

The Journal for

Quality and Participation

People | Pride | Performance

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People Potpourri

**Managing for
Employee Success**



**Common and Uncommon
Performance Management
Approaches**

**Employee Engagement and
Workforce Deviance**

**Conflict Resolution Through
Meaningful Exchanges**





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Editor's Notebook

Every Size, Shape, and Perspective

We're all aware that people in the workforce are as unique as snowflakes. These days we see an increasing number of associates who have diverse backgrounds—differing nationalities, religions, personal preferences, experiences, opinions, etc. The fact is that the individuality of our workmates no longer seems unusual to us; we expect to encounter people who are different than us every day.

Management theory contends that we must cater many of our approaches to fit the particular person with whom we are interacting. This does not mean that we should condone inequitable practices or ignore standardized processes. It tells us that managing employees to achieve their persona; success, as well as the success of the organization, is a one-on-one activity.

Communication is an obvious example of this situation. The words we use to describe a topic to one employee need to be tailored to his/her perspective and background. The words that create enlightenment in one conversation can create confusion and/or disharmony in another case.

This logic applies to many more managerial interactions, however. Take recognition and reward for instance. One associate may covet the limelight and prefer recognition for extraordinary efforts during a large staff meeting. Another may prefer to meet with the manager privately and will glow when receiving this personal attention.

Another example is ethics. Co-workers who have different backgrounds often have entirely different views of acceptable practices and behaviors. Bribery in one country is anathema and/or illegal, in another nation it's a basic tactic for conducting business. Take

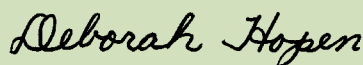
an employee out of the first environment, spring him/her into the second situation, and chaos may reign.

So what's a manager to do under these circumstances? Three suggestions come immediately to mind. First, be aware of your shape, size, and perspectives. Until you have a profound understanding of your views and biases, you never will be able to keep them from negatively affecting your interactions with others.

Second, get to know what makes your subordinates tick. Don't guess or assume broad definitions apply. Ask them directly about their expectations and preferences. Commit that information to memory so that you can put it to use every day. This doesn't mean that you need to become best friends with every employee, but it does mean that you need to listen to their needs and respond accordingly.

Finally, slow down. We're all rushing around trying to do more with less these days. To serve as a manager who creates mutual success for employees and the organization, you need to take care to learn how to communicate and deal with each of them effectively and efficiently. This does not come naturally, and it may require more up-front time to determine if you're hitting home runs. Conduct your discussions—be they related to new assignments, ongoing projects, or any other subject—as explorations. First, you seek information and then you learn what's happening. If you're on the wrong path, you adjust and explore some more.

All of this takes patience, but the time you invest at the beginning is sure to be offset by the smoother flow that will occur downstream. Your employees will succeed, they will help the organization to succeed, and you will succeed as a byproduct of that chain.



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Managing employees in a way that creates mutual success for them and their organizations can be challenging, but this primer shares the common and novel theories and practices that can be applied to meet that objective.

Managing Performance

A Practical Perspective on Managing Employee Performance

Mike Schraeder and Mark Jordan

The management of employee performance is regarded as an essential function of organizational managers.^{1,2} In fact, the sustained competitiveness of organizations might well hinge on the overall effectiveness of this management function.³ This is not particularly surprising given the widespread observations that employees represent a significant investment for organizations. It is important to note, employees should be viewed as an investment, not an expense; this distinction recognizes that employees' individual and collective performances play a vital role in helping organizations achieve their overall institutional objectives. Efforts to understand dynamics associated with managing employee performance, improving employee performance, and adapting related methodologies to best meet the needs of employees and organizations should increase the likelihood

of organizational success. This article provides a practical perspective on issues related to performance management by summarizing major approaches used at the organizational level, as well as offering insight into individual-level factors that represent possible elements influencing, determining, or contributing to related individual performance.

Organizational Facets of Managing Employee Performance

As previously mentioned, employees represent a significant resource for their organizations; therefore, oversight of this investment through human resource management practices represents a significant financial commitment for most organizations.⁴ The importance of employee performance to the overall success of organizations could explain partially why numerous methods for monitoring, managing,



and improving employee performance have been developed. A comprehensive treatment of all employee performance management tools and techniques is beyond the scope of this article, but several common approaches merit consideration given their prevalent use. Prior to summarizing these common techniques, however, it seems instructive to consider the context within which the management of performance occurs.

At a macro level, the vast majority of performance issues and performance management initiatives occur within the context of organizations. Each organization has a culture reflecting unique values and norms guiding or influencing employee behavior.⁵ An organization's culture serves as a valuable framework for employees, defining the organization's personality while also establishing ground rules for behaviors that are considered appropriate/desirable. These organizational identities and ground rules, in turn, embody numerous sub-elements of critical importance to the organization, including, but not limited to, organizational values, language, and interpersonal factors. Importantly, these cultural norms also influence the nature of communication that occurs within organizations. Communication is becoming an increasingly important function of managers² and, therefore, must be included within this context. Its importance is reinforced further by its role related to managing employees' performance through outlets such as performance appraisals, informal feedback, coaching, training, setting goals, and facilitating employee involvement/participation in key change initiatives. On a related note, individual employees and managers may not share a common understanding regarding performance expectations.⁶ This observation further highlights the importance of communication as a foundational element associated with effective performance management approaches.

Common Organization-Level Methods of Managing Performance

Organizations have numerous models, tools, and strategies to assist in managing employee performance. As this article addresses practical aspects of this topic, it may be informative to briefly acknowledge components of a practical model. For example, Galpin describes a pragmatic model on performance improvement that includes performance measurement, rewards/recognition,

goal setting, and coaching/feedback as important components.⁷ These, as well as other methods organizations commonly use to manage employee performance, are summarized below:

- *Performance appraisal.* There are numerous types of performance appraisals serving a variety of purposes, including measuring and documenting employee performance.⁸ In addition to serving as a measurement function, performance appraisals are a key component of employee performance management.⁹ Maximizing the utilization of employees may be enhanced through performance appraisals.¹⁰ The potential value of using appraisals as a performance management tool depends on the quality of the system; therefore, it is important to evaluate its potential quality and effectiveness. Furthermore, the overall effectiveness of performance management programs can be improved by ensuring that key performance expectations are delineated in employee job descriptions and are reflected in methods used to measure performance.⁴ Additionally, organizations using performance appraisals to manage employee performance should adopt/design appraisal methodologies that support the vision, culture, and goals of the institutions.
- *Rewards (pay/benefits) and recognition.* Rewards are a popular and commonly used technique to influence employee behavior and performance.¹¹ As such, organizations may offer rewards, in the form of bonuses or other types of remuneration, to employees with the anticipation of evoking enhanced performance. To achieve this purpose, companies should provide the rewards in a timely manner, as close as possible to the time when the desired behavior occurred.¹² Common perceptions of rewards typically are limited to monetary forms; however, non-monetary recognition can also serve as a valuable tool for influencing employee behavior.¹¹ Recognition can be as simple as providing employees with a compliment on noteworthy performance. Regardless of the specific reward, it is important that organizations select rewards that employees will perceive as valuable.
- *Training.* It is well known that individual ability affects individual performance; therefore, initiatives to improve employees' abilities should

result in improved performance. Training is a common method organizations use to improve employees' abilities.¹³ Training can influence performance directly by improving job-related skills and abilities. It also can have indirect, positive effects on performance when employees perceive an organization's investment in training indicates that the organization values their contributions. Traditional classroom approaches to training still are used but now are augmented by alternate technologically-based approaches such as online training, webinars, and video conferencing.

- *Access to resources.* It stands to reason that employees need access to required resources if they are expected to perform jobs in an effective and efficient manner. Consequently, when substandard performance is a concern, managers may want to investigate whether employees have the resources necessary for their jobs.¹⁴ These resources run the gamut, from office supplies, computer equipment, software, and financial resources to additional staffing.
- *Goal setting.* Establishing goals is an important activity for managing employee performance.³ Goals have a positive effect on employee motivation, driving individuals to accomplish them.¹⁵ It is worth noting that the potential influence of goals on employee performance is predicated on the quality of those requisite goals. In his article on managing performance, Galpin also summarizes guidelines for setting effective goals, including the suggestion that employees should take part in developing goals that are short, offer a challenge but are achievable, and have a required timeframe.⁷
- *Participation and empowerment.* Employees spend a significant portion of their adult lives engaged in the workplace and work-related activities. For many employees, their jobs represent an important aspect of their lives. It should not be surprising then, that employees want to have a voice in factors directly related to their work-lives. Avenues for employee participation vary, including involvement in setting goals and making decisions in the organization. The practice of allowing employees to provide input communicates to employees that they are valuable to the organization and that their values, opinions, needs, and ideas are also worthwhile.

- *Coaching and feedback.* Feedback is often provided to employees formally through performance appraisals.¹⁰ It can also come through coaching, which is recognized as a popular strategy for improving employee performance.¹⁶ Organizations may benefit from providing managers with training related to coaching.¹⁷ The investment in coaching not only provides employees with direct input regarding strategies for performance success, but it also fosters the development of relationships between the employees and their coaches.

On the other hand, feedback approaches that are not implemented effectively actually may have a deleterious influence on employee performance.¹⁸ There are a number of characteristics associated with effective feedback. For example, specificity is noted commonly as a characteristic of effective feedback¹⁴ and should include attributes of performance related directly to the job tasks and job expectations. Providing employees with this information can be beneficial because employees may be more motivated as a consequence of seeing results.⁷ The advent of technological developments and the Internet have expanded particular tools for communicating feedback to employees and impacted the nature of interaction that occurs between supervisors and employees.²

Novel Approaches to Managing Performance

The following approaches are used less frequently but have advantages, too:

- *Mentoring.* A process or technique similar to coaching is mentoring. Mentoring could have been discussed in the previous section, but is placed here because most mentoring programs are not executed properly, thereby reducing their potential benefits to organizations and employees. Put into practice correctly, though, mentoring can be a powerful tool in assisting supervisors/leaders with managing performance.

Whereas coaching typically seeks to improve a singular skill or competency, mentoring assists the employee/protégé's long-term prospects in the organization by developing a relationship with a more experienced individual/mentor. Mentoring is a process whereby the mentor builds a relationship with a protégé' and helps that individual understand the culture (e.g., values and beliefs, philosophies, etc.) of the organization and how

to develop as an employee and individual within the organization. Although a lengthy discussion of this topic isn't possible in this article, it is valuable to note research that supports a positive link between mentorship and performance.¹⁹ In the process, the mentor also can benefit from this relationship (e.g., in role performance and social status).²⁰ It also stands to reason that good mentoring relationships will reduce the amount of misperceptions less experienced employees have with respect to their psychological contracts (e.g., unwritten beliefs regarding employee expectations of the organization). In concert with coaching and feedback, mentoring can serve as a powerful tool to enhance human performance.

- *Positive organizational behavior (POB)*. POB is defined by Luthans as the “study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today’s workplace.”²¹ Responding positively to employees can have constructive implications for employee morale and their subsequent motivation.²² More importantly, communicating and behaving in a more positive manner actually may improve performance.²³ Indeed, research over the past five to 10 years increasingly indicates that there is a relationship between POB and performance.^{24,25} POB can work in concordance with many of the common methods discussed earlier in this article, including training, feedback and coaching, performance appraisal, and goal setting.

The study of positive organizational behavior and positive psychology continues to evolve. Managers and organizations can leverage certain aspects of related theories, adopting habits that focus attention on helping employees achieve maximum potential by building on their strengths and positive attributes, rather than embarking on efforts to minimize weaknesses and less desirable characteristics.

- *Innovative work design (flexibility and idiosyncratic work deals)*. Organizational changes often mirror changes at the societal level with the intent of aligning practices to be consistent with societal and stakeholder interests. As society changes, so do expectations of employees. Employees face an increasing set of demands related to their

work- and non-work lives, prompting organizations to consider innovative ways to match institutional practices with individual needs to elicit sustained or improved performance. For example, many organizations currently allow employees higher degrees of flexibility in work hours, as well as location of work through modified schedules and telecommunicating. These unique working conditions and flexible practices fall under the umbrella of idiosyncratic deals, which are unique working conditions tailored to the needs of individuals, represent organizational attempts to match work expectations and conditions with the needs of employees.²⁶ For example, a university faculty member needed to relocate to tend to his spouse’s medical issues. The university offered him an idiosyncratic deal using a combination of telecommuting and commuting as opposed to taking a leave of absence or resigning. Both the organization and the employee benefitted.

Important Facets of Individuals Associated With Employee Performance

By default, management of employee performance is limited to aspects that supervisors can influence. It is also valuable to recognize that other individual factors potentially can influence performance but would be difficult, impractical, or impossible to manage. For example, personal traits often are considered during the hiring process with the objective of trying to select individuals who best fit the characteristics of a certain job. Certain dimensions, such as conscientiousness, have been linked with employee performance.²⁷ Although personal traits don’t lend themselves to being managed, it is valuable for managers to understand that they may serve as predictors of employee performance.

The following individual facets can be managed:

- *Task/role-specific performance*. Feedback was discussed previously, but managers are cautioned to refrain from assuming that all feedback is equally worthwhile. Feedback should be related to the specific task performed.¹⁸ The ideal is to delineate the expectations clearly related to tasks in employee job descriptions and then measure them on a concurrent basis as a component of the performance management program. Recognizing and rewarding the specifically required task behavior may perpetuate

successful task performance. On the other hand, minimize undesirable task performance through task-specific training, as well as the use of task-proficient coaches, mentors, or role models.

- *Extra-role performance (organizational citizenship behavior [OCB]).* Well-developed job descriptions should provide employees with a comprehensive framework outlining salient performance and behavioral expectations. There are, however, employee behaviors that have a positive effect on organizations but may fall outside the formal structure of job descriptions. These typically are considered discretionary in nature and are described as extra-role behaviors or OCB.²⁸ In a practical sense, these are viewed as employee behaviors that go above and beyond what is expected.

There are several dimensions of OCB with the potential to contribute to improved employee performance. Although a detailed discussion of these dimensions is beyond the scope of this article, a brief illustration may help reinforce the value of OCBs in relation to performance management. A veteran employee may exhibit OCB by volunteering to stay late (after his/her scheduled work hours) to assist a new employee in completing required tasks while simultaneously offering informal training and coaching by guiding the new employee to more effective and efficient methods for accomplishing the tasks. This OCB is an extra-role performance because it is unlikely to be included specifically in the job description. The realized performance management benefits might include increased confidence and self-efficacy of the new employee, as well as a more positive image of the organization. Performance gains of the veteran employee might be difficult to discern but probably would reflect in feelings of fulfillment and improved confidence.

- *Willingness to adapt to change.* Given the dynamic nature of organizations' current environments, it is imperative that they remain adaptive to survive.²⁹ Their ability to change successfully often hinges on the efforts of employees. It is also commonly understood that individuals tend to resist change, and there are many strategies available to bolster their willingness to accept change. Allowing employees to participate in planning and implementing a change, however, is a widely acclaimed approach for reducing resistance and increasing support for concomitant changes.²²

Permitting employees to participate in planning and implementing organizational changes fosters buy-in. This can have positive implications for managing change-related performance. In addition, employees gain valuable experience into the technical aspects and content of the change, fostering increased knowledge of how to structure the change and why the change may be necessary. Furthermore, their involvement reduces the need for additional, post-change training because they already are aware of important aspects of the change, including related performance expectations.



