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| **Florida Governor’s Sterling Award** | “A State of Excellence” |

**2018-2019 Case Study**

**Scorebook**

**Instructions**

Do not change formats or forms; this includes font style (Arial) and size (10), paragraph spacing, section breaks, etc.

1. Schedule adequate time to complete the entire assignment by October 17, 2018.
2. To start, “Save As**”** this documentto a secure location that you will not lose or forget!   
   Title the file with your initials added to the document title (*2018-2019 Case Study Scorebook-ABC.docx*).   
   We recommend that you save frequently and in multiple locations.
3. Double click on the Header above.   
   Enter “Case Study” in the Applicant Code, and your name behind “Examiner Name:”,then close the header.   
   The document is setup to carry the same Header from start to finish.   
   Review all pages to ensure every page contains the completed header information.  
   If you do not see the header, go to View and choose Print Layout.
4. Worksheets are formatted with bullets and easy-to-use tables (follow instructions below).
5. Item Worksheets and other Scorebook elements are separated using Section Breaks - do not delete them!   
   If you want a page break within a section, use the “control-enter” key combination (or, *Insert* / *Break* / *Page Break* on the tool bar).   
   This will maintain the specific Item sections.
6. Allow text to wrapas you type.   
   Tab to move from one column to the next; tab from the final column to begin the next row.
7. Add, Copy/Move, or Delete rows as needed.
   1. To add a row: Tab from the final column; or use Copy/Paste to preserve pre-typed content.
   2. To Copy/Move a row**:**  From the left-hand margin, highlight the row, Copy (Ctrl “C”);   
      place cursor where you want the copied row and Paste (Ctrl “V”).
   3. Delete unused rows(save a tree!)**:** from the left-hand margin, highlight the row and Cut (Ctrl “X).
8. When you complete the scorebook:
   1. Go to the Deliverables page and validate your completion.
   2. Double click on the checkboxes and change the default value from “not checked” to “checked” and click “OK”.
   3. Enter the number of hours worked.
   4. Email your completed Case Study to [examiner@floridasterling.com](mailto:examiner@floridasterling.com)

**Deliverables**

* Ensure you have completed the following:

Item Worksheets for Items:2.1, 3.1, 4.1, 5.1, and 6.1

* + 4-6 most relevant Key Factors for that Item
  + 5-8 total Comments (Strengths and OFIs) for each Item
  + Any Innovations found are noted
  + Results correlation is completed

Scoring Matrix & Score Range for Items: 2.1, 3.1, 4.1, 5.1, and 6.1

Header has your name on every page

Case Study Debrief questions (last page) completed

Hours Worked:.

* Email your completed Case Study Scorebook to the Sterling Office at [examiner@floridasterling.com](mailto:examiner@floridasterling.com)   
  by Wednesday, October 17, 2018.
* Bring one (1) hardcopy of your completed Case Study Scorebook to Examiner Training

**Instructions / Samples**

**Sample Key Factors**

**Key Factors**: Copy/paste only the 4-6 most important Key Factors relevant to this Item. Enter one Key Factor and its number per row.

|  |  |
| --- | --- |
| **3** | Key Values: total customer satisfaction, engaged workforce, integrity, …..etc….. |
| **5** | Workforce segments: Directors/Administration, Skilled office, Customer, …etc…. |
| **10** | Strategic Objectives: build customer loyalty; improve, ….etc….. |
|  | Etc. |

**Comment Instructions**

| **Criteria** | **Evidence** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria Statement**  **Approach** | **Deployment** | **Learning** | **Integration** | **Innovation** | **Results** |
| **Instructions:**   * Do not delete any of the criteria in this column. * Copy/Paste criteria as needed for your comments. | **Strength  Instructions:**  A Strength comment will always have an Approach.  Therefore, the Criteria Statement is always in the Approach column (what), followed by explanation of the approach (how). | **Strength Instructions:**  Example(s) of who, where, when | **Strength Instructions:**  Example(s) of cycle(s) of improvement | **Strength Instructions:**  The single, most relevant Key Factor | **Strength Instructions:**  Example(s) of innovation, if identified | **Strength Instructions:**  Results related to the comment |
|  | **OFI Instructions:**  OFI comment Criteria Statement is included in the A, or D, or L column.  All Text is Red. |  |  | **OFI Instructions:**  The single, most relevant Key Factor |  | **OFI Instructions:**  Results related to the comment |

Refer to Comment Samples on the following page.

