


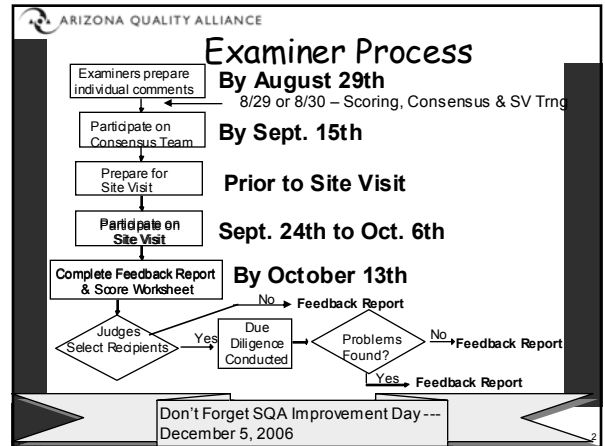
ARIZONA QUALITY ALLIANCE



2006 Award Examiner Training Showcase

Scoring, Consensus, Site Visit & Final Report

1



ARIZONA QUALITY ALLIANCE

Please Remember All Day:

- Do NOT discuss your applicant (until this afternoon's exercise with team)
- Do NOT use applicant's name any time
- Do NOT let anyone see ANY of your independent review materials (until this afternoon's exercise with team)

3

ARIZONA QUALITY ALLIANCE


Agenda

| | | | |
|-------|--|-------|---------------------------------|
| 9:30 | Examiner Breakfast | 12:45 | Scoring (continued) |
| 10:00 | Intros, Expectations, Session Overview | 2:00 | Site Visit |
| 10:20 | Consensus Meeting Overview | | Exercise 5 |
| | | | Exercise 6 |
| 10:35 | Synthesizing Comments | 4:00 | Final Report Overview & Wrap up |
| | Exercise 2 | | |
| 11:45 | Scoring | 4:15 | Team Meetings |
| | Exercise 3 | | |
| | Exercise 4 | | |
| 12:00 | Lunch | ??? | Adjourn |

4

ARIZONA QUALITY ALLIANCE

Performance Objectives



Given your application and using a consensus process, you will be able to:

- Identify roles & responsibilities
- Write the team's Consensus Report
- Conduct an effective, efficient and professional site visit
- Write the team's Final Report

5

ARIZONA QUALITY ALLIANCE

Team Meeting Outcomes

- Ensure Application Primaries & Backups have copy of all individual scorebooks for their Applicant
- Set up Consensus meeting
 - Agenda
 - Location and time
 - What to bring to the meeting
 - Meeting roles
- Finish (or start) Key Factors consensus list
- Ensure all Team members know plan

Resource - Team Roles Worksheet

6

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Team


- Lead Examiner (Team leader)
- Application Primaries
- Backups
- Scorebook editor
- AQA mentors

Resource - Lead Examiner Roles & Responsibilities *
 Resource - Team Mentor-SV Monitor Roles & Responsibilities *
 * See 2-Day Training Material

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4 Criteria for Consensus

- I have heard you
- I believe you have heard me
- The decision does not compromise my values or ethics
- I can actively support the proposed decision



8

Exercise 1:

Sticky Consensus & Site Visit Situations

1. Take a minute to read the assigned vignette(s) and brainstorm with your assigned group to determine how you would resolve the issue.
2. Join the class for a discussion of possible solutions.

10 minutes

Note: We will do additional vignettes throughout the day.