- *Innovation/creativity.* Organizations covet employee creativity and innovation.¹² Their importance can be related, in part, to the pressures organizations face to continually adapt to changing competitive circumstances. Among other things, remaining competitive often requires organizations to develop new products, improve services, and modify organizational structures. Employees can offer insight regarding minor shifts in environmental contingencies that may serve as signs of larger shifts that are looming in the not-so-distant future. Furthermore, employees may provide ideas that lead to developing innovative products or services that could contribute to competitive advantages for the organization. To encourage employee performance related to innovation and creativity, organizations and managers must be willing to accept a certain amount of risk and uncertainty, allowing employees to make

mistakes in the process of exploring uncharted options. Additionally, innovation and creative performance may be influenced by management practices that reward and recognize novel ideas that contribute to the mission of the organization. In some cases, innovation and creativity may become so important that organizations formalize related performance expectations into the performance appraisal process.

- *Ethical conduct.* It has been recommended that organizations consider including ethical conduct of employees in processes associated with managing their performance.³⁰ Considering recent corporate scandals, flurries of media activity, and public outcries, organizational efforts to improve its employees' ethical conduct seem advisable. A variety of approaches are available to encourage ethical employee performance. For example, training on corporate ethics codes can help familiarize employees with the fundamental, ethical expectations of the organization. Additional training on strategies to deal effectively with ethical dilemmas also may contribute to improved performance. The use of coaches, mentors, and role models may prove valuable, too, if those fulfilling the roles provide employees with consistent, observable behaviors that represent acceptable ethical conduct.

Other Considerations

This article addresses major organizational and individual considerations related to managing employee performance. There are, however, less obvious aspects of organizations, which may be within managers' control that also may influence employee performance. For example, certain aspects of the organization's physical environment may have an effect.³¹ Even early studies in employee performance explored how certain workplace characteristics, such as intensity of light, affected employee performance. Among other things, recent attention regarding characteristics of the physical work environment has included the layout of furniture, noise levels, amount of workspace, and private versus shared work areas.

Cultural differences associated with an employee's nation of origin also may have some effect on employee performance. Although cultural differences cannot be managed, an awareness of them can assist managers in promoting a more conscientious performance management program.

Conclusion

This article incorporated important aspects of contemporary thinking related to managing employee performance. Of course, the principles and practices related to managing employee performance are likely to change over time.³² This sets in motion the perpetual need for managers and scholars to remain vigilant in understanding shifting employee needs and dynamic organizational contingencies that have implications on the process of managing employee performance.

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Other Resources on Performance Management

ASQ's Quality Information Center (asq.org/qic/) includes many articles that can help you delve more deeply into the topics addressed in this issue of *The Journal for Quality and Participation*. Here is a sample of what's available.

Strategic Human Resources Management—Are We There Yet?

J. Bret Becton and Mike Schraeder

The Journal for Quality and Participation, January 2009, Vol. 31, No. 4, pp. 11-18, +Bonus Material

Organizations today are under increasing pressure to find ways to operate more efficiently while retaining the ability to respond quickly to the changing needs and demands of the business environment. In the quest for innovative responses, there is a growing awareness of the importance of human resources (HR) and strategic human resource management (SHR). An overview of traditional HR is provided, and recommendations are given to help HR become more strategic to ensure an organization's human capital contributes to overall business objectives. More details are available online describing how to move from a traditional approach to strategic human resources management.

Total Quality Management Now Applies to Managing Talent

Howard P. Stevens

The Journal for Quality and Participation, July 2008, Vol. 31, No. 2, pp. 15-18

The total quality management (TQM) methodology has not been applied to talent management because it requires focusing primarily on the causes of failure of otherwise qualified individuals. This approach is counter to the identification of the causes of success found in job analyses and competency studies. A TQM approach, however, can create a single instrument capable of measuring all competencies required to manage a company's human resources. This talent audit system is a repository of strengths and weaknesses for all employees in key positions that helps place the right people in

the right job. An overview is given of the causes of ineffective talent management and how the Six Sigma/TQM approach can minimize five common pain points: reducing unwanted turnover, improving weak succession planning, losing top talent, matching the right people to the wrong job, and training the wrong people.

Performance Appraisals Don't Work—What Does?

Susan Heathfield

The Journal for Quality and Participation, March 2007, Vol. 30, No. 1, pp. 6-9

The traditional process of performance appraisal is basically flawed. It reflects and supports an outdated, autocratic mode of management that relies on organizational charts and fear of job loss to keep employees in line. Many managers are so uncomfortable in the role of judge that they avoid the process at all costs. A performance management system, on the other hand, creates a work environment in which people are enabled to perform to the best of their abilities. Feedback to each staff member occurs regularly, and individual performance objectives are measured and based on goals that support the overall goals of the organization. The plan establishes the organization's commitment to help each employee continue to expand his or her skills and knowledge.

Performance Appraisal: Weighed and Found Wanting in the Balance

Fred Nickols

The Journal for Quality and Participation, March 2007, Vol. 30, No. 1, pp. 13-16

Ten years ago the author conducted an informal survey about performance appraisals that led him to suggest that executives should abandon their company's performance appraisal system, rather than to continually redesign it. His argument is that the traditional performance appraisal delivers little demonstrable value at considerable cost. The perceived benefits of performance appraisals must be weighed against both soft and hard costs.

Soft costs are gauged on the drawdown on human and political capital. Hard costs can be measured in dollars and cents. Performance-related discussions between managers and employees do not require a formal performance appraisal system. Coaching and counseling sessions occur outside such systems, as do goal setting and feedback. Annual cost-of-living salary increases can be done on a flat-rate basis, while bonuses, profit sharing, and other special increases can and should be tied to specific, visible, and highly measurable results that do not require a performance measurement system.

A Critical Examination of Performance Appraisals: An Organization's Friend or Foe?

Mike Schraeder, J. Bret Becton, and Ron Portis

The Journal for Quality and Participation, March 2007, Vol. 30, No. 1, pp. 20-25

In response to the ongoing debate about the efficacy of performance appraisals, the authors look at some of the issues raised by examining associated benefits, as well as the pitfalls often encountered. Suggestions for improving the appraisal process are discussed. Some of the benefits include improved communication, the promotion of trust, reinforcement of desired behavior, and determination of training needs. Conversely, drawbacks may include a negative impact on quality improvement, errors, and legal issues. The effectiveness of the formal performance appraisal system can be improved by providing training for the raters, the use of behavior-based methods, and providing ongoing feedback from multiple raters. Additionally, organizations should integrate continuous appraisal of employee performance into the culture of the organization where feedback is seen as a function of quality improvement.

Talent Management in the 21st Century: Help Your Company Find, Develop, and Keep its Strongest Workers

Cindy McCauley and Michael Wakefield

The Journal for Quality and Participation, December 2006, Vol. 29, No. 4, pp. 4-7

Faced with increasing global competition, businesses are finding it increasingly difficult to

attract, develop, and retain skilled workers. The human resources department is the first step in hiring and training capable people, but developing those employees into dynamic, motivated contributors to the company's process is the responsibility of management from the top down. To drive performance, manage the rapid pace of change, and create sustainable success, a company must integrate and align talent management processes in its business strategies. The key to a successful program lies with the cooperation of all departments with every manager playing a role in strengthening the company's overall talent. The approaches discussed can help those in management positions to take on a vital role in talent management processes. A sidebar article lists best practices for talent management.

Hiring by Competence Models

Patty Grigoryev

The Journal for Quality and Participation, December 2006, Vol. 29, No. 4, pp. 16-18

Finding the right person to fill a position is a difficult task, and the consequences of the wrong choice can be severe. Core competency modeling is a systemized and designed approach offering a solution that increases the chances of success in new hire decisions by linking the critical components of the job to the goals of the organization. The model is designed to capture both technical/professional and soft competencies. An overview of the eight steps in core competency modeling can help hiring managers to develop good interviewing skills and assist in identifying those clues that are red flags for potential problems with a candidate. The model can also serve as a developmental tool and as the basis for appropriate performance reviews.

The Changing Role and Practices of Successful Leaders

Deborah Hopen

The Journal for Quality and Participation, April 2010, Vol. 33, No. 1, pp. 4-9

To ensure sustainable success, leaders must be willing to make changes to keep pace with the challenges facing organizations in the 21st century. The term leadership implies authority

over others, but there are limits to the degree of authority leaders can apply without seeming dictatorial or abusive. The tactics a leader chooses have a major effect on followers' willingness to offer support. While this article doesn't address specific leadership characteristics, it does examine changing leadership theories and the conditions existing today that require leaders to take on a new role and adopt new approaches.

Human Capital: Return on Investment—Measuring the Cost of Non-Performance

Annual Quality Congress Proceedings, May 24-26, 2004, Toronto, Ontario, Canada, Vol. 58, No. 0, pp. 00 (presentation only)

This presentation classifies specific human capital costs and describes how human performance technology (HPT) can help quantify those costs. It has been forecast that by 2010 there may be an overall shortage of 4 to 6 million workers. Without skilled workers, business can't expand and are inhibited in their ability to compete globally or even keep up with quality control. Yet businesses know little about the effectiveness of their investment in human capital. HPT is an integrated, systematic response that analyzes both performance gaps and systems and designs cost-effective interventions based on analysis of data, scientific knowledge, and documented precedents.

Enabling Human Resources as a Strategic Partner

APQC, Benchmarking Study, January 2000

Discover how organizations align corporate performance measurement, incorporate predictive measures into the measurement system, gather and report measures, and garner employee buy-in to the system. Achieve the alignment that occurs in truly integrated measurement systems with the help of *Enabling Human Resources as a Strategic Partner*.

Retaining Today's Knowledge for Tomorrow's Workforce

APQC, Benchmarking Study, March 2008

Scarcity of knowledge and expertise is, and will continue to be, a huge challenge for organizations. Due to the anticipated mass retirement of baby boomers hired during the 1970s and 1980s, knowledge stewardship over time has become a critical concern; however, knowledge retention and transfer is not just about retirement anymore. Many of today's most pervasive knowledge issues result from the constant movement of people from project to project inside organizations, as well as the entrance of new employees as others leave. Enterprises are increasingly realizing the need for knowledge strategies that address factors such as rapid organizational growth, layoffs, turnover, mergers and acquisitions, and internal redeployments. In this report, APQC explores the steps that leading organizations have taken to mitigate the loss of critical knowledge. The investigation focuses on five best-practice partners—The Aerospace Corporation, Fluor Corporation, Michelin North America, NASA, and Rolls-Royce—and their successful knowledge retention and transfer strategies and approaches.

Showcasing Successful Knowledge Management Implementation

APQC, Benchmarking Study, May 2000

Get a glimpse of the latest techniques applied by knowledge management leaders today in this compilation of reader-friendly articles based on more than 30 presentations at APQC's Fourth Knowledge Management Conference. *Showcasing Successful Knowledge Management Implementation* highlights keynote speeches and breakout presentations on information technology and portals, communities of practice, the transfer of knowledge and best practices, strategic planning, competitive intelligence, innovation, and implementation.

Why do employees do things that undermine the success of themselves and the organization? Many factors influence the incidence of workplace deviance, but employee engagement is a powerful force for preventing these inappropriate behaviors.

Workforce Deviance and the Business Case for Employee Engagement

Meg Johnson

An abundance of research exists concerning the correlation between employee engagement and business performance;¹ however, there is minimal research noting a direct correlation between ethical behavior and employee engagement. A negative correlation exists between instances of workplace deviance or counterproductive work behaviors and levels of employee engagement within organizations.² In this article, the author discusses the correlation between workplace deviance and employee engagement. Furthermore, the author builds a business case for increasing employee engagement to enhance the ethical climate in organizations.

Overview of Workplace Deviance

Workplace deviance is defined as the “voluntary acts undertaken by the organizational members that violate significant organizational norms, such that the well-being of organizations

and/or their members are usually adversely affected.”^{3,4} To better understand and study workplace deviance, Robinson and Bennett divided it into two categories: behaviors targeting the organization and behaviors targeting individuals in the organization. The nature of the deviant behaviors was subdivided further into minor versus serious, as follows:³

- *Minor deviant behavior directed at an individual.* One example is spreading rumors about a co-worker.
- *Serious deviant behavior directed at an individual.* An individual is caught stealing from a co-worker.
- *Minor deviant behavior directed at the organization.* An individual takes an excessively long afternoon break.
- *Serious deviant behavior directed at the organization.* An individual is caught destroying company property.



The differentiation of minor versus serious in nature does not suggest acceptable deviant behaviors but is merely a way to categorize the behavior to study its antecedents and consequences.³

The four types of workplace deviance—property deviance, political deviance, personal aggression, and production deviance—are described below:^{3,4}

- *Property deviance* refers to employees taking or damaging company property.
- *Political deviance* involves employees who leverage social networks to disadvantage others in the organization.
- *Personal aggression* includes employees displaying hostile behaviors toward others in the organization.
- *Production deviance* concerns the unproductive use of time that prevents employees from carrying out their core responsibilities. Peterson noted that production deviance is a minor form of deviance directed at an organization. Examples of production deviance include working on a personal matter during business hours, taking unacceptably long breaks, or intentionally working at a slower pace.⁵

One real-world example of workplace deviance is cyberloafing. Lim defined cyberloafing as “any voluntary act of employees using their companies’ Internet access during office hours to surf non-job related Web sites for personal purposes and to check personal e-mail.” Cyberloafing is a form of production deviance that presents a costly dilemma for organizations today. One study reported as much as 30 to 40 percent productivity loss because of cyberloafing.⁴

Factors Affecting Workplace Deviance

Peterson conducted a study to assess the ethical climate within organizations and to explore whether deviant workplace behavior could be predicted by understanding the ethical climate.⁵ Ethical climate refers to the shared understanding in the organization of what is right and wrong and how ethical issues are addressed within the organization.⁶ Furthermore, he explored whether the types of deviant workplace behavior are related to an organization’s ethical climate.⁵

Peterson’s study concluded that instances of deviant behavior decrease as the ethical climate increases and that deviant workplace behavior could be predicted partially from the ethical

climate of the organization. For example, he noted that organizations that demonstrate a high concern for their employees are less exposed to having employees work on personal matters during office hours. Conversely, organizations that do not demonstrate a concern for their employees are more likely to experience higher number of these incidences.⁵ Other research has concluded that ethical climate is not only linked to ethical behavior but also to production deviance, such as lax performance, tardiness, and absenteeism.⁷

Peterson’s research also noted several significant predictors of production deviance, as follows:

- *Personal ethics.* This factor involves the degree to which an individual believes the organization empowers workers to decide what is right and wrong.
- *Self-interest.* This is the degree to which individuals are concerned primarily with themselves and protecting their personal interests.
- *Employee focus.* This factor relates to the concern that the organization’s administration demonstrates to its employees.

