QUALITY TEXAS

Encouraging and Recognizing Excellence

INSTRUCTIONS FOR COMPLETING
EXAMINER TRAINING PREWORK

The purpose of this prework assignment is to prepare you for a successful classroom experience.

Pre-Examiner Course: If you are a part of our ***Pre-Examiner Course***, we will complete all homework in class and you do not have to prepare anything. Bring your mind ready to learn and your laptop to have some work in Scorebook Navigator (web tool).

Regular Examiner Course: If you are a part of our Regular Examiners Course, you will need to complete the homework as described below before class begins.

New and Returning Examiners: If you have not used Scorebook Navigator before or have forgotten your log in or password, please send an email to drmac@quality-texas.org or linwrinkle@quality-texas.org. Or you can complete the Examiner Information Sheet (www.quality-texas.org/examiner-resources/ under 2017 Examiner Training Information and submit to drmac@quality-texas.org or linwrinkle@quality-texas.org in order to be loaded in Scorebook Navigator prior to class. All homework will be accomplished in Scorebook Navigator for all participants in Regular Examiner Training.

The goal of Examiner Training is to familiarize you with the Independent Review portion of the application evaluation process through your completion of a partial Independent Review (IR) Scorebook, discuss Consensus Review (CR), Site Visit Information, and briefly touch on other aspects of Quality Texas Foundation work.

For senior examiners, the goal is to "sharpen the saw" by the same method. Bring your laptop to have some work in Scorebook Navigator. Please complete the Examiner Information Sheet (www.quality-texas.org/examiner-resources/ under 2017 Examiner Training Information and bring to class.

The following process will guide examiners in creating the partial Independent Review (IR) Scorebook as well as analyzing the meaning of selected portions of the *Criteria for Performance Excellence* booklet.

Returning Examiners can complete homework by logging into Scorebook Navigator and using your login and password from last year.

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PART ONE: On the Quality Texas Website, www.quality-texas.org, find the Examiner Tab, and Examiner Resource Page. Then, locate and become familiar with these resources located either on the website or in Scorebook Navigator:

a.   The *2017—2018 Criteria for Performance Excellence* booklet. This is pre-loaded in Scorebook Navigator so you can do your homework. Each participant will be given a copy at training. This will give you the Criteria for our Case Study.

b.   The Arroyo Fresco Case Study. On www.quality-texas.org, Examiner tab, then Examiner Resources, then scroll down to 2017 Examiner Training Information and click on Arroyo Fresco Case Study. This is the application that we will evaluate in our training.

c.   QTF Code of Ethical Conduct. On www.quality-texas.org, Examiners tab, then Examiner Resources, then scroll down to 2017 Examiner Training Information and click on QTF Code of Ethical Conduct document. Please review this document, bring a copy to class, and we will sign in class. We will have extras if you forget to bring it.

d.   Process Sample Item 5.1 Independent Review (IR) Worksheet and Results Sample Item 7.3 IR Worksheet (In Part Three below, please follow these examples, paying particular attention to format, brevity, and clarity.) On www.quality-texas.org, Examiner Tab, then Examiner Resources, then Independent Review, then Process Sample 5.1 or Results Sample 7.3.

e.   Step-by-Step for Independent Review. On www.quality-texas.org, Examiner Tab, then Examiner Resources, then scroll down to Independent Review and click on Step-by-Step Independent Review.

f.   Comment Guidelines. On www.quality-texas.org, Examiner Tab, then Examiner Resources, then scroll down to Independent Review and click on Comment Guidelines to get an idea how we need to write comments.

g.   Sample Key Factors Worksheet. On www.quality-texas.org, Examiner Tab, then Examiner Resources, then scroll down to Independent Review and click on Sample Key Factors Worksheet.

h. Examiner Information Sheet. On (www.quality-texas.org/examiner-resources/ under 2017 Examiner Training Information then scroll down to 2017 Examiner Training Information and click on Examiner Information Sheet and bring to class. We will have extras.

h. Take a look at other resources under Examiner Resources.

