Quiet Excellence

Helping Leaders Create Organizational Success

Kentucky Center for Performance Excellence
Examiner Training

December 13 - 14, 2016

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S.P.A.C.E.R.

- **S**afety
- **P**urpose
- **A**genda
- **C**ode of Conduct
- **E**xpectations
- **R**oles

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SAFETY

- Medical professionals in the room?
  - Others that are first aid / CPR certified?
- AED locations?
- Fire exits
- Rally points (outside & inside)
- You are responsible to account for the person to your right and to your left

Purpose

Prepare to serve

- Enhance familiarity with the Baldrige Framework
- Increase comfort level with evaluation and feedback
- Engage with your team

Agenda for Day One

- Getting ready to learn – Introductions
- Baldrige Jeopardy
- Exercise One – Process Item Step-by-Step
  - Item 3.1
- **Lunch**
- Exercise Two – Process Item Practice
  - Category 6.2
- Exercise Three – Process Key Themes
- Wrap-Up/Departure

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Agenda for Day Two

- Exercise Three – Results Item Step-by-Step
  - Item 7.1a (preliminary scoring)
- Exercise Four – Results Item Practice
  - Item 7.1b and c (full scoring)
- **Lunch**
- Consensus Process
- Exercise Five – Results Key Themes
- Next Steps
- Wrap-Up and Departure

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Code of Conduct
(Ground Rules)

- Respect opinions of others
- One speaker at a time – avoid sidebar conversations
- Listen and have an open mind
- Value the diversity of group members
- All questions are good questions
- Share experiences and lessons learned
- What is said in class – stays in class
- Cellphone on vibrate
- Refrain from texting, emailing, web-surfing , etc.
- Others?

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Expectations

- KyCPE expectations:
  - ➢ Prepared for service as an examiner
  - ➢ Represent the program well
- Our expectations:
  - ➢ Timely return from breaks
  - ➢ LEARN something of value to you, your team, your organization, and …
    - have FUN in the process of doing so!!
- Your expectations?

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Roles

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Baldrige Jeopardy

Because what you don't know can hurt you

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The Categories …
"It May Not be Simple English"

- How? …
- What? …
- Many words in "common usage" in the English language have particular meanings in Baldrige.

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"Anatomy" of the Criteria

3 **Customer Focus** (85 pts.)

The **CUSTOMER Focus** category asks HOW your organization engages its PATIENTS and other CUSTOMERS for long-term market-place success, including HOW your organization listens to the VOICE OF THE CUSTOMER, builds relationships with PATIENTS and other CUSTOMERS, and uses PATIENT and other CUSTOMER information to improve and to identify opportunities for INNOVATION.

3.1 Voice of the Customer: How do you obtain information from your patients and other customers? (40 pts.)

Describe HOW you listen to your PATIENTS and other CUSTOMERS and gain information on their satisfaction, dissatisfaction, and ENGAGEMENT.

In your response, include answers to the following questions:

a. Listening to PATIENTS and Other CUSTOMERS

(1) **Listening to Current PATIENTS and Other CUSTOMERS** HOW do you listen to, interact with, and observe PATIENTS and other CUSTOMERS to obtain actionable information? HOW do your listening methods vary for different PATIENT groups, other CUSTOMER groups, or market SEGMENTS? HOW do you use social media and Web-based technologies to listen to PATIENTS and other CUSTOMERS, as appropriate? HOW do your listening methods vary across the PATIENTS' and other CUSTOMERS' relationships with you? HOW do you seek immediate and actionable feedback from PATIENTS and other CUSTOMERS on the quality of HEALTH CARE SERVICES, PATIENT and other CUSTOMER support, and transactions?

(2) **Listening to Potential PATIENTS and Other CUSTOMERS** HOW do you listen to former, potential, and competitors' PATIENTS and other CUSTOMERS to obtain actionable information and to obtain feedback on your HEALTH CARE SERVICES, PATIENT and other CUSTOMER support, and transactions, as appropriate?

b. Determination of PATIENT and Other CUSTOMER Satisfaction and ENGAGEMENT

(1) **Satisfaction and ENGAGEMENT** HOW do you determine PATIENT and other CUSTOMER satisfaction and ENGAGE-MENT? HOW do your determination methods differ among your PATIENT and other CUSTOMER groups and market SEGMENTS, as appropriate? HOW do your measurements capture actionable information to use in exceeding your PATIENTS' and other CUSTOMERS' expectations and securing your PATIENTS' and other CUSTOMERS' ENGAGEMENT for the long term?

(2) **Satisfaction Relative to Competitors** HOW do you obtain information on your PATIENTS' and other CUSTOMERS' satisfaction relative to their satisfaction with your competitors? HOW do you obtain information on your PATIENTS' and other CUSTOMERS' satisfaction relative to the satisfaction of those of other organizations that provide similar HEALTH CARE SERVICES or relative to health care industry BENCHMARKS, as appropriate?

(3) **Dissatisfaction** HOW do you determine PATIENT and other CUSTOMER dissatisfaction? HOW do your measurements capture actionable information to use in meeting your PATIENTS' and other CUSTOMERS' requirements and exceeding their expectations in the future?

| Category Information |
| Item Title & Point Value |
| Item Type |
| Basic Requirement |
| Overall Requirement |
| Multiple Requirements (Areas to address) |

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The Categories …
"Check the Glossary"

- We really mean it!
- Not quite as simple or not as commonly used as the previous category, but they still have special "Baldrige meaning."
- It doesn't hurt to have the glossary handy and frequently refresh your memory about the details of these terms.