You may want to print pages 4 and 5 for reference as you write your comments.

**Sample Comments**

**Sample Strength Comment:**

| **Criteria** | **Evidence** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria Statement**  **Approach** | **Deployment** | **Learning** | **Integration** | **Innovation** | **Results** |
| **5.1a(3)**  **Workforce Change Management:** How do you prepare your workforce for changing capability and capacity needs to:   * Prevent workforce reductions, or minimize the impact of reductions * Prepare for and manage periods of workforce growth * Prepare your workforce for changes in organizational structure and work systems | The organization’s workforce management process prepares for changing capability and capacity needs through monthly analysis of customer demand versus staff personnel and their skills.  Each month the organization’s Data Department collates data from its key process areas with HR’s data on workforce numbers and skill sets. | Analysis is applied to Director/Admin, and skilled office workforce groups | Two years ago (2015) the organization revised its analysis to add capability analysis. | KF #3: Values -  satisfied customers | None | Fig.7.3-5 increased customer satisfaction with workforce helpfulness and knowledge in 2016 & 2017. |

**Sample OFI Comment:**

| **Criteria** | **Evidence** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria Statement**  **Approach** | **Deployment** | **Learning** | **Integration** | **Innovation** | **Results** |
| **- 5.1a(3)** |  | It is not clear how the organization’s workforce management process prevents workforce reductions, or minimizes the impact of reductions. For example, a few reductions made in the Administration area are concerns for other workforce groups |  | KF #10: Strategic Obj. - improve workforce morale |  | Fig. 7.3-12 morale is lowest scoring area in survey |

Each OFI is for only one Evaluation Factor: Approach, or Deployment, or Learning.

All OFI’s start with, “It is not clear … ” or “It is not evident … “

Always complete the *Integration* and *Results* columns.

Do not write OFI comments for Innovation or Results.

**Item 2.1 Worksheet—Strategy Development**

**Key Factors**: Copy/paste only the 4-6 most important Key Factors relevant to this Item. Enter one Key Factor and its number per row.

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| **Criteria** | **Evidence** | | | | | |
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| **Criteria Statement Approach** | **Deployment** | **Learning** | **Integration** | **Innovation** | **Results** |
| **2.1a(1)**  **Strategic Planning Process:**  How do you conduct your strategic planning process including key process steps?  How do you collect and analyze relevant data and develop this information for use as part of your strategic planning process?  How does your strategic planning process include addressing your strategic challenges, organizational agility, and leveraging your strategic advantages? |  |  |  |  |  |  |
| **– 2.1a(1)** |  |  |  |  |  |  |
| **2.1a(2)**  **Innovation**:  How does your strategy development process cultivate innovation?  How do you identify strategic opportunities?  How do you decide which strategic opportunities are intelligent risks to pursue? |  |  |  |  |  |  |
| **– 2.1a(2)** |  |  |  |  |  |  |
| **2.1a(3)**  **Work Systems and Core Competencies:**  How do you consider your work systems and core competencies to decide which key processes will be accomplished by your workforce and which by external suppliers and partners? |  |  |  |  |  |  |
| **– 2.1a(3)** |  |  |  |  |  |  |
| **2.1b(1)**  **Key Strategic Objectives:**  How does your strategic planning process identify your key strategic objectives and your timetable for achieving them?  What are your strategic objectives? |  |  |  |  |  |  |
| **– 2.1b(1)** |  |  |  |  |  |  |
| **2.1b(2)**  **Strategic Objective Considerations:**  How do your strategic objectives achieve appropriate balance among varying and potentially competing organizational needs?  How do your strategic objectives address your strategic challenges and opportunities? |  |  |  |  |  |  |
| **– 2.1b(2)** |  |  |  |  |  |  |

