches are inadequate to equip the learners to acquire the varieties of skills required to prepare and to continually improve the various QMS documents.
The skills used here are learner-centered and the writer attempts to match the writing to a purpose with a focus on the reader of the document. There is no provision for unnecessary details or information. Apart from allowing him to think, it also encourages writing creatively and it does not allow mere ‘copying’ or ‘imitating’ similar documents.

Other factors that play significant role are the communicative acts at the preparatory stage. We don’t communicate by composing sentences, but by using sentences to make statements of different kinds, to describe, to record, to classify and so on. The intention of the researcher is to make linguistic forms as unobtrusive as possible, at the same time make their communicative function as obvious as possible communicative processes.

The learners being adult learners at advanced level would have studied grammar and possess competence in English language. Therefore, at this stage, the aim of using these skills is to activate their competence and extend it. In spite of such constraints, the objective of choosing the above skills is to make the course result-oriented and focus on personal-effectiveness.

In order to develop these writing skills, team effort and involvement of the participants are very essential. Team effort results in collective thinking and facilitates in achieving better results. It is also a method adopted to encourage community learning. However, it is important to remember that the overall objective of training them in the skills chosen is to improve their
performance individually and collectively. This objective cannot be achieved if too much time is devoted to input and not enough as output.

The participants being professionals in various organizations do not have sufficient time at their disposal. They undergo this training along with their routine duties. Hence the focus in this course is only to impart the important skills that enable them to write QMS documents as per ISO 9001-2000 Standard effectively and to continually improve them. Unlike other forms of writings, writing, in the process of implementing the quality management system standard needs different kinds of skills altogether.

Another most important factor to be borne in mind is that these documents are written not only for the sake of the organization but most importantly the quality management system auditors and customers who visit the organization for a quality management system audit before recommending for the ISO certification. Therefore people responsible for writing these documents apart from keeping in view the language to be used and presentation of their writing should keep in mind the auditors who audit all the important documents of the organization. Since writing is an inevitable part of the process of implementation, there should be no discrepancy between the activity documented and the actual activity that is taking place. If there are any discrepancies, they are termed non-conformances. Unless these non-conformances raised are set right, the certificate is not given to the organization.
Only those with good work experience in the organization, and understanding of the ‘standard’ can follow the guidelines suggested in ISO 9001-2000 and write precisely and fluently and in turn convince the auditor at the time of the audit, the ideas presented in the organization’s documents. Because the writer is writing with specific purpose, specific context and specific users in mind, he should be extra careful while documenting through his writing. Even after the document is freezed, changes can be incorporated both in content and language.

To sum up,

Writing is a complex process, and writing in ‘implementing quality management system’ requires different skills altogether. Precision, clarity, fluency and simple vocabulary are some of the key factors in communicating what is to be conveyed to the users.

Extra care must be taken while writing the documents. Irrespective of the state/region where the organizations go for certification, the whole communication invariably takes place in English. Very rarely are the chances of the personnel writing QMS documents in their regional languages. This is due to the fact that ISO 9001-2000 is an international standard and the auditors coming from different regional/linguistic backgrounds have accepted English as the common link language.

Even though the personnel responsible for implementing the standard have domain expertise in their area of activity in the organization, they have
expressed their weaknesses when it comes to writing. These people have expressed their need for guidance in different activities involving the use of language. They cannot be taught basics or rules of grammar at this stage as adult learners. They need guidance in the areas of both reading and writing which are the significant communicative skills required. Training is imparted to these personnel by the organizations where they work. The guidance is given through various communicative tasks designed to enhance their linguistic abilities. Where the learners themselves take active role individually and collectively and learn to do things on their own with the guidance of a facilitator.

Following are the various steps suggested by the researcher to develop the writing skills of the learners.

4.7 ENABLING SKILLS INVOLVED IN WRITING QMS DOCUMENTS

The documents as per the requirements of the Standard ISO 9001-2000 are discussed in this chapter. Some of the functions realized by these documents are

(a) developing a vision statement for Quality Policy
(b) developing roadmap (mission) to achieve the vision of the organization
(c) developing step by step commitment of the organization to fulfill the prescriptions of the Standard.
In order to develop the functions identified, tasks are designed based on the sub-skills they need in order to write Quality Management System documents. Broadly they are categorized under six stages. **Stage 1** is the **preparation stage** required for writing documents of all organizations which focuses on the generic guidelines prescribed by the Standard. This stage includes **formation of a team** comprising of members involved in implementing Quality Management System Standard. The following skills are used in order to communicate at the preparatory stage.

(a) skills of eliciting information
(b) note-making
(c) interaction among the members where exchange of information / ideas takes place.
(d) preparation of a self-assessment checklist
(e) gap analysis

Gap analysis provides the **input** for preparing all the Quality Management System documents.

**Stage 2** is specific to the individual organizations. It includes **open house discussion** and **interaction** by Management Representative (MR) and the functional heads regarding

(a) organization’s Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis
(b) customers’ expectations
(c) statutory and regulatory requirements

MR notes down all the view points without editing.

Stage 3: Skills to organize the thoughts based on the inputs from stage 1 and 2 in a logical sequence.

Stage 4: Skill to use appropriate structure.

Stage 5: Skill to use relevant vocabulary.

Stage 6: An ability to decide on the adequacy of content.

Stage 7: An awareness of stylistic conventions.

The example of a medium scale manufacturing organization is chosen for designing the tasks.

4.7.1 STAGE 1: Preparation Stage required for writing documents of all organizations.

TASK 1:

4.7.1.1 FORMATION OF THE TEAM

Purpose: To create a forum for harnessing, encouraging and improving the communicative writing skills of the Individual team members.

Procedure: A typical team is formed consisting of the following members.

1. Design and development head – Member
2. Marketing and customer service Head – Member
3. Planning and production head – Member
4. Purchasing and stores head – Member
5. Quality assurance head – Member
6. Administration and HRD head – Member

7. Chief Executive Officer – Member

Any one of the members can become the Management Representative (MR) – who irrespective of his responsibilities as member will also be the leader, facilitator and coordinator of the Team. However, the communicative, organizing and coordinating abilities are necessarily required for MR.

In clause –5.5.2 of ISO 9001 : 2000 the responsibilities of MR is prescribed.

Activity: The MR and the team members, with the background of their existing reading skills, prepare themselves to understand clearly their respective individual roles, while writing the QMS documents of the organization. The reference documents to be considered by each of the members are the Standards ISO 9001 : 2000 and ISO 9000:2000.

TASK2:

4.7.1.2 ELICITING INFORMATION

Purpose: To harness, encourage and improve the communicative writing skills of each and every member of the team. Since ISO 9001 : 2000 standard advocates process approach, it may be necessary for the participants to understand the rudiments of process approach. If the participants are not well versed with the process approach, it may be necessary for them to get oriented/trained through an expert.

Procedure: Each and every member of Team besides MR perform a live role play during which, the performer considers the following guidance questions.
However, the performer can provide additional details, which in his/her opinion is necessary for preparing effective QMS documents.