Open book test

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The Categories …
"Evaluation Factors"

- Increased emphasis for 2015 – 2016 as part of the "Baldrige Excellence Framework
- Particularly important for organizations, examiners, and anyone using the Criteria for Performance Excellence!
- Determine the "organizational maturity"

A-D-L-I   Le-T-C-I

gap

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SCORE	DESCRIPTION
Range 0	• No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) • Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) • An improvement orientation is not evident; improvement is achieved by reacting to problems. (L) • No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)
Range 1	• The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) • The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D) • Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) • The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I)
Range 2	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A) • The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) • The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) • The APPROACH is in the early stages of ALIGNMENT with the basic organizational needs identified in response to the Organizational Profile and other process items. (I)
Range 3	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D) • A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L) • The APPROACH is ALIGNED with your overall organizational needs as identified in response to the Organizational Profile and other process items. (I)
Range 4	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, with no significant gaps. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) • The APPROACH is INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)
Range Perfect!	• An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) • The APPROACH is well INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)

Approach
Deployment
Learning
Integration

SCORE	DESCRIPTION
Range 0	• There are no organizational PERFORMANCE RESULTS, or the RESULTS reported are poor. (Le) • TREND data either are not reported or show mainly adverse TRENDS. (T) • Comparative information is not reported. (C) • RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I)
Range 1	• A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le) • Some TREND data are reported, with some adverse TRENDS evident. (T) • Little or no comparative information is reported. (C) • RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I)
Range 2	• Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le) • Some TREND data are reported, and most of the TRENDS presented are beneficial. (T) • Early stages of obtaining comparative information are evident. (C) • RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I)
Range 3	• Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le) • Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T) • Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, and PROCESS requirements. (I)
Range 4	• Good-to-excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le) • Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T) • Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)
Range Perfect!	• Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le) • Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization's MISSION. (T) • Industry and BENCHMARK leadership is demonstrated in many areas. (C) • Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)

Levels
Trends
Comparisons
Integration

The Categories …
"Core Values & Concepts"

- Not actually Criteria, but these beliefs and behaviors serve as the foundation for the Baldrige Criteria.
  - ➤ *Embedded in high-performing organizations.*
  - ➤ *Foundation for integrating key performance and operational requirements*
- Should always be "in the back of the mind" of leaders

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Baldrige Core Values & Concepts

- Systems perspective
- Visionary leadership
- Customer-focused excellence
- Valuing people
- Organizational learning and agility
- Focus on success
- Managing for innovation
- Management by fact
- Societal responsibility
- Ethics and transparency
- Delivering value and results

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Rules for Play

1. Each team selects a team spokesperson.
2. Select the team to select the first clue-any category, any point value
3. As the clue (answer) is read, the team selecting the question has the first opportunity to answer, in the form of a question.
4. If the team answers correctly, they win the points.
5. If the team answers incorrectly or decides to pass, the spokesperson from another team may raise their hand, and supply the term, in the form of a question.
6. The clue selection then passes to the next team in the sequence.
7. **When a team has answered the 1000 point question correctly**, may they select the "bonus" clue, and have the first opportunity to answer the clue. If they answer incorrectly, the other teams may proceed according to rule #5. 2000 points for the correct bonus answer.
8. Sorry, no "fabulous prizes," just team-building, learning, fun, and
bragging rights

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Let the Game Begin!

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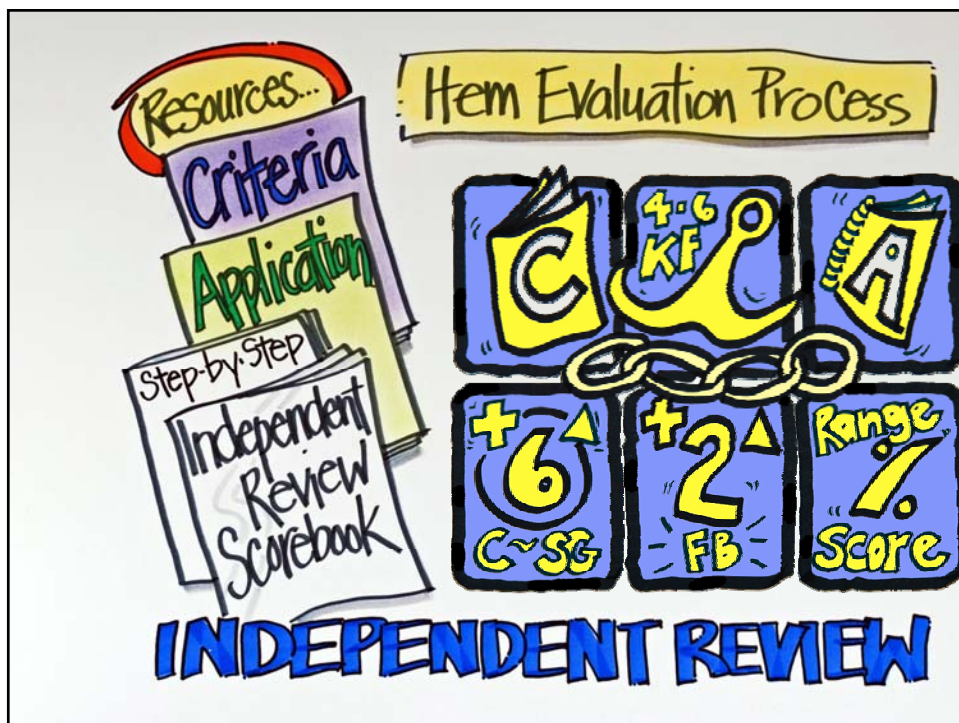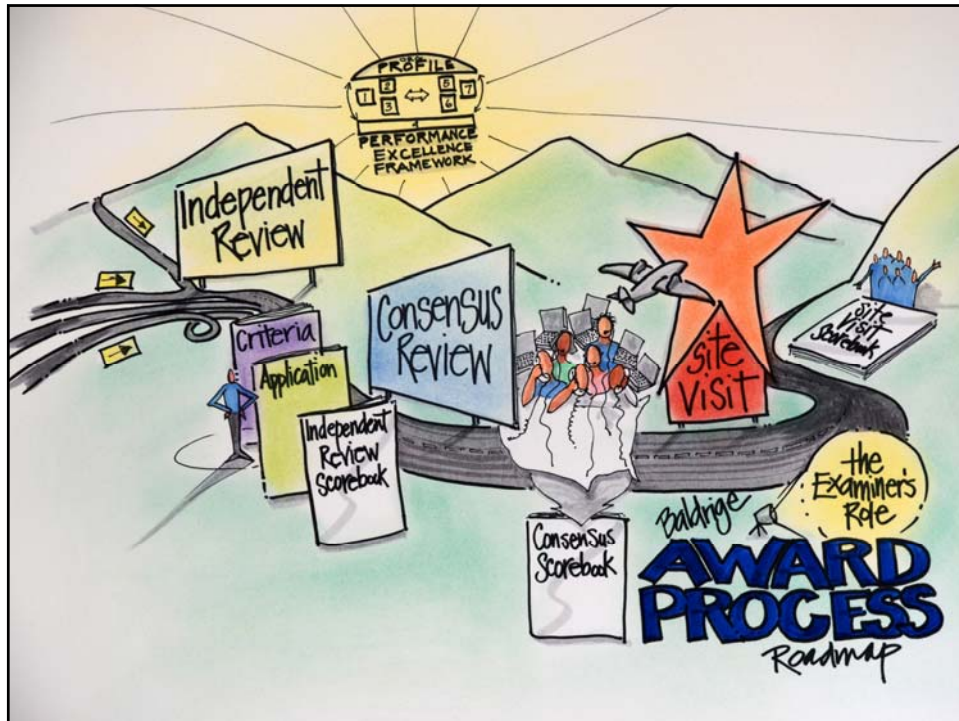
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Team roles for group work

