



ARIZONA QUALITY ALLIANCE 

Arizona Quality Alliance

Examiner Training Introduction


June 9, 2006 1

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Learning Objectives

- Understand the Arizona Quality Award Program
- Become familiar with the SQA Criteria Book
- Understand the Core Values
- Learn where to find the Item Descriptions and Glossary
- Gain initial exposure to Key Factors
- Understand the Criteria structure
- Learn how to write comments


June 9, 2006 3

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Agenda

7:30 – 8:00	Registration, Continental Breakfast	12:00 – 12:45	Lunch
8:00 – 8:40	Introductions, SQA	12:45 – 2:00	Examiner Roundtable
8:40 – 9:00	Film		Writing Process
9:00 – 10:00	Introduction to the Criteria		Comments:
	Core Values	2:00 – 2:15	Exercise 2, Outbrief
	Exercise 1	2:15 – 4:30	Break
10:00 – 10:15	Break		Writing Results
10:15 – 11:00	Criteria Structure		Comments, Le, T, C, Li
	Glossary, Key Factors		Strengths, OFIs
11:00 – 12:00	Writing Process Comments	4:30 – 5:00	Exercise 3
	ADLI, Strengths, OFIs (Break as needed)		Wrap-up, Next Steps


June 9, 2006 2

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SQA Chronology

- 1992 - SQA began as a grass-roots effort by a group of quality professionals
- 1993 - Pioneer Award for Quality
- 1994 – Governor established the GACQ & the Governor’s Award for Quality
- 2003 – Showcase in Excellence Awards

June 9, 2006 4

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Based on the Baldrige National Quality Program (BNQP)

- A national award program that recognizes organizational performance excellence
- Signed into Public Law by President Reagan in 1987
 - Mission = “To enhance the competitiveness, quality and productivity of U. S. organizations for the benefit of all residents”


June 9, 2006 5

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Award Programs

- State Quality Awards (SQA)**
 - Governor’s Award for Quality
 - Pioneer Award for Quality
- Showcase in Excellence Awards**


June 9, 2006 7

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What is the Arizona State Quality Awards Program?

- Modeled after the BNQP
- Recognizes and focuses on Arizona organizations
- Administered by the AQA

June 9, 2006 6

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Pioneer Award Recipients

- AZ Game and Fish Department
- Parks & Recreation Department – Maricopa County
- BRGA Facility – Honeywell
- Holsum Bakery Inc.
- Blue Cross Blue Shield of Arizona
- Rio Salado Community College
- Childress Buick

June 9, 2006 8

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Governor's Award Recipients

- Sonora Quest Laboratories
- Arizona Dept. of Transportation
- Avnet Electronics Marketing Group
- Honeywell Satellite Systems
- 56th Medical Group, 56th Fighter Wing, USAF
- Hughes Missile Systems

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9

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Showcase Recipients

- Banner Thunderbird Medical Center
- Take Charge America, Inc.
- The Boeing Company
- AZ Correctional Industries
- Bay State Milling Company
- Ditron Manufacturing
- AZ Department of Transportation
- Holsum Bakery

Arizona Showcase in Excellence Award

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11

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Showcase in Excellence Awards

- Recognition for a specific operational process
- Similar to "Best Practices" Awards
- Follows the SQA methodology
 - Approach
 - Deployment
 - Learning
 - Integration
 - Results
- Site visit is <4 hours
- Application is maximum of 10 pages

Less resource intensive than SQA

Great starter for involvement with the SQA

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10

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Why Organizations Participate...

- Valuable Feedback
- Low-Cost Consulting Services
- Desire for Continuous Improvement
- Recognition

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12


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Financial ROI

Medium SQA Applicant = \$2100 (AQA Member)

Avg. Examiner Hrs.	700
X Comparable Consultant Fee	\$125
High ROI!	\$87,500.00


June 9, 2006 13

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Process - Examiner

5/19	Applications Due
5/10, 5/24 or 6/9	Novice Examiner Training (For those w/ ≤2 years of experience)
Mid May- Mid June	Virtual Training (all examiners)
6/22-23, 6/28-29, or 7/11-12	Two Day training (all examiners)
8/29 or 8/30	Consensus & SV Training (all examiners)
7/31	Selected Examiners receive applications <ul style="list-style-type: none"> - Stage 1 – Independent review and evaluation - Stage 2 – Consensus review and evaluation - Stage 3 – Site visits
10/13	Feedback Reports due to AQA