The typical questions to be considered by the performer of the role play are:

1. Which are the individual processes performed by the function?
2. What are the "Inputs" for each of the individual processes?
3. Which are the activities necessary for converting the "inputs" to "outputs"?
4. Who is responsible to manage the individual activity?
5. What is the plan for carrying out individual activities?
6. How the individual activities are to be carried out?
7. How is the successful completion of the activity checked? If the activity is not successful, how is it reflected?
8. How and where are the results of checking of the activity recorded?
9. Which are controls needed during processing?
10. What are the outputs of the process?
11. Which are the desirable outputs?
12. Which are the undesirable outputs?
13. What are the future plans to increase the desirable outputs and reduce/prevent undesirable outputs?
14. How is the process efficiency monitored and measured?
15. How is the process improved based on the current process efficiency?

Let us consider an example:

The role player: Management representative (MR)
Responsibilities of MR : As mentioned in ISO 9001 : 2000

ANSWERS TO QUESTIONS 1 TO 15:

1. Individual process performed by MR :
   Eg: Co-ordination in conducting management review meeting

2. Review process : As per cl. 5.6.2 (partial inputs)

3. Activities :
   i) Scheduling management review meeting once in 3 months
   ii) Intimating the schedule of management review to all members
   iii) Co-ordinating to conduct management review meeting
   iv) Making minutes of MRM
   v) Getting the MRM approved by the CEO.
   vi) Circulating the copies of MRM to members

4. Responsibility to manage individual activities : MR

5. Plan at least 15 days prior to meeting date.

6. a. Send meeting intimation through E-mail
   b. Cross check with all members and CEO whether the mails are received and they know about the date and time of MRM.
   c. Note down all the proceedings.
   d. Making drafts and final copy
   e. Send through e-mail
7. All the participants are clear about their role and future assignment. All the members agree that what was discussed in the MRM are reported. There are no conflicts. If the activity is not successful there are conflicts and disputes.

8. During the next MRM

9. a) Time management

   b) Clear decisions

10. & 11. Actionable decisions during MRM


13. To prepare a detailed checklist of agenda points for discussion during next MRM and circulate the same 15 days prior to MRM and seek the consensus of all participants before conducting MRM.

14. Time taken to complete MRM, assuring continued suitability of QMS, assuring adequacy of QMS, assuring effectiveness of QMS, assessing opportunities for improvement, identifying need for changes in a) QMS and its procedures b) Quality policy c) Quality objectives, maintaining records of QMS, continual improvement of product related to customer needs, providing resource needs in time.

15. Reduce the duration of MRM and increase the effectiveness of MRM.

Activity: The MR and the team members have to perform similar role plays of each and every process they are in-charge of, so that the team is able to elicit detailed information necessary to prepare QMS documents.
4.7.1.3 PREPARATION OF CHECKLIST

Purpose: To enhance comprehension, expression and communicative abilities of team members in order to write QMS documents.

Procedure: This step considers the content of the operative portion of the Standard from clause 4 to clause 8.5.3. The checklist is to be prepared by each and every team member pertaining to the applicable clauses of the standard. The individual team member has to identify the various clauses applicable to his/her functions.

The preparation of checklist consists of three steps.

a) Take one full sentence in one of the applicable clauses of ISO 9001:2000 at a time.

b) If it is a complex or compound sentence, then analyse the sentence to convert it into simple affirmative sentences.

c) Convert each simple sentence in affirmative to an interrogative sentence.

Similar exercise is already administered to develop reading skills.

Let us consider the example of management review meeting process to develop the checklist for sub-clause 5.6.1

**Sentence from Standard ISO 9001:2000**

Top management shall review the organization’s quality management system, at planned intervals, to ensure its continuing suitability, adequacy and effectiveness. This review shall include assessing opportunities for
improvement and the need for changes to the quality management system, including the quality policy and quality objectives.

Converting into simple affirmative sentence

Top management shall review the organization's quality management system at planned intervals.

Top management review shall ensure continuing suitability of the organization's QMS.

Top management review shall ensure continuing adequacy of the organization's QMS.

Top management review shall ensure continuing effectiveness of the organization's QMS.

The review shall include assessing opportunities for improvement to the QMS.

The review shall include assessing opportunities for improvement to the quality policy.

The review shall include assessing opportunities for improvement to the quality objectives.

The review shall include assessing opportunities for the need for changes to the QMS.

The review shall include assessing opportunities for the need for changes to the quality policy.

The review shall include assessing opportunities for the need for changes to the quality objectives.
Converting affirmative sentences into interrogative sentences

Does the top management review the organization’s quality management system at planned intervals?
Does the top management review ensure continuing suitability of the organization’s QMS?
Does the top management review ensure continuing adequacy of the organization’s QMS?
Does the top management review ensure continuing effectiveness of the organization’s QMS?
Does the top management review include assessing opportunities for improvement to the QMS?
Does the top management review include assessing opportunities for improvement to the quality policy?
Does the top management review include assessing opportunities for improvement to the quality objectives?
Does the top management review include assessing opportunities for the need for changes to the QMS?
Does the top management review include assessing opportunities for the need for changes to the quality policy?
Does the top management review include assessing opportunities for the need for changes to the quality objectives?
**Activity:** Consider all the complex and compound sentences in the standard ISO 9001 : 2000 and repeat the above mentioned exercise. Each and every team member should attempt at least two sentences.

**4.7.1.4 INTERACTION, PREPARATION OF COMPARATIVE STATEMENT AND GAP ANALYSIS**

**Purpose:** To match clarity in “content” and “linguistic expression” in meeting the requirements of the standard ISO 9001 : 2000 prior to writing QMS documents of the organization.

**Procedure:** This step can be conducted in the following way:

a) one sub-clause of ISO 9001 : 2000 is considered at a time

b) one team member reads the output of the role play (as per 1.2).

c) the second team member reads the output of the checklist.

d) the third team member reads the sub-clause of ISO 9001:2000 considered.