Exercise 1 - Sticky Consensus & Site Visit Situations

ARIZONA QUALITY ALLIANCE Pre-Consensus Meeting Work

Consensus Phases

- Pre-Consensus Meeting Work
- Consensus Meeting
- Post-Consensus Meeting

10

ARIZONA QUALITY ALLIANCE Pre-Consensus Meeting Work

Key Factors for Consensus Meeting

Best Approach

Have team consensus key factors **BEFORE** synthesizing comments

11

ARIZONA QUALITY ALLIANCE Pre-Consensus Meeting Work

Pre-Consensus Assignments

- Application Primaries & Backups
 - For your assigned application, synthesize:
 - Key factors (*select from consensus key factors*)
 - Comments
 - Area(s) to address (*can be multiple areas*)
 - ++/+ or -/-
 - ADLI (*process*) or LeTCLiG (*results*)
 - Site visit issues
 - Propose scores for your assigned application

For each compiled comment:

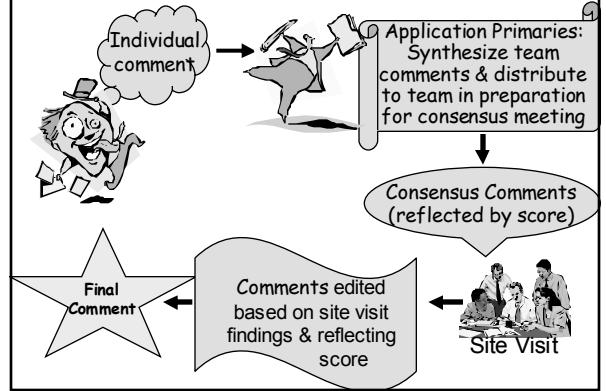
- Put the initials of contributing examiners.
- Acknowledge **ALL** comments.

12

Team Communication

- E-mails & files password protected
- Do not use applicant's name on materials or phone calls
- Hold meetings and phone calls where talk cannot be overheard
- Discussed problems/issues with a mentor and/or AQA Executive Director
- Cell phones used as last resort, except for the consensus meeting

"THE LIFE OF A COMMENT"



Synthesizing Comments

- Review criteria requirements
- Isolate Items
- Combine key factors - noting similarities
- Identify core ideas - noting similarities
- Identify outliers
 - Outlier means a comment that doesn't seem to fit other comments or the criteria
- Craft comments (6 to 10 per item)
 - Use best comment as base
 - Can address multiple items
 - Use present tense
- Propose a resolution to differences

Sample: Isolating the Comments

| + / ++ | Item Ref | KF Ref | A/D /L/I | Strengths (Include figure references, as appropriate.) |
|--------|----------|-------------|----------|--|
| + | 1.1a(1) | 1, 5, 9, 11 | A, D | The applicant provides a detailed description and flow diagram of the SWIMS process, including inputs, outputs, and feedback points. (C) |

The system/process uses a high tech solution to integrate the process from receiving to order distribution. (B)

Automated inventory control system tracks order from: sales call to picking to any needed processing to packaging to loading on delivery trucks to invoice. System also provides inventory cycle count based on employee count -> key information into CRT or scanner. (A)

Sample: Synthesized Comment

| + / ++ | Item Ref | KF Ref | A/D /L/I | STRENGTH |
|--------|----------|-------------|----------|--|
| + | 1.1a(1) | 1, 5, 9, 11 | A, D | The applicant provides a detailed description and flow diagram of the SWIMS process that integrates the steps from receiving to order distribution using an automated inventory control system . This system tracks order from: sales call to picking to any needed processing to packaging to loading on delivery trucks to invoice. System also provides inventory cycle count based on employee keyed information into CRT or scanner. (A) (B) (C) |

Sample Outliers

| - / -- | Item Ref | KF Ref | A/D /L/I | STRENGTH |
|--|----------|--------|----------|--|
| + | 1.1.b.6 | 2 | 1 | While several approaches to sharing process improvements were identified, it is unclear that this process has been deployed at all appropriate levels |
| This OFI became a site visit issue to verify the strength | | | | |
| - / -- | Item Ref | KF Ref | A/D /L/I | STRENGTH |
| + | 2.1.2 | 2 | C | While this process has been benchmarked by other organizations, it is not clear how many organizations and the extent to which those organizations adopted the approach. |
| This OFI was dropped as it did not address the criteria. | | | | |

ARIZONA QUALITY ALLIANCE

Discovered OFI

The process by which the applicant systematically translates performance review findings into priorities for improvement is unclear. Likewise, it is unclear what the recent review findings are. Additionally, it is not clear how the priorities or opportunities are deployed throughout the process to ensure alignment with key process requirements. Without such a process, it may be difficult for the applicant to focus on the future.

