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| **Florida Sterling Council** |

**2019-2020 Case Study**

**Scorebook**

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 25, 2019.
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

**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
by Wednesday, October 25, 2019.
* 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?How do you* balance the needs of your workforce with your organization to ensure continuity, prevent workforce reductions, and minimize the impact of any necessary reductions;
* prepare for and manage any periods of workforce growth; and
* prepare your workforce for changes in organizational structure and work systems, when needed?
 | 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 (2017) the organization revised its analysis to add capability analysis. | KF #3: Value - satisfied customers | None | Fig.7.3-5 increased customer satisfaction with workforce helpfulness and knowledge in 2017 & 2018. |

**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…”, “It is not evident… “, or “it is not apparent…”.

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

Do not write OFI comments for Innovation or Results.

**Item 1.1 Worksheet—Senior Leadership**

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

|  |  |
| --- | --- |
| **3** | **Vision**: Organs and tissues are always available**Mission**: We save and improve lives**Values**: Compassion, Teamwork, Honesty, Quality, Improvement**Culture**: VMV serve as the foundation for the culture and the basis for how the organization is managed |
| **5** | **Workforce Profile:** * 100 employees: Decentralized – 10% leadership – 65% female
	+ Tenure: 1 year or less = 20%; 2-5 years = 41%, 6-10 years = 21%, 11+ years = 18%
	+ Ethnicity: White = 70% (DSA = 70%), African-American = 20% (DSA = 25%), Other = 10% (DSA = 5%)
	+ No volunteers
* **Recent Changes:** Expanding clinical and nonclinical staff due to increased donations
* **Workforce Groups:** Segmented by work system and department
	+ Organ Work System (OWS) manages the Procurement Process for organs
	+ Tissue Work System (TWS) manages the Procurement Process for tissue
	+ Support Departments provide the infrastructure to maximize organizational performance
 |
| **9** | **Regulatory Environment:*** Mandatory
* CAP – Safe Laboratory Practices
* CMS – Billing and Performance Requirements
* EEOC – Employment Practices
* FDA – Compliance with Requirements
* DoL – Employment Practices
* IRS – Nonprofit Requirements
* OSHA – Workplace Safety
* Local environmental and regulatory initiatives – fire and sanitary measures
* Local and state regulations – biohazard trash disposal
* Voluntary
	+ UNOS/OPTN – Organ Allocation/Operational Oversight
	+ AATB – Standards for Tissue Banking Accreditation
	+ AOPO – Standards for Organ Procurement Accreditation
 |
| **11** | **Customers:** * Transplant Centers – Organ
	+ Key Customers: Premier Health, Columbia University Hospital, Premier Children’s Hospital, Columbia Children’s Hospital
* Transplant Center Requirements: Maximize Donation, Information, Competence
* Tissue Processors
	+ Key Customers: Tissue Transformations, LifeBank, Advantage Life
* Tissue Processors Requirements: Maximize Donation, Information, Accountability

**Stakeholders**: Communities within Service Area, Workforce, Board of Directors |
| **20** | **Challenges:** Business – Industry Changes, Operational – Authorization, Societal responsibility – Increase Registry, Workforce – Retention |
| **21** | **Advantages:** Business – stakeholder satisfaction, Operational – Facilities and Equipment, Societal Responsibility – Baldrige Business Model, Workforce – Supportive Culture |