The team members have to interact among themselves till the clarity in “content” and “linguistic expression” are matched through consensus. A comparative statement is then prepared. Let us consider sub clause 5.6.1 - general under clause 5.6 - management review and prepare a comparative statement and make a gap analysis.
<table>
<thead>
<tr>
<th>Requirements of the Standard</th>
<th>Output of role play</th>
<th>Output of the checklist</th>
<th>Gaps in content or linguistic expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>As an MR of the organization my roles are as detailed below:</td>
<td>1. Does the top management review the organization’s QMS at planned intervals?</td>
<td>1. Does the top management review the organization’s QMS at planned intervals?</td>
<td>What are the methods and basis through which the outputs of role play (a) to (e) are realized is not explained. The output of role play repeats the content of the Standard ISO 9001:2000 as it is, instead of mentioning as to how the requirements of the Standard are realized in the organization. (The expressions are generic in nature and not specifically suitable to the organization. The expressions also are examples of inadequacy of the content)</td>
</tr>
<tr>
<td>1. Top management shall review the organization’s QMS at planned intervals</td>
<td>1. I co-ordinate with the top management to review the organization’s QMS once in three months</td>
<td>2. Does the top management review ensure continuing suitability of the organization’s QMS?</td>
<td></td>
</tr>
<tr>
<td>2. Top management review shall ensure continuing suitability of the organization’s QMS</td>
<td>2. My efforts are to ensure that the outcome of management review process is focused on a) Continuing adequacy of our organization’s QMS b) Continuing effectiveness of our organization’s QMS c) Assessing opportunities for improvement of our organization’s QMS d) Assessing opportunities for the need for changes to the QMS e) Assessing opportunities for the need for changes including quality policy and quality objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Top management review shall ensure</td>
<td>Does the top management review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Requirement</td>
<td>Question</td>
<td></td>
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<td>------</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>4</td>
<td>Top management review shall ensure continuing effectiveness of the organization's QMS</td>
<td>Does the top management review ensure continuing effectiveness of the organization's QMS?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Top management review shall include assessing opportunities for improvement to the QMS</td>
<td>Does the Top management review include assessing opportunities for improvement to the QMS?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Top management review shall include assessing opportunities for improvement to the quality policy</td>
<td>Does the Top management review include assessing opportunities for improvement to the quality policy?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Top management review shall include assessing opportunities for improvement to the quality objectives</td>
<td>Does the Top management review include assessing opportunities for improvement to the quality objectives?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Top management review shall include assessing opportunities for the need for changes to the QMS</td>
<td>Does the Top management review include assessing opportunities for the need for changes to the QMS?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Top management review shall include assessing opportunities for the need for changes to the quality policy</td>
<td>Does the Top management review include assessing opportunities for the need for changes to the quality policy?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Top management review shall include assessing opportunities for the need for changes to the quality objectives</td>
<td>Does the Top management review include assessing opportunities for the need for changes to the quality objectives?</td>
<td></td>
</tr>
</tbody>
</table>
Activity: Each of the team members has to select one theme applicable to the function the concerned member is in charge of and repeat the above mentioned exercises. Through this exercise, the concerned members develop the requisite writing skills for preparing the QMS documents.

4.8 STAGE 2

TASK 5:

4.8.1 IDENTIFYING REQUIREMENTS

Purpose: To match the clarity in "content" and "linguistic expressions" in meeting the requirements of ISO 9001:2000 standard prior to writing QMS documents of the organization.

Procedure: The team members should have open house discussions on various themes listed in 2.1, 2.2, 2.3 and 2.4 using a checklist. The skills used for 'predicting' as detailed in chapter 3 should be used.

Some of the typical points in the checklist are

2.1. SWOT analysis

2.2. Customer requirements

2.3. Statutory requirements (Laws enacted by Lok Sabha or Vidhan sabha)

2.4. Regulatory requirements (Guidelines prescribed by pollution control boards, social welfare board etc.-REGULATORY BODIES)

MR notes down the view points without editing.
At the end of the open house discussions, the MR prepares a gist of the conclusions arrived at by the group through consensus pertaining to 5.1, 5.2, 5.3 and 5.4.

A typical gist of conclusions can be:

### 4.8.2 SWOT ANALYSIS

**Strengths (+ve) and weaknesses (-ve) of the organization**

1. Top management’s commitment to quality  S or W
2. Middle management’s involvement in providing quality of product/service  S or W
3. Employees involvement/morale  S or W
4. Employee management relations  S or W
5. Customer base  S or W
6. Customer satisfaction  S or W
7. Customer care  S or W
8. Variability of products/services offered  S or W
9. Efficiency in providing products/services  S or W
10. Introduction of new products/services within short duration  S or W
11. Supplier and sub-contractor base  S or W
12. Relationship with suppliers and sub-contractors  S or W
13. Targeted actions as organization culture  S or W
14. Process approach  S or W
15. System approach  S or W
16. Cost management
17. Employee welfare measures and growth potential
18. Employee turnover
19. Transparency in administration
20. Vision of the top management

**Actions desired:** Strengthen the strengths and convert weaknesses into strengths. The quality policy should identify thrust areas in this direction. (increase S and reduce W)

**Opportunities (+ve) and Threats (-ve) pertaining to business, market and customers**

1. Market Share
2. No. of competitors and nearest competitors
3. Cost effectiveness of service vs industry norms
4. Service delivery cycle time vs industry norms
5. Governmental policies
6. Annual business growth and profitability
7. Brand image
8. Diversification avenues for business
9. Expectations of society
10. Uncertainty in business
11. Technological obsolescence
12. Investment demands
13. Market projections of the future growth of industry
14. Advent of multinational firms
15. Mergers and acquisitions

Harness opportunities for growth and convert threats into opportunities.

4.8.3 CUSTOMERS’ EXPECTATIONS FROM THE ORGANIZATION

Supply of product in time
Supply of good quality product
Meeting of contractual requirements
Response to queries after order acceptance
Quality of packaging, proper delivery of product
Appearance and aesthetics of the product
User friendly instructions while using the product
Quality of erection and commissioning services
Providing dispatch documents and instruction manuals with the product

MR notes down the view points without editing.

At the end of open house discussions, the MR prepares a gist of the conclusions arrived at by the group through consensus pertaining to 2.1, 2.2 and 2.3.

A typical gist of conclusions can be:

1. Customers expect quality products and services.
2. Customers need the delivery of products on time
3. We have a very good customer base
4. We are in a highly competitive field
5. Our employees need focused training

**Activity:** Repeat this chain of activities and make them specifically applicable to your organization.

### 4.9 STAGE 3

**SKILLS TO ORGANIZE THOUGHTS**

**TASK 6:**

This step considers the output of TASK 4 viz. the results of gap analysis and the output of TASK 5 viz. the gist of steps 2.1, 2.2, 2.3 and 2.4

The MR and the CEO participate in this exercise since the TASK 6 is the resultant output of the consensus and participation of the team.

**Purpose:** To develop the skill of organizing the thoughts in order to identify the “main themes” to be addressed while writing QMS documents.

**Procedure:** The MR and CEO discuss and debate the outputs of Stage 1 and 2, point by point and resort to the following steps like:

a) Short listing of ideas
b) Addition of ideas
c) Deletion of ideas (if any)
d) Improvisation of ideas
Based on consensus, the MR and the CEO “organize the thoughts” in a logical sequence, which are specifically applicable to the individual organization, based on which QMS documents need to be prepared.

**A typical content of “organized thoughts” for an organization can be:**

1. We need to have the following QMS documents in our organization to implement ISO 9001:2000.
   a) Quality policy for the organization
   b) Quality objectives at the organizational level and at various functional levels like production, purchase etc.
   c) Quality manual for the organization
   d) Quality system procedures for controlling various processes
   e) Work instructions for controlling various production processes

2. Our customers expectations are:
   a) that we have to manufacture the products they order on us strictly as per their specifications
   b) that they expect us to stick to their delivery prescriptions
   c) that they want our organization implement QMS as per ISO 9001:2000 and get certified before December 2005
   d) that they want to give us “self inspection status” i.e., they do not want to inspect the products supplied by our organization and they want us take up full responsibility and accountability for the quality of products dispatched by us.