19

Pre-Consensus Meeting Work

Exercise 2: Synthesizing Comments

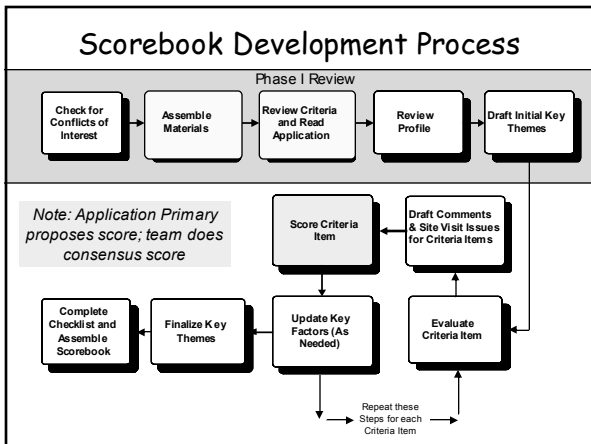
Using the Individual Scorebook comments and Consensus Key Factors:

- Synthesize comments -- 1 Strength & 1 OFI
- Identify outlier(s)

30 minutes

Exercise 2 - Scorebook A, B, & C
Exercise 2 - CONSENSUS KEY FACTORS

| Assignments | |
|-------------|----------|
| Table | Item |
| 1 | 1.1 a, b |
| 2 | 1.1 c, d |
| 3 | 2.1 (a) |
| 4 | 2.1(b) |



| SCORE | PROCESS (Factors: Approach, Deployment, Learning and Integration) |
|----------------------|---|
| 0% or 5% | <ul style="list-style-type: none"> No SYSTEMATIC APPROACH is evident; information is ANECDOTAL. (A) Little or no DEPLOYMENT of an APPROACH is evident. (D) An improvement orientation is not evident; improvement is achieved through reacting to problems. (L) No ALIGNMENT between organizational need and the process is evident. (I) <p>Show case Guidance page 5</p> |
| 10%, 15%, 20% or 25% | <ul style="list-style-type: none"> The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the Item is evident. Process and measures are documented. (A) The APPROACH is in the early stages of DEPLOYMENT with limited progress in achieving the process goals/objectives; inhibiting progress in achieving the BASIC REQUIREMENTS of the Item. (D) Early stages of a transition to an approach of evaluation and improvement of the process. (L) The APPROACH is aligned with the organizational need(s) and other work areas largely through problem solving. (I) |
| 30%, 35%, 40% or 45% | <ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the Item is evident. (A) The APPROACH is DEPLOYED, although the DEPLOYMENT varies in some functions of the process and in some work areas included in the process. (D) The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of the process is evident. (L) The APPROACH is in early stages of ALIGNMENT with your basic or organizational need(s) identified in 1.0 of the application. (I) |
| 50%, 55%, 60% or 65% | <ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the Item, is evident. (A) The APPROACH is well DEPLOYED, with no significant gaps. (D) A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING are in place for improving the efficiency and effectiveness of the process over time. (L) The APPROACH is ALIGNED with the basic or organizational need(s) identified in 1.0 of the application. (I) |
| 70%, 75%, 80% or 85% | <ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the Item, is evident. (A) The APPROACH is well DEPLOYED, with no significant gaps. (D) Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING regarding the process are evident; there is clear evidence of refinement and INNOVATION in the process as a result of organizational sharing and feedback. (L) The APPROACH is INTEGRATED with the organizational need(s) identified in 1.0 of the application and the organization's mission / vision described in the organizational context description. (I) |
| 90%, 95% or 100% | <ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the Item, is evident. (A) The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any functions of the process or work area as included in the process. (D) Advanced, SYSTEMATIC evaluation and improvement and organizational LEARNING regarding the process are evident; refinement and innovation are evident. (L) |