| **Criteria** | **Evidence** |
| --- | --- |
| **Criteria Statement Approach** | **Deployment** | **Learning** | **Integration** | **Innovation** | **Results** |
| **1.1a(1)** **Vision, Values, and Culture:** How do senior leaders set your organization’s vision values, and culture through your leadership system? How do senior leader’s personal actions reflect commitment to the vision, values, and culture?How do senior leaders deploy the vision, values, and culture through your leadership system, to the workforce, to key suppliers and partners, and to customers and other stakeholders, as appropriate? | Senior leaders set the organization’s vision and values through its three step Leadership System (LS)1. Create the Environment
2. Operationalize the Strategy
3. Monitor the Performance
 | Senior leaders deploy the vision and values in Step 2 of the Leadership System through its Communication Process to its workforce, customers, stakeholders, partners, and suppliers.* Reviewing and emphasizing the VMV during board, staff, and department meetings
* Incorporating stories of donor families, recipients, and patients waiting for a transplant into multiple communication methods
 | * During recent Strategic Planning session, reviewed the vision and values of the organization
* Revalidation process incorporated employee input using an internal survey
* Vision and values were updated, vetted, and ratified by the BOD
 | 3 – Vision and Values | Not identified | Results not provided |
| **– 1.1a(1)** |  |  |  |  |  |  |
| **1.1a(2)** **Promoting Ethical Behavior**: How do senior leaders’ personal actions promote and demonstrate ethical behavior in all interactions?How do they promote, ensure, and measure ethical behavior throughout the organization; and in interactions with the workforce, customers, partners, suppliers, and other stakeholders?How do they monitor and respond to breaches of ethical behavior?  | Senior leaders’ personal actions demonstrate their commitment to ethical behavior by promoting the principles and ideas reflected in the V/V at staff, work system, and department meetings; as well as regularly through Rounding for Outcomes (RFO) conversations.The Leadership Team adheres to workplace policies including the Code of Professional Conduct, Donor/Recipient Confidentiality, and Conflict of Interest.Corporate Compliance Program, anonymous hotline, annual CCP policy training, policy review by Quality staff. | Senior Leaders / Leadership Team | Not provided | 3 – Value - Honesty | Not identified | **Figure 7.4-3 Regulatory and Legal Compliance** – Results provided demonstrate full compliance or no Issues**Figure 7.4-4****External Financial Audit** (as conducted by internal Audit Committee) Results provided demonstrate “Unqualified Opinion” (highest rating) from 2013-2017**Figure 7.4-6** **Reported Corporate Compliance Hotline Issues** – Demonstrates an increase in the number of complaints reported from zero in 2014 & 2015 to 4 complaints in 2019 YTD |
| **– 1.1a(2)** | It is unclear how senior leaders promote and ensure ethical behavior throughout the organization. For example, senior leaders promote ethical behavior in meetings and conversations, and provide annual training; however, a systematic approach to require ethical behavior is not apparent. |  |  | 3 – Value - Honesty |  | **Figure 7.4-6** **Reported Corporate Compliance Hotline Issues** – Demonstrates an increase in the number of complaints reported from zero in 2014 & 2015 to 4 complaints in 2019 YTD |
| **1.1b****Communication:**How do senior leaders communicate with and engage the entire workforce, key partners, and key customer?How do they:* encourage frank, two-way communication;
* communicate key decisions and needs for organizational change; and
* take a direct role in motivating the workforce toward high performance and a customer and business focus?
 | Senior leaders communicate with and engage the entire workforce through its Communication Process; utilizing both one-way and two-way communication methods, and knowledge sharing and feedback. Feedback is provided at staff meetings via the Stoplight Report which collects information obtained in rounding and identifies suggestions, actions in progress, or suggestions not taken.Frank two-way communication is encouraged through an open-door policy, and Rounding for Outcomes (RFO). | Leadership Team members round with each of their direct reports to gain knowledge, including the support needed to help the staff member achieve his/her goals, additional resource needs, and peer recognition. | Communication Process has gone through modifications to stay current with organizational needs; i.e., workforce survey feedback about monthly staff meetings resulted in a new format, a new schedule, and information sharing mechanisms that were then shared via the Communication Process | 21 – Strategic Advantage: Workforce - Supportive Culture | Not identified | Figure 7.4-1 Leader CommunicationResults remain steady from 2016-2018 at approximately 75% |
| **– 1.1b** | It is not clear how senior leaders take a direct role in motivating the workforce toward high performance and a customer and business focus. For example, it is not apparent how workforce members are motivated toward a business focus outside rewards and recognition or the Communication Process.  |  |  | 21 – Strategic Advantage: Workforce - Supportive Culture |  | Results not provided |
| **1.1c(1)****Creating an Environment for Success:**How do senior leaders create an environment for success now and in the future?How do they:* create and reinforce your organizational culture, and a culture that fosters customer and workforce engagement;
* cultivate organizational agility, accountability, organizational and individual learning, innovation, and intelligent risk taking;
* participate in succession planning and the development of future organizational leaders?
 | The Leadership Team creates a successful organization now and in the future through the Strategic Planning Process and Leadership System; allowing a focus on the organization’s planning and key processes to create integrated work systems.* Processes are mapped and documented
* Step 1 of the Leadership System ensures an organizational culture that fosters workforce and customer engagement
* Culture encourages employees to continuously seek improvement; with improvements measured against key metrics on the Topline Scorecard
* Succession plans for Leadership Team Members including the CEO are developed and aligned with annual performance evaluations; and utilize a 360-degree feedback review
 | Deployed to workforce through Strategic Plan Action Plans, Communication Process, Operational Management Process (OMP), and Performance Measurement System (PMS) | Not provided | 3 - Mission | Not identified | Results not provided for:* organizational and individual learning, Innovation, or intelligent risk taking
* succession planning
 |
| **– 1.1c(1)** |  |  |  |  |  |  |
| **1.1c(2)****Creating a Focus on Action:** How do senior leaders create a focus on action that will achieve the organization’s mission?How do senior leaders:* Identify needed actions;
* In setting expectations for organizational performance, include a focus on creating and balancing value for customers and other stakeholders; and
* Demonstrate personal accountability for the organization’s actions?
 | Senior leaders create a focus on action that will achieve the organization’s mission through the Leadership System – Step 1 – which is creating the environment, Step 2 – establishes a focus on actions which are monitored in Step 3Cascading scorecards, integrated into work systems, departments, and many individual metric levels are incorporated into the web-based Performance Measurement System.Work system scorecards are reviewed at work system meetingsAction Plan progress for all departments is reviewed at Leadership Team Meetings, one-on-one meetings with managers. | All departments | Example: 2018 Tissue Procurement Department and PI staff addressed “red boxes” for documentation compliance – initiatives were created and implemented – resulting in process and procedure improvements | 21 - Advantage:Business – stakeholder satisfaction | Not identified | Figure 7.4-9 Focus on Action: Accomplishment of APsResults remain steady from 2013 to 2018 at approximately 90% and compares favorably to the internal target |
| **– 1.1c(2)** |  |  |  |  |  |  |