3. Our organization’s priorities are:
a) We have to train our managerial personnel and engineers in the implementation of ISO 9001:2000.
b) We have to manufacture our products at lower cost and the cost reduction programmes are to be pursued continuously.
c) We have to impart special skills to our workmen in order to improve the quality of our products.

4. The statutory requirements applicable to our organization is:
   Factories act 1948.

5. We have to meet the prescriptions of
   a) Pollution control board
   b) Social welfare board

6. We have to restrict the size of the QMS documents (may be to about 100 pages).

Activity: Repeat this chain of activities and make them specifically applicable to your organization.

4.10 STAGE 4
SKILLS TO USE APPROPRIATE STRUCTURE

TASK 7:

Purpose: To develop skills to use appropriate

i) Tenses
ii) Voice
iii) Sentence Structure
iv) Phrases

v) Punctuation

**Procedure: All the members of the team participate in this task.**

**(i) Tenses:** In writing a document future and past tenses are to be avoided. The whole document should be in the present tense. The simple present is the recommended one, since the QMS documents are commitments to act. In some cases present continuous tense can be used, when it is a periodic /ongoing activity. Present perfect is used very rarely.

**For Eg:-**

**Simple present:**

i) The company follows systematic documented procedure to ensure that purchases are made as per requirements.

**Present continuous:**

(i) The calibration of measuring and monitoring devices is being done periodically as and when they fall due.

ii) Where traceability is specified by the customer for products, such products are being controlled and their unique identification is being recorded.

**Present perfect:**

**For Eg:**

i) Since our product consists of no factored items, the same have not been addressed.
The writer must be careful in choosing the tense while writing the document required by ISO 9001-2000 in order to avoid communication gaps and wrong communication.

(ii) Voice: The writer can use both active and passive forms of the verbs in writing the documents. In most cases passive form is used to construct sentences, except quality policy and work instructions.

Active voice is used wherever any information is necessary to be conveyed as a personal commitment, declaration or instruction.

**Passive voice:**

*For Ex:*

i) All verbal orders are entered in a format by commercial in charge.

ii) Work is inspected for compliance with specification at the completion of each major task.

**Active voice:**

i) We commit to continually enhance customer satisfaction by.................

(part of quality policy)

ii) Check air pressure of 3kg/sq.cm once in two hours (part of work instructions)

(iii) Sentence structure: The communication in writing must be very clear and unambiguous. This is possible when the writer uses simple sentence structure.
Whatever activities are conducted in an organization, the procedures involved, the processes followed are to be documented clearly in the Quality Management System documents etc. This has to be clarified to the auditor who audits the QMS documents before recommending the company for certification. Therefore it is advisable to use short sentences which make the ideas to be communicated clearly.

There is no one prescribed method of writing QMS documents. The documents of QMS need not be written only in the form of text. The writer can just convey the information through points listed one below the other.

(iv) **Phrases and clauses** : Some times the Phrases and clauses used in the standard itself can be used to convey the intended meaning. **For ex:** to comply with, in respect of, etc.

The writer must avoid using long paragraphs in writing QMS documents be it, quality objectives or quality policy. All the QMS documents can be written in the form of paragraphs, flow charts and matrices.
For ex: The procedure for MANAGEMENT REVIEW CAN BE IN THE FORM OF A FLOW CHART.

**Flow chart for Management Review.**

1. Identify various inputs for Management review (Refer 5.6.2)
2. Select the review item (participants in Management Review)
3. Decide the date and time for review meeting
4. Communicate the time of the review meeting to all the members
5. Conduct the review meeting as planned
6. Record the results of review as outputs. (Refer 5.6.3)
7. Implement the actions as decided in the management review meeting
8. Evaluate the effectiveness of the management review

   - M.R. is not effective
     - Provide feedback to step 1
     - Management review is effective
     - Continue to conduct the future management reviews

For ex: The procedure for DOCUMENT CONTROL CAN BE IN THE FORM OF A MATRIX.
# DOCUMENT CONTROL MATRIX

Original documents pertaining to

## 1. QUALITY SYSTEM

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<thead>
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<tbody>
<tr>
<td>a. Quality System Procedure Manual</td>
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<td>b. Work Instructions</td>
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<td>c. Test Procedures</td>
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<td>d. Material Specification</td>
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<td>f. Company standards</td>
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<td>g. Quality Plan</td>
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</table>

## 2. PRODUCT / SERVICE / PROJECT

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<tbody>
<tr>
<td>a. Drawings.</td>
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<td>b. Specifications.</td>
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<td>c. B.O.M.</td>
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<td>d. Test Data.</td>
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<tr>
<td>e. Product Brochures/Catalogues.</td>
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</table>

## 3. EXTERNAL DOCUMENTS

<table>
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<td>b. International standards</td>
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<td>Customer Supplied/ Vendor Supplied/</td>
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<td>c. Documents/Data/Specifications/Quality plan/Information</td>
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</tbody>
</table>
KEY TO DOCUMENT CONTROL MATRIX

1. Prepared And Changed By
2. Approved And Re-Approved After Review By
3. Originals Identified By
4. Originals Stored By
5. Master list with latest revision status prepared by
6. Photocopied /Arrange photocopying By
7. Distributed By
8. Obsolete Copies Stored By
9. Obsolete Copies Identified By
10. Obsolete Copies Destroyed After Retention Period By

v) **Punctuation:** Punctuation plays a very prominent role in writing. Various signs denoting pauses, questions etc. are the means to communicate clearly to the reader.

**For ex:** *Where necessary to ensure valid results, measuring equipment shall be calibrated or verified at specified intervals or prior to use, against measurement standards traceable to international or national measurement standards; where no such standards exist, the basis used for calibration or verification shall be recorded;* (7.6)

The punctuations comma and semicolon are used in the above sentence to convey the idea. Such sentences instead of conveying the idea confuse the
reader and the very purpose of the sentence may not be fulfilled. Without punctuation too, the sentence poses problems to the reader.

Therefore with the above mentioned criterion, it is advisable to split the complex sentences, use short and simple sentences for clarity and fluency of thought. In writing the QMS documents, care must be taken to use only short sentences. This facilitates the reader as well as the QMS auditor who audits the QMS documents for ISO Certification to grasp the idea that is presented.

Eg:- In quality manual the writer can present the ideas in the following manner.

a) customer requirements are understood.
b) company has the capability to meet the customer requirement
c) changes to documents are approved by the same function GC/GL/F/02
d) documents are available at all locations
e) purchased materials are in conformity to specified requirements

There is a notion that too many short sentences can be rather boring and unattractive. But keeping in view the interests of the target readers in mind, short sentences or clauses are preferred to long and complex sentences. The recording in the document can also be in the form of clauses or phrases. But they have to conform with the prescriptions of the Standard.