| SCORE | RESULTS (Performance Level, Trends, Comparison, Linkages) |
|----------------------|--|
| 0% or 5% | <ul style="list-style-type: none"> There are no business RESULTS or poor RESULTS are reported. TRENDS data are either not reported or show mainly adverse TRENDS. Comparative information is not reported. RESULTS are not reported for any KEY PERFORMANCE MEASURES or INDICATORS of the process. <p>Show case Guidance page 5</p> |
| 10%, 15%, 20% or 25% | <ul style="list-style-type: none"> A few business RESULTS are reported; there are some improvements and/or early good PERFORMANCE LEVELS for the process. Little or no TRENDS data are reported. Little or no comparative information is reported. RESULTS are reported for a few KEY PERFORMANCE MEASURES or INDICATORS of the process. |
| 30%, 35%, 40% or 45% | <ul style="list-style-type: none"> Improvements and/or good PERFORMANCE LEVELS are reported in many areas addressed in the Item requirements of the process. Early stages of developing TRENDS are evident. Early stages of obtaining comparative information are evident. RESULTS are reported for the KEY PERFORMANCE MEASURES or INDICATORS of the process. |
| 50%, 55%, 60% or 65% | <ul style="list-style-type: none"> Improvement TRENDS and/or good PERFORMANCE LEVELS are reported for most KEY PERFORMANCE MEASURES or INDICATORS of the process. No pattern of adverse TRENDS and no poor PERFORMANCE LEVELS are evident in KEY PERFORMANCE MEASURES or INDICATORS of the process. Some TRENDS and/or current PERFORMANCE LEVELS – evaluated against relevant comparisons and/or BENCHMARKS – show areas of good to very good relative PERFORMANCE. Process RESULTS address most KEY CUSTOMER, market and PROCESS requirements. |
| 70%, 75%, 80% or 85% | <ul style="list-style-type: none"> Current PERFORMANCE is good to excellent in most areas of importance to the Item requirements. Most improvement TRENDS and/or current PERFORMANCE LEVELS are sustained. Many to most reported TRENDS and/or current PERFORMANCE LEVELS – evaluated against relevant comparisons and/or BENCHMARKS – show areas of leadership and very good relative PERFORMANCE. Process RESULTS address most KEY CUSTOMER, market and PROCESS and improvement requirements. |
| 90%, 95% or 100% | <ul style="list-style-type: none"> Current PERFORMANCE is excellent in most areas of importance to the Item requirements. Excellent improvement TRENDS and/or sustained excellent PERFORMANCE LEVELS are reported for the process. Evidence of industry and BENCHMARK leadership is demonstrated in many areas. Process RESULTS fully address most KEY CUSTOMER, market and PROCESS and improvement requirements. |

ARIZONA QUALITY ALLIANCE

Pre-Consensus Meeting Work

Category/Item Scoring

- Review the 1.1 and 2.1 requirements
- Review all comments
- Weigh the importance of comments (+, -, ++, -)

Resource - Scorebook Guidance
Resource - How to Score Process and Results Items
Resource - Scoring Pitfalls and Notations

24

ARIZONA QUALITY ALLIANCE Pre-Consensus Meeting Work

Scoring (continued).

4. For Process Item, start with **Approach**
 - a) Read description for 50 - 65% range
 - b) Read descriptions above/below
 - c) Select range most descriptive of achievement level
5. Repeat a, b, & c for D, L, & I
6. Consider the outcomes of Steps #4 and #5
Select range for Item that best describes the achievement level

Applicant does NOT need to satisfy all 4 process factors (A-D-L-I) in the selected range

25

ARIZONA QUALITY ALLIANCE

Scoring (continued)

7. Verify balance & substance of comments
8. Eliminate conflicts between strengths & OFIs
9. Adjust comments or score as needed
10. For Result items – same steps using Le, T, C, Li, and Gaps
11. Next - eliminate conflicts between strengths & OFIs across all Items

26

ARIZONA QUALITY ALLIANCE Pre-Consensus Meeting Work

Exercise 3: Scoring

- ❖ For your assigned items:
 - ❖ Review Consensus Comments
 - ❖ Record score Flipchart