**Item 2.1 Scoring Matrix: Use H (high), M (mid), or L (low)** to indicate relative position in the scoring band.

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| --- | --- | --- | --- | --- | --- | --- |
| **Factor** | **0–5%** | **10–25%** | **30–45%** | **50–65%** | **70–85%** | **90–100%** |
| **Approach** | No systematic approach to Item requirements is evident; information is anecdotal. | The beginning of a systematic approach to the basic requirements of the Item is evident. | An effective, systematic approach, responsive to the basic requirements of the Item, is evident. | An effective, systematic approach, responsive to the overall requirements of the Item, is evident. | An effective, systematic approach, responsive to the multiple requirements of the Item, is evident. | An effective, systematic approach, fully responsive to the multiple requirements of the Item, is evident. |
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| **Deployment** | Little or no deployment of any systematic approach is evident. | 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. | The approach is deployed, although some areas or work units are in the early stages of deployment. | The approach is well deployed, although deployment may vary in some areas or work units. | The approach is well deployed, with no significant gaps. | The approach is fully deployed without significant weaknesses or gaps in any areas or work units. |
|  |  |  |  |  |  |
| **Learning** | An improvement orientation is not evident; improvement is achieved through reacting to problems. | Early stages of a transition from reacting to problems to a general improvement orientation are evident. | The beginning of a systematic approach to evaluation and improvement of key processes is evident. | 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. | 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. | 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. |
|  |  |  |  |  |  |
| **Integration** | No organizational alignment is evident; individual areas or work units operate independently. | The approach is aligned with other areas or work units largely through joint problem solving. | The approach is in the early stages of alignment with basic organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is aligned with overall organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is integrated with organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is well integrated with organizational needs identified in response to the Organizational Profile and other Process Items. |
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| **Independent Evaluation Overall Item Score Range:**  🡻 Place “H, M, or L” in appropriate box | |
|  | 0-5% |
|  | 10-25% |
|  | 30-45% |
|  | 50-65% |
|  | 70-85% |
|  | 90-100% |

**Item 3.1 Worksheet— Voice of the Customer**

**Key Factors**: Copy/paste only the 4-6 most important Key Factors relevant to this Item. Enter one Key Factor and its number per row.

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| **Criteria** | **Evidence** | | | | | |
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| **Criteria Statement Approach** | **Deployment** | **Learning** | **Integration** | **Innovation** | **Results** |
| **3.1a(1)**  **Current Customers:**  How do you listen to, interact with, and observe customers to obtain actionable information?  How do your listening methods vary for different customer groups across the customer life cycle?  How do you:   * use social media and web-based technologies to listen to customers, as appropriate? * seek immediate and actionable feedback from customers on quality of products and services, customer support, and transactions? |  |  |  |  |  |  |
| **– 3.1a(1)** |  |  |  |  |  |  |
| **3.1a(2)**  **Potential Customers**:  How do you listen to potential customers (former, potential, competitors’ customers) to obtain actionable information on products and services and customer support? |  |  |  |  |  |  |
| **– 3.1a(2)** |  |  |  |  |  |  |
| **3.1b(1)**  **Determination of Customer Satisfaction and Engagement:**  How do you determine customer satisfaction, dissatisfaction, and engagement?  How do your methods differ among your customer groups, as appropriate? |  |  |  |  |  |  |
| **– 3.1b(1)** |  |  |  |  |  |  |
| **3.1b(2)**  **Satisfaction Relative to Competitors:**  How do you obtain information on customers’ satisfaction with your organization relative to other organizations or benchmarks? |  |  |  |  |  |  |
| **– 3.1b(2)** |  |  |  |  |  |  |

**Item 3.1 Scoring Matrix: Use H (high), M (mid), or L (low)** to indicate relative position in the scoring band.

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| **Factor** | **0–5%** | **10–25%** | **30–45%** | **50–65%** | **70–85%** | **90–100%** |
| **Approach** | No systematic approach to Item requirements is evident; information is anecdotal. | The beginning of a systematic approach to the basic requirements of the Item is evident. | An effective, systematic approach, responsive to the basic requirements of the Item, is evident. | An effective, systematic approach, responsive to the overall requirements of the Item, is evident. | An effective, systematic approach, responsive to the multiple requirements of the Item, is evident. | An effective, systematic approach, fully responsive to the multiple requirements of the Item, is evident. |
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| **Deployment** | Little or no deployment of any systematic approach is evident. | 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. | The approach is deployed, although some areas or work units are in the early stages of deployment. | The approach is well deployed, although deployment may vary in some areas or work units. | The approach is well deployed, with no significant gaps. | The approach is fully deployed without significant weaknesses or gaps in any areas or work units. |
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| **Learning** | An improvement orientation is not evident; improvement is achieved through reacting to problems. | Early stages of a transition from reacting to problems to a general improvement orientation are evident. | The beginning of a systematic approach to evaluation and improvement of key processes is evident. | 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. | 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. | 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. |
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| **Integration** | No organizational alignment is evident; individual areas or work units operate independently. | The approach is aligned with other areas or work units largely through joint problem solving. | The approach is in the early stages of alignment with basic organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is aligned with overall organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is integrated with organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is well integrated with organizational needs identified in response to the Organizational Profile and other Process Items. |
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| **Independent Evaluation Overall Item Score Range:**  🡻 Place “H, M, or L” in appropriate box | |
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|  | 30-45% |
|  | 50-65% |
|  | 70-85% |
|  | 90-100% |

**Item 4.1 Worksheet—Measurement, Analysis, and Knowledge Management**

**Key Factors**: Copy/paste only the 4-6 most important Key Factors relevant to this Item. Enter one Key Factor and its number per row.