For Eg: Inspect as per Flow Chart/ Quality plan

Inspection at branch done once in four hours.
Strengthen preventive measures instead of detecting mistakes through inspection and testing.

Only conforming products are dispatched.

Effective handling of customer complaints is done once in a week.

After having identified various Quality Management System documents, it is necessary to identify appropriate structure of each of the QMS documents, since all the QMS documents are not supposed to have the same structure.

One of the main reasons for the individual QMS documents to have unique individual structure is because the Categories of the personnel preparing and using the individual documents are different.

<table>
<thead>
<tr>
<th>QMS Documents</th>
<th>mode of Expression</th>
<th>Tense</th>
<th>Voice</th>
<th>Prepar ed By</th>
<th>Approved By</th>
<th>Used By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Policy</td>
<td>Commitment</td>
<td>Present Perfect</td>
<td>Active</td>
<td>Top Management</td>
<td>Top Management</td>
<td>Customers and all categories of personnel in the organization</td>
</tr>
<tr>
<td>Quality Objectives</td>
<td>Undertaking</td>
<td>Present Perfect</td>
<td>Passive</td>
<td>Functional Heads</td>
<td>Top Management</td>
<td>Functional Heads</td>
</tr>
<tr>
<td>Work Instructions</td>
<td>Instructions</td>
<td>Present continuous</td>
<td>Active</td>
<td>Functional Heads</td>
<td>Functional Heads</td>
<td>Workmen</td>
</tr>
</tbody>
</table>
**Activity:** Repeat this chain of activities and make them specifically applicable to your organization and prepare the QMS documents of your organization.

4.11 **STAGES 5, 6 & 7:**

To develop Skills to use relevant vocabulary, abilities to decide on the adequacy of content and develop awareness of stylistic conventions.

**TASK 8:**

**Procedure:** One of the most important factors even before writing these documents is understanding the vocabulary that is used while reading the standard.

The terms used in the `standard` are specific to the text and the personnel, while writing the documents like quality manual etc. are expected to use only the specific vocabulary used in the text.

For ex: In writing `Quality objectives` the writer does use certain terms which are indispensable, at the same time simple. They are customer, commitment, enhancing, customer satisfaction, continual improvement of QMS.

There are certain terms and expressions for which substitutes/alternative terms/equivalent expressions should not be used. Hence it is mandatory on the part of the writer to use the same terms and expressions used in the STD ISO 9001-2000.
Eg: acceptance criteria, continual improvement, assurance of conformity, sequence and interaction of the processes, criteria and methods, monitoring and measurement, achieve planned results, criteria for review and approval.

The writer should be clear about the intended meanings of the vocabulary used in writing documents. In this context, it is essential that he/she refers to ISO 9000-2000 and the prompting glossary.

Abbreviations of the words can be used in the documents. This must be done with great caution. All abbreviations used should be provided with their expansion in the respective document only.

For eg: an abbreviation that is used in, for instance ‘quality manual’ must be given expansion of the same in ‘quality manual’ itself. This must be properly communicated to the reader.

I/C – in charge, MD - Managing Director MR - Management Representative.

To sum up, the words the writer chooses must be simple, at the same time specific terms from the ‘standard’ must be used. Substitute words or expressions should not find their way in documents.

The above practices make the document clear, simple and unambiguous.

The ‘tone’ of the writing is formal since only the activities and processes performed are described in the documents. There is no scope for abstract or vague statements. The documents are instructions to be followed by the
concerned personnel in the respective departments. Hence if the documents answer the following questions, the purpose is well served

a) 'who' should do 'which' activity?
b) 'how' should the activity be done?
c) 'what' is the plan against which activity is to be carried out?
d) 'which' are the controls needed during the process?
e) 'how' is the successful completion of the activity checked?
f) If the activity is not successful, 'how' is it reflected and recorded?
g) 'how' and 'where' are the results of checking the activity recorded?
h) 'how' the results recorded are used for further improvement of the process, organization and/or the customer?
i) Is the continual improvement demonstrable?

ACTIVITY: Repeat this chain of activities and make them specifically applicable to your organization and prepare the QMS documents of your organization.

4.12 ADMINISTRATION OF TASKS

A diagnostic test was administered to the personnel who were involved in the implementation of the ISO 9001:2000 QMS standard in their respective organizations. This was the test to determine the areas of weaknesses a particular learner might have. The outcome of the diagnostic test can then be used as a means to determine the additional guidance needed to be imparted to the learners.
The tasks based on the sub-skills required for writing the QMS documents as per ISO 9001 :2000 standard were administered to a target group of twenty people belonging to ten different organizations. They were graduates [B.Sc, B.com], Diploma holders, engineering graduates from different streams electrical, mechanical, civil and computer science and M.Tech holding various positions like managers, executives, assistants in various departments like accounts, stores, maintenance and management consultants. Their work experience ranged from 3 years to 30 years.

Since the tasks could not be completed in a short time, it was decided that the learners could complete the tasks during their leisure time. A duration of two weeks was given to them to complete all the tasks. Periodic interactive meetings among the learners and the researcher to discuss the clarifications and doubts about the tasks administered were held once in two days. The learners evinced keen interest in completing the tasks.

The feedback provided by the learners after completing the tasks is given below.

**TASK 1:** Formation of team- **RESPONSE:** The task was easy to do

**TASK 2:** Eliciting information through role play- **RESPONSE:** The task was easy to do

**TASK 3:** Preparation of check list based on the prescription of the standard.-
RESPONSE: The task was quite difficult to do. The learners desired that a comprehensive self assessment check list, if provided by the course designer would be helpful. They said it is time consuming, but not impossible.

TASK 4: Gap analysis - RESPONSE: The task was not difficult to do. Many groups did a good job.

TASK 5: SWOT ANALYSIS, Identifying customer requirements, Identifying statutory and regulatory requirements - RESPONSE: The task is quite difficult but not impossible.

TASK 6: Matching all these with gap analysis and evolving quality policy and objectives. -- RESPONSE: The task is quite difficult but not impossible.

TASK 7: Skills to use appropriate structure - RESPONSE: The task was not difficult to do. Many groups did a good job.

TASK 8: Skills to use relevant vocabulary, content and stylistic conventions: The task was not difficult to do. Many groups did a good job.

After completion of all the tasks, two representatives from each of the ten organizations were asked to write one quality system procedure each.

This was done to test the writing skills acquired by the learners after the completion of diagnostic tasks.

Thus the representatives of ten organizations were required to prepare ten procedures. The preparation of quality system procedures took two more weeks.
Prior to the writing of the quality system procedures by the individual organizations, the representatives of all the organizations had a meeting amongst themselves to discuss and to standardize the format for writing the procedures. During that meeting they decided through consensus as to which individual procedure is to be written by which individual organization.