- Exercise Facilitator / Lead
- Scribe / Recorder
- Reporter
- Time Keeper
- Criteria Minder

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Exercise One
The 6-Step Process "step-by-step"
Process Item 3.1

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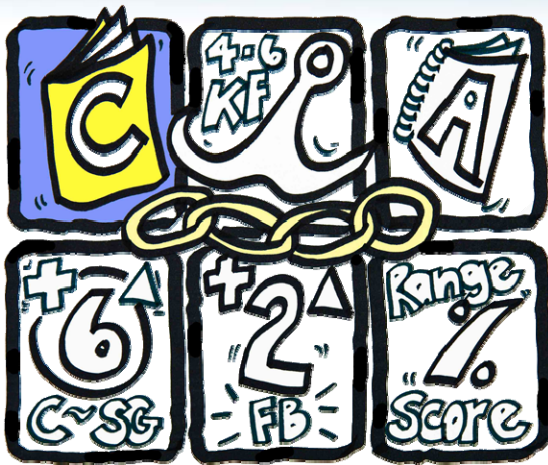
Exercise One
Step 1: Read the Criteria

Step 1: Read the Criteria Item: Instructions

- In round-robin fashion, each examiner shares their understanding of a couple of the key multiple requirements with their table for the assigned item.

- The table then discusses similarities and differences, and reaches a common understanding.
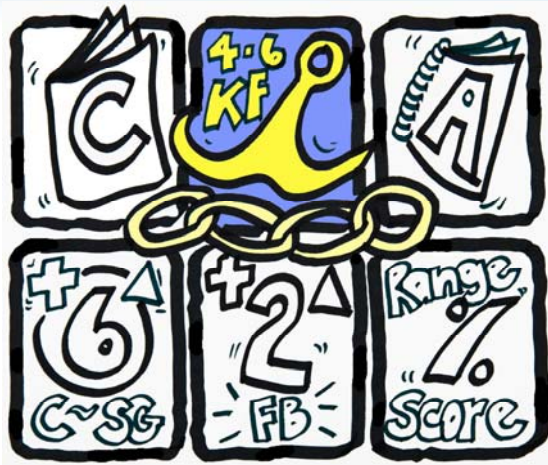
Exercise One
Step 2: Select the Key Factors

Key Factors are:

- Answers to the Organizational Profile questions
- Valuable insight into the organization:
  - ➢ Who they are
  - ➢ What they do
  - ➢ What is important to them
- "Lens" through which the appropriateness of processes and results are evaluated

Key Factors Worksheet

	Please insert your initials in cell C1 ->	Training
KF No.	Profile Question	Type Applicant-Specific Info Here
1	Context	
2	Main product offerings	
3	Relative importance	
4	Delivery mechanisms	
5	Mission	
6	Vision	
7	Values	
8	Core competencies and relation to mission	
9	Workforce profile	
10	Recent changes in workforce composition or needs	
11	Workforce groups and segments	
12	Workforce educational requirements	
13	Key engagement drivers	

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Key Factors List

KF #	KF Statement	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2	6.1	6.2	7.1	7.2	7.3	7.4	7.5
1	Context - Small boutique business supplying athletic wear since 1996																	
2	Main product offerings - Activewear clothing and athletic shoes													x	x			x
3	Relative importance - Women's clothing largest product line, then men's clothing. Athletic shoes much smaller product line			x	x	x	x			x	x			x				x
4	Delivery mechanisms - Completely online, direct to customers					x	x											
5	Mission - Clothing our customers for a fit life and delighting them, always	x	x														x	x
6	Vision - Be the #1 Internet-preferred activewear and shoe resource in the nation	x	x	x	x												x	
7	Values - Fun, Innovative, Team-based, Healthy, Agile, Balanced, Integrity, Timely, and Service	x	x			x	x			x	x						x	
8	Core competencies and relation to mission - Relationships (CC1), innovation (CC2), fitness (CC3) (+made in America??)	x	x							x	x							
9	Workforce profile - 889 total employees - team members, coaches, senior coaches									x	x				x			
10	Recent changes in workforce composition or needs - None														x			
11	Workforce groups and segments - Tenure, Ethnicity, Job Category, Location?														x			
12	Workforce educational requirements - High school diploma, associate degree, Bachelor														x			
13	Key engagement drivers - Teamwork, communication, opportunity to grow, pride in work, recognition									x	x				x			
14	Organized bargaining units - None									x	x				x			
15	Special health and safety requirements - Office and warehouse									x	x				x			
16	Major facilities, technologies, and equipment - Richmond - 24-acre campus with offices, Call Center, training facility, team member wellness center, and warehouse. Add'l warehouses leased in Irving, TX, and Portland, OR					x	x											

How might this be relevant in 3.1?

How might this be relevant?

Step 2: Select the Key Factors: Instructions

- Refer to the key factors list for the applicant
- Based on the item requirements and what is important to the applicant, each participant shares:
  - Their rationale for key factors selection
  - The approach(es) in the item potentially impacted
  - How the factor may be used in the "relevance" component of a comment
- Each individual should provide input, round-robin style.