**Item 1.1 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 questions evident; information is anecdotal. | The beginning of a systematic approach to the basic questions of the Item is evident. | An effective, systematic approach, responsive to the basic questions of the Item, is evident. | An effective, systematic approach, responsive to the overall questions of the Item, is evident. | An effective, systematic approach, responsive to the multiple questions of the Item, is evident. | An effective, systematic approach, fully responsive to the multiple questions of the Item, is evident. |
|  |  |  | **H** |  |  |
| **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 questions 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. |
|  |  |  | **M** |  |  |
| **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. |
|  |  |  | **L** |  |  |
| **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. |
|  |  |  | **M** |  |  |

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| **Independent Evaluation Overall Item Score Range:**  🡻 Place “H, M, or L” in appropriate box |
|  |  0-5% |
|  | 10-25% |
|  | 30-45% |
| M | 50-65% |
|  | 70-85% |
|  | 90-100% |

**Item 2.1 Worksheet—Strategy Development**

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

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| **Criteria** | **Evidence** |
| --- | --- |
| **Criteria Statement Approach** | **Deployment** | **Learning** | **Integration** | **Innovation** | **Results** |
| **2.1a(1)****Strategy Development Process**How do you conduct your strategic planning process, including key process steps?How does your strategic planning process include addressing your strategic challenges, organizational agility, and leveraging your strategic advantages?How does your strategic planning process address the potential need for transformational change, prioritization of change initiatives, and organizational agility? |  |  |  |  |  |  |
| **– 2.1a(1)** |  |  |  |  |  |  |
| **2.1a(2)****Innovation:**How does your strategy development process stimulate and incorporate 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)****Strategy Considerations:**How do you collect and analyze relevant data and develop information for use in your strategic planning process?How do you include these key elements of risk:* Your Strategic Challenges and Strategic Advantages
* Potential changes in your regulatory and external environment
* Potential blind spots in your strategic planning process and information
* Your ability to execute the strategic plan
 |  |  |  |  |  |  |
| **– 2.1a(3)** |  |  |  |  |  |  |
| **2.1a(4)****Work Systems and Core Competencies:** How do you consider your strategic objectives, work systems, and core competencies to decide which key processes will be accomplished by your workforce and which by external suppliers, partners, and collaborators?How do you determine what future organizational core competencies and work systems you will need? |  |  |  |  |  |  |
| **– 2.1a(4)** |  |  |  |  |  |  |
| **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 organization’s key strategic objectives, and goals for achieving them? |  |  |  |  |  |  |
| **– 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;
* leverage your core competencies, strategic advantages, and strategic opportunities;
* balance short- and longer-term planning horizons; and
* consider and balance the needs of all key stakeholders?
 |  |  |  |  |  |  |
| **– 2.1b(2)** |  |  |  |  |  |  |