During the process of preparation of the procedures, the representatives of individual organizations orally interacted freely with the researcher whenever they had doubts.

After all the organizations wrote the respective procedures allocated to them, the same representatives of the individual organizations met again to exchange their experiences pertaining to the problems faced while writing the procedures. They undertook a moderation exercise with the participation of the researcher and made appropriate changes prior to submission of the same to the researcher. The procedures prepared by learners are provided herewith.

Though all the organizations wrote one procedure each to begin with, the confidence of the personnel was quite high to write the other procedures also. When asked as to how they felt prior to the administration of the diagnostic tasks and after completing the tasks, all the learners expressed their satisfaction and said that they have received valuable and result oriented inputs during the process of completing the tasks. All the learners expressed their eagerness to continue their learning and use these skills to prepare other types of QMS documents.
1. PURPOSE:
   a. To identify the custodians of the records
   b. To provide evidence of conformity to requirements and of the effective operation of QMS.
   c. To identify, store and protect the quality records so that they remain legible.
   d. To ensure fast retrieval, retain for stipulated periods and to initiate timely and effective disposal methods of records.
   e. To use the records for maintaining and improving QMS through analysis, measurement and monitoring processes.

2. SCOPE: This procedure is applicable to all records identified in the quality management system documents.

3. APPLICABLE AREAS: In all the functional areas/ departments of the organization.

4. DEFINITIONS: Records are in hard / soft copies / both in hard and soft copy.

5. EXCLUSIONS: Documents are excluded from the purview of this procedure.

6. AUTHORITY TO APPROVE AND MAKE CHANGES TO THE PROCEDURE: MR.

7. RESPONSIBILITY TO IMPLEMENT THE PROCEDURE: Concerned functional heads as identified in individual quality system documents.

8. PROCEDURE: All functional HOD’s are required to maintain records in F-CR-01. All records are disposed off after the retention period by shredding.

9. RETENTION PERIOD OF RECORDS: As mentioned in individual procedures and other quality system documents in F-CR-01.

10. RECORDS:

<table>
<thead>
<tr>
<th>SL.NO.</th>
<th>RECORDS</th>
<th>RECORD NO.</th>
<th>RETENTION PERIOD</th>
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<tbody>
<tr>
<td>1</td>
<td>Master list of records</td>
<td>F-CR-01</td>
<td>3 Years</td>
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</tbody>
</table>
1. **PURPOSE:**
   a. To determine and provide resources needed.
   b. To implement, maintain and continually improve QMS.
   c. To enhance customer satisfaction by meeting customer requirements.
   d. To determine, provide and maintain the infrastructure needed to achieve conformity of the product.

2. **SCOPE:** This procedure is applicable to the management of resources and infrastructure.

3. **APPLICABLE AREAS:** All functional areas of the organization except Accounting and Finance.

4. **DEFINITIONS:** Resource requirements include all the resources detailed in clause 6 of ISO: 9001-2000 including maintenance of existing resources.

5. **EXCLUSIONS:** Financial resources.

6. **AUTHORITY TO APPROVE AND MAKE CHANGES TO THE PROCEDURE:** C.E.O.

7. **RESPONSIBILITY TO IMPLEMENT THE PROCEDURE:** Functional heads.

8. **PROCEDURE:**
   a. **Inputs:** From all the functional heads through a written request along with justifications with regard to:
      1. If the resources are approved then what are the advantages.
      2. If the resources are not approved then what are the disadvantages.
   b. **Method of carrying out the activity**
      1. For emergency needs C.E.O takes decisions to approve the resource requirements or otherwise.
      2. Other needs are decided during management review meetings.
   c. **Output:** Decisions of C.E.O and minutes of management review meetings.

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<td>3 Years</td>
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</table>

Requests for providing resources and infrastructure and action taken thereon
1. **PURPOSE:** To detail the methods of exercising care with customer property, while it is under the control of organization or it is being used by the organization.

2. **SCOPE:** This procedure prescribes methods adopted by the organization in taking care of the customer property provided for use or incorporation into the product/service.

3. **APPLICABLE AREAS:** Throughout the organization.

4. **DEFINITIONS:** Customer property includes intellectual property.

5. **EXCLUSIONS:** Nil.

6. **AUTHORITY TO APPROVE AND CHANGE THE PROCEDURE:** MR

7. **RESPONSIBILITY TO IMPLEMENT THE PROCEDURE:** H.O.D Marketing

8. **PROCEDURE:** As per flow chart FC-CP-01
ANICAD
BANGALORE

Quality System
Procedure
Customer property
REFERENCE: ISO 9001- CLAUSE 7.5.4

RESPONSIBILITY TO IMPLEMENT

INPUT

H.O.D. marketing receives the customer property along with documents if any

PHYSICAL PROPERTY
received by stores and acknowledged
stores in charge in the delivery
allan.
estores in charge provides unique
identification and arranges verification
Q.A.
O.D. - Q.A provides verification

INTELLECTUAL PROPERTY
Received by H.O.D Marketing and acknowledged.
H.O.D Marketing arranges verification
of customer property by the user dept
like design, Q.A., production etc.

Is the product acceptable?

Yes
in charge stores the customer property, protects and safeguards
it used and enters in the stock

A

If the customer property is lost, damaged or otherwise found to be unsuitable for use at any time.
User Dept informs H.O.D Marketing

F

The user Dept stores the customer property protects and safeguards till it is used and
maintains records.

E

Returning customer property

- 296 -
H.O.D marketing returns the customer property with the report for further action by the customer as per the contract.

### OUTPUT

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<tr>
<th>SL. NO.</th>
<th>RECORDS</th>
<th>RECORD NO.</th>
<th>RETENTION PERIOD</th>
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<tbody>
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<td>1.</td>
<td>Stock Ledger</td>
<td>F-PUR-12</td>
<td>3 Years</td>
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<tr>
<td>2.</td>
<td>Reasons for not accepting customer property</td>
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<td>3 Years</td>
</tr>
</tbody>
</table>
1. PURPOSE:
   a. To determine the methods to identify and provide traceability to products and constituent.
   b. To determine methods to preserve the product and constituent parts.

2. SCOPE: This procedure details methods adopted by the organization pertaining to
   a. Identification and traceability when it is a requirement during internal processing, inspection, testing, verification, dispatch, installation and commissioning.
   b. Handling
   c. Packaging
   d. Storage and protection during internal processing, prior to dispatch, installation, and commissioning.
   e. Materials sent to subcontractors for processing and got back after processing.

3. APPLICABLE AREAS: All functional areas and departments involved in the realization of product/service and delivery to the customer. This process is complimentary to QSP/PUR and QSP/CPS.