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Exercise One
Step 3: Read the Application

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Step 3: Read the Application: Instructions

- Table discussion of how well the applicant addressed <u>each</u> aspect of the criteria, and where gaps were perceived, particularly related to the key factors selected in Step 2.
- Consider all process evaluation factors:
  - ➢ Approach
  - ➢ Deployment
  - ➢ Learning (How the process is evaluated / improved)
  - ➢ Integration

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Exercise One
Step 4: Analyze the Responses

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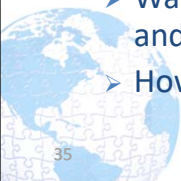
Step 4: Analyze the Responses: Instructions

- Participants identify the "around six" highest priority "**topics**" to provide as feedback to the applicant.
- Participants, in turn, share their approaches to analyzing and determining strengths and OFIs, and are asked coaching questions by the group.
- For example:
  - ➢ How did you ascertain whether this strength / OFI would be "value-added" to the applicant?
  - ➢ Was there an occasion to give "benefit of the doubt" and why?
  - ➢ How was missing information determined?

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Exercise One
Step 5: Write a Comment

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Step 5: Write a Comment

P-P-P?

Criteria Requirements ⟷ Application
Organizational Profile
Item Responses

ADLI

your best judgment

A-A-A?

Comment ➝ Call to Action

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Step 5: Write a Comment

Comment Elements

- A concise opening sentence that expresses a single thought—the "nugget" (or essence, or main point) of the comment
- Some examples (one or two)
- The relevance or importance of the nugget to the applicant (relevance may be embedded in the comment, or a separate sentence)
- Done

N
E
R
D

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Step 5: Write a Comment: Instructions

- Divide the table members into two groups.
- One group will select the most important strength from the previous exercise and write a strength comment.
- The second group will select the most important vulnerability from the previous exercise and write an opportunity for improvement (OFI) comment.
- Groups post comments on flip chart paper.
- Large group critique of comments.

P-P-P?   NERD?   A-A-A?

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Exercise One
Step 6: Score the Item

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SCORE	DESCRIPTION
0% or 5%	• No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) • Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) • An improvement orientation is not evident; improvement is achieved by reacting to problems. (L) • No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	• The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) • The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D) • Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) • The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I)
30%, 35%, 40%, or 45%	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A) • The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) • The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) • The APPROACH is in the early stages of ALIGNMENT with the basic organizational needs identified in response to the Organizational Profile and other process items. (I)
50%, 55%, 60%, or 65%	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D) • Fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L) • The APPROACH is ALIGNED with your overall organizational needs as identified in response to the Organizational Profile and other process items. (I)
70%, 75%, 80%, or 85%	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, with no significant gaps. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) • The APPROACH is INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)
90%, 95%, or 100%	• An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) • The APPROACH is well INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)

Approach
Deployment
Learning
Integration

Important Scoring Concepts

• Balance of comments (+/++ and -/--) in relation to score

• "Most descriptive" or "best fit" based on holistic view of process or results evaluation factors

• Importance based on key factors

• OFI comments typically define why the score is not higher than it is and provide insight to the applicant about how they might achieve a higher score

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Comments Align with Score

Comments		Range
Strengths	**OFIs**	
None	1	0% - 5%
2 – 4	4 – 6	10% - 25%
3 – 5	3 – 5	30% - 45%
4 – 6	2 – 4	50% - 65%
5 – 7	1 – 3	70% - 85%
6 – 8	0 – 2	90% - 100%

Based on 6 – 10 comments

How Deep

Did you have to dig?

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Causes of Scoring Variability

- Scores not adequately related to the Key Factors or Scoring Guidelines
- Comments not related to the Criteria
- Lack of acceptance of applicant statements
- Using the Areas to Address and Item Notes strictly as a checklist
- Treatment of missing information

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Step 6: Score the Item: Instructions

- Each individual, in turn, shares their perception of the "best fit" score for the item and their rationale.
- After listening to each person, the group discusses the scores and arrives at a scoring range and score that best describes the applicant's level of maturity.
- The group then records the score on the flip chart.
- Large group discussion about scoring
  - Consistency?
  - Adequate support of score by comment balance?
  - Best fit of evaluation factors?

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Exercise Two
The 6-Step Process "as a whole"
Process Item

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Exercise Two
Practice the 6-Step Process

- Step 1—Each examiner reviews the requirements for Item 6.2. Then, the group discusses the general meaning of the Criteria.

- Step 2—Based on the item requirements and what is important to the applicant, each examiner individually selects the four to six most relevant key factors. Then, the group discusses and selects the key factors they will use in the following steps.

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Exercise Two
Practice the 6-Step Process

- Step 3—Each examiner individually reads the application and identifies examples of approaches, deployment, learning and integration.

- Step 4—Each examiner individually analyzes strengths and OFIs against the Key Factors and the Criteria requirements.   The group agrees on a final set of **topics** for Strengths and OFIs. These are recorded on their flipchart.

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Exercise Two
Practice the 6-Step Process

- Step 5—The group develops one feedback-ready comment for the most important strength and one feedback-ready comment for the most important OFI. The group then records the comments on the flip chart.
- Step 6—Based on the final set of strengths and OFIs identified in steps 3 and 4, the group arrives at a scoring range and score that best describes the applicant's level of maturity. The group then records the score on the flip chart.
- The group prepares to report the full set of strength and OFI topics, read the two comments, and report the score and rationale. (Large group discussion)

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Exercise Three
Process Key Themes

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Key Themes –
the "CEO Summary"

- High-level overview of the feedback report
  - All theme comments can be "drilled-down" to item-level comments for additional detail
- Summarize the most vital issues for the organization as a whole
- Key intended "audience" of Key Themes includes:
  - The top ranking official of the organization
  - The senior leadership team
- Category & Process "owners" usually focus on the "drill-down" level of comments in the items

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Key Theme Structure

- Key themes are organized into four groups:
  - a) Process strengths
  - b) Process OFIs
  - c) Results strengths
  - d) Results OFIs

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Why Key Themes are Important

- Typically address topics that are "cross-cutting" through multiple Criteria Items / Categories, such as:
  - Vital Organizational Issues
    - Managing a major change or improvement
    - Competitiveness or social issues
    - Significant opportunities and challenges
    - Sustainability issues
  - Baldrige Core Values & Concepts
  - Evaluation Factors (ADLI)

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Part of the Entire Process

- Independent Review:
  - Team members should "be on the lookout" for potential Key Themes
- Consensus:
  - Team leader or a designated team member captures potential theme topics during Consensus
  - Team prioritizes the list of Key Theme topics
  - Team leader or a designated team member drafts Key Theme comments for team Consensus
- Site Visit:
  - Verify / Clarify

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Process Key Themes are still "NERDs"

- A core value / concept topic
  - Systems perspective
  - Visionary leadership
  - Customer-focused excellence
  - Valuing people
  - Organizational learning and agility
  - Focus on success
  - Managing for innovation
  - Management by fact
  - Societal responsibility
  - Ethics and transparency
  - Delivering value and results
- An evaluation factor
  - Approach, Deployment, Learning, Integration

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Key Theme Style

- **Examples** are drawn from other comments throughout the feedback report – no new comments, no "copy / paste" comments from items!
- **Relevance** relates to the key factors, the same as relevance at the comment level.
- **Done** is still the period at the end of the last sentence, although Key Theme comments are frequently longer than a single comment.