PART TWO: Access the online scorebook using Scorebook Navigator (SBN).

a. You will receive an email from Quality Texas with your User Name and Password. The link to the website is https://www.scorebooknav.org/user_login.aspx and is available on the Quality Texas website's Examiners Tab, www.quality-texas.org, under the Scorebook Navigator link at the bottom of the Examiners Tab.

SPECIAL NOTE: If you do not receive the email with your User Name and Password, please contact drmac@quality-texas.org or linwrinkle@quality-texas.org

b. Sign on to SBN and become familiar with the navigation and functionality.

c. Scorebook Navigator User Manuals Stage 1 and 2 are available on the Quality Texas Website, www.quality-texas.org, under the Scorebook Navigator Tab.

PART THREE: Evaluate Arroyo Fresco Hospital application items 1.1, 2.1, 5.2, 7.2, and 7.3 (using SBN).

a. Read the Criteria for Performance Excellence (pages 4—27 in the 2017-2018 *Criteria for Performance Excellence* booklet. (Part 1a above) and located in Scorebook Navigator.

b. Read the Arroyo Fresco application, highlighting and/or making notes on anything you feel may be important to the evaluation of this award winning applicant. (Part 1b above)

c. Draft an initial list of 'key factors." A "key factor" is an attribute of an organization or its environment that has a significant influence on the way the organization operates and the key challenges it faces. Examples include mission, vision, and values; strategic challenges; and workforce groups and segments. Key factors do not include descriptions of processes. Examiners use their best judgment to determine key factors. Examiners then use key factors to focus their assessment on what is important to the applicant. Key factors are found by reading the applicant's responses to Organizational Profile, P.1 and P.2, pages 4—6 in the 2017-2018 Criteria booklet (Part 1a above). A Sample Key Factors Worksheet can be found in your online prework materials (Part 1g above).

Now list the key factors on the Key Factors tab in SBN.

- Choose the Key Factor Category from the drop down list that applies to the key factor.

- For each key factor you enter, click the next available numbered box.

- Record the key factor in the box. Click Save. Save often.

Note: While the majority of key factors are found in the Organizational Profile, they can also sometimes be found in the Eligibility Certification Form as well as throughout the application. How to do this will be discussed in our Examiner Training.

d. For each item (**1.1, 2.1, 5.2, 7.2, and 7.3**) complete the following six-step process.

1) **Read the Criteria** item requirements (in the Baldrige Excellence Framework booklet) to gain a good understanding of that specific item. (**1.1, 2.1, 5.2, 7.2, and 7.3**) (Part 1a above)

2) **Determine and select the most relevant key factors for each item (1.1, 2.1, 5.2, 7.2, and 7.3).**
   - In SBN, review the list of key factors you created to determine the attributes of the organization that would influence its responses to the item requirements.
   - Select the most relevant four to six key factors for the item (**1.1, 2.1, 5.2, 7.2, and 7.3**). These will be a subset of those on your key factor list.

3) **Read the relevant response to the item in the application.** Identify the processes or approaches the applicant uses to meet Criteria item requirements. In noting the processes or approaches, use the applicant's wording from the application rather than using your own words.

4) **Analyze the applicant's response to each item** against the relevant Criteria requirements, and identify around six combined "strengths" and "OFIs" (opportunities for improvement). These could be 3 strengths and 3 OFIs or 4-2 or 2-4 etc. Record strengths and OFIs in Scorebook Navigator on the Item Evaluation tab. For each strength or OFI, follow these rules:
   - Select the relevant key factors that influence this approach or process (e.g., varied employees, shifts, sites).
   - Enter the strength (or OFI) as a brief statement of an approach. It should represent the responsiveness of the applicant to the Criteria, given its key factors.
   - Provide the evidence that supports the statement as a strength (example: "the approach XYZ has six steps, was expanded in 2011, and includes a final step for evaluation and feedback").
   - Select the appropriate evaluation factors—**approach, deployment,** cycles of **learning,** and **integration**—that apply to this strength (or OFI), keeping the following factors and questions in mind. Consider the specific evidence or example that you observed.
   - Determine the strength's (or OFI's) significance to your evaluation of the applicant and whether it should be "doubled" (indicating high importance).