4. DEFINITIONS: Identification is provided on the product/service. Traceability is through records or information.

5. EXCLUSIONS: Nil.

6. AUTHORITY TO APPROVE AND CHANGE THE PROCEDURE: MR

7. RESPONSIBILITY TO IMPLEMENT THE PROCEDURE: As mentioned in M-PP-01.

8. PROCEDURE: Method of action taken during various stages and responsible official to take action is described in the matrix M-PP-01

   RECORDS:

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<tr>
<th>SL. NO.</th>
<th>RECORDS</th>
<th>RECORD NO.</th>
<th>RETENTION PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identification And Traceability Records Pertaining To Individual Products/Services</td>
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</tr>
</tbody>
</table>

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### Quality System Procedure

**Preservation of product**

**REFERENCE:** ISO 9001- CLAUSE 7.5.5

<table>
<thead>
<tr>
<th>SUPERIOR BANGALORE</th>
<th>Quality System Procedure</th>
<th>Doc No. QSP-PP</th>
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<tr>
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<td>1. INTERNAL PROCESSING AND SUBCONTRACTING</td>
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<td></td>
<td>2. RESPONSIBLE OFFICIAL</td>
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<td>3. STORES</td>
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**KEY TO ROWS OF M-PP-01**  
Matrix M-PP-01

- 299 -
1. **PURPOSE:** To monitor information relating to customer perception as to whether the organization has met customer requirements.

2. **SCOPE:** This procedure details the methods used to obtain customer satisfaction/dissatisfaction levels in order to use this data to improve the QMS of the organization.

3. **APPLICABLE AREAS:** Marketing Dept/Function

4. **DEFINITIONS:**
   a. Customers are those who order and use the organization's product/service.
   b. Customer satisfaction is monitored after the customer starts using the product/service.

5. **EXCLUSIONS:** Nil.

6. **AUTHORITY TO APPROVE AND CHANGE THE PROCEDURE:** MR

7. **RESPONSIBILITY TO IMPLEMENT THE PROCEDURE:** H.O.D Marketing

8. **PROCEDURE:** As per flow chart FC-CS-01
CUSTOMER SATISFACTION RESPONSIBILITY TO IMPLEMENT

**INPUT**

1. Prepare a questionnaire covering various phases of product/service life cycle. (F-CS-01)
2. Send the questionnaire through e-mail / Fax / Post / organization's representative etc as decided by the organization.
3. Follow up and obtain the duly filled up form from the customer within reasonable period.
4. Short list customers needs and expectations as gathered from the survey.
5. the short listed requirements as the input Data for design and development of future product/services or for modification of existing products and services.
6. Statistically analyze data and use the results for continual improvement of QMS.

**OUTPUT**

<table>
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<tr>
<th>CORDS:</th>
<th>RECORDS</th>
<th>RECORD NO.</th>
<th>RETENTION PERIOD</th>
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<td>NO.</td>
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<td>3 years</td>
</tr>
<tr>
<td>1.</td>
<td>Customer satisfaction questionnaire</td>
<td></td>
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</tr>
</tbody>
</table>

REFERENCE: ISO 9001- CLAUSE 8.2.1
1. **PURPOSE:** To determine whether Q.M.S
   a. Conforms to planning of product realization as per 7.1 of I.S.O 9001- 2000 and to the Q.M.S requirement established by the organization.
   b. Is effectively implemented and maintained.

2. **SCOPE:** This procedure details methods to conduct internal audit of QMS requirements and the requirements of I.S.O 9001- 2000 with specific emphasis on the following.
   a. Quality objectives.
   b. Product requirement.
   c. Processes (including outsourced processes)
   d. Documents.
   e. Resources
   f. Required verification, validation, monitoring, inspection and test activities specific to the product/ service and the criteria for product acceptance.
   g. Records needed to provide evidence.

3. **APPLICABLE AREAS:** Throughout the organization and at all hierarchical levels.

4. **DEFINITIONS:**
   a. Correction: Action taken to eliminate the detected non-conformance during internal audit.
   b. Corrective action: actions taken to eliminate the causes of detected non-conformance during internal audit.

5. **EXCLUSIONS:** Nil.

6. **AUTHORITY TO APPROVE AND CHANGE THE PROCEDURE:** MR

7. **RESPONSIBILITY TO IMPLEMENT THE PROCEDURE:** MR, trained auditors and auditees in respective functional areas.

8. **PROCEDURE:** As per flow chart FC-IA-01
INPUT

Annual audit plan (Form F-IA-04) prepared for conducting internal audit at periodic intervals (e.g. once in 3/4 months) by MR.

Audit of individual functions are scheduled taking into consideration:
   a) the status and importance of the processes and areas to be audited
   b) the results of previous audit.
   c) the scope of the audit. (Form F-IA-01)

Audit team is selected by MR considering that:
   a. The auditors do not audit their own work
   b. Same auditors do not audit the same function repeatedly (Form F-IA-01)
   c. Reciprocal audits are avoided
   d. Objectivity and impartiality is ensured.
   e. Only trained auditors (of the organization or external) conduct the audits.

The audit schedule (audit time table) is circulated to all auditors and auditees in advance by MR in F-IA-01.

The audit timetable should clearly specify the audit scope, criteria to be audited and duration of the audit. F-IA-01

During the audit, audit findings are to be reported by the trained auditors and non-conformances are entered in audit report. F-IA-02

Auditee/s have to acknowledge the non-conformances and give a corrective action plan with target date after recording the causes for non-conformances without undue delay F-IA-02
Concerned auditor has to verify during follow up audit after target date for taking corrective actions and record observations pertaining to the completion of correction and corrective actions has to check the effectiveness of MR consolidates the results of internal audit and MR consolidates the results of internal audit and puts up to the management review for guidance on continual improvement

OUTPUT

<table>
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<td>2</td>
<td>Audit report</td>
<td>I-IA-02</td>
<td>3 years</td>
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<tr>
<td>3</td>
<td>Consolidated report of audit</td>
<td>F-IA-03</td>
<td>3 years</td>
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<td>findings</td>
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<tr>
<td>4</td>
<td>Annual audit plan</td>
<td>F-IA-04</td>
<td>3 years</td>
</tr>
</tbody>
</table>
1 PURPOSE: To ensure that product/service which does not conform to requirements is identified and controlled to prevent its unintended use or delivery to customers.

2 SCOPE: This procedure details the methods to control non-conformities pertaining to the following:
   a Hardware
   b Software
   c Services
   d Processed materials

3 APPLICABLE AREAS: All function/departments of the organization right from receiving stage, till the guarantee/warranty period of product/services is completed.

