

**2017–2018**



**Education**  
**Pioneer Level Criteria**  
**for Performance**  
**Excellence**

**Effective June 2017**

## Note from the CEO:

Thank you for taking the time to consider applying for the Quality Texas Foundation Pioneer Level of Recognition (five-page Organizational Profile). This is the starting point for your organization or a section/group within an organization. Your next step is our Engagement Level of Recognition (five-page Organizational Profile + 10-page application). Since this is probably your first entry with Quality Texas Foundation, welcome aboard.

It is our sincere hope that the questions embedded in the five-page organizational profile will cause your organization to evaluate exactly where you are, where you should be, and how you can significantly improve by prioritization of your improvement steps. The Baldrige Framework is used the world over (140 countries) to make systematic improvements to organizations. Proposed steps are shown below.

1) Assign a minimum of two personnel in your office to become Examiner trained with the Quality Texas Foundation. This training is where we actually teach the Examiner how to write the responses to the questions and the reasons behind the questions. You can just begin writing if you like, but past information received from applicants indicate the Examiner training was a major milestone in writing at any level.

2) Write your responses and allow other people in your office to edit your work. Don't fall in love with your first draft. This application to be really effective will undergo several iterations with substantial improvements along the way. The application process will allow the organization to ask very difficult questions and address organizational priorities.

3) Revise multiple times and submit.

4) We also have organizational writing seminars where we will help you accomplish organizational improvements and complete the narrative for this level.

If we here at the Quality Texas Foundation can be of assistance to you, please allow us that opportunity. We offer coaching and training to help maximize your positive experience. Remember that the Baldrige Journey is never finished! Happy travels!

Dr. Mac McGuire

CEO

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## The Organizational Profile

The Organizational Profile is the most appropriate starting point for self-assessment and for writing an application. With this Pioneer Level, the organizational profile will need to be completed. It is critically important for the following reasons:

- It helps you identify gaps in key information and focus on key performance requirements and results.
- You can use it as an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, use these topics for action planning.
- It sets the context for your responses to the Criteria requirements in categories 1–7 should your group, section, or organization decide to move forward.

## P Preface: Organizational Profile

The **Organizational Profile** is a snapshot of your organization, the **KEY** influences on **HOW** it operates, and the **KEY** challenges it faces.

### P.1 Organizational Description: What are your key organizational characteristics?

**Describe your operating environment and your KEY relationships with CUSTOMERS, suppliers, PARTNERS, and STAKEHOLDERS.**

**In your response, answer the following questions:**

#### a. Organizational Environment

**(1) Educational Product Offerings** What are your main EDUCATIONAL PROGRAM AND SERVICE offerings (see the note on the next page)?

What is the relative importance of each to your success?

What mechanisms do you use to deliver your EDUCATIONAL PROGRAMS AND SERVICES?

**(2) MISSION, VISION and Values** What are your stated MISSION, VISION, VALUES, and MISSION?

What are your organization's CORE COMPETENCIES, and what is their relationship to your MISSION?

**(3) WORKFORCE Profile** What is your WORKFORCE profile?

What recent changes have you experienced in WORKFORCE composition or your WORKFORCE needs? What are:

- your WORKFORCE or faculty/staff groups and SEGMENTS,
- the educational requirements for different faculty/staff groups and SEGMENTS, AND
- the KEY elements that engage them in achieving your MISSION and VISION?

What are your organized bargaining units (union representation)? What are your organization's special health and safety requirements?

**(4) Assets** What are your major facilities, technologies, and equipment?

**(5) Regulatory Requirements** What is the regulatory environment under which you operate?

What are the KEY applicable occupational health and safety regulations; accreditation; certification, or registration requirements; education industry standards; and environmental, financial, and EDUCATIONAL PROGRAM AND SERVICE regulations?

**b. Organizational Relationships**

**(1) Organizational Structure** What are your organizational structure and GOVERNANCE system?

What are the reporting relationships among your GOVERNANCE board, SENIOR LEADERS, and parent organization, as appropriate?

**(2) STUDENTS, OTHER CUSTOMERS and STAKEHOLDERS** What are your KEY market SEGMENTS, STUDENT AND OTHER CUSTOMER groups, and STAKEHOLDER groups, as appropriate?

What are their KEY requirements and expectations of your EDUCATIONAL PROGRAMS AND SERVICES, student and other CUSTOMER support services, and operations?

What are the differences in these requirements and expectations among market SEGMENTS, student and other CUSTOMER groups, and STAKEHOLDER groups?

**(3) Suppliers and PARTNERS** What are your KEY types of suppliers, PARTNERS, and COLLABORATORS?

What role do they play in your WORK SYSTEMS, especially in delivering your KEY EDUCATIONAL PROGRAMS AND SERVICES, and your student and other CUSTOMER support services; and

What role do they play in enhancing your competitiveness?

What are your KEY mechanisms for two-way communication with suppliers, PARTNERS, and COLLABORATORS?

What role, if any, do these organizations play in contributing and implementing INNOVATIONS in your organization?

What are your KEY supply-chain requirements?

*Terms in SMALL CAPS are defined in the Award Level Criteria for Performance Excellence Glossary of Key Terms.*

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**Notes**

**P.** Your responses to the Organizational Profile questions are very important. They set the context for understanding your organization and how it operates. Your responses to all other questions in the Baldrige Criteria should relate to the organizational context you describe in this profile. Your responses to the Organizational Profile questions thus allow you to tailor your responses to all other questions to your organization's uniqueness.