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Key Themes are also   A-A-A

- Actionable
  - ➢ Typically would involve action at the Senior Leadership Level
- Accurate
  - ➢ Reference comments throughout the document to enhance understanding
- Adequate
  - ➢ Helps leadership understand the overall score

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Key Themes are also   P-P-P

- Polite
  - ➢ Remember, the audience is the Senior Leadership
- Professional
  - ➢ Should not be "lecture-mode" or condescending
- Positive
  - ➢ Not prescriptive, not making promises, but presenting opportunities as a gift

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Key Theme Evaluation #1
Process Strength

The applicant's mission to delight customers always is supported by approaches that drive customer-focused excellence. A systematic Voice of the Customer (VOC) Process with a variety of sources provides actionable market intelligence to the Strategic Planning Process (SPP), as well as actionable information for targeting current, former, and potential customers (Figure 3.1-1). This process and the Social Media Team support the Customer Relations Work System, which helps the organization manage customer relationships and build its brand image. Operationally, Focus, Innovate, Test, Train, Execute, Share, Sustain (FITTESS) is used to design work processes to meet customers' requirements, and a recently redesigned website and mobile app provide greater online functionality, ease of use, and cyber security for customers. To assess the effectiveness of its Customer Relations processes, the organization uses the Guppol survey, supplemented with browsing and transaction data, to assess and analyze customer satisfaction, dissatisfaction, and engagement. These integrated processes, directed at customer acquisition, retention, and loyalty, exemplify the core competency of relationships and support the achievement of its mission.

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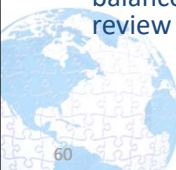
Key Theme Evaluation #2
Process Strength

- The applicant's approach to selecting organizational metrics and collecting, analyzing, and reviewing organizational data and information is a best practice. Strategic-level approaches are a semiannual comprehensive market scan and an analysis of competitive and market forces that will impact short and long-term strategic decisions. With the fact-based Capability and Capacity Planning Model (Figure 5.1-1), FitHabits makes strategic workforce decisions by evaluating the current workforce state and future workforce needs to accomplish the strategy. After determining strategic objectives (SOs), FitHabits systematically selects key performance measures (FitMeasures) via the FitTracking Process, as well as relevant comparisons. FitMeasures are tracked using a balanced scorecard (BSC) and department dashboards using nine review forums with various audiences and frequencies.

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Key Theme Evaluation #3
Process OFI

It is unclear how the organization makes meaningful changes in its product and service offerings, identifies strategic opportunities, identifies market needs and requirements, pursues intelligent risks, adapts product offerings to attract new customers or expand relationships with current customers. Further, it is unclear how FITTESS incorporates the concept of product excellence and how the organization leverages the Innovative Reverse Product Identification and Capture Process and input from key collaborators to meet customer requirements for innovated and on-trend activewear and athletic shoes. More broadly, the SPP does not appear to include systematic steps for stimulating innovation and intelligent risk taking or for identifying strategic opportunities, and it is unclear how FitReview findings are translated into priorities for innovation. Finally, it is unclear how the Innovation Council manages the overall portfolio of strategic initiatives or how financial and other resources are allocated to innovation. To reinforce and develop its core competency of innovation, the organization should develop more integrated and well-ordered approaches to identifying innovation opportunities and evaluating intelligent risks.

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Write a Key Theme Comment:
Instructions

- Using the topics provided as the "nugget," develop a key theme PROCESS comment based on the consensus scorebook provided

Table	Type	Topic
1	A	Delivering Value and Results
2	B	Cycles of learning (evaluation and improvement)
3	A	Visionary leadership – leaders guide and sustain the organization
4	B	Deployment to key suppliers, partners, collaborators, and other stakeholders
5	A	Valuing People

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Review of the Day

Key Learnings

Strengths

Opportunities for improvement tomorrow

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Exercise Four
The 6-Step Process Results Item 7.1a
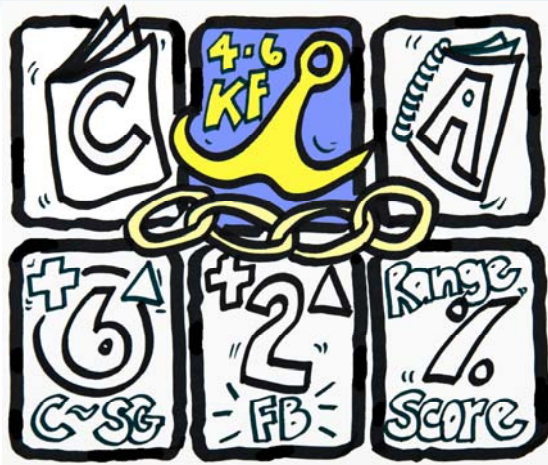
64
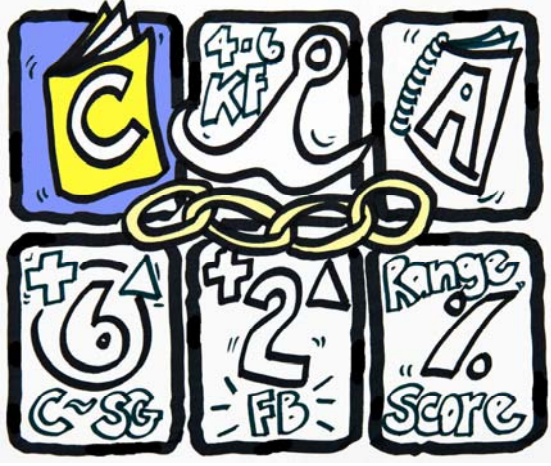
Exercise Four
Step 1: Read the Criteria

65

Step 1: Read the Criteria Item: Instructions

- In round-robin fashion, each examiner shares their understanding of a couple of the key multiple requirements with their table for the assigned item.
- The table then discusses similarities and differences, and reaches a common understanding.