4 DEFINITIONS: Serious non-conformities that are those which result in customer dissatisfaction.

5 EXCLUSIONS: Nil.

6 AUTHORITY TO APPROVE AND CHANGE THE PROCEDURE: MR

7 RESPONSIBILITY TO IMPLEMENT THE PROCEDURE: Various functional H O D’s in their respective areas.

8 PROCEDURE: As per flow chart FC-NCP-01.
Quality System Procedure

Control of non conforming product

REFERENCE : ISO 9001- CLAUSE 8.3

RESPONSIBILITY TO IMPLEMENT

INPUT

Functional H O D's prepare non conformity report in F-NCP-01 Whenever detected, non-conforming products are identified and segregated separately

Functional H O D's recommend disposal action and justifications by any of the following manner in F-NCP-01

a Rework
b Regrade
c Reject and scrap
d Accept with concession
e Accept without concession

Functional H O D's obtain approval of MR/ MD / Customer to take disposal action and record the same in F-NCP-01

Whenever any product is reworked, it is re-verified as per requirements Functional H O D's ensure this and record in F-NCP-01

SL. NO. RECORDS
1 Non-conformance report F-NCP-01 3 years
2 Consolidation of serious and repetitive non-conformances F-NCP-02 3 years
1. **PURPOSE:** To take action to eliminate the cause/ causes of non-conformities in order to prevent recurrence.

2. **SCOPE:** This procedure details the methods to eliminate causes of non-conformities pertaining to the following.
   a. QMS documents.
   b. Products.
   c. Services.
   d. Processes.
   e. Resources and infrastructure.
   f. Monitoring and measuring equipments.
   g. Machinery, equipment and tools.
   h. Customer requirement.
   i. Customer complaints.
   j. Evaluation of effectiveness of training imparted.
   k. Work environment.

3. **APPLICABLE AREAS:** Throughout the organization.

4. **DEFINITIONS:** NIL.

5. **EXCLUSIONS:** Nil.

6. **AUTHORITY TO APPROVE AND CHANGE THE PROCEDURE:** MR

7. **RESPONSIBILITY TO IMPLEMENT THE PROCEDURE:** Various functional H.O.D's in their respective functional areas.

8. **PROCEDURE:** As per flow chart FC-CA-01
CORRECTIVE ACTION
RESPONSIBILITY TO IMPLEMENT...........

INPUT

Consider serious and repetitive non-conformities prepared in form F-NCP-02 for review and evaluation

Consider customer complaints as recorded in F-CRR-02.

Determine root cause for each of the non-conformities and customer complaints (Through cause and Effect diagrams or ask "WHY 5 TIMES" technique.

Record the root causes

Determine the implementation action needed to prevent recurrence of non-conformities

Record the results of action taken

If corrective action is not effective. report to the management review meeting for further guidance in order to continually improve.

OUTPUT

RECORDS:

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<tr>
<th>SL. NO.</th>
<th>RECORDS</th>
<th>RECORD NO.</th>
<th>RETENTION PERIOD</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Root causes, corrective actions and effectiveness of actions taken</td>
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<td>3 years</td>
</tr>
</tbody>
</table>

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1. PURPOSE: To ensure that the organization determine action to eliminate the cause of potential non-conformities in order to prevent their occurrence.

2. SCOPE: This procedure details the methods to eliminate causes of potential non-conformities pertaining to the following.
   a. QMS documents.
   b. Products.
   c. Services.
   d. Processes.
   e. Resources and infrastructure.
   f. Monitoring and measuring equipments.
   g. Machinery, equipment and tools.
   h. Customer requirement.
   i. Customer complaints.
   j. Internal audit findings.
   k. Work environment.

3. APPLICABLE AREAS OF THE ORGANISATION: Throughout the organization.

4. DEFINITIONS: Nil.

5. EXCLUSIONS: Nil.

6. AUTHORITY TO APPROVE AND CHANGE THE PROCEDURE: MR

7. RESPONSIBILITY TO IMPLEMENT THE PROCEDURE: Various functional H.O.D’s in their respective functional areas.

8. PROCEDURE: As per flow chart FC-PA-01
INPUT

Consider the evaluation of root causes and the action taken to prevent serious and repetitive non-conformances as described in FC-CA-01

Simulate occurrence of non-conformities in other defect prone activities. Minor defects having major impact on product, service, quality system and customer (Potential non conformities).

Initiate preventive actions to prevent potential non-conformities before they can occur.

Maintain records of potential non-conformities and actions taken to prevent occurrences

Evaluate the effectiveness of actions preventing potential non-conformities.

If the preventive actions are not in effective, report to the management review meeting for further guidance in order to continually improve.

OUTPUT

Records:

<table>
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<th>RECORD NO.</th>
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<tr>
<td>1.</td>
<td>Preventive actions and effectiveness of preventive action taken</td>
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</tr>
</tbody>
</table>
1. **PURPOSE:** To ensure that personnel performing work affecting product/service quality are competent.

2. **SCOPE:** This procedure details the methods
   a. To determine the necessary competence of personnel performing work affecting product/service quality.
   b. Provide training or take other actions to satisfy these needs.
   c. Evaluate the effects of action taken.
   d. Ensure that personnel in the organization are aware of the relevance and importance of their activities and how they contribute to the achievement of the quality objectives.

3. **APPLICABLE AREAS:** Throughout the organization.

4. **DEFINITIONS:** Personnel working on contract with the organization are within the scope of the procedure.

5. **EXCLUSIONS:** Personnel working in Finance, Accounts, Security departments are excluded.

6. **AUTHORITY TO APPROVE AND CHANGE THE PROCEDURE:** MR

7. **RESPONSIBILITY TO IMPLEMENT THE PROCEDURE:** H.O.D - HRD

8. **PROCEDURE:** As per flow chart FC-HRS-01
HUMAN RESOURCES RESPONSIBILITY TO IMPLEMENT

INPUT

1. Prepare job specification and corresponding product/quality parameters for each of the categories of personnel in the organization (Consider quality objectives as an important requirement)

2. Prescribe educational qualification, experience, training and skills for each of the categories

3. Identify training needs of each of the personnel in consultation with his superior

4. Prepare an annual training plan

5. Conduct the training as per schedule (Either in house or external training)

6. Obtain written/oral feed back form from each of the participants

7. Evaluate the effectiveness of training along with the superior of the trainees
Quality System Procedure

Human resources

REFERENCE: ISO 9001- CLAUSE 6.2

Take corrective actions as per QSP-CA

OUTPUT

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<td>6</td>
<td>Programme evaluation</td>
<td>F-HRS-06</td>
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</table>

Prepared By
MR: ........ Signature & Date

Approved by
MR: ........ Signature & Date
The participants felt that the adequacy of the content of QMS documents with respect to the prescriptions of ISO 9001:2000 very much depends on the proper understanding of the letter and spirit of the standard and the communicative language skills of the personnel writing the QMS documents.

The course designer should devise more number of simple exercises and provide continuous guidance to the learners preferably through micro teaching methods in order to build up effective writing skills over a period of time.

As already pointed out, writing is a much slower process than either speaking or reading. Absorption of writing abilities by the adult learners is also a much slower process. Fast track results cannot be expected in a short time.

The procedures written by the learners were good, hence only a few corrections/modifications were done by the researcher.

**TO SUM UP:** The diagnostic tasks designed have been well received by the learners. They have acknowledged that their English language writing skills specific for the purpose have improved after completing the diagnostic tasks. They have expressed confidence that the approach and methods adopted by the researcher is to a great extent learner friendly.