WSQA/PENW New Examiner Training Fall 2017
Instructions for Completing Pre-work

The purposes of this pre-work assignment are:
(1) to prepare you for a successful classroom experience and
(2) familiarize you with the Independent Review (IR) portion of the application evaluation process by creating a partial Independent Review Scorebook.
Pre-work must be completed prior to the classroom session.

PART ONE: Evaluate case study items 1.1, 2.1, 5.2, 7.1, and 7.5

A. Review the 2017-18 Baldrige Excellence Framework for Healthcare
B. Review the Arroyo Fresco Case Study, the 2017 case study/application. Highlight and/or make notes on anything you feel may be important to the evaluation of the fictitious applicant.
C. Draft an initial list of key factors.
   1. A key factor is an attribute of an organization or its environment that has a significant influence on the way the organization operates and the key challenges it faces. Examples may include its mission, vision, and values; strategic challenges; and workforce groups and segments. Key factors do not include descriptions of processes. Examiners use their best judgment to determine key factors. Examiners then use key factors to focus their assessment on what is important to the applicant. Key factors are found primarily by reading the applicant's responses to the questions in the Organizational Profile portion of the case study, but may be found elsewhere in the case study award application.
D. For each item (1.1, 2.1, 5.2, 7.1, and 7.5), complete the <u>following six-step process</u>. *You may want to start with 5.2, as it tends to be the easiest of the items listed.*
   1. **Read the Criteria** item requirements (in the Baldrige Excellence Framework booklet) to gain a good understanding of Criteria Item you are going to work on.
   2. **Determine and select the most relevant key factors for the item.** Select the most relevant four to six key factors for the item. These will be a subset of those on your key factor list and may even be a subset of one key factor (e.g., one strategic challenge that is most relevant to the item rather than the entire set of strategic challenges).
   3. **Read the relevant response to the item in the application**. Identify the processes or approach the applicant uses to meet Criteria item requirements. In noting the processes or approach, use the applicant's wording from the application rather than using your own words.
   4. **Analyze the applicant's response to each item**. Read the response against the relevant Criteria requirements, and identify around six combined "strengths" and Opportunities for Improvement (OFIs). Record strengths and OFIs in BOSS on the IR Worksheet. For each strength or OFI, follow these rules:
       i. Select the relevant key factors that influence this approach or process (e.g., an organization's varied employees, shifts, sites).

ii. Enter the strength (or OFI) as a brief statement of an approach. It should represent the responsiveness of the applicant to the Criteria, given its key factors.

iii. Provide the evidence that supports the statement as a strength (example: "the approach XYZ has six steps, was expanded in 2011, and includes a final step for evaluation and feedback").

iv. Select the appropriate evaluation factors—approach, deployment, cycles of learning, and integration—that apply to this strength (or OFI), keeping the following factors and questions in mind. Consider the specific evidence that you observed.

v. Determine the significance of the strength (or OFI) to your evaluation of the applicant and whether it should be "bolded" (indicating high importance).

vi. Provide the Criteria requirement reference to which the processes or methods relate (e.g., a[1], b[1,3], or c[1–3]).

vii. Arrange the order of the strengths and OFIs, starting with the most important feedback to give the applicant.

viii. Check your work, eliminating any conflicts between strengths and OFIs (i.e., when a strength contradicts an OFI for the same Criteria requirement).

ix. Refer to the sample IR Worksheets for items 5.1and 7.3 if needed.

5. **Draft one "feedback-ready" strength comment and one "feedback-ready" OFI (opportunity for improvement) comment.** From your strengths and OFIs, select one of each (your choice) to develop into feedback-ready comment. For the purpose of this training, you will receive feedback in your classroom training session. In writing your comments, please use the following rules. Each strength or OFI should include:

i. a concise opening sentence that expresses a single thought—the "<u>nugget</u>" (or essence, or main point) of the comment;

ii. one or two <u>examples</u> (including figure numbers, if applicable)—referring to the approach or results given in the applicant's response to Criteria questions; and

iii. language that shows the <u>relevance</u> (why the comment is important) to the applicant by tying the main point to one of the applicant's key factors. You can also ask yourself, "What evaluation factor is relevant to this strength or OFI?" Thinking this way may help you focus the comment on the importance to the applicant (e.g., if the important element of the comment is deployment, there may be no need to add text on approach, learning, and integration).

6. **Determine the scoring range and the score for the item**. Determine the applicant's overall scoring range for the item. Start by reviewing the Criteria requirements and the strengths and OFIs for the item. Note the balance and importance of strengths and OFIs, including those that are doubled and those that are relative to item requirements and the Key Factors. Review the Scoring Guidelines descriptions and determine the range that is, overall, most descriptive of the organization's achievement level. The applicant does not need to demonstrate all the characteristics in the selected range; rather, the score is based on a holistic view of the item. As a check, read the description of the ranges above and below the selected range to determine where the applicant's score falls within that range.

E. Repeat this process (steps 1 through 6) for all of the assigned items.

PART TWO: Review and be prepared to discuss the meaning and importance of Criteria items 1.2, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2, 7.2, 7.3, and 7.4.

Many of these items will be practiced during classroom work.

PART THREE: Bring documents to class

Your pre-work materials (case study, Framework booklet, and related tools). Your pre-work assessment for the items in Part One as well as your feedback ready comments.