66

Exercise Four
Step 2: Select the Key Factors

Step 2: Select the Key Factors: Instructions

- Based on the item requirements and what is important to the applicant, each participant shares
  - Their rationale for key factors selection
  - The result(s) in the item potentially impacted
  - How the factor may be used in the "relevance" component of a comment
- Each individual should provide input, round-robin style.

Exercise Four
Step 3: Read the Application

Step 3: Read the Application: Instructions

- Table discussion of how well the applicant addressed <u>each</u> aspect of the criteria, and where gaps were perceived, particularly related to the key factors selected in Step 2.
- Consider all results evaluation factors:
  - ➢ Levels
  - ➢ Trends
  - ➢ Comparisons
  - ➢ Integration

Exercise Four
Step 4: Analyze the Responses

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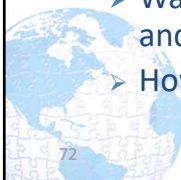
Step 4: Analyze the Responses: Instructions

> Will get the other three in the next exercise

- Participants identify the "around **three**" highest priority "topics" to provide as feedback to the applicant.
- Participants, in turn, share their approaches to analyzing and determining strengths and OFIs, and are asked coaching questions by the group.
- For example:
  - ➢ How did you ascertain whether this strength / OFI would be "value-added" to the applicant?
  - ➢ Was there an occasion to give "benefit of the doubt" and why?
  - ➢ How was missing information determined?

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Exercise Four
Step 5: Write a Comment

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Exercise Four
Step 5: Write a Comment

Step 5: Write a Comment

Comment Elements

- A concise opening sentence that expresses a single thought—the "nugget" (or essence, or main point) of the comment
- Some examples (one or two)
- The relevance or importance of the nugget to the applicant (relevance may be embedded in the comment, or a separate sentence)
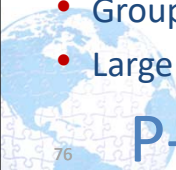- Done

N E R D

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Step 5: Write a Comment: Instructions

- Divide the table members into two groups.
- One group will select the most important strength from the previous exercise and write a strength comment.
- The second group will select the most important vulnerability from the previous exercise and write an opportunity for improvement (OFI) comment.
- Groups post comments on flip chart paper.
- Large group critique of comments

P-P-P?   NERD?   A-A-A?

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Exercise Four / Five Combined
Step 6: Score the Item

Will do this step combined with the next exercise

Exercise Five
The 6-Step Process "as a whole"
Results Item 7.1b and 7.1c

Exercise Five: Results Items

- The 6-Step Process "as a whole"

Exercise Five
Practice the 6-Step Process

- Step 1—Each examiner reviews the Criteria for the assigned item. Then, the group discusses the general meaning of the Criteria.

- Step 2—Based on the item requirements and what is important to the applicant, each examiner individually selects the four to six most relevant key factors. Then, the group discusses and selects the key factors they will use in the following steps.

Exercise Five
Practice the 6-Step Process

- Step 3—Each examiner individually analyzes the results relevant to the assigned item in terms of Levels, Trends, Comparisons, and Integration with process descriptions and key factors.

- Step 4—Each examiner individually analyzes strengths and OFIs against the Key Factors and the Criteria requirements.   The group agrees on a final set of topics for Strengths and OFIs. These are recorded on their flipchart.

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Exercise Five
Practice the 6-Step Process

- Step 5—The group develops one feedback-ready comment for the most important strength and one feedback-ready comment for the most important OFI. The group then records the comments on the flip chart.
- Step 6—Based on the final set of strengths and OFIs identified in steps 3 and 4, the group arrives at a scoring range and score that best describes the applicant's level of maturity. The group then records the score on the flip chart.
- The group prepares to report the full set of strength and OFI topics, read the two comments, and report the score and rationale. (Large group discussion)

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SCORE	DESCRIPTION
0% or 5%	• There are no organizational PERFORMANCE RESULTS, or the RESULTS reported are poor. (Le) • TREND data either are not reported or show mainly adverse TRENDS. (T) • Comparative information is not reported. (C) • RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I)
10%, 15%, 20%, or 25%	• A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le) • Some TREND data are reported, with some adverse TRENDS evident. (T) • Little or no comparative information is reported. (C) • RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I)
30%, 35%, 40%, or 45%	• Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le) • Some TREND data are reported, and most of the TRENDS presented are beneficial. (T) • Early stages of obtaining comparative information are evident. (C) • RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I)
50%, 55%, 60%, or 65%	• Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le) • Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T) • Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, and PROCESS requirements. (I)
70%, 75%, 80%, or 85%	• Good-to-excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le) • Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T) • Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)
90%, 95%, or 100%	• Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le) • Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization's MISSION. (T) • Industry and BENCHMARK leadership is demonstrated in many areas. (C) • Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)

Comments Align with Score

Comments		Range
Strengths	**OFIs**	
None	1	0% - 5%
2 – 4	4 – 6	10% - 25%
3 – 5	3 – 5	30% - 45%
4 – 6	2 – 4	50% - 65%
5 – 7	1 – 3	70% - 85%
6 – 8	0 – 2	90% - 100%

Based on 6 – 10 comments

How Deep

Did you have to dig?

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Results Calibration – Suggested Guidelines for Scoring Terms

Term	Definition
• Few	5 to 15%
• Some	>15% to 30%
• Many	>30% to 50%
• Most	>50% to 80%
• Nearly All	>80% to <100%
• All	100%

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Results Calibration – Suggested Guidelines for Scoring Terms

- **<u>Good</u>** - Better than average relative to   **Top Half**
competitors, similar providers, or industry
- **<u>Very Good</u>** - Top 25% of competitors or similar
providers   **Top Quartile**
- **<u>Excellent</u>** - Top 5% to 10%, at or near   **Top Decile**
top of competitors or similar providers,
benchmark levels, better than best competitor
- **<u>Beneficial</u>** - helpful, advantageous, trending in
the desired direction
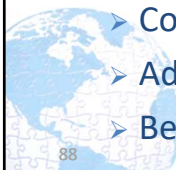
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Step 6: Score the Item: Instructions

- Each individual, in turn, shares their perception of the "best fit" score for the item and their rationale.
- After listening to each person, the group discusses the scores and arrives at a scoring range and score that best describes the applicant's level of maturity.
- The group then records the score on the flip chart.
- Large group discussion about scoring
  - ➢ Consistency?
  - ➢ Adequate support of score by comment balance?
  - ➢ Best fit of evaluation factors?