June 9, 2006 15

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The Role of the Examiner


Support the Award Process

- Prepare Stage 1 Scorebook
- Serve on Consensus Team
- Serve on Site Visit Team

Serve as AQA & Award Ambassador

- Speak to Groups
- Distribute Materials
- Write Articles
- Encourage Award & Examiner Applicants

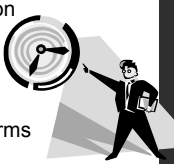
June 9, 2006 14

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Examiner Requirements

- **Training time:** **Year 2006 Estimate ~ 85 - 150 hours**
 - 3-4 days
- **Application time:**
 - 30-50 hours for individual evaluation
 - 8 hours consensus preparation
 - 8-12 hours for consensus
 - Additional Hours for site visit**
 - 20-30 hours for small/medium firms
 - 40-60 hours for large firms

****Note:** Site Visits may require multiple days with hotel accommodations (no \$ cost to you).



June 9, 2006 16

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Benefits of Participation As An Examiner

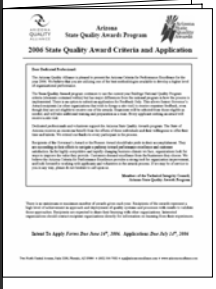
- Develop a strong understanding of a global set of guidelines (road map) for running an effective organization
 - Receive 24-32 hours of training – FOR NO \$\$\$**
- View and gain exposure to most/all facets of an organization
- Gain insight to innovative approaches of leading AZ organizations
- Work as part of a diverse team with representatives of organizations from all sectors of the economy
- Develop assessment, analytical, interviewing & writing skills
- Receive complimentary invitation to Awards Banquet

June 9, 2006 17

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Arizona State Quality Awards Program

The SQA Criteria



Arizona State Quality Awards Program
2006 State Quality Award Criteria and Application

Table of Contents

The Arizona State Quality Award.....	1
Fees for the 2006 AZ State Quality Award Program.....	3
Notes for Public Sector and Not-for Profit Organizations.....	7
2006 Criteria: Core Values, Concepts, and Framework.....	8
Key Characteristics of the Criteria.....	12
CHANGES FROM THE 2007 CRITERIA.....	14
2006 Criteria for Performance Excellence – Item Listing.....	15
P Preface: Organizational Profile.....	16
1 Leadership.....	19
2 Strategic Planning.....	22
3 Customer and Market Focus.....	23
4 Measurement, Analysis, and Knowledge Management.....	27
5 Human Resource Focus.....	29
6 Process Management.....	32
7 Organizational Results.....	34
Application Self-Analysis Worksheet.....	38
2006 Criteria Category and Item Descriptions.....	40
Scoring System.....	54
Scoring Guidelines.....	56
2006 Criteria Response Guidelines.....	58
Glossary of Key Terms.....	62
Applying for the Malcolm Baldrige National Quality Award.....	70
Summary of Baldrige Business Eligibility Categories and Restrictions.....	72
Impacts of the Baldrige National Quality Program.....	74
How to Obtain Copies of Baldrige Program Materials.....	76

June 9, 2006 19

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Performance Excellence



June 9, 2006 18

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Core Values

- Values and concepts are the foundation for integrating key business requirements within a results-oriented framework.
- Values and concepts are the embedded behaviors found in high performing organizations.

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Core Values

1. Visionary Leadership
2. Customer-driven Excellence
3. Organizational and Personal Learning
4. Valuing Employees & Partners
5. Agility

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21

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Exercise 1

- Teams will be assigned a core value
 - Create bullets to explain elements of the value
 - Describe an example of the value from experiences at work or in everyday life
- Brief class on the core value(s) using bullets and examples—lead class discussion
 - Bullets: 15 min.
 - Examples: 5 min.