The results of Peterson’s analysis showed that self-interest was correlated directly to occurrences of production deviant behavior. The findings indicated that organizations with employees who were concerned primarily with their own well-being were more likely to experience this problem. On the other hand, organizations that placed an emphasis on personal ethics and employee focus were less likely to experience production deviance.⁵

Other research suggests that employees generally want to present a positive image of themselves to their superiors;⁴ it is intriguing, therefore, to explore how acts of workplace deviance can coexist with this tendency. Several theories have been postulated in an attempt to explain workforce deviance under these circumstances, as described below:

- *Social economic theory.* These factors help explain production deviance by considering the relationship between employees and their employers. It postulates that employees are concerned with the inputs they contribute to and the outcomes they receive from the relationship.^{4,8,9,10} A basic example of this relationship is the time and effort that employees invest at work in return for compensation from their employers.⁴

- *Organization justice.* When determining whether this exchange between employees and employers is perceived to be fair, organizational justice comes into play.⁴ Folger and Cropanzano noted three forms of organizational justice. Distributive justice refers to the fairness of the outcomes, procedural justice to the process used to determine the outcomes, and interactional justice to the quality of the interpersonal treatment received by employees from their employers.^{4,11} As compensation is usually the most significant outcome of the employment relationship, it seems obvious that distributive justice plays a significant role in shaping employee perceptions about the employment relationship.^{4,12} Research on workplace deviance provides empirical evidence that employees are more likely to engage in deviant behavior if they perceive the employment relationship as inequitable. If employees believe that organizational injustice has occurred, they may reciprocate through deviant behavior.⁴
- *Neutralization.* Individuals utilizing these techniques justify or excuse their deviant behavior in an attempt to reconcile those behaviors with the positive image that they want to project to management. Neutralization also helps individuals protect themselves from guilt and enables them to continue exhibiting deviant behaviors.¹³

Lim describes how individuals use neutralization techniques through the metaphor of the ledger, which provides them with a sense of entitlement because of their past good behaviors. Individuals justify their deviant behavior because they feel they have a sufficient history of good behaviors accrued to their credit that can be traded for rewards, which they believe have been explicitly or implicitly guaranteed by their employer. If an individual does not believe the exchange is equitable based on the reciprocity inherent in the work relationship, he/she may use neutralization to restore organizational justice.⁴

Employees are more likely to legitimize their deviant behaviors when the organization has not provided reasonable rewards in exchange for work. There is a greater likelihood that an employee will engage in workplace deviance if he/she perceives that the organization is treating him/her unfairly.

Furthermore, employees are inclined to adopt deviant behaviors as a form of justice in the relationship under these circumstances.⁴

Defining Employee Engagement

There are numerous definitions of employee engagement, such as the following:

- Towers Perrin defined employee engagement as the extra time, brainpower, and energy that employees put toward their work that results in discretionary effort. According to Towers Perrin, employee engagement requires a mutual contract between the organization and its employees. Organizations have a responsibility to train their employees and build a meaningful workplace. Furthermore, employees have a responsibility to make meaningful contributions.¹⁴ The mutual contract created by employee engagement describes the expectations for organizations within the employment relationship. When the organization does not fulfill its part of the contract, organization justice is compromised, and employee engagement decreases.



- Right Management's definition involves having an understanding of the organization's business strategy and commitment to its success.¹⁵
- Ellis and Sorenson noted that historically there have been widespread inconsistencies in how the term employee engagement is applied. To clarify its meaning, Ellis and

Sorenson proposed a multi-dimension definition of engagement that describes an engaged employee as having the knowledge and desire to do the work.¹⁶

- The CIPD Annual Survey includes three components in its definition: emotional, cognitive, and physical engagement. Emotional engagement refers to the emotional involvement in one's work, cognitive to sustained attention and mental effort given by an individual at work, and physical to the willingness to put forth discretionary effort toward an individual's work.¹⁷

Addressing Workplace Deviance Through Employee Engagement

Leaders who practice organizational justice help build employee engagement and consequently minimize the occurrences of workplace deviance.^{2,18} Employee engagement has other organizational benefits as well. A three-year study by International Survey Research (ISR) concluded that companies having low overall engagement experienced a decline in their net profit margins, whereas companies having high engagement experienced approximately a two-percent increase in their net profit margins.¹⁹

In the article, "A Deming Inspired Management Code of Ethics," Stimson contended, "The purpose of ethical standards is to reduce the frequency of unethical behavior by reducing its acceptability." He also discussed that it is possible to form a basis for ethical behavior based on Deming's 14 points, half of which address human conduct. Stimson divides the 14 points into three broad notions that are directly related to employee engagement: employee skill, empowerment, and the absence of fear.²⁰

Leaders who focus on these three areas will build an environment that promotes and encourages ethical behavior. Skill is an ethical issue because it provides the basis for an individual's sense of self-worth and, therefore, affects the quality of human behavior. Empowerment recognizes that individuals usually are competent in what they do. It affects the quality of human decisions by establishing authority for employees within their workplaces. The absence of fear eliminates negative motivation.²⁰ It appears that leadership inclusion of these points within an organization's code of conduct would provide for a stronger link between the culture, the code of conduct, and leaders' ethics and values and would build employee engagement.

A challenge is that engagement is derived based on how employees feel about their work experiences. Fundamentally, engagement is about whether an employee desires to put forth discretionary effort.²¹

According to Robinson, Perryman, and Hayda, engaged employees exhibit these clear behaviors:

- Belief in the organization.
- Desire to improve their work.
- An understanding of the business strategy.
- The ability to collaborate with and assist colleagues.
- The willingness to demonstrate extra effort in their work.
- The drive to continually enhance their skill set and knowledge base.²²

Meere describes varying levels of engagement that employees can experience at work. He characterizes employees as engaged, not engaged, or actively disengaged. Engaged employees feel connected to their work and work with passion. Not-engaged employees participate at work but are considered timeserving and do not have passion for their work. Actively disengaged employees are unhappy at work and act out their unhappiness in the workplace through deviant behaviors.²³

Committed/engaged employees perform at a higher level;²² however, according to a recent Gallup survey, 55 percent of the workforce is considered not engaged, and 19 percent is considered actively disengaged.²⁴ The last group, the actively disengaged employees, is where leaders should focus their efforts to build engagement to eliminate unproductive behaviors.

Robinson et. al also noted several generalizations that contribute to varying levels of employee engagement within organizations. First, as employees get older, their engagement declines. Similarly, there is an inverse correlation between engagement and time of service; as time of service increases, engagement declines. Minority and ethnic employees typically demonstrate higher levels of engagement than their white counterparts. Furthermore, management typically demonstrates higher engagement than the general employee population. Negative experiences at work, such as accidents or harassment, have a harmful effect on engagement. Employees who have career development plans in place or who have received a recent performance evaluation have higher levels of engagement.²²

Two key elements are particularly critical in closing the engagement gap, as described below:²²

- *Having a sense of feeling valued and involved.* This is the strongest driver. Organizations need to understand the voice of the employee and be aware of employees' needs, issues, and values.¹ Several key components contribute to feeling valued and involved, including involvement in decision making, ability to voice ideas, opportunities to develop jobs, and the extent to which the organization demonstrates care for its employees.²²
- *Having an engaged leadership team.*¹ According to Taylor, there are 10 critical leadership capabilities that are essential to engaging employees, as listed here:
 - Building trust.
 - Building esteem.
 - Communicating effectively.
 - Building an enjoyable and fulfilling work environment.
 - Being flexible in understanding individual needs.
 - Developing talent and coaching team members.
 - Reinforcing high levels of performance.
 - Engaging necessary knowledge.
 - Monitoring engagement issues.
 - Identifying appropriate team members for the team.²⁵

Gopal noted that poor leadership is typically at the root of employee disengagement.²⁶ According to Hudson Research, a third of employees rate their supervisors as fair or poor. Employees typically hold their organizations in the same regard as their management.²¹ Employees also will stay longer and contribute more to organizations where they have good relationships and open dialogue with their immediate supervisors.

Conclusion

Ethical values are "directly related to beliefs concerning what is right and proper and motivate a sense of moral duty."²⁷ Robinson and Bennet defined ethics as "rightness or wrongness of behavior in terms of organizational, legal, or societal guidelines determining what moral behavior means."³ In organizations, ethics serve as the basis

to acclimate all staff members on what behaviors are acceptable.²⁸

Where there are weak norms concerning what constitutes acceptable behaviors, neutralization techniques are invoked more easily. Leaders need to make significant efforts to understand the reasons behind occurrences of workplace deviance and to ensure that clear guidance is established regarding what behaviors are acceptable.⁴ Additionally, to decrease the probability of workplace deviant behaviors, organizations need to take action to build and promote employee engagement by setting clear guidelines, enforcing them equitably, and demonstrating care and concern for employees.^{2,14}

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Operations Excellence

A Multi-Faceted Transformational Approach to Breakthrough Performance

Airica Steed

An Illinois hospital works toward process excellence by using an operations excellence approach to improve performance measures.

There is increasing momentum in the healthcare industry to embrace transformative change to meet the challenges of escalating costs and decreasing reimbursement, limited resources, increasing demands for quality and safety, and pressures to provide superior customer service. In the wake of a recent organizational merger and in response to these internal and external drivers, the senior leadership team at Advocate Condell Medical Center (Condell) found it essential to transform its business and pursue a higher level of performance excellence to stay competitive. Condell is a 283-bed Level 1 trauma center based in Libertyville, IL, and represents one of nine hospitals in the Advocate Healthcare system.

By embracing what the senior leadership team coined “operations excellence,” Condell accomplished a dramatic turnaround in key performance areas such as the front-end revenue cycle, outpatient and ambulatory services, transport services, emergency services, and ambulatory surgery. Operations excellence is a mixed-methods transformation vehicle that includes lean, Six Sigma, change leadership, and the Malcolm Baldrige Quality Award framework. The key behind the strategy is to concentrate on areas that are completely aligned to the organizational balanced scorecard performance indicators such as customer service to patients and physicians, workforce satisfaction, quality, and financial performance. The operations excellence model is displayed in Figure 1.

Baseline Condition—The “Why”

Of the organization’s key operational areas, outpatient services represent a significant driver of both internal and external customer service and revenue for Condell. Patient access, otherwise known as registration, serves as the gateway to outpatient services and the revenue cycle and also is recognized as the “main artery” of the outpatient experience. While the outpatient service areas have contributed a significant share of the organization’s profit margin,

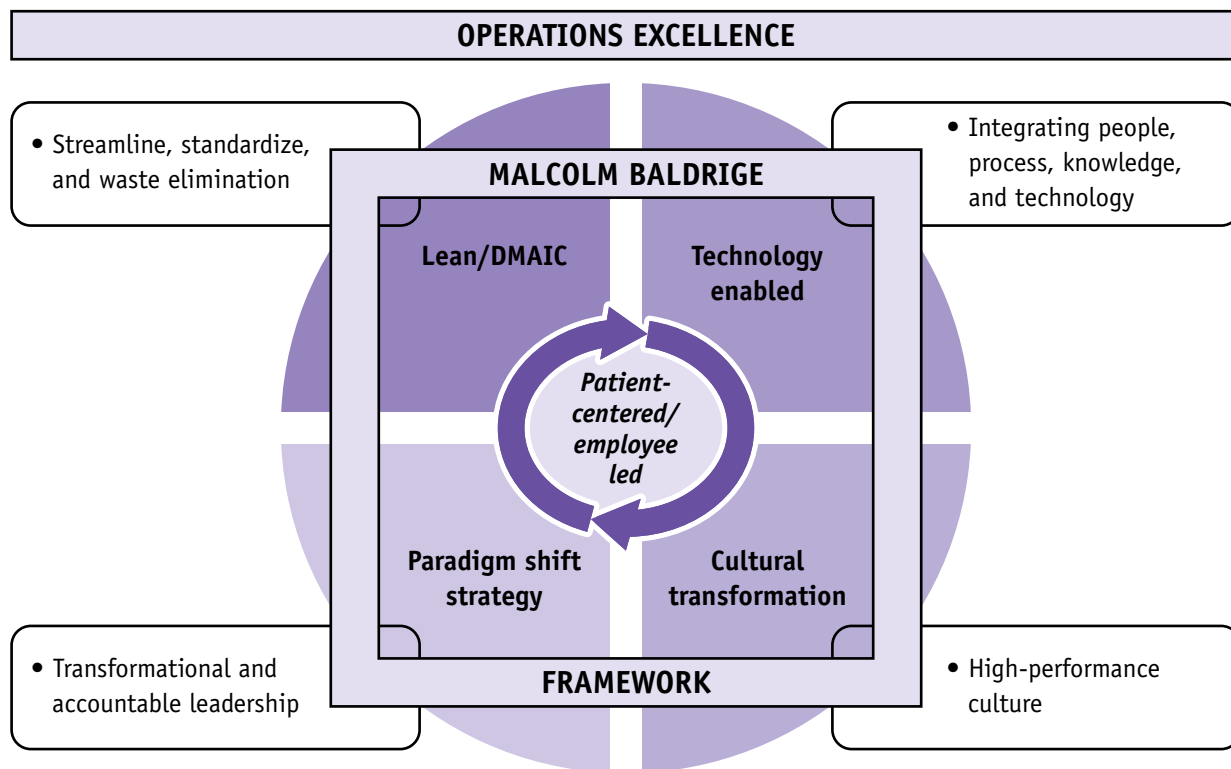
hospital leaders identified key performance gaps in patient satisfaction, physician satisfaction, workforce engagement, growth, and operational efficiency. This was evidenced by excessive wait times and delays to service, stagnant year-over-year growth trends, inefficient scheduling and pre-registration practices, high volumes of service no-shows and cancellations, and unacceptable experiences for physicians, patients, and staff. There were significant improvement opportunities that existed, including:

- Bottom quartile patient and workforce satisfaction across all outpatient areas, specifically radiology services.
- A 7-percent no-show rate of scheduled outpatient services.
- Thirty percent abandoned and lost calls in outpatient scheduling.
- Twenty nine percent of scheduled appointments were not pre-registered prior to the day of service resulting in service delays and back-end denials.
- Cumbersome intake processes resulting in multiple stops and lengthy wait times averaging greater than 30 minutes.
- More than 1,000 pre-scheduled accounts backlogged and not cleared financially prior to service.
- An inability to collect co-payments, self-payments, and deductibles prior to service.

The Transformational Strategy—“The What”

Condell uses a balanced scorecard methodology to align significant organizational priorities and to help drive its mission. The operations excellence model was developed initially as a mechanism to achieve the operational targets based on the key results area (KRA) measures. More recently, however, the operations excellence strategy serves as a means to achieve both operational and cultural transformation in the face of industry challenges. Some of the distinguishing elements of the operations excellence model include focusing on the customer, striving to achieve high levels of performance, embracing various improvement methods that are flexible and non-prescriptive, and staying

Figure 1



grounded in accountable and transformational leadership principles, which are outlined below:

- *Customer-centered focus.* The central focus is being customer-centered and promoting practices that incorporate a superior experience for patients, families, physicians, and employees. All operations excellence efforts begin and end with a service excellence mindset. Improvement initiatives then are shaped to achieve breakthrough outcomes in patient satisfaction, physician satisfaction, and workforce satisfaction.
- *High performance framework.* The operations excellence strategy leverages the *Malcolm Baldrige Health Care Criteria for Performance Excellence* as the framework to achieve sustainable high performance across the organization. This framework was selected because it's a proven and integrated approach that is adaptable for any environment or culture. While Condell is not yet a Baldrige organization, the framework serves as a motivational guidepost for the organization to accelerate performance and achieve sustained results in a structured way. Additionally, the Baldrige criteria places a strong emphasis on several key points that would play a vital role in

Condell's success, including: leadership; strategic planning; customer focus; measurement, analysis, and knowledge management; workforce focus; process management; and results. The organization stressed the importance of developing a high performance culture by providing the tools to achieve excellence, role modeling behavioral expectations, and ensuring structure is in place for shared accountability.