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| **Criteria** | **Evidence** | | | | | |
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| **Criteria Statement Approach** | **Deployment** | **Learning** | **Integration** | **Innovation** | **Results** |
| **4.1a(1)**  **Performance Measures:**  How do you identify your key organizational performance measures and use data and information to monitor daily operations and overall organizational performance including, but not limited to:   * short- and longer-term financial measures? * progress on strategic objectives and action plans? |  |  |  |  |  |  |
| **– 4.1a(1)** |  |  |  |  |  |  |
| **4.1a(2)**  **Comparative Data:**  How do you select comparative data and information to support fact-based decision making? |  |  |  |  |  |  |
| **– 4.1a(2)** |  |  |  |  |  |  |
| **4.1a(3)**  **Customer Data:**  How do you select voice of the customer and market data and information to build a more customer-focused culture? |  |  |  |  |  |  |
| **– 4.1a(3)** |  |  |  |  |  |  |
| **4.1a(4)**  **Measurement Agility:**  How do you ensure that your performance measurement system can respond to rapid or unexpected organizational or external changes? |  |  |  |  |  |  |
| **– 4.1a(4)** |  |  |  |  |  |  |
| **4.1b**  **Performance Analysis and Review:**  How do you review your organization’s performance and capabilities to analyze:   * organizational success? * competitive performance? * financial health? * progress on strategic objectives and action plans? |  |  |  |  |  |  |
| **– 4.1b** |  |  |  |  |  |  |
| **4.1c(1)**  **Future Performance:**  What data and information are utilized to project your organization’s future performance?  How does this analysis impact your strategic objectives and action plans (in 2.2b)? |  |  |  |  |  |  |
| **– 4.1c(1)** |  |  |  |  |  |  |
| **4.1c(2)**  **Continuous Improvement and Innovations:**  How do you use findings from performance reviews (in 4.1b) to develop priorities for continuous improvement and opportunities for innovation?  How are these priorities communicated to work group and functional-level operations; andwhen appropriate, to your suppliers, partners, and collaborators to ensure organizational alignment? |  |  |  |  |  |  |
| **– 4.1c(2)** |  |  |  |  |  |  |

**Item 4.1 Scoring Matrix: Use H (high), M (mid), or L (low)** to indicate relative position in the scoring band.

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| **Factor** | **0–5%** | **10–25%** | **30–45%** | **50–65%** | **70–85%** | **90–100%** |
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|  |  |  |  |  |  |
| **Deployment** | Little or no deployment of any systematic approach is evident. | 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. | The approach is deployed, although some areas or work units are in the early stages of deployment. | The approach is well deployed, although deployment may vary in some areas or work units. | The approach is well deployed, with no significant gaps. | The approach is fully deployed without significant weaknesses or gaps in any areas or work units. |
|  |  |  |  |  |  |
| **Learning** | An improvement orientation is not evident; improvement is achieved through reacting to problems. | Early stages of a transition from reacting to problems to a general improvement orientation are evident. | The beginning of a systematic approach to evaluation and improvement of key processes is evident. | 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. | 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. | 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. |
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| **Integration** | No organizational alignment is evident; individual areas or work units operate independently. | The approach is aligned with other areas or work units largely through joint problem solving. | The approach is in the early stages of alignment with basic organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is aligned with overall organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is integrated with organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is well integrated with organizational needs identified in response to the Organizational Profile and other Process Items. |
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| **Independent Evaluation Overall Item Score Range:**  🡻 Place “H, M, or L” in appropriate box | |
|  | 0-5% |
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|  | 70-85% |
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**Item 5.1 Worksheet— Workforce Environment**

**Key Factors**: Copy/paste only the 4-6 most important Key Factors relevant to this Item. Enter one Key Factor and its number per row.