June 9, 2006

23

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Core Values continued

6. Focus on the Future
7. Managing for Innovation
8. Management by Fact
9. Social Responsibility
10. Focus on Results and Creating Value
11. Systems Perspective

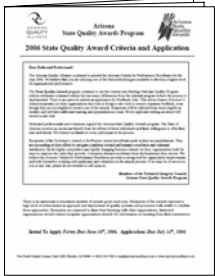
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22

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The Criteria Structure



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24

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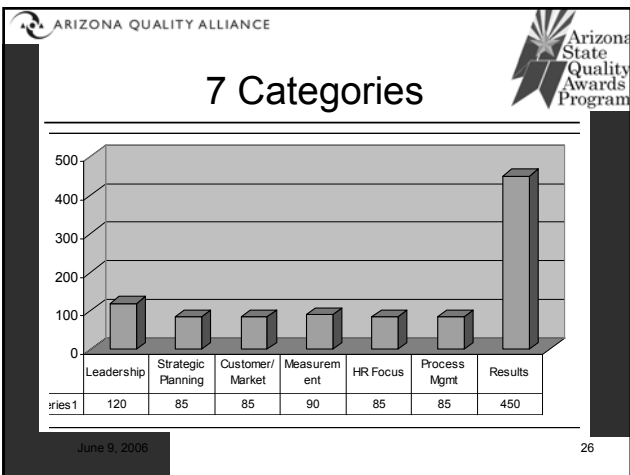
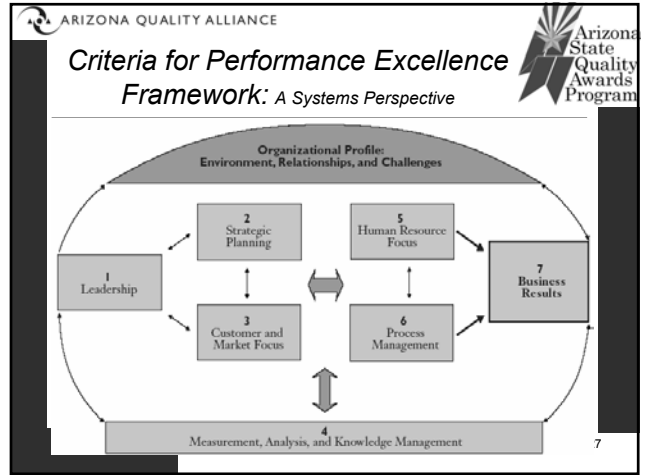
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Criteria Structure

- 7 Categories
- 19 Items
- 33 Areas to Address
- 180 Questions
- Notes

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25



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Item Format

Item number

Item title

Item point value

Types of information users are expected to provide in response to this item

Basic item requirements expressed in item title

Overall item requirements expressed as specific topics users need to address

Areas to Address

Notes have the following purposes:


- clarify key terms and requirements
- give instructions
- indicate clearly important linkages

Location of item description

Multiple requirements expressed as individual Criteria questions

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28


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What vs. How

The criteria contains two types of questions:

What? and How?

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“How?”

Request key process information

- Methods (who does it, frequency, inputs, steps, outputs)
- Measures
- Deployment
- Evaluation, improvement/learning factors

Align to “what” questions

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“What?”

Key Factors

What are your organization’s...main products and services...delivery mechanisms...


Process

What are your key short- and longer-term action plans...

Results

What are your current levels and trends...

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Alignment

From the Organizational Profile:	From Item 3.1a(2):
What are your organization’s main products and services ?	How do you listen and learn to determine key customer requirements and expectations (including product and service features) and their relative importance to customers’ purchasing decisions?
What are your key customer groups and market segments?	
What are their key requirements and expectations for your products and services ?	

Diagram showing alignment between organizational profile questions and customer requirements questions. Dashed arrows point from the 'What' questions to the 'How' question, and solid arrows point from the 'How' question to the 'What' questions.