- *Mixed-methods approach.* Operations excellence is a mixed-methods approach to process improvement that lives by the motto "right tool, for the right purpose, at the right time" and leverages lean, Six Sigma, and change leadership principles. One of the key objectives is to achieve the highest level of continuous process improvement embedded within the culture of the organization that is concentrated on streamlining, standardizing, and sustaining high performance. In addition, the culture is engineered with an emphasis on service excellence, which aims to achieve an exceptional experience that is consistent and sustainable.
- *Transformational and accountable leadership.* The heartbeat of operations excellence is the transformational and accountable leadership

infrastructure, which emphasizes building change leaders who can both lead and sustain high performance. This encompasses leaders who can set the tone by providing examples of high performance through role modeling and coaching. Operations excellence emphasizes empowering, motivating, and engaging frontline workers to transform their practices, and this begins with strong support from top leadership.

The Operations Excellence Solution—“The How”

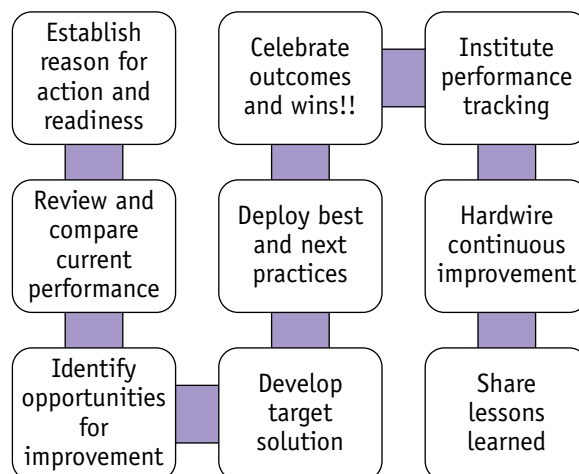
Initially, the top-level office and the senior leadership team introduced the operations excellence strategy through a series of town hall meetings and “all-hands” forums. The formal launch ensured that the importance of the operations excellence effort was conveyed to gain acceptance from employees. Additionally, the effort was jumpstarted through several multi-disciplinary teams from across the organization. These teams were formed to develop sustainable solutions to the concerns identified in the key operational areas through a series of rapid transformation events. The multi-disciplinary teams consisted of physicians and physician office personnel; patient access associates including scheduling and pre-registration; key frontline constituents including nursing, radiology services, laboratory, cardiology, outpatient oncology, ambulatory surgery, and rehab; and the leadership team.

Operations excellence boot camps provided workers with the knowledge and skills to deliver consistently exceptional service. The boot camps were interactive workshops customized to each service area in the organization and included role playing, scenarios, and tools to drive the experience. The goal was to make frontline workers proficient at problem solving, customer service, and teamwork. The boot camps were mandatory to enhance widespread knowledge and to mitigate a sense that participation was optional. In addition to the staff-level activities, the leadership team received specialized training and development through leadership excellence boot camps that used practical examples of leadership including building teamwork, conducting effective meetings, communication skills, leading change, service excellence, employee development, and process improvement. Organizational leaders also were coached to lead and facilitate improvement efforts.

The improvement efforts were conducted through facilitated meetings that ended with an action plan with target performance measures. The

Figure 2

Operations Excellence Transformational Road Map



improvement efforts were implemented using the operations excellence transformational road map as shown in Figure 2. The road map is divided into nine key steps that are followed in sequence to ensure the greatest effect and to establish a culture of continuous improvement:

- Establish a reason for action and readiness.
- Review and compare current performance.
- Identify opportunities for improvement.
- Develop a target solution.
- Deploy best and next practices.
- Celebrate outcomes and wins.
- Institute performance tracking.
- Hardwire continuous improvement.
- Share lessons learned.

The first few steps in the road map emphasize the importance of establishing a clear motive to change and ensuring that the organizational constituents are ready for the changes. Condell completed as much up-front planning and preparation as possible before improvement teams were launched. Additionally, the leadership team felt it was critical to get frontline staff buy-in for the efforts to achieve success. The deployment strategy also placed emphasis on reviewing and comparing current performance to industry benchmarks. Understanding these benchmarks allowed Condell leaders to identify key best practices and a platform to determine targeted next practices that would elevate the organization’s performance. Key leaders

lived by the motto *"we don't want to simply adopt best practices that already are known in the industry, we want to become the next practice for others to follow."*

Each improvement event was followed by organization-wide celebrations where the improvement teams showcased their achievements and shared their wins. This was significant for capitalizing on the momentum, gaining a deeper level of workforce engagement, and sharing the lessons learned throughout the organization. Based on this nine-step approach, the outpatient services improvement teams developed several best and next practice solutions including the following:

- Developed a standardized and streamlined outpatient scheduling model inclusive of a one-stop-shop experience for the patients and physicians.
- Implemented an internally branded solution termed "regaling," which is scheduling and pre-registration combined in one phone call versus several back-and-forth phone calls to the patient prior to service.
- Streamlined and decentralized the patient access process throughout the organization to minimize patient stops, intake bottlenecks, and improve the patient experience.
- Implemented "in room" gowning process for all patients to provide a personalized patient experience at the point of service.
- Implemented "stacked scheduling" to maximize first available appointments to eradicate appointment backlog.
- Made adjustments to the electronic scheduling software to match outpatient service times and to increase available service capacity.
- Developed and instituted a reminder system to recover no-show and canceled appointments.
- Hardwired pre-service cash collections at the point of scheduling to minimize delays on the day of arrival and bad debt write-offs.
- Extended outpatient service hours to include earlier/later weekday hours and weekend hours, contributing to a significant increase in new appointments.

Breakthrough Outcomes

As a result of applying the operations excellence approach in outpatient services, Condell achieved significant results. These outcomes include enhanced operational efficiency and effectiveness,

patient and workforce satisfaction, and profitability of key revenue drivers in the outpatient service areas, including the results shown below:

- An 8-percent year-over-year increase in high-value outpatient imaging volume and profitable growth.
- A 70-percent reduction in outpatient no-shows and cancellations.
- A 50-percent improvement in outpatient wait time and patient access throughput.
- One hundred percent of outpatient appointments pre-registered prior to day of service from a baseline of 71 percent.
- Greater than 70-percent reduction in abandoned and lost calls in outpatient scheduling and greater than 50-percent reduction in outpatient scheduling call duration.
- A 100-percent reduction in backlogged outpatient appointments and accounts requiring financial clearance.
- Sustained top quartile performance in patient satisfaction across all outpatient service areas, with top decile performance in CT, MRI, and women's imaging.
- Increased collection of co-payments, self-payments, and deductibles prior to day of service and reduced back-end denials.

Lessons Learned

One of the benefits of embracing this change journey is reflecting on the valuable lessons learned along the way, such as the following:

- *Lead by example.* It is essential for leaders to be ready, willing, and able to demonstrate what they expect of others. Encourage all levels of leadership to prove their commitment to the organization by role modeling exceptional performance. This means that leadership should take the first step toward improvement and provide a platform for others to follow. The senior leadership team at Condell learned from a series of previously stalled efforts that if they didn't take the first step, the efforts would not make it off the ground.
- *Commit to excellence.* Employees should demonstrate an unyielding and relentless commitment to excellence. This encompasses the simple concept of not settling for mediocrity and the status quo. Also, it is important to not get paralyzed by complacency and historical routines. Leaders should stay ahead of the best practice curve and strive to excel operationally. In addition, leaders

should strive for continuous improvement and learn from failures.

- *Have an aligned vision.* Having a clear vision is a critical component of effective leadership. Leaders should articulate the vision clearly by first understanding the vision themselves. It is important to ensure that change strategies and tactics are aligned completely to the organization's goals. These visionary goals should include a focus on service, quality, efficiency, and financial effectiveness.
- *Encourage cultural respect and empowerment.* Leaders should show respect for the organizational culture by enabling and empowering people who do the work to make the decisions. Leaders also should foster an environment of creativity and innovation by ensuring that ideas are heard with compassion and enthusiasm. It's important for leaders to motivate employees to transform their practices through teamwork and collaboration. Employees should be empowered to be the "CEO" and hold each other accountable for the changes that are made. Leaders are encouraged to engage associates in a "learn-by-doing" style and solicit buy-in through empowerment. In addition, it is essential for leaders to enable constituents to become decision makers and critical thinkers.
- *Foster change leadership.* It is important for leaders and employees to become catalysts for continuous change, improvement, and learning. Encourage employees to identify what changes are necessary and take an active part in the change process. Organization leaders should establish a foundation for change by embracing a change leadership strategy prior to rolling out any process improvements. This encompasses learning about how change works and having an understanding that there may be pitfalls along the journey to excellence. In addition, leaders should learn how to monitor the change process after improvements have been implemented to ensure sustainment.
- *Leverage a non-prescriptive process improvement vehicle.* Choosing a mixed-methods transformation vehicle allows greater flexibility when conducting process improvements. The senior leadership team at Condell felt this was important because all the operations excellence tools were not applicable to all situations and organizational needs. For example, the lean management tools were especially useful in streamlining and standardizing the key

processes across the outpatient areas. The Six Sigma DMAIC framework was leveraged in more focused efforts to improve registration accuracy. In addition, key constituents should embrace the motto "*right tool, for the right purpose, at the right time*" when deploying the change efforts. Employees and leaders should learn to attack the broken system when initiating process improvements. Constituents also should focus on effective problem solving, critical thinking, and root cause analysis.

- *Create an accountability structure.* Leaders should demonstrate a commitment to hardwired routines and enforce accountability through performance. All levels of the organization should use action plans that include the corrective action, the accountable owner, target completion date, and method of measurement. Furthermore, it is important to remain transparent with goals and measures by using scorecards and dashboards.
- *Use reward and recognition.* When deploying any change effort, leaders should be consistent in providing support, praise, and recognition to employees. Leaders demonstrate this by continuously showing associates that their efforts and dedication are appreciated. Leaders should allow associates to take pride in their work and help them to grow personally and professionally.

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Airica Steed

Airica Steed is the vice president of professional services for Advocate Condell Medical Center. Her background includes executive leadership, business operations, academic faculty, and multi-disciplinary consulting background. She is also a seasoned transformational change expert leveraging lean, Six Sigma, the Malcolm Baldrige framework, service excellence, and change leadership principles. Steed has written book chapters and articles and has been an active presenter in the industry. She can be contacted at airica.steed@advocatehealth.com or 847-990-5221.

Why Most Changes Fail

Rick Maurer

In a previous column, I mentioned that when I was writing *Beyond the Wall of Resistance* back in 1995, about 70 percent of all major changes in organizations failed. According to recent studies, the failure rate is still around 70 percent.¹ These are sobering statistics.

Since the early 1990s, there has been a veritable flood of articles and books on how to lead and manage change. I just did an Amazon search on “change management” and came up with 1,582 hits. In the past 15 years, most of the large consulting firms created change management practices. Boutique firms were created specifically to address the challenges of change.

It’s hard to imagine a manager in any organization who has not taken part in some change management training or received a book on leading change. That’s a lot of information. You’d think we’d be pretty good at making change work by now, but we’re not. So, what is going on?

There is a dilemma. I advise executives on how to lead change. I find that most know what it takes to plan and lead big projects well, but something gets in the way of turning all that knowledge into action. Jeffrey Pfeffer and Robert Sutton coined the term, “the knowing-doing gap”² to describe the large gap between what leaders know and what they actually do on the job. This is a costly gap.

Unfortunately, things may be getting worse. CEOs say that there is a growing disparity between expecting change and being able to manage it.¹ Groups that must work together to plan and implement major new initiatives often are located on different continents and are many time zones away from each other. It’s harder to lead change today.

With each failed project, cynicism builds, making the next project an even harder sell. Every failure means missed opportunities and false starts with time and limited resources devoted to managing resistance and indifference. Many organizations cannot afford the luxury of so many failures.

Four of the Biggest Mistakes Leaders Make

Mistake 1: Assuming That Understanding Equals Support and Commitment

It is common to introduce change by making a Microsoft® PowerPoint® presentation to a large group. Leaders may schedule time for questions and answers, but the queries they get from their audiences typically are very polite. After all, who wants to tell the boss he/she doesn’t think this is a good idea? People learn to limit their comments to questions about timelines and budgets. They know those are safe questions. Any reservations or fears go underground and only are spoken about in hallways and carpools.

When a leader receives many questions, he/she may believe that people are interested and ready to work to make this change a success. Unfortunately, the real issues that can kill or damage this project never get on the leader’s radar screen.

I conducted a study a few years ago and was surprised to learn that the failure to make a compelling case for change was the biggest reason why major new initiatives failed or went off track. Making a compelling case for change seems to be the biggest thing you can do to build support and commitment for a new initiative, and yet it is the most overlooked task in the life of most changes.

Mistake 2: Underestimating the Potential Power of Employee (and Management) Engagement

Many changes in organizations are inflicted on people. Managers and staff are told that a crisis is at hand (or a great opportunity to seize immediately or it will disappear.) They are told what the organization will do to meet this threat or opportunity, when it will start, the goals and benchmarks, and what’s expected of the workforce. There’s hardly a place for anyone to influence any part of the change—from the idea itself to developing plans.

This does work on occasion, but at great cost. The Gallup organization has conducted extensive research on employee engagement. It says on its blog: “In average organizations, the ratio of

engaged to actively disengaged employees is 1.5:1. In world-class organizations, the ratio of engaged to actively disengaged employees is near 8:1. Actively disengaged employees erode an organization's bottom line while breaking the spirits of colleagues in the process. Within the U.S. workforce, Gallup estimates this cost to be more than \$300 billion in lost productivity alone."³

Organizations give lip service to engagement, but few know what it takes to get the 8:1 ratio that world-class organizations achieve.

Mistake 3: Failing to Appreciate the Power of Fear

Fear of change is deeply personal. The thought of a big change can evoke pictures of relocations or downsizing. People worry that they may be fired. They worry about their families and their careers.

Personal fear trumps the organization's need to change. When fears are triggered, an individual's ability to take in information declines. In other words, people can't hear what we're talking about even if they try. Fear does that to people.

Some organizations trot out research that suggests a certain percentage of people are early adopters of new things and others are late adopters. They announce this as if there were no way to influence the number of people who get excited about helping a change succeed.

In other cases, leaders apply the stages of death and dying to organizational change. They assume that people will go into denial, get angry, start to bargain, slip into depression, and then accept the change. All the leader has to do is wait for people to get past the negative feelings. (By the way, there seems to be little to indicate that these stages of grieving even fit most people when it is an actual death about which we're talking.)

This notion makes a false assumption that all changes are good, that leaders know best, and that once employees realize their cheese has moved, all will be right with the world. This view of employees is paternalistic, condescending, and arrogant. These leaders might as well wear t-shirts that read: "Trust Me, I Know Best—Now Get Back to Work."

Mistake 4: Failing to Acknowledge How Even a Slight Lack of Trust and Confidence in Leaders Can Kill an Otherwise Fine Idea

Trust can make or break a change, but sadly many who lead change seem to ignore this critically

important ingredient. They seem to believe that a good idea will win the day. It won't.

If people don't trust us, why would they follow us? The answer is that most of them won't. On the other hand, if they trust us, they tend to give us the benefit of the doubt. If we make a mistake, people tend to understand that we are only human after all. If trust is low, they listen intently for any word or phrase that could signal that we are about to take them on a dangerous ride.

There Is Good News

You may have found yourself nodding (privately, of course, so no one else could see you) as you read through that list of big mistakes. If that's so, don't be upset. You have lots of company. The good news is you can avoid those mistakes without a lot of additional cost or effort, and you'll be reaching for the aspirin bottle far less often.

Even though most changes fail, we can learn from those who consistently do change well. I take the subtitle of my book seriously: *Why 70% of Changes Still Fail—and What You Can Do About It*. In future issues, I will address how to work with these four big mistakes.