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Exercise Six
Results Key Themes

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Key Theme Results –
the "CEO Summary"

- Still intended to be a high-level overview of organizational performance
  - All theme comments can be "drilled-down" to item-level comments for additional detail
- Focus on Results Evaluation Factors (LeTCI)
- Category & Process "owners" usually focus on the "drill-down" level of comments in the items

> Recognition as a "role model" process should depend on the results being achieved!

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Part of the Entire Process

- Independent Review:
  - ➢ Team members should "be on the lookout" for potential Key Themes
- Consensus:
  - ➢ Team leader or a designated team member captures potential theme topics during Consensus
  - ➢ Team prioritizes the list of Key Theme topics
  - ➢ Team leader or a designated team member drafts Key Theme comments for team Consensus
- Site Visit:
  - ➢ Verify / Clarify / Update

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Results Key Themes are still "NERDs"

- A results evaluation factor
  - ➢ Levels
  - ➢ Trends
  - ➢ Comparison / Benchmark
    - Comparisons present / absent
    - Relative performance
    - Internal comparisons (segmentation)
  - ➢ Integration / Gaps

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Key Theme Style

- **Nugget** is usually associated with a results evaluation factor (LeTCI)
- **Examples** are drawn from other comments throughout the feedback report – no new comments, no "copy / paste" comments from items!
- **Relevance** relates to the key factors, the same as relevance at the comment level.
- **Done** is still the period at the end of the last sentence, although Key Theme comments are frequently longer than a single comment.

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Key Themes are also A-A-A

- Actionable
  - ➢ Highest priority for improvement action
- Accurate
  - ➢ Reference comments throughout results items to enhance understanding
- Adequate
  - ➢ Helps leadership understand the overall score for the results section

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Key Themes are also   P-P-P

- Polite
  - ➤ Senior Leadership may choose to take action to reward, recognize, or allocate resources to improve
- Professional
  - ➤ Should not be "lecture-mode" or condescending
- Positive
  - ➤ Show linkages of key factors and/or processes with results to highlight integration and opportunities

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Key Theme Evaluation
Results OFI

The applicant does not provide performance results for several areas of importance to key customer, market, and process requirements. For example, results are not presented for strengthening the applicant's core competencies. In particular, results for process innovation and taking intelligent risks are missing. With respect to the relationship core competency, the applicant reports limited customer dissatisfaction results, including results for customer complaints. Furthermore, no results for senior coaches' communication and engagement with customers are provided. Missing workforce-focused results include those for some workforce services and benefits, such as spot bonuses, smoking cessation, stress management, and alternative work schedules. Results for the Talent Review System and Talent Development Program, leader development, skills and staffing needs by workforce groups, and the effectiveness of the L&D System are also not reported. To reinforce its core competencies of relationships and innovation, the applicant may benefit from tracking and managing additional results in these areas.

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Key Theme Evaluation
Results Strength

Many results throughout Category 7 show beneficial trends in performance. For example, Figures 7.1-1, 7.1-2, 7.1-3, 7.1-4, 7.1-6, 7.1-8, 7,1-13, 7.1-18, 7.1-19, 7,1-20, 7.1-23, 7.1-26, 7.1-27, 7.1-29, 7.1-30, 7.1-31, 7.1-32, and 7.1-35 all show results that are trending in the right direction, and look really good.

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Write a Key Theme Comment:
Instructions

• Using the topics provided as the "nugget," develop a key theme RESULTS comment based on the consensus scorebook provided

Table	Type	Topic
1	D	Levels / Trends OFI
2	C	Levels / Trends Strength
3	D	Comparison / Benchmark OFI
4	C	Comparison / Benchmark Strength
5	D	Integration Gaps OFI

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Work as a Team

- All examiners are expected to participate in the Consensus Review as a condition of being appointed to the Board of Examiners.
- All examiners are assigned to a team, and each team generates a scorebook that builds on their individual work, while reflecting the wisdom of the group.
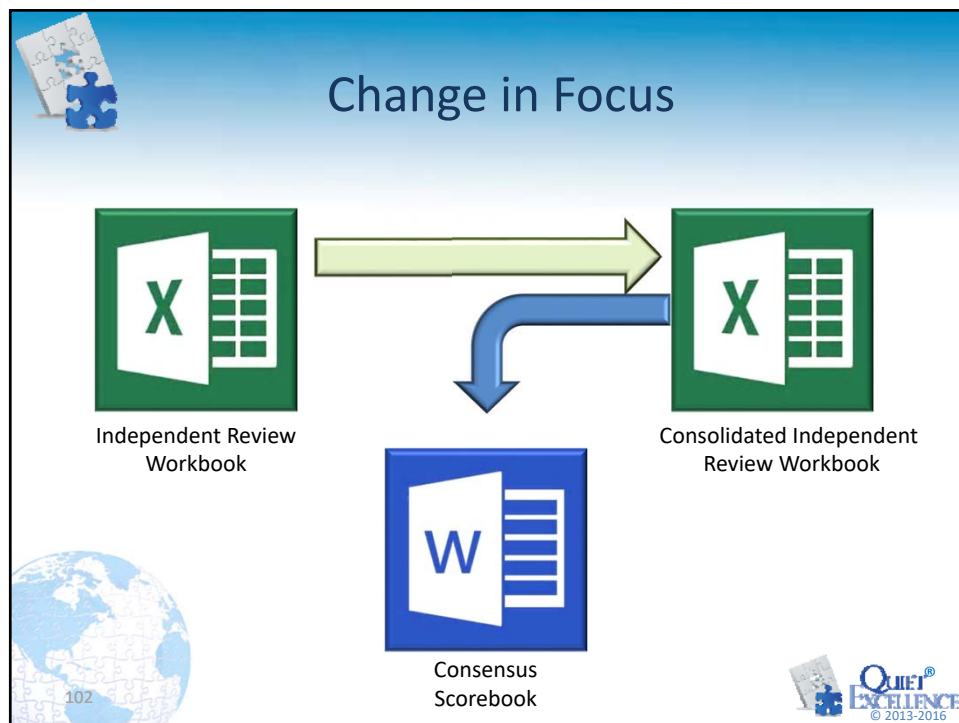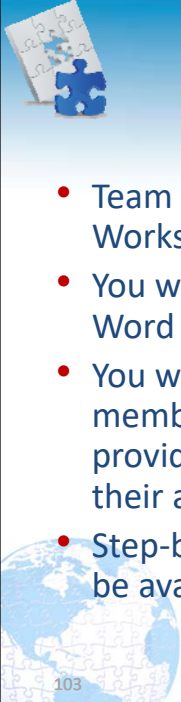
100