**Item 2.1 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 questions is evident; information is anecdotal. | The beginning of a systematic approach to the basic questions of the Item is evident. | An effective, systematic approach, responsive to the basic questions of the Item, is evident. | An effective, systematic approach, responsive to the overall questions of the Item, is evident. | An effective, systematic approach, responsive to the multiple questions of the Item, is evident. | An effective, systematic approach, fully responsive to the multiple questions 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 questions 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— Customer Expectations**

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

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| **Criteria** | **Evidence** |
| --- | --- |
| **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 customers, customer groups, or market segments?How do you listening methods vary across the customer lifecycle?How do you 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 to obtain actionable information?How do you listen to former customers, competitors’ customers, and other potential customers to obtain actionable information on products and services, customer support, and transactions, as appropriate? |  |  |  |  |  |  |
| **– 3.1a(2)** |  |  |  |  |  |  |
| **3.1b(1)** **Customer Segmentation:** How do you determine your customer groups and market segments?How do you:* use information on customers, markets, and product offerings to identify current and anticipate future customer groups and market segments; and
* determine which customers, customer groups, and market segments to emphasize and pursue for business growth?
 |  |  |  |  |  |  |
| **– 3.1b(1)** |  |  |  |  |  |  |
| **3.1b(2)** **Product Offerings:** How do you determine product offerings?How do you* determine customer and market needs and requirements for product offerings and services;
* identify and adapt product offerings to meet the requirements and exceed the expectations of your customer groups and market segments; and
* identify and adapt product and service offerings to enter new markets, to attract new customers, and to create opportunities to expand relationships with current customers, as appropriate?
 |  |  |  |  |  |  |
| **– 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 questions is evident; information is anecdotal. | The beginning of a systematic approach to the basic questions of the Item is evident. | An effective, systematic approach, responsive to the basic questions of the Item, is evident. | An effective, systematic approach, responsive to the overall questions of the Item, is evident. | An effective, systematic approach, responsive to the multiple questions of the Item, is evident. | An effective, systematic approach, fully responsive to the multiple questions 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 questions 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 4.1 Worksheet—Measurement, Analysis, and Improvement of Organizational Performance**

**Key Factors**: Copy/paste only the 4-6 most important and relevant 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 track (select, collect, align, and integrate) data and information on daily operations and on overall organizational performance?How do you track progress on achieving 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)** **Measurement Agility:** How do you ensure that your performance measurement system can respond to rapid or unexpected organizational or external changes and provide timely data?  |  |  |  |  |  |  |
| **– 4.1a(3)** |  |  |  |  |  |  |
| **4.1b****Performance Analysis and Review:** How do you review your organization’s performance?How do you use your key organizational performance measures, as well as comparative data, in these reviews?What analyses do you perform to support these reviews and ensure that conclusions are valid?How do your organization and its senior leaders use these reviews to:* assess organizational success, competitive performance, financial health;
* progress on achieving your strategic objectives and action plans; and
* respond rapidly to changing organizational needs and challenges in your operating environment?
 |  |  |  |  |  |  |
| **– 4.1b** |  |  |  |  |  |  |
| **4.1c(1)****Future Performance:**How do you project your organization’s future performance?How do you use findings from performance reviews and key comparative and competitive data in your projections? |  |  |  |  |  |  |
| **– 4.1c(1)** |  |  |  |  |  |  |
| **4.1c(2)** **Continuous Improvement and Innovation:** How do you use comparative data and findings from performance reviews to develop priorities for continuous improvement and opportunities for innovation? |  |  |  |  |  |  |
| **– 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%** |
| **Approach** | No systematic approach to Item questions is evident; information is anecdotal. | The beginning of a systematic approach to the basic questions of the Item is evident. | An effective, systematic approach, responsive to the basic questions of the Item, is evident. | An effective, systematic approach, responsive to the overall questions of the Item, is evident. | An effective, systematic approach, responsive to the multiple questions of the Item, is evident. | An effective, systematic approach, fully responsive to the multiple questions 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 questions 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 5.1 Worksheet— Workforce Environment**