Editor's Note: This column is adapted by permission of the author from *Beyond the Wall of Resistance: Why 70% of All Changes Still Fail—and What You Can Do About It*, Bard Press 2010.

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Rick Maurer

Rick Maurer is an adviser to people who lead change in large organizations. He recently released the new paperback edition of his classic book *Beyond the Wall of Resistance: Why 70% of All Changes Still Fail—and What You Can Do About It*. You can access free tools on leading change from Maurer's website at www.rickmaurer.com.

When conflict occurs among employees, it can lead to regrettable behaviors and prevent organizations from achieving their goals. This excerpt describes a proven process that managers can use to resolve these disruptive situations.

The Exchange In Brief

Steven Dinkin, Barbara Filner, and Lisa Maxwell

There is a time in the life of every problem when it is big enough to see, yet small enough to solve.”

—Mike Leavitt, *former United States Secretary of Health and Human Services*

The Exchange is a four-stage process for addressing workplace conflicts. It involves a direct conversational exchange between conflicting parties—an exchange of facts, ideas, emotional impacts, and viewpoints. It begins with you and ends with all the parties coming together and developing effective solutions.

This is the process in brief (see Figure 1):

- Stage I: Hold Private Meetings. You meet privately with each person involved to gather data and find out how each one views the situation. You also clarify your own stake in the resolution of the conflict.
- Stage II: Develop an Issue List. You organize what you have heard into a carefully framed list of topics. This will objectify the issues involved in the dispute and de-escalate some of the tension and emotions. You will use this list to help transform the dispute from an interpersonal conflict to a joint problem-solving discussion.
- Stage III: Conduct the Joint Session. You guide the people involved in a strategic discussion that takes them

from the past to the future. This is the stage in which emotions are acknowledged and intentions are explained. In this stage you can help your employees reach a mutual understanding that brings new energy, new responsibility, and new vision to the situation.

- Stage IV: Facilitate Problem Solving. Here is where creative solutions emerge, resources are explored and commitments are made. This is the positive, concrete end to a problem that has taken up time and caused stress in your workplace. It is an opportunity to build solutions together.

Why This Book Is Different

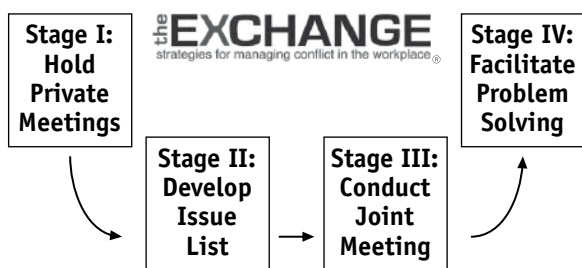
What makes this book uniquely useful and valuable? This:

As professionals who are regularly involved in solving workplace disputes, we know that:

- The responsibility for managing a conflict belongs to all of the parties who have a stake in resolving it, including the relevant manager.
- A structured approach is particularly helpful in working through conflicts.
- If there is to be a lasting resolution, the parties involved have to address the whole conflict, not just the surface issues.



Figure 1: The Exchange Four-Stage Process



Stage I: Hold Private Meetings

- Gather enough information to identify key issues and concerns.
- Prepare each employee for the joint meeting.
- Clarify your own stake in resolving the conflict.

Stage II: Develop an Issue List

- Develop a plan for the joint meeting.

Stage III: Conduct a Joint Meeting

- Help employees develop an understanding of how the situation has impacted each person—and the workplace as a whole.
- Clarify your own expectations.

Stage IV: Facilitate Problem Solving

- Identify and determine possibilities for resolving the issues.
- Create an action plan.

- Emotions are important, not touchy-feely distractions, and they need to be taken into account.

We know how to deal with emotions—those messy, powerful, scary elements that tend to overpower attempts to resolve conflicts on a tidy, rational level. We will share with you proven techniques that will help you deal with your employees' emotions—and your own—constructively and respectfully. And we will reveal a practical, sequential process in which there are no losers.

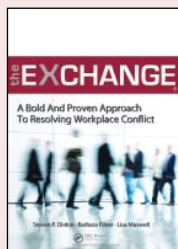
This structured method of dealing with disputes derives from the conflict resolution model we have used successfully as mediators for over 25 years. We have now adapted it specifically for the workplace. The heart of this process is a true exchange among the parties involved.

Workplace Challenges

Employees may spend as many of their waking hours in their offices as they do at home. And even at home, many employees find themselves tied to their work through their smartphones, computers and e-mail. Increasingly, people are expected to always be available—even during soccer games or dinner parties.

The result is that in the workplace itself, some coworkers become like siblings—peers who are competitors for resources, including budget allocations

The Exchange: A Bold and Proven Approach to Resolving Workplace Conflict



Authors: Steven Dinkin, Barbara Filner, and Lisa Maxwell

Abstract: Studies indicate, that on average, managers and supervisors spend nearly 40 percent of their time resolving conflicts in the workplace. Of course, this adds up to a significant loss in productivity. This book supplies proven tools for resolving emotionally charged disputes using a four-stage process, which is derived from the conflict resolution model applied by the National Conflict Resolution Center (NCRC for more than 25 years). The four-stage process is specifically designed to encourage discussion of all the issues in a dispute—even the intense emotional issues—in ways that are more productive than a typical gripe

session. The process model includes constructive techniques to use in face-to-face meetings with disputing or disruptive employees. This book was written by mediators, all current or former employees of the NCRC, for managers. While managers learn a structure and skills similar to those used by mediators, this book also takes into account managers' responsibilities to both their companies and their employees. This is a useful book if your organization is restructuring, downsizing, merging, or simply needs helpful techniques for use in meetings with disruptive or disputing employees.

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for favorite projects, time with the boss and even promotion opportunities.

You and your fellow managers thus sometimes wind up serving in parental roles. You are blamed for whatever goes wrong because you somehow should have been able to avert all troubling situations.

The situation becomes even more complicated if you have been promoted to a position where you now evaluate former peers—a circumstance that is tailor-made for charges of retaliation or unfairness.

Underneath all of these complexities is a single common thread: relationship.

Disagreements, disputes, and dishonest differences are normal in any workplace. When these normal occurrences are treated as opportunities for exploring new ideas about existing policies or projects, they can become catalysts for increased energy and productivity. As Mike Leavitt points out in our opening quote, this most often occurs when a dispute is big enough to see but still small enough to solve.

When disagreements or disputes are ignored, denied, or dealt with in unproductive ways, however, they can escalate into serious conflicts that may result in hurt feelings, negative behaviors, and even lawsuits. And, of course, your organization's morale, productivity, and bottom line may all suffer.

The ultimate goal of *The Exchange* is to fix a situation, not assign blame. Our experience has proven that when people truly understand each other's perspectives, they are more likely to find ways to work together. It has also taught us that the emotional aspects of any dispute must be addressed constructively. Otherwise, the unresolved emotions will lie in wait and come back to sabotage all the good work done on the issue. Those emotions will continue to flare up, sapping your (and your employees') time and energy.

The Exchange will help you preempt and de-escalate disputes early on, before they become volatile or intractable. In the chapters that follow, we will take you through every part of this process, one step at a time.

Note: This article and its associated figure is excerpted from *The Exchange: A Bold and Proven Approach to Resolving Workplace Conflict* by Steven Dinkin, Barbara Filner, and Lisa Maxwell, CRC Press (A Productivity Press Book), 2011, and is used with permission of the publisher.



Steven Dinkin

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Barbara Filner

*Barbara Filner was the director of training for NCRC and currently works as a consultant there. She has worked as a teacher, a labor union official, and an analyst in local and state government. Filner has designed and conducted workshops on mediation and conflict resolution in the workplace in both the United States and Europe. She has also co-written two books about culture and conflict, *Conflict Resolution Across Cultures* and *Mediation Across Cultures*.*



Lisa Maxwell

Lisa Maxwell is the director of the training institute at NCRC. She has traveled all over the world as a trainer for NCRC for almost 20 years and has developed curricula and taught courses at the high school and university levels. Maxwell has worked with businesses, the military, and nonprofit organizations on finding creative, effective ways to manage conflicts. She can be reached at lm Maxwell@ncrconline.com.

Gaining Cooperation

Three Simple Steps to Getting Employees to Do What You Want

Carl Van

Three simple maxims can refocus your approach for building cooperation in sticky situations.

"Everything you know is wrong. Black is white, up is down, and short is long. And everything you thought was just so important...doesn't really matter anymore."

—*Everything You Know Is Wrong*,
Weird Al Yankovic

Managing people brings a wide variety of challenges. One of the most difficult can be getting employees to do certain things, while maintaining good relationships. This article offers some very practical advice for addressing issues associated with getting employees to cooperate, without beating them up.

If you are a fan of the show *Seinfeld*, you may remember the episode where George concluded that every single decision he made and every approach he took in his past were wrong. Every gut instinct he had led him to disaster. He, therefore, incorporated a new philosophy: If everything that he ever had done was wrong, then the opposite must be right. From that point forward, instead of doing what he normally would have done, he did the opposite. Of course, things worked out very well for him. He got a new girlfriend and a new job; and his life became quite blissful (at least for a while).

Sometimes, to be persuasive, we tend to argue with people and try to prove them wrong, which is the opposite of what we should do. In fact, we may become very detailed in pointing out why their beliefs are wrong so that they concede. This usually doesn't work very well, and then we just have a battle on our hands that we don't need.

Negotiating Cooperation Successfully

The following three maxims can serve as the foundation of a process for gaining cooperation in stressful situations:

- *Great negotiators never argue with reasons; they argue the facts.* When trying to gain cooperation, managers are much like negotiations. The very best negotiators focus on the acts, not the rationale. When you argue with someone's reasons, you are trying to prove him/her wrong. In fact, most believe that to convince someone we're right, we

have to show that person that he/she is wrong. That's just a natural response for us. It's the old "let me show you that you are wrong so that you will see that I am right" impulse. This approach, however, does not engender collaboration. Arguing the facts works much more effectively to bring disparate perspectives together.

- *You never have to prove anyone wrong; you only have to prove yourself right.* What then do great negotiators do with people's reasons if not argue? Well, they try the opposite approach. Instead of proving someone wrong, they simply acknowledge that person's viewpoint. Effective managers use the tool of acknowledgment to gain cooperation and save time.

To be persuasive and gain someone's cooperation, begin the negotiation process by asking why he/she doesn't want to cooperate. Then acknowledge the reasons as valid. Finally, return to the facts and share your information.

- *People will consider what you have to say to the exact degree you demonstrate you understand their point of view.* The effort you invest to acknowledge that you understand and respect the other person's perspective will be offset by his/her willingness to listen to the facts you share and to interact effectively with you.

Demonstrating This Approach

Here is an example. Mike works in human resources at a department store. His main job is to work with employees who want to participate in a special profit-sharing program. Rhonda is an employee who is requesting to join the program.

Mike: "OK, Rhonda, to get you into this program, all I need to do is get a statement from you describing why you believe you meet the requirement of being in the top 10 percent of your department."

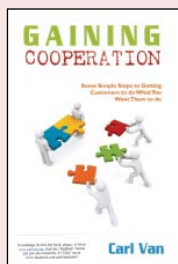
Rhonda: "I don't want to give you that information."

Mike: "Well, why not?"

Rhonda: "Because, you just will use it against me to prove I'm not in the top 10 percent."

Mike: "Why would I use the statement against you? That doesn't make any sense to me."

Gaining Cooperation: Some Simple Steps to Getting Customers to Do What You Want Them to Do



Author: Carl Van

Abstract: Many people who deal directly with customers feel their jobs would be much easier if they could more easily gain the customers' cooperation. At times getting customers to cooperate can be a chore, even if it is better for them.

Sometimes simple things like filling out a form, answering some questions, or sending in information are instances where customers don't want to cooperate. Perhaps customers don't cooperate because they are misinformed or because they don't trust the organization. Sometimes customers don't cooperate because they received bad advice. Often the person who is trying to help the customer ends up either using the cooperation hammer ("If you don't do this, we can't help

you") or just getting into an argument with the customer over the validity of his/her reasons for not cooperating. *Gaining Cooperation* provides simple steps on how to best handle situations where customers do not want to cooperate. The book takes the position that when you are trying to get a customer to cooperate; you are actually in the negotiation process. This is a process that you want to end with the customer cooperating, but also for them to feel that they were treated with respect by someone who is knowledgeable and who cares about trying to help them. *Gaining Cooperation* is designed to help anyone who deals with customers on a regular basis.

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Price: \$24.95

Notice that Mike immediately tried to show Rhonda she was wrong. Mike should remember the three maxims if he wants to gain Rhonda's cooperation. Here is how Mike might have handled this conversation.

Mike: "OK, Rhonda, to get you into this program, all I need to do is get a statement from you describing why you believe you meet the requirement of being in the top 10 percent of your department."

Rhonda: "I don't want to give you that information."

Mike: "OK, can I ask why?"

Rhonda: "Because, you just will use it against me to prove I'm not in the top 10 percent."

Mike: "You know, Rhonda, if you don't want to give me a statement about why you believe you're in the top 10 percent because you are concerned that I am going to use it against you, I certainly can understand your reluctance. That makes sense. I just want to let you know, however, that the purpose of the statement is not to use the information against you. In fact, the reason I need the statement is to document the file to be sure that you do get a fair chance at getting accepted, and getting everything to which you are entitled. If you'll give me a statement of facts, I will be able to process your request and let you know the final outcome as soon as possible."

Notice what Mike did in this second scenario. He took the time to acknowledge Rhonda's reasons and skillfully return to the facts at hand. Mike completely reduced Rhonda's uncooperativeness by acknowledging her perspective. He did not agree with her viewpoint, and he did not say, "Yes, you are right." He simply acknowledged that Rhonda was a reasonable person for the way she feels. This makes it easier for Rhonda to change her mind—which, of course, is what Mike wanted in the first place.

Conclusion

Stop trying to prove other people wrong and stick to proving yourself right. It's easier and a whole lot less stressful.



Carl Van

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Knowledge management isn't about technology, it's about fostering processes that encourage employees to share what they know in a way that increases others' capabilities.

Building a Knowledge-Sharing Culture

Carla O'Dell and Cindy Hubert

From a practical perspective, we define knowledge as information in action. Until people take information and use it, it isn't knowledge. In a business context, knowledge is what employees know about their customers, each other, products, processes, mistakes, and successes, whether that knowledge is tacit or explicit.

We define knowledge management (KM) as a systematic effort to enable information and knowledge to grow, flow, and create value. The discipline called KM is about creating and managing the processes to get the right knowledge to the right people at the right time and help people share and act on information to improve organizational performance.

It is our belief that people, not technology, are the key to KM. Why? First, sharing and learning are social activities. They take place among people. Second, technology can capture descriptions, but only people can convey practices. Unlike simple descriptions, practices involve complex

cultural and contextual elements. Think of the differences between a map and the journey itself. Third, to ensure that practices are not only shared but also are transferred effectively to make a difference, you have to connect employees and allow them to share their deep, rich, tacit knowledge.

Across all cultures, mutual obligation and reciprocity are powerful social forces. Once employees start helping one another and sharing what they know, the effort becomes a self-perpetuating cycle.

We've seen a number of organizations' KM programs falter because KM professionals think they must first transform their organizational cultures. Our response is to get over it. Culture change is more often a consequence of knowledge sharing than an antecedent to it.