20 minutes

- ❖ Explain score after lunch

Assignments

| Table | Item |
|-------|------|
| 1 & 3 | 1.1 |
| 2 & 4 | 2.1 |

Exercise 3 – Consensus Comments for Scorings
Resource - Scoring Matrix & Band Descriptors - SHOWCASE
Resource - How to Score Process and Results Items

ARIZONA QUALITY ALLIANCE

Scoring Band

- Contains characteristics typically associated with the specific overall band score
- Provided to the applicant in the final report
- Part of consensus meeting agenda

Applicant does not get the specific score!!

Resource - Scoring Matrix & Band Descriptors - SHOWCASE

28

Exercise 4: Band

Class Discussion

1. Record the consensus scores to the **Score Summary Worksheet**
2. Which would you select?
 - The band descriptor accurately reflects this applicant
 - The band descriptor does NOT accurately reflect this applicant because:

10 minutes

Exercise 4 - Score Summary Worksheet
Resource - Scoring Matrix & Band Descriptors - SHOWCASE

ARIZONA QUALITY ALLIANCE

Important Scoring Concepts

- Balance of comments (+/++ and -/--) in relation to score
- “Most descriptive” based on holistic view of process or results evaluation factors
- Importance based on key factors

30

Issues Leading to Scoring Variability

- Scores not adequately related to the key factors of Scoring Guidelines
- Comments not related to the criteria
- Acceptance of applicant statements without any additional evidence provided
- Fear of scoring above 50%
- Using the Areas to Address and Item Notes as a checklist
- Treatment of missing information

Site Visit Issues

- ❖ **VERIFY & CLARIFY** information contained in the application
 - Verify information is correct
 - Clarify uncertain points
 - Test deployment of information in application
 - Assume applicant has told the truth
- ❖ **NOT "dig"** to find information that is missing in the application



What to Verify or Clarify

Process A-D-L-I **Results → Le, T, C, Li, G**

- | | |
|---|--|
| <ul style="list-style-type: none"> • Approaches systematic • Deployment extent • Learning <i>(includes evaluation & improvement cycles)</i> • Integration • Focus • Consistency | <ul style="list-style-type: none"> • Le - Performance levels • Trends • Comparisons / benchmarks • Linkages • Gaps • Breadth & Importance • Segmentation • Areas of leadership |
|---|--|

Selecting Site Visit Issues

A well-chosen site visit issue is:

- Tied to the Criteria
- Related to the key factors
- Linked to the comments
- Considers the Core Values
- Cross-cutting
- Part of the deployment determination
- Verifiable
- Essential component of the score

Site visit issues - limit to 3-4 per Item

Sample Site Visit Issue

OFI

Clarify how applicant translate review findings into priorities for improvement, and how the priorities or opportunities are deployed. Also **clarify** recent review findings.

Sample Site Visit Issue

Strength

Verify weekly Steering Team reviews, Navigation reviews, and the use of Kaizen Teams to address issues.

Pre-Consensus Meeting Work

Exercise 5: Site Visit Issues for Consensus Meeting

Review:

- Consensus Key Factors
- Site visit issues from the Individual Scorebooks
- Consensus Scores from Exercise 3

Propose Site Visit issues

| Assignments | |
|-------------|-----------|
| Table | Item |
| 1 | 1.1 a,b |
| 2 | 1.1 c,d |
| 3 | 2.1 a (1) |
| 4 | 2.1 a (2) |

30 minutes

Exercise 2 - Scorebooks A, B, & C
 Exercise 2 - Consensus Key Factors (case study)
 Exercise 3 - Consensus Comments for Scoring-Showcase

Consensus Meeting

Consensus Meeting Outcomes

- Consensus for:
 - Key Factors (done before meeting if possible)
 - Item/category
 - Comments
 - Scores
 - Site visit issues
 - Scoring Range
- Start Consensus & Final Score Worksheet
- Plan for finalizing report to AQA
- Plan for preparing for site visit (*see Team Lead Examiner training session*)