Consensus Review Tasks

- Consensus Review includes individual work, collaboration, and conference calls.
- Each member of the team will serve as the lead for at least one items.
- The objective of the assignment will be to produce a single consensus scorebook that incorporate the best thinking of each team member while forming a concise and coherent whole.
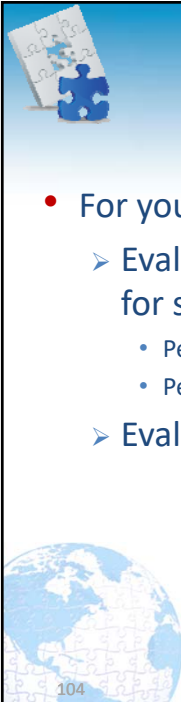
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Change in Focus

Independent Review
Workbook

Consolidated Independent
Review Workbook

Consensus
Scorebook

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Working Together

- Team lead will aggregate the Independent Review Worksheets for your lead items.
- You will record your work for your assigned items in a Word Scorebook.
- You will receive feedback from all of your team members on your assigned items, and you will provide feedback to all of your team members on their assigned items.
- Step-by-step instructions for Consensus Review will be available to guide you through the process.

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Pre-Consensus

- For your Items:
  - ➢ Evaluate the opinions of each person on the team for similarities and differences in analysis
    - Perceptions of strengths / opportunities for improvement
    - Perceptions of prioritization of feedback comments
  - ➢ Evaluate comment content and writing skills

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Does this process seem familiar?

1. Review the criteria requirements.
2. Consider the most relevant key factors for the item requirements.
3. Analyze each examiner's perceptions of "high-priority" feedback (both strengths / OFIs) – referencing the application as necessary.
4. Determine "around six" topics for feedback.
5. Prepare feedback-ready comments for each assigned item.
6. Based on the proposed comments, determine the "best fit" score.

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Consensus is not "Merger"

| Examiner 1 Work | Examiner 2 Work | Examiner 3 Work | Examiner 4 Work | Examiner 5 Work | Examiner 6 Work |

Many Independent Scorebooks

≠

One Scorebook

| Examiner 1 Work | Examiner 2 Work | Examiner 3 Work | Examiner 4 Work | Examiner 5 Work | Examiner 6 Work |

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Remember:

- Use the comment guidelines!

A-A-A
P-P-P
N.E.R.D.

- Capture lower priority topics as "below the line" to reserve for potential future use.

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Key Factor Tab

- Team lead will send draft list of key factors prior to independent review
- When the team has achieved consensus on key factors, team lead will copy / paste into the Word Scorebook and distribute to the team

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Word Scorebook
Key Factors

Key Factors Worksheet

To begin the evaluation process, review the applicant's Organizational Profile and the Additional Information Needed Form. List the key business/organization factors for this applicant, using the Areas to Address (Organizational Environment, Organizational Relationships, Competitive Environment, Strategic Challenges, and Performance Improvement System) in the order presented in the Preface: Organizational Profile section of the appropriate *Criteria for Performance Excellence* booklet.

P.1a Organizational Environment
1. KF 1-20

P.1b Organizational Relationships
2. KF 21-31

P.2a Competitive Environment
3. KF 32-38

P.2b Strategic Challenges
4. KF 39-40

P.2c Performance Improvement System
5. KF 42-42

> Use "paste special" feature, and paste "text only" for each section

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Analyze Individual Perceptions
Strengths / OFIs

- Start by "topic," then get into the details
- Special considerations
  - How many examiners had same perception
    - Sector experience
    - Baldrige-based examiner experience
  - Order of priority for each examiner
    - Any ++ or - -

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Your Initials	Criteria Item Ref.	Criteria Requirements	Key Factor #s	Strength Evidence	A	D	L	I	Opportunity For Improvement Evidence	A	D	L	I	Priority Str	OFI
AB	4.1a(1)	HOW do you use data and information to track daily operations and overall organizational PERFORMANCE?	36, 37, 38, 41, 42	FitTracking process in Figure 4.1-1, integrated with SPP. Selection process presented in Figure 4.1-2. Measures flow to BSC, available in FitPortal, cascade to department scorecards. FitTracking process is evaluated annually.	X	X	X	X	Although noted in red in Figure 6.1-1 BSC Measures are not clearly identified (add'l measures?). Reviews listed in Figure 4.1-4 do not all have measures associated. Process not clearly integrated with FITTESS process to drive improvement	X			X	H	M
CD	4.1a(1)	HOW do you use data and information to track daily operations and overall organizational PERFORMANCE?	41, 42	FitTracking Process (Figure 4.1-1), which integrates definition of goals and APs from the SPP with selection of appropriate measures. The process also incorporates selection of comparative data, performance analysis and reviews, and best practice identification.	X			X	Unclear integration with FITTESS				X	H	H
EF	4.1a(1)	HOW do you use data and information to track daily operations and overall organizational PERFORMANCE?	36, 37, 38	Integration of FitTracking with Strategic Planning				X	Gaps in metrics					M	H

Frequently Asked Questions (FAQ): Selecting Topics

- Can there be more than one comment per item reference?
- Does there need to be a comment for every item reference?
- Can there be a strength comment and an OFI comment in the same item reference?
- If only one examiner cited some evidence, does that make it a lower priority for feedback?
- If everyone on the team cited some evidence, does that make it higher priority for feedback?

What's Next?

- Receive application from program office
- Complete Independent Review
  - ➢ Timeline will be determined by program office and team
- Complete Consensus Review
  - ➢ Produce Consensus Scorebook
- Site Visit
  - ➢ Produce Site Visit Scorebook
- Celebrate!!!

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Review of the Session

Key Learnings

Strengths

Opportunities For Improvement

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