If your organization's natural tendency is to share and collaborate, then all you have to do is eliminate structural barriers and provide enablers (e.g., technology, facilitators, and standard



approaches) to allow critical knowledge to flow where it needs to. On the other hand, if your organization's tendency is to hoard knowledge, then the best and greatest KM approach may not be enough to alter your employees' behavior.

The best strategy is to cultivate a knowledge-sharing culture while building capabilities for your KM program. That is, you focus on engaging, communicating with, and rewarding people to build the program and the culture. The ultimate goal, as always, is to get better results for the business.

There are three major ways to influence the norms and behaviors of employees as your KM program builds its capabilities:

- Lead by example.
- Brand KM through thoughtful messaging, formal communications, and rewards and recognition.
- Make KM fun. (Yes, we said fun!)

Lead by Example

Executives are in a unique position to drive change. They are also in the best position to determine objectively whether knowledge is getting in the right hands and if your organization is getting value from that.

We've observed that executive involvement lends credibility to KM programs and ensures the efforts will be long-term. Leading by example, executives shape the values of your organization and establish a support system to initiate and manage change. Without direction from management, KM approaches like communities of practice, lessons learned, and best practice transfer are unlikely to align with your organizational strategy or be exploited for an intended purpose. Executives ensure that a KM program exists to support the big picture.

We have found that organizations with successful KM programs have leaders from the CEO to mid-level management who regularly reinforce the need to share and leverage knowledge at every opportunity. A desire to learn on the part of executives is important not only as an example to employees, but also as a sign that the leaders are dedicated to cultivating a knowledge-sharing culture. Most senior managers who are truly committed to learning already have laid

the groundwork for a collaborative environment. These same leaders are also more likely to allocate adequate resources to support KM.

For example, when senior leaders from oilfield services provider Schlumberger visit field service operations, they want to see not only where best practices have been identified but also where employees in the field have adopted best practices found in Schlumberger's knowledge repository. Consequently, all field service employees feel compelled to engage with other employees and look for opportunities to improve.

Both senior leaders and KM professionals should be aware of your organization's current cultural state (and the extent of the need to change behaviors). Identify what dynamics will support change, as well as what barriers to expect. For instance, is your workforce receptive to learning opportunities? If not, is it because they have pressure to perform on specific goals without any managerial expectations for professional development? Is individual expertise more valued than assisting or mentoring others? Has your organization failed to provide training opportunities or encourage employees to expand their responsibilities?

KM professionals may have the ability to recognize certain barriers, but it is up to executives to eliminate counterproductive policies aggressively. This may involve using balanced scorecards to track training, rewarding collaborative efforts over the lone hero, directing the organizational development function to expand learning opportunities, identifying for the human resources function what qualities you want in new employees, or making an example at the top by tying promotions to knowledge-sharing behaviors.

Brand Aggressively

To develop a knowledge-sharing culture, you need consistent messaging, a formal and pervasive communications push, and reinforcement of desired behaviors through rewards and recognition. At every milestone of KM deployment, employees need examples of success so they can justify dedicating their time to leveraging new technology and changing specific behaviors. What you need is a brand to rally the troops and lessen confusion about how KM fits into your organization.

Language Matters

You'll need to develop messaging that resonates with your organization's culture. This is different from many approaches to change management during the past two decades when the look and feel of the change program itself was laid on top of the organizational culture. Instead, you should adapt the look and feel of your KM *brand* to the style of your organization.

Some organizations talk directly about the importance of sharing knowledge; have official knowledge-sharing events, sponsors, and structures; sanction communities of practice; and conduct internal advertising. Others avoid using terms such as knowledge management that could imply a vendor solution or invoke a not-invented-here reaction. Furthermore, some KM champions actively avoid the term knowledge and frame their programs only in internally accepted business terms (for example, "We're going to reduce cycle time by finding new ways to reuse our engineering designs"), or they may simply focus on the most tangible KM elements first.



Communication

Branding requires a communication plan. Don't take this for granted. You want employees to view KM as a mode of operations, not another initiative that requires additional time or resources. This is why you should appoint a KM communications director to spearhead your communication efforts.

Your workforce will need frequent communication to understand and participate in your KM approaches. Communication concerning what your KM program represents and what behaviors are desired should precede any specific messaging on your organization's output goals. To ensure that your communication plan is effective, use multiple channels to disseminate messages, and leverage stories and external benchmarks to make a compelling case for collaboration. Incorporate collaborative principles into employee training, and host knowledge-sharing events to energize and brand your KM efforts.

Rewards and Recognition

You also will need to reward and recognize knowledge-sharing behaviors. Rewards—whether they are tangible or intangible—address the universal question, "What's in it for me?" They also help communicate what is really important to your organization. Reward employees for sharing what they know, and reward functions for fostering collaboration.

Best-practice organizations do not see rewards and recognition as a Pavlovian method to motivate employees to share. Instead, they see it as a way to acknowledge the value of sharing knowledge, appreciate the contributions employees make, and increase awareness on the importance of teamwork.

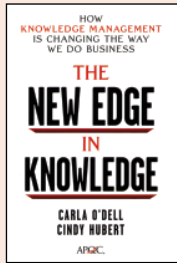
Make KM Fun

If KM is so critical to success, why do you need to make it fun? When KM efforts are fun, they are more likely to thrive. We're not talking about handing out silly hats or wearing Hawaiian shirts on Friday. We're talking about injecting creativity, experimentation, play, and innovation into everyday knowledge transfer and the promotion of KM approaches.

Fun is one of the key components of life, but it is lost easily in business. Employees face great pressure and demands for their time. Simply reawakening your employees' sense of humor can motivate them to share their knowledge.

When you inject fun into the workflow, you begin to boost creativity and innovation by generating space—or breathing room—in the normal cadence of operations. Laughing together builds cooperation. It breaks employees out of their

The New Edge in Knowledge: How Knowledge Management Is Changing the Way We Do Business



Author: Carla O'Dell and Cindy Hubert

Abstract: : This book is based on 15 years of work with 450 companies and captures the most innovative practices to ensure that organizations have the critical knowledge to connect the dots to succeed in today's challenging marketplace. Using case studies from IBM, ConocoPhillips, the U.S. Navy, and others, the authors show executives how to create a measurable knowledge-management strategy and

how to select and design the right approaches, including how to harness social media and social networking. The book provides insight on how to determine an organization's most critical knowledge, ensure that knowledge flows where it is needed, build a measurable business case, select the right portfolio of knowledge-management approaches, and more.

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normal modalities and boosts morale. A good laugh even changes our body chemistry, and all of that increases our productivity when we allow fun to be part of our work experience.

This is why it is important to make KM tools and approaches fun to learn and use. Here are some ways to make KM fun:

- *Make KM tools and approaches engaging.* Determine what it takes to keep your target audience engaged. Are your KM tools a chore to use—or are they engaging, relevant, and novel? Do your communities and knowledge-sharing events help employees build real relationships and connect around shared interests and passions?
- *Use humor.* Humor promotes creativity and innovation. Establishing a playful tone can make your audience more comfortable contributing their knowledge. It's also a great tool to address skepticism and ultimately bolster KM adoption. The bottom line is that humor is one of the most effective ways to grab someone's attention.
- *Introduce friendly competition.* Turn a task into a game. Challenge your audience to use your KM tools and participate in KM approaches by playfully testing the skills and competencies they excel at in day-to-day work. KM messaging that includes the element of playful

competition among peers allows an audience to have fun sharing knowledge while showing off their capabilities.

- *Seek inspiration elsewhere.* Look outside the business world to find fun. For example, take something like a popular song or commercial out of context and apply it to your organizational environment. By leveraging your audience's external interests, you can increase your message's relevance and secure more attention for your KM tools and approaches.
- *Enable two-way interaction.* When you set an example of creativity, experimentation, play, and innovation, your audience is emboldened to embrace those values. Encourage your audience to experiment with KM tools and ways to share knowledge, actively solicit input, and publicize how you are using that feedback to make your tools and approaches fun to learn and use.

IBM secured high adoption rates for KM through fun campaigns that garner attention. For example, it created a video to convey the top 10 reasons to use its practitioner portal. It's a quick, humorous video designed to drive adoption. The campaign worked because it had substantial general appeal. It was concrete, work-related, useful, funny, and short.

The second organizational example of making KM fun comes from the Federal Reserve

Bank of Cleveland. Fun and banking may seem like an oxymoron, but this organization proved that thinking wrong. The Federal Reserve Bank of Cleveland's KM core team planned a highly publicized event to promote its KM tools and the appropriate use of those tools. The hour-long event was formatted in the style of a popular TV game show. Drawing in participants with lunch and small prizes, the team took a simple, low-cost approach by staging the game show using staff as contestants. The audience learned about collaboration tools in a fun setting. By applying well-known cultural references—TV shows—in a new context and encouraging competition, the effort ultimately bolstered usage of the organization's KM tools. This momentum is maintained through similar quarterly activities, such as networking events humorously styled like speed dating. Such efforts make KM tools and approaches fun to use and, ultimately, make for more productive employees.

Conclusion

KM is serious business. The ability to secure enduring value from intellectual assets determines winners and losers in the marketplace, and the winners usually have knowledge-sharing cultures.

A knowledge-sharing culture feels better and works better. In a collaborative environment, employees freely create, share, and use information and knowledge. They work together toward a common purpose, and they are supported and rewarded for doing so. Employees who collaborate and share knowledge are also better able to achieve their work objectives, do their jobs more quickly and thoroughly, and receive recognition from their peers and mentors as key contributors and experts.

Note: This article is adapted from *The New Edge in Knowledge: How Knowledge Management Is Changing the Way We Do Business*. To find out more about your organization's knowledge

management capabilities, take APQC's 15-question knowledge management program self-assessment. Determining the current status of KM in your organization is the first step toward developing the tools, approaches, and cultural enablers you need to drive business results through knowledge sharing.



Carla O'Dell

Carla O'Dell is president of APQC and one of the world's experts in knowledge management. O'Dell has participated in 25 consortium studies in KM, uncovering hundreds of best practices for designing, implementing, and measuring KM approaches. O'Dell has authored and co-authored numerous books, including The Executive's Role in Knowledge Management and If Only We Knew What We Know: The Transfer of Internal Knowledge and Best Practice. O'Dell and Cindy Hubert recently released The New Edge in Knowledge: How Knowledge Management Is Changing the Way We Do Business. Contact her at www.apqc.org.



Cindy Hubert

Cindy Hubert is executive director of APQC's Advisory Services. Over the past 15 years, Hubert and her team have worked with more than 350 organizations to provide assessments, strategy development, project management, best practices transfer design and implementation, and metric and best practices research engagements using APQC's KM methodologies. She recently led the development of APQC's Levels of Knowledge Management MaturitySM and KM Capability Assessment Tool. Contact Hubert at www.apqc.org/advisory-services.

A Study of School Boards and Their Implementation of Continuous Improvement Practices

Jay Marino

Summary

School board practices can impact student achievement in either positive or negative ways. Schools are not only responsible for increased student learning but also for developing social, emotional, and behavioral skills as well as 21st century learning skills. Just as teachers and administrators are called to implement research-based practices, school boards must also do so to obtain maximum student achievement results.

This research study, conducted in conjunction with a doctoral dissertation program, measured the extent to which school board presidents in Illinois perceived their utilization of continuous improvement practices in their boardsmanship. Continuous improvement practices have been identified as an effective practice of school boards.^{1,2,3}

Purpose of the Study

The research study examined the extent to which school board presidents utilized continuous improvement practices. Three sets of variables were studied including: school board president demographics, school district demographics, and continuous improvement variables.

The study addressed the following research questions:

- What is the relationship between the number of years serving on the board of education and the use of continuous improvement practices in boardsmanship?
- What is the relationship between the number of years serving as school board president and the use of continuous improvement practices in boardsmanship?
- What is the relationship between the education level of the school board president and the use of continuous improvement practices in boardsmanship?
- What is the relationship between school district size and the use of continuous improvement practices in boardsmanship?

Methodology

Data for this study was gathered through a 31-item survey that measured the application of continuous improvement practices in school boardsmanship. The survey contained a six-point Likert-type response scale anchored with “very untrue of our board” (coded as “1”) to “very true of our board” (coded as “6”).

An expert review panel validated the survey instrument and provided feedback to ensure content validity as a true measure of continuous improvement. Further evidence of the instrument’s validity was determined using principal axis factor analysis with varimax rotation after data collection. Factor analysis combined variables that were correlated moderately or highly with each other.

The survey measured board presidents’ perception regarding the implementation of various continuous improvement factors in their boardsmanship. The factors were based on the Malcolm Baldrige *Criteria for Performance Excellence* and included: leadership; strategic planning; student, stakeholder, and market focus; measurement, analysis, and knowledge management; workforce focus; process management; and results.

Three primary continuous improvement resources were used to develop the survey items: *The Key Work of School Boards*,² *Leading Change: The Case for Continuous Improvement*,⁴ and *Systems Quick Check for School Boards*.⁵ Survey items were coded to align with one of the appropriate categories of the Baldrige criteria.

Research Conclusions

Pearson product moment correlations, one-way analysis of variance, and t-tests were computed to examine the relationship between the implementation of continuous improvement practices and the independent variables. No statistically significant correlations were found for any of the four research questions.

Table 1: Five Items With the Lowest Mean Scores

Survey Item	Number of Responses	Mean Score	Standard Deviation
#3. Our school board routinely monitors and collects data on the satisfaction levels of our board members.	164	3.43	1.602
#8. Our school board routinely self-evaluates our board meetings.	164	3.76	1.578
#22. Our school board routinely practices benchmarking by researching what effective school boards are doing.	164	4.04	1.394
#27. Our school board routinely monitors and reviews data on the satisfaction levels of students, parents, staff, and community members.	164	4.36	1.277
#31. Our school board routinely engages the community in identifying goals and outcomes for our board.	164	4.42	1.311

The study's results indicated that school board presidents perceived the overall extent to which they were implementing continuous improvement practices was somewhere between "slightly true of our board" and "mostly true of our board" as measured by a mean score of 4.91 (out of a total possible of 6.0 on the Likert scale).

Recommendations and Implications for School Boards of Education

With the exception of one partially related study,⁶ no other research was discovered that measured the extent to which school boards utilized continuous improvement, even though it is cited in the literature as an effective practice. This study contributed to the body of research by providing information not previously available in the literature.

Although no statistically significant correlations were found for any of the four research questions, the study's results identified worthwhile areas of focus for expanding school board member training and development. Specifically, results of the data analysis pointed out the five survey items with the lowest mean responses (see Table 1), which should be included in continuous improvement training for developing school board members. Those five opportunities are described below:

- *Systems to monitor the satisfaction levels of school board members.* The third survey item asked school board presidents to rate the extent that their board routinely monitors and collects data on the satisfaction levels of board members (mean = 3.43). Monitoring the satisfaction level of school board members

should lead to improvements in the criteria for human resource focus. Board presidents also would be positioned to improve areas of dissatisfaction among the board members, which might be hindering the implementation of effective school board practices. School board presidents cannot fix areas of concern that are unknown.

- *Process to self-evaluate school board meetings regularly.* The eighth survey item asked school board presidents to rate the extent that their boards routinely self-evaluates meetings (mean = 3.76). Danzberger, Kirst, and Usdan indicated that an effective school board has procedures for self-assessment and invests in its development using diverse approaches that address the needs of the board as a whole, as well as those of individual board members.⁷

By regularly evaluating board meetings, board presidents can make improvements in the Baldrige process management category. Systematically reviewing board meeting feedback over time can target key issues found in the data for improvement, leading to a higher functioning school board.