**P.1a(1).** Educational program and service offerings are the activities you offer in the market to engage students in learning or contribute to scientific or scholarly

investigation. Mechanisms for delivering programs and services to your students might be direct or might be indirect, through partners and collaborators.

**P.1a(2).** If your organization has a stated purpose as well as a mission, you should include it in your response. Some organizations define a mission and a purpose, and some use the terms interchangeably. In some organizations, purpose refers to the fundamental reason that the organization exists. Its role is to inspire the organization and guide its setting of values.

**P.1a(2).** Core competencies are your organization's areas of greatest expertise. They

are those strategically important, possibly specialized capabilities that are central to fulfilling your mission or provide an advantage in your marketplace or service environment. Core competencies are frequently challenging for competitors or suppliers and partners to imitate and frequently preserve your competitive advantage.

**P.1a(3).** Workforce or employee groups and segments (including organized bargaining units) might be based on type of employment or contract-reporting relationship, location (including telework), tour of duty, work environment, use of certain family-friendly policies, or other factors.

**P.1a(3).** Organizations that also rely on volunteers and unpaid interns to accomplish their work should include these groups as part of their workforce.

**P.1a(5).** Education industry standards might include industrywide codes of conduct and policy guidance. Depending on the regions in which you operate, environmental regulations might cover greenhouse gas emissions, carbon regulations and trading, and energy efficiency.

**P.1b(2).** Customers include the direct users and potential users of your educational programs and services (students and possibly parents), as well as others who use or pay for your programs and services.

**P.1b(2).** Student and other customer groups might be based on common expectations, behaviors, preferences, or profiles. Within a group, there may be customer segments based on differences, commonalities, or both. You might subdivide your market into segments

based on educational programs, services, or features; distribution channels; geography; or other defining factors.

**P.1b(2).** The requirements of your student and other customer groups and market segments might include special accommodation; customized curricula; safety; security, including cybersecurity; reduced class size; instructor qualifications; multilingual services; customized degree requirements; student advising; dropout recovery programs; administrative cost reductions; and distance learning. The requirements of your stakeholder groups might include socially responsible behavior and community service.

**P.1b(2), P.1b(3).** Student, other customer, stakeholder, and operational requirements and expectations will drive your organization's sensitivity to the risk of program, service, support, and supply-chain interruptions, including those due to natural disasters and other emergencies.

**P.1b(3).** Suppliers and partners should include key feeder schools that prepare students for your organization.

**P.1b(3).** Communication mechanisms should use understandable language, and they might involve in-person contact; email, social media, or other electronic means; or the telephone. For many organizations, these mechanisms may change as market, student, other customer, or stakeholder requirements change.

For additional guidance on this item, see the Education Criteria Commentary (<https://www.nist.gov/baldrige/baldrige-criteria-commentary-education>).

Please visit our website [www.quality-texas.org](http://www.quality-texas.org) applicants tab.

## P.2 Organizational Situation: What is your organization’s strategic situation?

Describe your competitive environment, your KEY STRATEGIC CHALLENGES and ADVANTAGES, and your system for PERFORMANCE improvement.

In your response, include answers to the following questions:

### a. Competitive Environment

**(1) Competitive Position** What is your competitive position?

What are your relative size and growth in your education sector or the markets you serve?

How many and what types of competitors do you have?

**(2) Competitiveness Changes** What KEY changes, if any, are affecting your competitive situation, including changes that create opportunities for INNOVATION and collaboration, as appropriate?

**(3) Comparative Data** What KEY sources of comparative and competitive data are available from within the education sector?

What KEY sources of comparative data are available from outside the education sector?

What limitations, if any, affect your ability to obtain or use these data?

### b. Strategic Context

What are your KEY STRATEGIC CHALLENGES and ADVANTAGES in the areas of EDUCATIONAL PROGRAMS AND SERVICES, operations, societal responsibilities, and WORKFORCE?

### c. PERFORMANCE Improvement System

What are the KEY elements of your PERFORMANCE improvement system, including your PROCESSES for evaluation and improvement of KEY organizational projects and PROCESSES?

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## Notes

**P.2a.** Education organizations are frequently in highly competitive environments. Aside from direct competition for students, they must often compete to secure financial, volunteer, and human resources. This competition may involve other education organizations, as in competition for grant funding or suppliers, or the opportunity to provide supplemental services. For public education organizations, competition may involve other public agencies or departments, as in the competition for scarce budget resources.

**P.2b.** Strategic challenges and advantages might relate to technology; educational programs and

services; finances; operations (including data and information security); organizational structure and culture; your parent organization’s capabilities; your students, other customers, and markets; your education sector; image or brand recognition and reputation; globalization; climate change; your value chain; and people. Strategic advantages might include differentiators such as tuition and fees, instructional design and delivery services, reputation, innovation rate, geographic proximity, and accessibility.

**P.2c.** The Baldrige Scoring System (pages 31–36) uses performance improvement through

learning and integration as a dimension in assessing the maturity of organizational approaches and their deployment. This question is intended to set an overall context for your approach to performance improvement. The approach you use should be related to your organization's needs. Approaches that are compatible with the overarching systems approach provided by the Baldrige framework might include implementing PDSA methodology; completing accreditation self-studies; applying nationally validated systems to improve teaching

performance; and performing independent institutional, departmental, or program assessments. It also might include using a Lean Enterprise System, applying Six Sigma methodology, using standards from ISO (e.g., the 9000 or 14000 series), using decision science, or employing other improvement tools. For additional guidance on this item, see the Education Criteria Commentary (<https://www.nist.gov/baldrige/baldrige-criteria-commentary-education>).

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