Resource - Consensus Checklist
 Resource - Consensus & Final Score Worksheet - SHOWCASE

Consensus Meeting

Consensus Process

- Application Primary recommends comments, scores, & site visit issues
- Team members discuss recommendations
 - Work through changes as needed
 - In the end, reach consensus
- Team also reaches consensus on Initial Score (*overall scoring band description is appropriate*)

Resource - Scoring Matrix & Band Descriptors - SHOWCASE
 Resource - Scoring & Recommendation Guidance

Consensus Meeting

Problem Solving Techniques

- Separate people from problem
- Use objective criteria to evaluate options
- Seek first to understand, not for rebuttal
 - Focus on interests, not positions
 - Ask "why" until interests are clear
- Appreciate & acknowledge others' interests
- Brainstorm options for mutual gain:
 - Do not insist on own position or interest
 - Never downgrade or insult other party
- Allow others to yield without appearing weak

ARIZONA QUALITY ALLIANCE

Site Visit


- Roles & Responsibilities
- Planning phase
- On Site Phase: 2 - 4 hours
- Post Site Visit Phase: Final Report



Roles & Responsibilities

Lead Examiner

- Communicate with the Applicant
- Set meeting times, agendas, & expectations
- Make Assignments
- Ensure issues requiring clarification are addressed
- Coach team to write clear and concise comments for the feedback report
- Guide team to consolidate findings from site visit -- refine content and phrasing




Team Leader takes ownership for report going to judges & applicant; judges may suggest changes

ARIZONA QUALITY ALLIANCE **Roles & Responsibilities**

Application Primary

- Coordinate with partner for verifying & clarifying site visit issues
- Ensure appropriate notes & information are gathered to address site visit issues




43

ARIZONA QUALITY ALLIANCE **Roles & Responsibilities**

Site Visit Team

- Prep to do a comprehensive, professional site visit
- Complete well written feedback report to your applicant and judges
- Fulfill obligation as an examiner



Site Visit Time Commitment Reminder
 On site = 2 - 4 hours on site
 Post Site Visit = 2 - 4 hours

44


ARIZONA QUALITY ALLIANCE **Roles & Responsibilities**

SQA Executive Director

- Help resolve any issues between Team & Applicant
- Help when/if Mentors are not available

Mentors

- Provide advice to all Showcase Examiners
- Help resolve integrity issues should they arise



45

ARIZONA QUALITY ALLIANCE **Planning phase**

Planning Phase Overview


- ❖ Site visit issues to be addressed
 - ✓ **Strategy**
 - ✓ **Walk-around questions**
 - ✓ **Document List**
 - ✓ **Interview List**
- ❖ Applicant Communication (Team Lead)
- ❖ Finalize Agenda (Team Lead)

46

ARIZONA QUALITY ALLIANCE **Planning phase**

Strategy

- ❖ Two people per application minimum
- ❖ Application primary submits to Team Lead:
 - ✓ Document Request List (*surveys, reports, etc.*)
 - ✓ Interview Names &/or Titles Request List (*names, questions, and estimated interview time*)
- ✓ Team Lead reviews lists – works with application primary to adjust as needed




Resource - Team Roles Worksheet

47

ARIZONA QUALITY ALLIANCE **Planning phase**

Standard Questions for All

- ❖ Develop a list of no more than 3 standard questions you could ask any applicant employee
- ❖ Develop questions that will reflect deployment of key items
- ❖ Ask questions of all employees you meet with and keep a tally of answers



Resource - Walk-around Questions
 Resource - Site Visit Question Guidelines


48

ARIZONA QUALITY ALLIANCE Planning phase

Document List

- ❖ Create manageable master list of documents needed for review
(Team has limited time to read!)
- ❖ Organize list around Process & Result
- ❖ Avoid duplication
- ❖ Review documents like the employees would access them

Note: Hard copy is NOT required




49

ARIZONA QUALITY ALLIANCE Planning phase

Interview List

- ❖ Identify people to be interviewed
- ❖ Avoid duplication
(interview people once – ask all questions applicable to that person)
- ❖ Delineate responsibilities for interviews:
 - ✓ Who will do interviewing
 - ✓ Who will take notes
- ❖ Identify approximate interviews times.