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| **Criteria** | **Evidence** | | | | | |
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| **Criteria Statement Approach** | **Deployment** | **Learning** | **Integration** | **Innovation** | **Results** |
| **5.1a(1)**  **Workforce Capability and Capacity:**  How do you assess your workforce capability and capacity needs, including skills, competencies, certifications, and staffing levels? |  |  |  |  |  |  |
| **– 5.1a(1)** |  |  |  |  |  |  |
| **5.1a(2)**  **New Workforce Members:**  How do you recruit, hire, place, and retain new workforce members?  How does your selection process:   * ensure that your workforce represents the diverse ideas, cultures, and thinking of your hiring and customer community? * consider the fit of new workforce members with your organizational culture? |  |  |  |  |  |  |
| **– 5.1a(2)** |  |  |  |  |  |  |
| **5.1a(3)**  **Workforce Change Management:**  How do you prepare your workforce for changing capability and capacity needs to:   * prevent workforce reductions, or minimize the impact of reductions? * prepare for and manage periods of workforce growth? * prepare your workforce for changes in organizational structure and work systems? |  |  |  |  |  |  |
| **– 5.1a(3)** |  |  |  |  |  |  |
| **5.1a(4)**  **Work Accomplishment:**  How do you organize and manage your workforce to:   * capitalize on your organization’s core competencies? * reinforce a customer and business focus? * exceed performance expectations? |  |  |  |  |  |  |
| **– 5.1a(4)** |  |  |  |  |  |  |
| **5.1b(1)**  **Workplace Environment:**  How do you ensure workplace health, security, and accessibility for the workforce?  How do you identify your performance measures and improvement goals for your workplace environmental factors?  What significant differences are there in these factors and the performance measures or targets for different workplace segments? |  |  |  |  |  |  |
| **– 5.1b(1)** |  |  |  |  |  |  |
| **5.1b(2)**  **Workforce Benefits and Policies:**  How do you support your workforce via services, benefits, and policies?  How do you tailor these to the needs of different workforce groups / segments? |  |  |  |  |  |  |
| **– 5.1b(2)** |  |  |  |  |  |  |

**Item 5.1 Scoring Matrix: Use H (high), M (mid), or L (low)** to indicate relative position in the scoring band.

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| **Factor** | **0–5%** | **10–25%** | **30–45%** | **50–65%** | **70–85%** | **90–100%** |
| **Approach** | No systematic approach to Item requirements is evident; information is anecdotal. | The beginning of a systematic approach to the basic requirements of the Item is evident. | An effective, systematic approach, responsive to the basic requirements of the Item, is evident. | An effective, systematic approach, responsive to the overall requirements of the Item, is evident. | An effective, systematic approach, responsive to the multiple requirements of the Item, is evident. | An effective, systematic approach, fully responsive to the multiple requirements of the Item, is evident. |
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| **Deployment** | Little or no deployment of any systematic approach is evident. | 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. | The approach is deployed, although some areas or work units are in the early stages of deployment. | The approach is well deployed, although deployment may vary in some areas or work units. | The approach is well deployed, with no significant gaps. | The approach is fully deployed without significant weaknesses or gaps in any areas or work units. |
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| **Learning** | An improvement orientation is not evident; improvement is achieved through reacting to problems. | Early stages of a transition from reacting to problems to a general improvement orientation are evident. | The beginning of a systematic approach to evaluation and improvement of key processes is evident. | 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. | 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. | 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. |
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| **Integration** | No organizational alignment is evident; individual areas or work units operate independently. | The approach is aligned with other areas or work units largely through joint problem solving. | The approach is in the early stages of alignment with basic organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is aligned with overall organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is integrated with organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is well integrated with organizational needs identified in response to the Organizational Profile and other Process Items. |
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| **Independent Evaluation Overall Item Score Range:**  🡻 Place “H, M, or L” in appropriate box | |
|  | 0-5% |
|  | 10-25% |
|  | 30-45% |
|  | 50-65% |
|  | 70-85% |
|  | 90-100% |

**Item 6.1 Worksheet—Work Processes**

**Key Factors**: Copy/paste only the 4-6 most important Key Factors relevant to this Item. Enter one Key Factor and its number per row.