- *Process for benchmarking other school boards to share effective practices.* School boards can benefit from observing, reading, and learning about effective board practices around the nation. Survey item 22 asked school board presidents to rate the extent that the board routinely practices benchmarking (mean = 4.04). Benchmarking can help board presidents make improvements in the results category of the Baldrige criteria.

Keller Independent School District Checks Its Progress

How can a school district determine if it is making significant progress in its continuous improvement journey? The Keller Independent School District (KISD) decided to submit an application for the Texas *Award for Performance Excellence Criteria's* commitment level to receive feedback that would help answer this question. *The Journal for Quality and Participation* has been following KISD's journey since October of 2009. In this issue, we are pleased to include a description of the process KISD used to prepare the application, as well as the entire criteria and application. Go online to <http://www.asq.org/pub/jqp> to learn more about this exciting milestone in KISD's improvement process.

Currently, there is not a standardized or formal process in Illinois for school boards to learn systematically from each other. State and national school board associations should establish venues for school board members to network, share best practices, and allow for benchmarking of school board practices across the state and nation.

- *Systems to monitor the satisfaction of students, parents, staff, and community members.* Survey item 27 asked school board presidents to rate the extent that the board routinely monitors and reviews data on the satisfaction levels of these key stakeholders (mean = 4.36). Strategies for implementing change must be developed with stakeholders, along with creating strategies for improving the organization's attitudes regarding systemic and lasting change.⁸ Involving the members as participants in the change process is the responsibility of leadership, namely the administration and board of education.

To that end, a primary focus for a school system is achieving customer satisfaction by implementing effective systems and processes to provide the customers (students) with quality services.⁹ By regularly monitoring stakeholder satisfaction levels, school board presidents can make improvements in the third category—student, stakeholder, and market focus—of the Baldrige criteria.

Board presidents also can use stakeholder satisfaction data to determine the effectiveness of the board. This data can help identify key areas for school board improvement.

- *Systems to engage the community in identifying goals and outcomes for the board.* The final focus survey item (31) asked school board presidents to rate the extent that the school board routinely engages the community in identifying goals and outcomes for the board (mean = 4.42). By implementing systems to engage the community in goal setting, board presidents can improve strategic planning (category two of the criteria).

Summary Remarks

Effective school boards can influence student achievement positively—the mission of all schools. The findings of this study can help guide school boards when implementing continuous improvement, a “best practice” which is identified in the literature. The following statements of Gemberling, Smith, and Villani⁴ summarize that the continuous improvement journey for any school district begins in the boardroom:

“Board members cannot stand on the sidewalk watching the continuous improvement parade pass them by. The board must lead the parade ... We all know that what we do speaks more loudly than what we say. Most of us (board members) are familiar with the principle in organizational development that leaders should not just “talk the talk but walk the walk.” But do we understand the efforts required to make such a transition? Talking the talk is the easy part. First, we become familiar with the basic concepts and tools available through continuous improvement. Then we must get our feet wet—we try the tools. Next, we reflect on what happened. What did we learn? How did it help us do our work better? Then, and only then, can we develop our skill level to the point that we internalize continuous improvement as the way we do business. Only then will we walk the walk.”

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Jay Marino

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social **RESPONSIBILITY**

Did You Know?

When you think, "green," do you think, "recycle?" Recycling certainly is a key component of environmentally conscious behavior, but it is not the only method, and in many cases, it isn't even the best choice. Other options include reusing and repurposing.

Reuse is the most obvious way to optimize resources. Instead of using an item one time and then disposing of it, we keep it for reuse in the same way in the future. Boxes often are broken down and stored for reuse, but there are many other items that we handle as if one use made them ineffective, including wrapping paper and bubble wrap, one-side printed paper, and grocery carriers.

Repurposing involves taking an item that was designed for one thing and using it for some other purpose by breaking it down and reforming it. Making a purse out of an old pair of denim jeans is an example of this approach.

The purse is entirely different than the jeans were, but the fabric essentially has not changed.

Dictionary.com defines recycle as "to treat or process (used or waste materials) so as to make suitable for reuse." In "green" language, recycling involves the reformation of the original item. Recycled paper may become a new paper product, egg cartons, or some other product, but it first must be broken down and reformed.

Why should we care whether we are reusing, repurposing, or recycling? It's important because these three approaches are not equally advantageous to sustainability. Recycling requires the input of energy—in some cases, substantial energy—and that makes it the least desirable option. So, the next time you're about to throw an item into the trash or recycling bin, put on your creative-thinking hat and ask how you might store it for reuse or repurpose it.

Thoughts and experiences of educators related to quality and change

Keller Independent School District Applies for State Quality Award

Shellie Johnson and Paula Sommer

As part of the Keller Independent School District's (KISD) journey to understanding the Malcolm Baldrige criteria, district leaders decided to apply at the commitment level of the Texas Award for Performance Excellence for the 2010 cycle. There were several challenges along the way; three are shared below:

- *Understanding the language in context.* The action-oriented employees of KISD are ready to do whatever it takes to accomplish the district's goals. To prepare this application, they needed to reflect on "how" they had achieved their goals and explain those processes and results to others who did not know about the district's operational environment. The process steps used to prepare the organizational profile and criteria responses are shown in the sidebar. They met as a team, looked at the questions, and then dispersed to their category champion groups and began to respond. The more team members worked; the more they realized that answering the questions led to reflecting on their practice, identifying opportunities for improvement, and improving processes.
- *Describing the organization in terms of customer groups, stakeholder groups, and core competencies.* The district's thinking wasn't aligned to groups and core competencies; it simply identified needs and responded. Now, team members realized they had to step back and identify patterns of needs and expectations, as well as determine what skills were necessary to meet the needs of the future.
- *Having measures and results for all described aspects of the organization.* The next requirement was demonstrating how to define and measure KISD's progress, how it had learned from the chosen path, and how it used those learnings to improve its systems. Responding to the results questions requires more than completing the activities that educational research claims have payoffs; it is about transitioning to a process

KISD Application Process Steps

1. KISD cabinet read the criteria.
2. The cabinet worked with the Baldrige coach for one day, providing bullet-point responses to the questions in the organizational profile.
3. The cabinet worked in pairs with the Baldrige coach to gather data to write the first draft of the organizational profile.
4. Input was solicited from all district administrators.
5. The cabinet worked with the Baldrige coach offsite for a half day to refine the organizational profile question responses.
6. The organizational profile was drafted and reviewed by the cabinet and the Baldrige coach.
7. The superintendent and the Baldrige coach refined the organizational profile.
8. The superintendent and the Baldrige coach met with the entire cabinet regarding the category questions.
9. The superintendent and the Baldrige coach worked with the category champions to answer questions regarding the criteria.
10. A draft response was written for each category.
11. The complete application was drafted and then refined by the superintendent and the Baldrige coach.
12. The superintendent led the cabinet, working with the Baldrige coach, to review and finalize the application.

where you know which educational research really works for your organization and how quickly it provides those benefits. It meant KISD knew when it was achieving strategic results without waiting for the lagging measures of the state testing process.

Learning: It Is Worth All the Effort

KISD learned a great deal in preparing its application. Answering the questions takes time, effort, and energy but comes with huge benefits. Team members found opportunities for enhancement and improvement, which were addressed. They grew in their ability to think and improve the systemic structure of KISD. They developed an even stronger foundation for developing and holding to a strategic focus on a few objectives to improve the whole system. This placed KISD in a stronger position for the revenue losses stemming from the state budget cuts in public education funding.

The district's feedback report is due soon, and team members expect to use it to reach a higher level of performance. Bottom line: answering the questions made KISD even better and is a strategic part of its journey to be "intentionally exceptional!" so that the district can sustain its vision: KISD—an exceptional district in which to learn, work, and live!

The 2010-2011 *Education Criteria for Performance Excellence* for the Texas Award for Performance Excellence and KISD's actual application can be found on the following pages.



Shellie Johnson

Shellie Johnson, communications director for Keller Independent School District, has worked in public relations/marketing and broadcasting. In addition to her time spent with several chambers of commerce, she was vice president of communications for the Frisco RoughRiders, an affiliate of the Texas Rangers. She also spent more than 10 years as a television news reporter and anchor. For more information on the Keller Independent School District, contact her at shellie.johnson@kellerisd.net.



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Paula Brooks Sommer is the owner of Dynamic WorkSystems in Arlington, TX. A long-time supporter of the Malcolm Baldrige program, she's served as a national examiner and is involved with the Texas state program based on the Baldrige criteria. Sommer works with school districts to use the Baldrige framework to accelerate continuous improvement. She is a recipient of the Ishikawa Medal and is an ASQ Fellow. Contact her at 817-461-1218 or texaspaula2@tx.rr.com.

2010-2011

Texas Award for Performance Excellence

Education Criteria for Performance Excellence

Effective June 2009



2010-2011 EDUCATION CRITERIA FOR PERFORMANCE EXCELLENCE

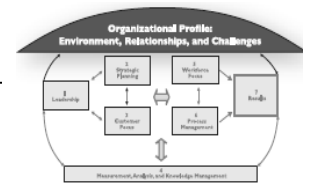
Importance of Beginning with Your Organizational Profile

Your Organizational Profile is critically important because

- it is the most appropriate starting point for self-assessment and for writing an application;
- it helps you identify potential gaps in key information and focus on key performance requirements and results;
- it is used by the Examiners and Judges in application review, including the site visit, to understand your organization and what you consider important (you will be assessed using the Criteria requirements in relation to your organization's environment, relationships, influences, and challenges, as presented in your Organizational Profile); and
- it also may be used by itself for an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, it is possible that the Organizational Profile can serve as your complete assessment, and you can use these topics for action planning.

PREFACE: ORGANIZATIONAL PROFILE

The **Organizational Profile** is a snapshot of your organization, the KEY influences on HOW you operate, and the KEY challenges you face.



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

Describe your organization's operating environment and your KEY relationships with students, STAKEHOLDERS, suppliers, and PARTNERS.

Within your response, include answers to the following questions:

a. Organizational Environment

- (1) What are your organization's main EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES? What are the delivery mechanisms used to provide your EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES?
- (2) What are the KEY characteristics of your organizational culture? What are your stated PURPOSE, VISION, VALUES, and MISSION? **What are your organization's CORE COMPETENCIES and their relationship to your MISSION?**
- (3) What is your WORKFORCE profile? What are your WORKFORCE groups and SEGMENTS? What are their education levels? What are the KEY factors that motivate them to engage in accomplishing your MISSION? What are your organization's WORKFORCE and job DIVERSITY, organized bargaining units, KEY benefits, and special health and safety requirements?
- (4) What are your major facilities, technologies, and equipment?
- (5) What is the regulatory environment under which your organization operates? What are the mandated federal, state, and local standards, curricula, programs, and assessments; applicable occupational health and safety regulations; accreditation requirements; administrator and teacher certification requirements; and environmental and financial regulations? What are your district boundaries and service offering restrictions, as appropriate?

b. Organizational Relationships

- (1) What are your organizational structure and GOVERNANCE system? What are the reporting relationships between your GOVERNANCE board/policymaking body and your SENIOR LEADERS, as appropriate?
- (2) What are your KEY market SEGMENTS, student SEGMENTS, and STAKEHOLDER groups, as appropriate? What are their KEY requirements and expectations for your PROGRAMS, OFFERINGS, student and STAKEHOLDER support SERVICES, and operations? What are the differences in these requirements and expectations among market SEGMENTS, student groups, and STAKEHOLDER groups?
- (3) What are your KEY types of suppliers, PARTNERS, and COLLABORATORS? What role do these suppliers, PARTNERS, and COLLABORATORS play in your WORK SYSTEMS and in the delivery of your EDUCATIONAL PROGRAMS, OFFERINGS, and student and STAKEHOLDER support SERVICES? What are your KEY mechanisms for communicating and managing relationships with suppliers, PARTNERS, and COLLABORATORS? What role, if any, do these groups play in your organizational INNOVATION PROCESSES? What are your KEY requirements for your suppliers?

NOTES:

N1. The term “organization” refers to the unit being assessed. The unit might be a school, a school district, a postsecondary organization, or a major academic unit within a college or university.

N2. “Education” should be interpreted broadly. “Educational programs, offerings, and SERVICES” (P.1a[1]) may include courses (credit and noncredit), research, outreach, cooperative projects and programs, and supplemental educational services. Mechanisms for delivery of educational programs and offerings to your students and stakeholders might be direct or through partners or collaborators. Coordination of design and delivery processes should involve representatives of all work units and individuals who take part in delivery and whose performance affects overall education outcomes. This might include groups such as faculty in feeder and receiving programs; academic staff members; faculty from different departments, disciplines, or levels; and social service, advising, or counseling staff members.

N3. “Core competencies” (P.1a[2]) refers to your organization’s areas of greatest expertise. Your organization’s core competencies are those strategically important capabilities that are central to fulfilling your mission or provide an advantage in your education. Core competencies frequently are challenging for competitors or suppliers and partners to imitate and provide a sustainable competitive advantage.

N4. The terms “suppliers” and “partners” refer to providers of student services such as social services, before-/after-school day care, external bookstores, and transportation; partners such as future employers of students; and suppliers of goods for operations such as computing, photocopying, and grounds maintenance.

N5. Workforce groups and segments (including organized bargaining units) (P.1a[3]) might be based on

the type of employment or contract reporting relationship, location, work environment, family-friendly policies, or other factors.

N6. Many education organizations rely heavily on volunteers to accomplish their work. These organizations should include volunteers in their discussion of their workforce (P.1a[3]).

N7. For some education organizations, governance and reporting relationships (P.1b[1]) might include relationships with foundation or other funding sources.

N8. Student segments and stakeholder groups (P.1b[2]) might be based on common expectations, behaviors, preferences, or profiles. Within a group, there may be segments based on differences and commonalities within the group. Your markets might be subdivided into market segments based on educational programs, offerings, services, or features; geography; volume; or other factors that your organization uses to define related market characteristics.

N9. Student segment, stakeholder group, and market segment requirements (P.1b[2]) might include special accommodation, customized curricula, safety, security, reduced class size, multilingual services, customized degree requirements, student advising, dropout recovery programs, administrative cost reductions, and electronic communication. Stakeholder group requirements might include socially responsible behavior and community service.

N10. Communication mechanisms (P.1b[3]) should be two-way and in understandable language, and they might be in person, via e-mail, Web-based, or by telephone. For many organizations, these mechanisms may change as student, stakeholder, and education community requirements change.

For additional description of this Item, see [page 36](#).

Information for Understanding All Criteria Items

For definitions of key terms presented throughout the Education Criteria and Scoring Guidelines text in **SMALL CAPS/SANS SERIF**, see the Glossary of Key Terms on [pages 59-68](#).

Frequently, several questions are grouped under one number (e.g., P.1a[3]). These questions are related and do not require separate responses. These multiple questions serve as a guide in understanding the full meaning of the information being requested.

The Items in the Texas Award for Performance Excellence Education Criteria are divided into three groups: the *Preface*, which defines your organizational environment; Categories 1–6, which define your organization’s *Processes*; and Category 7, which contains your *Results* for your organization’s processes.

Item notes serve three purposes: (1) to clarify terms or requirements presented in an Item; (2) to give instructions and examples for responding to the Item requirements; and (3) to indicate key linkages to other Items. In all cases, the intent is to help you respond to the Item requirements.

P.2 Organizational Challenges: What are your key strategic situations?