50

ARIZONA QUALITY ALLIANCE Planning phase

Exercise 6: Item Site Visit Issues Plan

Use site visit issues identified in Exercise 5:

- Select 1 site visit issue
- Complete # 1 – 5 on the Site Visit Issue Worksheet

30 minutes


Exercise 6 - Site Visit Issue Worksheet
Resource - How to Develop Site Visit Issue Strategies

51

ARIZONA QUALITY ALLIANCE Planning phase

Applicant Communication *(Team Lead with Applicant)*

1. Introduction – Roles & Responsibilities
2. Key dates and timing
3. Interview and Document Requests
4. Sites – any restrictions?
5. Timetable for visit
6. Logistics
7. Future contact plans




Resource - Applicant Communication Checklist

52

ARIZONA QUALITY ALLIANCE Planning phase

Team Planning *(continued)* *(Team working together)*

- ❖ Create a detailed “team” agenda
 - Who is doing what & for how long
 - Expected outcomes
 - Time for Caucuses
 - Time for review of requested items
- ❖ Examine time allocated for each issue
 - Some need more time than others
 - Impact of shortening or extending the assigned time for the issue



53


ARIZONA QUALITY ALLIANCE Planning phase

Team Planning *(continued)* *(Team working together)*

- ❖ Create a 5-15 minute team opening
 - ✓ Define purpose of Site Visit
 - ✓ Define for applicant where they are in the process and the next steps
 - ✓ Include introductions of team members
 - ✓ Set expectations for the visit
 - ✓ Allow for questions & feedback

Remind them that you can not give feedback or express positive or negative reactions, etc

Team Lead Examiners have examples as guide




54

ARIZONA QUALITY ALLIANCE Planning phase

Team Planning *(continued)* *(Team working together)*

- ❖ Plan after site visit activity
 - Determine when & where the team will gather to prepare final feedback report
 - **4 to 6 hours** to modify Feedback Report for Final Report after site visit




55

ARIZONA QUALITY ALLIANCE Planning phase

Other Logistics

- Transportation arrangements
- Dress code
Meet applicant's dress requirements; if none, dress in business casual or better
- Wear AQA badge
- Team questions/concerns




❖ Consult with AQA Executive Director (as needed)

56

ARIZONA QUALITY ALLIANCE On Site Visit Phase

Conducting the Site Visit

- ❖ Initial Meeting
 - ✓ AQA Team Opening Presentation (10 minutes max.)
 - ✓ Applicant Presentation (15 minutes max.)
- ❖ Interview according to plan (minimum 2 examiners at each interview)
- ❖ Review documents according to plan



Refer all issues to AQA Exec. Director
 DO NOT engage in any disputes with applicant

57

ARIZONA QUALITY ALLIANCE On Site Visit Phase

Conducting the Site Visit

- ❖ Wrap up Site Visit: 5 –10 minutes max
 - ✓ Applicant input or questions
 - ✓ Explain the next steps of AQA process
 - ✓ Express thanks for hosting visit
- ❖ Take nothing you did not bring to the site
- ❖ Make no comments about the Site Visit until you are completely out of hearing range of applicant personnel

58

ARIZONA QUALITY ALLIANCE On Site Visit Phase

Confidentiality

- ❖ Do not give out business cards to applicant
Do not bring anything that displays your business affiliation
- ❖ Be prepared to appropriately respond if asked question “what are your qualifications/what is your background?”
- ❖ Do not inform anyone of the location of the site visit/identity of your applicant
 - ✓ Not your spouse/significant other
 - ✓ Not your employer
 - ✓ Not your family

59

ARIZONA QUALITY ALLIANCE On Site Visit Phase


Representing AQA & the Award

- ❖ Your every action, expression, and conversation will be watched and reported
- ❖ You represent AQA - make the site visit experience positive for the applicant

60

ARIZONA QUALITY ALLIANCE On Site Visit Phase

Interview Questions




Remember:
You are mobile - seek out dialogue & data for verifying and clarifying site visit issues!