June 9, 2006 31

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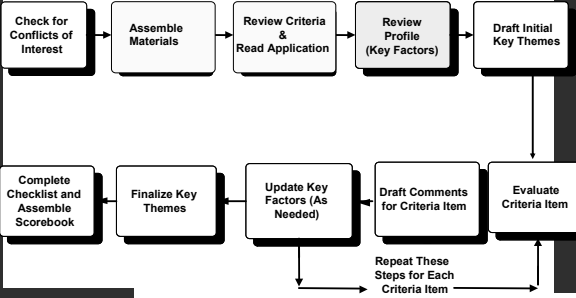
Category & Item Descriptions

- Explain the purpose of the Category and Item criteria
- Provide comments about the Areas to Address are linked to the Core Values
- Provide insights into the attributes you might find in a high performing organization

June 9, 2006 33

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Evaluation Process



```

    graph TD
      A[Check for Conflicts of Interest] --> B[Assemble Materials]
      B --> C[Review Criteria & Read Application]
      C --> D[Review Profile (Key Factors)]
      D --> E[Draft Initial Key Themes]
      E --> F[Evaluate Criteria Item]
      F --> G[Draft Comments for Criteria Item]
      G --> H[Update Key Factors (As Needed)]
      H --> I[Finalize Key Themes]
      I --> J[Complete Checklist and Assemble Scorebook]
      J --> F
      F --> K[Repeat These Steps for Each Criteria Item]
      K --> F
  
```

June 9, 2006 35

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Glossary of Key Terms

- Provides definitions and examples of criteria terms
- Some terms have specialized definitions

Benchmarks -- *The term "benchmarks" refers to processes and results that represent best practices and performance for similar activities.*

Segment -- *The term "segment" refers to a part of an organization's overall customer, market, product line, or employee base.*

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Key Factors

- Key Factors are used by Examiners to link the criteria to the organization's individual circumstances
- Examiners draft a list of Key Factors, using the Organizational Profile which responds to the Criteria question in P.1 and P.2
- Other Key Factors may appear in the Eligibility Certification Forms, Additional Information Needed Forms, and in responses to the Criteria requirements

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Organizational Profile

Definition: A *key factor* is an attribute of an organization or its environment that influences the way the organization operates. Examiners will use key factors to focus their assessments on what is important to the applicant.

Read the Criteria questions for Items P.1 and P.2.
 Read the applicant's Organizational Profile, which responds to the Criteria questions in Items P.1 and P.2.
 Use these responses to draft an initial list of key factors.
 Record these key factors—listed in order of the questions in P.1 and P.2, on the Key Factors Worksheet.
 Other Key Factors may appear in the Eligibility Certification Forms, Additional Information Forms, and also the applicants' response to the Criteria requirements.

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37

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Key Process Terms

- Approach
- Deployment
- Learning and sharing
- Integration

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39

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Writing Process Comments



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38

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Approach (A)

Definition: *Approach* (A) refers to the methods used by an organization to address the Criteria Item requirements in Categories 1-6.

- What approach or collection of approaches is discussed?
- Is the approach systematic (i.e., repeatable steps, time frames?)
- Is there evidence the approach is effective?

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40

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Deployment (D)

Definition: *Deployment* (D) refers to the extent to which an approach is applied in addressing the requirements of the Criteria Item. Deployment is evaluated on the basis of the breadth and depth of the application of the approach to relevant work units throughout the organization.

- Is deployment addressed?
- What evidence is presented that the approach is in use in one, some, or all appropriate work units, facilities, locations, shifts, organizational levels, and so forth?

June 9, 2006 41

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Integration (I)

Definition: *Integration* (I) refers to harmonization of plans, processes, information, resource decisions, actions, results, and analyses to support key organization-wide goals. Effective integration goes beyond alignment and is achieved when the individual components of a performance management system operate as a fully interconnected unit.

- Is there evidence of a common understanding of purposes and goals in the organization?
- How well is the approach aligned with organizational needs (see Org. Profile)?
- Are there complementary measures and information for planning, tracking, analysis, and improvement used at all levels?