**Key Factors**: Copy/paste only the 4-6 most important and relevant 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)** **Capability and Capacity Needs:** How do you assess your workforce capability and capacity needs?How do you assess the skills, competencies, certifications, and staffing levels you need? |  |  |  |  |  |  |
| **– 5.1a(1)** |  |  |  |  |  |  |
| **5.1a(2)** **New Workforce Members:** How do you recruit, hire, and onboard new workforce members?How do you ensure:* your workforce represents the diverse ideas, cultures, and thinking of your hiring and customer communities; and
* 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?How do you* balance the needs of your workforce with your organization to ensure continuity, prevent workforce reductions, and minimize the impact of any necessary reductions;
* prepare for and manage any periods of workforce growth; and
* prepare your workforce for changes in organizational structure and work systems, when needed?
 |  |  |  |  |  |  |
| **– 5.1a(3)** |  |  |  |  |  |  |
| **5.1a(4)****Work Accomplishment:** How do you organization and manage your workforce to:* accomplish your organization’s work,
* capitalize on your organization’s core competencies,
* reinforce a customer and business focus, and
* exceed performance expectations?
 |  |  |  |  |  |  |
| **– 5.1a(4)** |  |  |  |  |  |  |
| **5.1b(1)** **Workforce Environment:**How do you ensure workplace health, security, and accessibility for the workforce?What are 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 to 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 the needs of a diverse workforce and different workforce groups and 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 questions is evident; information is anecdotal. | The beginning of a systematic approach to the basic questions of the Item is evident. | An effective, systematic approach, responsive to the basic questions of the Item, is evident. | An effective, systematic approach, responsive to the overall questions of the Item, is evident. | An effective, systematic approach, responsive to the multiple questions of the Item, is evident. | An effective, systematic approach, fully responsive to the multiple questions 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 questions 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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|  | 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 and relevant 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 Process Requirements:** How do you determine key product and work process requirements? |  |  |  |  |  |  |
| **– 6.1a(1)** |  |  |  |  |  |  |
| **6.1a(2)** **Key Work Processes:** What are your organization’s key work processes?What are the key requirements for these work processes? |  |  |  |  |  |  |
| **– 6.1a(2)** |  |  |  |  |  |  |
| **6.1a(3)** **Design Concepts:** How do you design your products, services, and work processes to meet requirements?How do you incorporate:* new technology,
* organizational knowledge
* product and service excellence,
* customer value,
* consideration of risk, and
* the potential need for agility into these products, services, and processes?
 |  |  |  |  |  |  |
| **– 6.1a(3)** |  |  |  |  |  |  |
| **6.1b(1)****Process Implementation:**How does your day-to-day operation of work processes ensure that they meet key process requirements?What key performance measures or indicators and in-process measures do you use to control and improve your work processes?How do these measures relate to end-product quality and performance measures? |  |  |  |  |  |  |
| **– 6.1b(1)** |  |  |  |  |  |  |
| **6.1b(2)** **Support Processes:** How do you determine your key support processes?What are your key support processes?How does your day-to-day operations of these processes ensure that they meet key business requirements? |  |  |  |  |  |  |
| **– 6.1b(2)** |  |  |  |  |  |  |
| **6.1b(3)** **Product, Service, and Process Improvement:** How do you improve your work processes and support processes to:* improve products and services,
* improve process performance,
* enhance your core competencies, and
* reduce variability?
 |  |  |  |  |  |  |
| **– 6.1b(3)** |  |  |  |  |  |  |
| **6.1c** **Supply-Network Management:** How do you manage your supply network?How do you select suppliers that:* are qualified and positioned to meet your operational needs,
* enhance your performance,
* support your strategic objectives, and
* enhance your customers’ satisfaction?

How do you:* promote alignment and collaboration within your supply network;
* communicate performance expectations,
* measure and evaluate suppliers’ performance,
* provide feedback to help them improve, and
* deal with poorly performing suppliers?
 |  |  |  |  |  |  |
| **– 6.1c** |  |  |  |  |  |  |
| **6.1d** **Innovation Management:** How do you pursue your opportunities for innovation?How do you pursue the strategic opportunities that you determine are intelligent risks?How do you make financial and other resources available to pursue these opportunities?How do you decide to discontinue pursuing opportunities at the appropriate time? |  |  |  |  |  |  |
| **– 6.1d** |  |  |  |  |  |  |

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

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|  |  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 when completing the Case Study? |