61

ARIZONA QUALITY ALLIANCE On Site Visit Phase

Team Caucuses - Purposes




- ❖ Ensure timeline for assessment is being met
- ❖ Compare information for verification
- ❖ Re-direct questions or focus into specific areas

62

ARIZONA QUALITY ALLIANCE On Site Visit Phase

Caucuses - Types




- ❖ **Planned**
 - Scheduled time to discuss interviews and information from parallel sessions
 - Allows for re-direction of questions & probing into specific areas for corroboration
- ❖ **Unplanned**
 - Called when faced with a situation that needs to be handled immediately (code of conduct violation, unforeseen circumstance)

63

ARIZONA QUALITY ALLIANCE On Site Visit Phase

Caucuses - Typical Questions

- ✓ Finished a specific site visit issue?
 - Have a record of interviews conducted?
 - Have record for source of documents?
- ✓ Need to continue a specific issue?
- ✓ Identified a new site visit issue?
- ✓ ALSO ... covered all that is needed??



64

ARIZONA QUALITY ALLIANCE On Site Visit Phase

Debrief - End of Site Visit

- ✓ Summarize findings from all site visit issues
- ✓ Match response information with site visit issue evaluated
- ✓ Complete Score Summary Sheet
- ✓ Complete Executive Summary

65

ARIZONA QUALITY ALLIANCE Post-site visit phase

Final Report

Revise Consensus Report

- Strength & OFIs without +/++ or -/--
- No statements of "it is unclear" in OFIs
- No reference to Site Visit Issues
- At least 5 comments for each item
- Consensus score revised (if appropriate)
- Use applicant's name
- Use present tense
- Avoid abbreviations (Figure – not Fig.)
- Be consistent with style
- Use proper grammar

66

ARIZONA QUALITY ALLIANCE

Final Report - More Notes

- ❖ Balance score to reflect Strengths & OFIs
- ❖ Recommend – Award or No Award
- ❖ Be sure Scoring Band reflects comments
- ❖ Give useful & actionable feedback
- ❖ Create Executive Summary

Resource - Scoring & Recommendation Guidance 67


ARIZONA QUALITY ALLIANCE Post-site visit phase

Finished Work to AQA

- ❖ Completed Feedback Report:
 - Executive Summary
 - Comments – Strengths & OFIs
- ❖ Completed Score Worksheet
 - Item, Category, & Overall scores
- ❖ Completed Team Recommendation Form
- ❖ 2006 Training Survey (overall process)

All applications, notes, worksheets, & other materials should be returned to AQA or destroyed/shredded.

2006 Training Survey (overall process) 68



ARIZONA QUALITY ALLIANCE

ARIZONA QUALITY ALLIANCE

Site Visit Reimbursement Form

Name: _____ Today's Date: _____

Applicant Number: _____ (provide separate sheets for multiple applicants)


| Date | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | TOTAL |
|--------------------|--------|--------|---------|-----------|----------|--------|----------|--------|-------|
| Date | | | | | | | | | |
| Airfare | | | | | | | | | |
| Hotel | | | | | | | | | |
| Breakfast | | | | | | | | | |
| Lunch | | | | | | | | | |
| Dinner | | | | | | | | | |
| Car Rental | | | | | | | | | |
| Parking | | | | | | | | | |
| Transportation | | | | | | | | | |
| Mileage (\$.37/M) | | | | | | | | | |
| TOTAL | | | | | | | | | |

*Please be sure to attach all corresponding receipts.

69

ARIZONA QUALITY ALLIANCE

Today's Wrap-Up



Please fill out Evaluation Form

70

Team Exercise:

Prepare for Consensus Meeting

- Determine assignments
- Ensure application primaries have copies of all individual scorebooks for application
- Decide on schedules
- Consensus on Key Factors
- List potential problems & work-around