June 9, 2006 43

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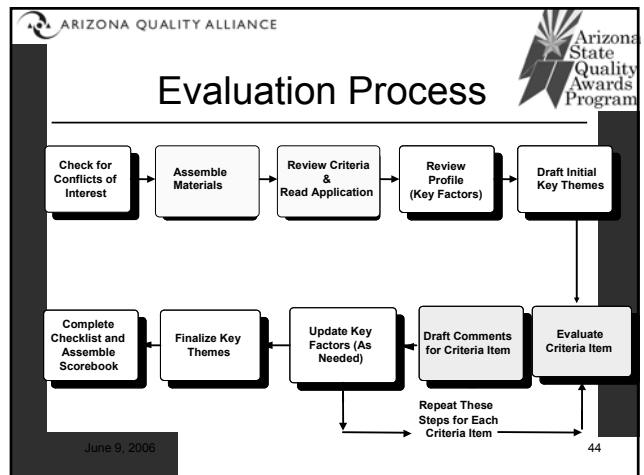
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Learning (L)

Definition: *Learning* (L) refers to new knowledge or skills acquired through evaluation, study, experience, and innovation. The Criteria include two distinct kinds of learning: organizational and personal. Organizational learning is achieved through research and development, evaluation and improvement cycles, employee and customer ideas and input, best-practice sharing, and benchmarking. Personal learning is achieved through education, training, and development opportunities that further individual growth. To be effective, learning should be embedded in the way an organization operates.

- Has the approach been evaluated and improved?
- Is there evidence of organizational learning?
- Is there evidence of innovation and refinement from organizational analysis and sharing?

June 9, 2006 42




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Evaluating a Process Item

- Read the specific Criteria Item.
- Review the Key Factors to determine those attributes that would influence the response to the Item requirements.
- Read the relevant section of the application and note what the applicant is doing/not doing relative to the Item requirements.

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General Guidelines

Comments should **not**:

- “Parrot” the application
- Be prescriptive
- Be judgmental
- Conflict with one another

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General Guidelines

Comments should be:

- Criteria-based
- Relevant to the applicant
- Clear
- Concise
- Actionable

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Process Comment Format

STRENGTH

Subject from the Criteria	+	Verb from the Criteria	+	Transition by/through/using	+	Example from application methods/activities
---------------------------	---	------------------------	---	-----------------------------	---	---

“So What”—optional

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Process Comment Format

Example of a Strength

1.1a(2) Senior leaders (**subject from the criteria**) promote (**verb from the criteria**) an environment that fosters and requires ethical behavior by (**transition**) communicating in multiple ways that ethical behavior is an organizational Value and a condition of employment. All employees receive ethics training and sign an ethics statement annually. (**methods/activities**)


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So What Is a “So What?”

- A statement that calls out the linkage between the Criteria requirement and a key factor for the applicant.
- A “so what” can be explicit or implicit.
- A “so what” explains why the comment is relevant and important to the applicant.
- Look to the Core Values, Key Factors, and Criteria for “so what.”

June 9, 2006 51


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Process Comment Format

Opportunity For Improvement (OFI)

Intro. statement It is not clear/ apparent how... The applicant does not report/address how...	+	Subject from the Criteria	+	Verb from the Criteria	+	So what?
---	---	---------------------------------	---	------------------------------	---	----------

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Process Comment Format

Example of an OFI

Area 3.1a(2): While the applicant (subject) does collect customer retention data on catering customers and Our Family program members, it is not clear (intro.) whether it collects and analyzes (verbs) this type of data on other dine-in and take-out customers. Without retention data across all market segments, the applicant may not fully understand its competitive position, a key strategic challenge as described in the Organizational Profile. (so what)

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Exercise 2

Write a Process Comment

- Teams will be assigned Areas to Address
- Write one strength and one OFI

Time: 40 minutes
Outbrief: 30 minutes

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53

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Evaluating a Results Item

- Read the specific Criteria Item.
- Review the Key Factors to determine those attributes that would influence the response to the Item requirements.
- Read the relevant section of the application and note what the applicant is doing/not doing relative to the Item requirements.
- Review the associated Process Item(s) to determine what measures should be expected.


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55

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Evaluating Results Items



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54

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Results Comments

Elements used to evaluate results:

- Performance levels
- Trends
- Comparisons
- Gaps
- Breadth and importance of results
- Linkage of results measures to important organizational performance requirements found in key factors and process items
- Areas of leadership

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56


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Performance Levels (Le)

Definition: *Performance Levels (Le)* refer to numerical information that places or positions an organization's results and performance on a meaningful measurement scale. Performance levels permit evaluation relative to past performance, projections, goals, and appropriate comparisons.