- Provide the item's specific areas to address to which the processes or methods relate (e.g., a[1], b[1,3], or c[1—3]).
- Check your work, eliminating any conflicts between strengths and OFIs. (i.e., when a strength comment contradicts an OFI for the same Criteria requirement or vice versa)

Sample IR Worksheets for items 5.1 and 7.3 can be found in your online prework materials. (www.quality-texas.org Examiner Tab, Examiner Resources, Independent Review; Part 1d above)

5) **Draft one "feedback-ready" strength comment and one "feedback-ready" OFI comment in Scorebook Navigator.**

   From your strengths and OFIs, select one of each (your choice) to develop into feedback-ready comments. The purpose of this step is to allow a team leader to check and see if you are on the right track and allow the team leader to provide you feedback on your comment writing. For the purpose of this training, you will receive feedback in your classroom training session. In writing your comments, please follow these rules:
   - Use the Comment Guidelines (www.quality-texas.org Examiner Tab, Examiner Resources, Independent Review) to craft (in SBN) two actionable, feedback-ready comments that capture the findings of your analysis, using the strengths and OFIs with the key evidence that you have listed.
   - Each strength or OFI should include:
     - a concise opening sentence that expresses a single thought—the "nugget" (or essence, or main point) of the comment, **NUGGET**
     - one or two examples or evidence (including figure numbers, if applicable)— referring to the approach or results given in the applicant's response to Criteria questions, **EXAMPLE/EVIDENCE**
     - language that shows the relevance (why the comment is important) to the applicant by tying the main point to one of the applicant's key factors. You can also ask yourself, "What evaluation factor is relevant to this strength or OFI?" Thinking this way may help you focus the comment on the importance to the applicant (e.g., if the important element of the comment is deployment, there may be no need to add text on approach, learning, and integration). **RELEVANCE**

6) **Determine the scoring range and the score for the item.**
   - Determine the applicant's overall scoring range for the item. Start by reviewing the Criteria requirements and the strengths and OFIs for the item. Page 34-35 in Baldrige Criteria Framework.
   - Note the balance and importance of strengths and OFIs, including those that are doubled and those that are relative to item requirements and the key factors.

- On the Scoring page for the item, review the Scoring Guidelines descriptions and determine the range that is, overall, most descriptive of the organization's achievement level.

The applicant does not need to demonstrate all the characteristics in the selected range; rather, the score is based on a holistic view of the item.

- As a check, read the description of the ranges above and below the selected range (50-65% is the beginning range) to determine where the applicant's score falls within that range or should they be lower or higher.
- Finally, determine a percentage score that is a multiple of 5 for the item. Record the percentage score in the space provided at the lower right side of the Scoring page.

Repeat this process for all the assigned items (1.1, 2.1, 5.2, 7.2, and 7.3).

Print your completed IR Worksheets from Scorebook Navigator and bring them to class for review.

PART FOUR: Bring these documents to class.

1) Your prework materials (HCMH Case Study/Application, Baldrige Excellence Framework if you have a copy; one will be provided for class, and related tools).
2) Your completed IR Worksheets Scorebook Navigator for items **(1.1, 2.1, 5.2, 7.2, and 7.3)**. These will be utilized in class discussions and exercises.
3) Your personal and work calendars to be able to complete the Examiner Availability Form.

Thank you for your support of QTF, your community, your state, and this great nation.

Contact QTF (Dr. Mac) at 512-656-8946 or
(Lin) at 512-818-3901 if you need assistance.