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| **Criteria** | **Evidence** | | | | | | | | | | | |
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| **Criteria Statement Approach** | | **Deployment** | | **Learning** | | **Integration** | | **Innovation** | | **Results** | |
| **6.1a(1)**  **Determination of Product and Service Requirements:**  How do you determine key product and service requirements?  What are your key product and service requirements? |  | |  | |  | |  | |  | |  | |
| **– 6.1a(1)** | |  | |  | |  | |  | |  | |  | |
| **6.1a(2)**  **Key Work Processes:**  How do you identify and design your key work processes to support product/ service/customer requirements?  What are your key work processes? |  | |  | |  | |  | |  | |  | |
| **– 6.1a(2)** | |  | |  | |  | |  | |  | |  | |
| **6.1b(1)**  **Process Implementation:**  How do your day-to-day operations ensure that you meet key process requirements?  What in-process measures do you use to monitor your key processes?  How do these in-process measures align to/predict your outcome measures? |  | |  | |  | |  | |  | |  | |
| **– 6.1b(1)** | |  | |  | |  | |  | |  | |  | |
| **6.1b(2)**  **Support Processes:**  How do you determine your key support processes?  What are these support processes?  How do these support your key business requirements? |  | |  | |  | |  | |  | |  | |
| **– 6.1b(2)** | |  | |  | |  | |  | |  | |  | |
| **6.1b(3)**  **Product, Service, and Process Improvement:**  How do you improve your work processes to reduce variability and improve products, services, and performance? |  | |  | |  | |  | |  | |  | |
| **– 6.1b(3)** | |  | |  | |  | |  | |  | |  | |
| **6.1c**  **Supply-Chain Management:**  How do you manage your supply chain, including how you:   * select qualified suppliers? * measure and evaluate your suppliers’ performance? * provide feedback to your suppliers to help them improve? * deal with poorly performing suppliers? |  | |  | |  | |  | |  | |  | |
| **– 6.1c** | |  | |  | |  | |  | |  | |  | |
| **6.1d**  **Innovation Management:**  How do you operationalize the innovations you choose to pursue?   * How do you allocate resources to these opportunities? * How do you integrate innovations into existing processes or with other processes, as appropriate? * How do you identify when an innovation is not successful or cannot be sustained? * What is your process to discontinue these opportunities when necessary and re-allocate resources? |  | |  | |  | |  | |  | |  | |
| **– 6.1d** |  | |  | |  | |  | |  | |  | |

**Item 6.1 Scoring Matrix: Use H (high), M (mid), or L (low)** to indicate relative position in the scoring band.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Factor** | **0–5%** | **10–25%** | **30–45%** | **50–65%** | **70–85%** | **90–100%** |
| **Approach** | No systematic approach to Item requirements is evident; information is anecdotal. | The beginning of a systematic approach to the basic requirements of the Item is evident. | An effective, systematic approach, responsive to the basic requirements of the Item, is evident. | An effective, systematic approach, responsive to the overall requirements of the Item, is evident. | An effective, systematic approach, responsive to the multiple requirements of the Item, is evident. | An effective, systematic approach, fully responsive to the multiple requirements of the Item, is evident. |
|  |  |  |  |  |  |
| **Deployment** | Little or no deployment of any systematic approach is evident. | 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. | The approach is deployed, although some areas or work units are in the early stages of deployment. | The approach is well deployed, although deployment may vary in some areas or work units. | The approach is well deployed, with no significant gaps. | The approach is fully deployed without significant weaknesses or gaps in any areas or work units. |
|  |  |  |  |  |  |
| **Learning** | An improvement orientation is not evident; improvement is achieved through reacting to problems. | Early stages of a transition from reacting to problems to a general improvement orientation are evident. | The beginning of a systematic approach to evaluation and improvement of key processes is evident. | 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. | 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. | 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. |
|  |  |  |  |  |  |
| **Integration** | No organizational alignment is evident; individual areas or work units operate independently. | The approach is aligned with other areas or work units largely through joint problem solving. | The approach is in the early stages of alignment with basic organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is aligned with overall organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is integrated with organizational needs identified in response to the Organizational Profile and other Process Items. | The approach is well integrated with organizational needs identified in response to the Organizational Profile and other Process Items. |
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| --- | --- |
| **Independent Evaluation Overall Item Score Range:**  🡻 Place “H, M, or L” in appropriate box | |
|  | 0-5% |
|  | 10-25% |
|  | 30-45% |
|  | 50-65% |
|  | 70-85% |
|  | 90-100% |

**Case Study Debrief**

Once you’ve finished your case study, please answer the following questions.

|  |
| --- |
| 1. What did you struggle with in completing the Case Study? |
| 2. What were your key learnings while completing the Case Study? |
| 3. What questions about the Independent Evaluation process do you have? |
| 4. Share any insights or tips that you had during the Case Study? | |