- What levels are provided?
- Is the measurement scale meaningful?
- Are key results missing?

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Comparisons (C)

Definition: *Comparisons (C)* refer to how the applicant's results compare with results of other organizations. Comparisons can be made to results of competitors, organizations providing similar products and services, industry averages, or best-in-class performance. The maturity of the organization should help to determine what comparisons are most relevant.

- Are comparisons provided?
- Are the comparisons to key competitors, an industry sector average, or best-in-class?
- How does the applicant compare against others?

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Trends (T)

Definition: *Trends (T)* refers to numerical information that shows the direction and rate of change for an organization's results. A minimum of three data points generally are needed to begin to ascertain a trend. More data points are needed to define a statistically valid trend.

- Are trends provided for few, many, or most areas addressed in the Item requirements?
- Is the interval between measures or frequency appropriate?
- Are the trends positive, negative, or flat?
- What is the rate of change (slope of the trend)?
- Do the trends demonstrate improvement efforts?

June 9, 2006 58


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Linkage (Li)

Definition: *Linkage (Li)* refers to a connection between the important customer, product and service, market, process, and action plan performance requirements identified in the Organizational Profile as well as in Process Items and the results the applicant provides.

- To what extent do results link to key factors and Process Items (e.g., important customers/patients/students, products and services, market, process, and action plan performance requirements)?
- Are the results segmented to help the applicant improve (e.g., by customer, patient or student segment, employee type, program or service, location)?

June 9, 2006 60


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Gaps (G)

Definition: A Gap (G) refers to an expected performance measure that is not provided, a level of performance that does not compare favorably to a comparison, or a trend that is not positive.

- Expected performance measures are identified in the Organizational Profile as well as in goals and measures provided in Category 2. Strategic Planning.
- Results might be expected in areas that measure the organization's strategic challenges, targets, as well as any aspect that the organization states is important to its performance and success.

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Results Comment

Example of a Strength

Item 7.4a(3) The applicant's **performance levels in Safety Measures (Figure 7.4-11) have improved in the three categories** presented—Number of Injuries, Worker's Compensation Claims, and Security **Violations—from 2000 to 2004. Injuries improved from seven to one** (better than the Baldrige Award recipient **benchmark**), workers' compensation claims improved from two to one (equal to the benchmark), and security violations from six to one (equal to the benchmark) during this period.


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Elements of Results Comments

- Subject—The applicant or the result(s)
- Timeframe — (in, from/to)
- Numbers — be specific
- Linkage to Org. Profile (KFs) and/or other Items
- (Figure 7.x -x)
- Segmentation
- Comparison to what?
- Gaps
- So what?

June 9, 2006 62

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Results Comment

Example of an OFI

Item 7.6a (1, 3, 5). **Comparative data are not provided** for some key measures of leadership and social responsibility, including action plan achievement (Figure 7.6-1), financial audit results (Figure 7.6- 4), and community support (i.e., contributions and services donated) (Figures 7.6-6 and 7.6-7). Without such comparisons, the applicant may have difficulty achieving world-class performance as stated in its vision.

So What?

June 9, 2006 64

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Exercise 3


Write a Results Comment

Teams will be assigned one figure in
Category 7

Write one strength or one OFI

Time: 40 min.
Outbrief: 30 min.


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Summary

- Additional Training
- Examiner Commitments
- Timeline


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Exercise 3 (cont.)

Figure	Reference (Li)		Topic
	KF	Items	
7.1-1	P.1b (2)	3.1, 3.2, 6.1	Product & Service Outcomes
7.2-1	P.1b (2)	3.1, 3.2	Customer Satisfaction and Value
7.3-1		6.2	Financial & Market Performance
7.4-1		2.2, 5.3.	HR Results
7.5-1		4.1, 6.1, 6.2	Organizational Effectiveness
7.6-1		1.2	Leadership and Social Responsibility

June 9, 2006 66

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Virtual Training

Assignment - describe
Required to attend 2-day
Office hours

June 9, 2006 68

Q & A

?????