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

Within your response, include answers to the following questions:

a. Competitive Environment

- (1) What is your competitive position? What are your relative size and growth in your education sector or your markets served? What are the numbers and types of competitors and KEY COLLABORATORS for your organization?
- (2) What are the principal factors that determine your success relative to your competitors and comparable organizations delivering similar services? What are any KEY changes taking place that affect your competitive situation, including opportunities for INNOVATION and collaboration, as appropriate?
- (3) What are your KEY available sources of comparative and competitive data from within the academic community? What are your KEY available sources of comparative data from outside the academic community? What limitations, if any, are there in your ability to obtain these data?

b. Strategic Context

What are your KEY education and LEARNING, operational, human resource, and community-related STRATEGIC CHALLENGES and ADVANTAGES? What are your KEY STRATEGIC CHALLENGES and ADVANTAGES associated with organizational SUSTAINABILITY?

c. PERFORMANCE Improvement System

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

NOTES:

N1. Principal factors (P.2a[2]) might include differentiators such as your academic program leadership, student-to-faculty ratio, student and stakeholder satisfaction, recruitment and retention of faculty and staff, geographic proximity, reputation, and program options.

N2. Strategic challenges and advantages (P.2b) might relate to technology; educational programs, offerings, and SERVICES; your operations; your student and stakeholder support; your education subsector; globalization; the value added by your community stakeholders, partners, and collaborators; and people.

N3. Performance improvement (P.2c) is an assessment dimension used in the Scoring System to evaluate the maturity of organizational approaches and deployment (see [pages 50-51](#)). This question is intended to help you and the Examiners set an overall context for your approach to performance improvement. Approaches to performance improvement that are compatible with the

systems approach provided by the Performance Excellence framework might include implementing Plan-Do-Study-Act improvement cycles; completing accreditation self-studies; applying nationally validated systems to improve teaching performance; performing independent institutional, departmental, or program assessments; and using other process improvement and innovation tools. A growing number of organizations have implemented specific processes for meeting goals in program, offering, and service innovation.

N4. Education organizations exist in a competitive environment; aside from the direct competition for students, they often must compete with other organizations to secure financial and human resources. This competition may involve other education organizations, as in the competition for grant funding or the opportunity to provide supplemental services. In the case of public education organizations, competition may involve other public agencies or departments, as in the competition for scarce budget resources.

For additional description of this Item, see [pages 36-37](#).

Page Limit

For Texas Award for Performance Excellence applicants, the Organizational Profile is limited to five pages. These pages are not counted in the overall application page limit. Typing and formatting instructions for the Organizational Profile are the same as for the application. These instructions are given in the *Texas Award for Performance Excellence Application Forms*, which can be downloaded at www.texas-quality.org.

EDUCATION – COMMITMENT LEVEL

The following Education Criteria are designed to help organizations assess the degree to which they are developing a sound, balanced approach for running their organization in a manner that demonstrates results.

Answer each of the questions as fully as possible. After completion, follow the eligibility and application instructions provided in the Application Forms and Instructions document found at www.texas-quality.org.

1 LEADERSHIP

The **Leadership** Category examines HOW your organization's SENIOR LEADERS personal action guide and sustain your organization. Also examined are your organization's GOVERNANCE and HOW your organization fulfills its legal, ethical, and societal responsibilities and supports its KEY communities.

1.1 Senior Leadership: How do your senior leaders lead?

Process

Describe HOW SENIOR LEADERS actions guide and sustain your organization. Describe HOW SENIOR LEADERS communicate with your workforce and encourage HIGH PERFORMANCE.

Within your response, try to include answers to the following questions:

- a. VISION, VALUES, and MISSION
 - (1) HOW do SENIOR LEADERS set organizational VISION and VALUES?
 - (2) HOW do SENIOR LEADERS personally promote an organizational environment that fosters, requires, and results in legal and ETHICAL BEHAVIOR?
 - (3) HOW do SENIOR LEADERS create an environment for accomplishment of your MISSION and STRATEGIC OBJECTIVES?
 - (4) How do your SENIOR LEADERS create and promote a culture of STUDENT safety?
- b. Communication and Organizational PERFORMANCE
 - (1) HOW do SENIOR LEADERS communicate with and engage the entire WORKFORCE?
 - (2) HOW do SENIOR LEADERS create a focus on action to accomplish the organization's objectives, improve performance, and attain its VISION?

1.2 Governance and Societal Responsibilities: How do you govern and fulfill your societal responsibilities?

Process

Describe your organization's GOVERNANCE system and APPROACH to leadership improvement. Describe HOW your organization assures legal and ETHICAL BEHAVIOR, fulfills its societal responsibilities, supports its KEY communities and contributes to community health.

Within your response, try to include answers to the following questions:

- a. Organizational GOVERNANCE
 - (1) HOW does your organization review and achieve the following KEY aspects of your GOVERNANCE system:
 - accountability for management's actions
 - fiscal accountability
 - (2) HOW do you evaluate the PERFORMANCE of your SENIOR LEADERS?
- b. Legal and ETHICAL BEHAVIOR
 - (1) What are your KEY compliance PROCESSES, MEASURES, and GOALS for achieving regulatory, legal and accreditation requirements, as appropriate?
 - (2) HOW does your organization promote and ensure ETHICAL BEHAVIOR in all your interactions?
- c. Societal Responsibilities, Support of KEY Communities, and Community Health
 - (1) HOW do you consider societal well-being and benefit as part of your strategy and daily operations?
 - (2) What are your KEY communities? HOW does your organization actively support and strengthen your KEY communities? HOW do your SENIOR LEADERS contribute to improving these communities and to building community health?

EDUCATION – COMMITMENT LEVEL

2 STRATEGIC PLANNING

The *Strategic Planning* Category examines HOW your organization develops STRATEGIC OBJECTIVES and ACTION PLANS.

2.1 Strategy Development: How do you develop your strategy?

Process

Describe your organization establishes its strategy to address its STRATEGIC CHALLENGES and leverages its STRATEGIC ADVANTAGES. Summarize your organization's KEY STRATEGIC OBJECTIVES and their related GOALS.

Within your response, try to include answers to the following questions:

- a. Strategy Development PROCESS
 - (1) HOW does your organization conduct its strategic planning? What are the KEY PROCESS steps? How do you determine your CORE COMPETENCIES, STRATEGIC CHALLENGES and STRATEGIC ADVANTAGES (identified in your Organizational Profile)?
 - (2) How do you ensure that strategic planning addresses the KEY factors listed below?
 - your organization's strengths, weaknesses, opportunities, and threats
 - your ability to execute the strategic plan
- b. STRATEGIC OBJECTIVES
 - (1) What are your KEY STRATEGIC OBJECTIVES and your timetable for accomplishing them?
 - (2) HOW do your STRATEGIC OBJECTIVES address your STRATEGIC CHALLENGES and STRATEGIC ADVANTAGES?

2.2 Strategy Deployment: How do you deploy your strategy?

Process

Describe HOW your organization converts its STRATEGIC OBJECTIVES into ACTION PLANS. Summarize your organization's ACTION PLANS, and HOW they are DEPLOYED.

Within your response, try to include answers to the following questions:

- a. ACTION PLAN Development and DEPLOYMENT
 - (1) What are your KEY short- and longer-term ACTION PLANS?
 - (2) HOW do you develop and DEPLOY ACTION PLANS throughout the organization to achieve your KEY STRATEGIC OBJECTIVES?
 - (3) How do you ensure that financial and other resources are available to support the accomplishment of your ACTION PLANS?

3 CUSTOMER FOCUS

The *CUSTOMER Focus* Category examines HOW your organization engages its STUDENTS' and STAKEHOLDERS' for long-term marketplace success. This ENGAGEMENT strategy includes HOW your organization builds a STUDENT- and STAKEHOLDER-focused culture. Also examined is HOW your organization listens to the VOICE OF ITS CUSTOMERS (your STUDENTS and STAKEHOLDERS) and uses this information to improve and identify opportunities for INNOVATION.

3.1 Customer Engagement: How do you engage customers to serve their needs and build relationships?

Process

Describe HOW your organization determines product offerings and mechanisms to support CUSTOMERS' use of your products. Describe also HOW your organization builds a CUSTOMER-focused culture.

Within your response, try to include answers to the following questions:

- a. EDUCATION SERVICE Offerings and STUDENT and STAKEHOLDER Support
 - (1) HOW do you identify and innovate EDUCATION SERVICE offerings to meet the requirements of your STUDENTS, STAKEHOLDER groups and market SEGMENTS (identified in your Organizational Profile)?

EDUCATION – COMMITMENT LEVEL

- (2) HOW do you determine your KEY mechanisms to support use of your EDUCATION SERVICES and enable STUDENTS and STAKEHOLDERS to seek information and utilize your EDUCATION SERVICES?
- b. **Building a STUDENT and STAKEHOLDER Culture**
- (1) HOW do you build an organizational culture that ensures a positive STUDENT and STAKEHOLDER experience and contributes to CUSTOMER ENGAGEMENT?
- (2) HOW do you build and manage relationships with STUDENTS and STAKEHOLDERS to
- Acquire new STUDENTS and STAKEHOLDERS; and
 - Increase their ENGAGEMENT with you?

3.2 Voice of the Customer: How do you obtain and use information from your STUDENTS and stakeholders? Process

Describe HOW your organization listens to your STUDENTS and STAKEHOLDERS and acquires satisfaction and dissatisfaction information. Describe also HOW STUDENT and STAKEHOLDER information is used to improve your marketplace success.

Within your response, try to include answers to the following questions:

- a. **STUDENT and STAKEHOLDER Listening**
- (1) HOW do you listen to STUDENTS and STAKEHOLDERS to obtain actionable information and to obtain feedback on your EDUCATION SERVICES and your STUDENT and STAKEHOLDER support?
- (2) HOW do you manage STUDENT and STAKEHOLDER complaints?
- b. **Determination of STUDENT and STAKEHOLDER Satisfaction and ENGAGEMENT**
- (1) HOW do you determine STUDENT and STAKEHOLDER satisfaction, and engagement?
- (2) HOW do you determine STUDENT and STAKEHOLDER dissatisfaction?

4 MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT _____

The *Measurement, ANALYSIS, and Knowledge Management* Category examines HOW your organization selects, gathers, analyzes, manages, and improves its data, information, and KNOWLEDGE ASSETS and HOW it manages its information technology.

4.1 Measurement, Analysis, and Improvement of Organizational Performance: How do you measure, analyze, and then improve organizational performance? Process

Describe HOW your organization measures, analyzes, aligns, reviews, and improves its PERFORMANCE as a health care provider through the use of data and information.

Within your response, try to include answers to the following questions:

- a. **PERFORMANCE Measurement**
- (1) HOW do you select and collect data and information for tracking daily operations and tracking overall organizational PERFORMANCE? How do you use these data and information to support organizational decision making?
- b. **PERFORMANCE ANALYSIS and Review**
- (1) How do you review organizational PERFORMANCE and capabilities?
- c. **PERFORMANCE Improvement**
- (2) HOW do you translate organizational PERFORMANCE review findings into priorities for improvement?

EDUCATION – COMMITMENT LEVEL

4.2 Management of Information, Knowledge, and Information Technology: How do you manage your information, organizational knowledge, and information technology? Process

Describe HOW your organization ensures the quality and availability of needed data, information, software, and hardware for your WORKFORCE and CUSTOMERS. Describe HOW your organization builds and manages its KNOWLEDGE ASSETS.

Within your response, try to include answers to the following questions:

- a. Data, Information and Knowledge Management
 - (1) HOW do you ensure the following properties of your organizational data, information, and knowledge?
 - accuracy
 - integrity
 - timeliness
 - security and confidentiality
 - (2) HOW do you make needed data and information available and accessible to your WORKFORCE and CUSTOMERS, as appropriate?
 - (3) HOW do you manage organizational knowledge to accomplish the following:
 - the collection and transfer of workforce knowledge
 - the transfer of relevant knowledge from and to STUDENTS and STAKEHOLDERS
- b. Management of Information Resources and Technology
 - (1) HOW do you ensure that hardware and software are reliable, secure, and user-friendly?

5 WORKFORCE FOCUS

The *Workforce Focus* Category examines HOW your organization engages, manages, and develops your workforce to utilize its full potential in ALIGNMENT with your organization's overall MISSION, strategy, and ACTION PLANS. The Category examines your ability to assess WORKFORCE CAPABILITY and CAPACITY needs and to build a WORKFORCE environment conducive to HIGH PERFORMANCE.

5.1 Workforce Engagement: How do you engage your workforce to achieve organizational and personal success? Process

Describe HOW your organization engages, compensates, and rewards your WORKFORCE to achieve HIGH PERFORMANCE. Describe HOW members of your WORKFORCE, including leaders, are developed to achieve HIGH PERFORMANCE.

Within your response, try to include answers to the following questions:

- a. WORKFORCE Enrichment
 - (1) HOW do you determine the KEY factors that affect WORKFORCE ENGAGEMENT? HOW do you determine the KEY factors that affect WORKFORCE satisfaction?
 - (2) HOW do you foster an organizational culture that is characterized by open communication, conducive to HIGH PERFORMANCE WORK and an ENGAGED WORKFORCE?
 - (3) HOW does your WORKFORCE PERFORMANCE management system support HIGH PERFORMANCE WORK and WORKFORCE ENGAGEMENT?
- b. WORKFORCE and Leader Development
 - (1) How does your LEARNING and development system address the following factors of your WORKFORCE and leaders?
 - your organization's CORE COMPETENCIES, STRATEGIC CHALLENGES, and accomplishment of its ACTION PLANS
 - ethics and ethical business practices
 - (2) HOW does your LEARNING and development system for leaders address the following factors of your WORKFORCE?
 - Their learning and development needs
 - The transfer of knowledge from departing or retiring workers
 - The reinforcement of new knowledge and skills on the job

EDUCATION – COMMITMENT LEVEL

5.2 WORKFORCE Environment: How do you build an effective and supportive WORKFORCE environment?

Process

Describe HOW your organization manages WORKFORCE CAPABILITY and CAPACITY to accomplish the work of the organization. Describe HOW your organization maintains a safe, secure, and supportive work climate.

Within your response, try to include answers to the following questions:

- a. WORKFORCE CAPABILITY and CAPACITY
 - (1) HOW do you assess your WORKFORCE CAPABILITY and CAPACITY needs, including skills, competencies, and staffing levels?
 - (2) HOW do you recruit, hire, place, and retain new members of your WORKFORCE?
 - (3) HOW do you manage and organize your WORKFORCE to accomplish the work of your organization, capitalize on the organization's CORE COMPETENCIES, and reinforce a STUDENT, STAKEHOLDER and EDUCATION focus?
- b. WORKFORCE Climate
 - (1) HOW do you address your workplace environmental factors to ensure WORKFORCE health, safety, and security?
 - (2) HOW do you support your WORKFORCE via policies, services, and benefits?

6 PROCESS MANAGEMENT

The *PROCESS Management* Category examines how your organization designs its WORK SYSTEMS and how it designs and manages, its KEY PROCESSES for implementing those WORK SYSTEMS to deliver VALUE to STUDENTS and STAKEHOLDERS and achieve organizational success.

6.1 Work Systems Design: How do you design your work systems?

Process

Describe HOW your organization designs its WORK SYSTEMS and determines its KEY PROCESSES to deliver STUDENT and STAKEHOLDER VALUE.

Within your response, try to include answers to the following questions:

- a. WORK SYSTEM Design
 - (1) How do you design your overall WORK SYSTEMS?
 - (2) How do your WORK SYSTEMS and key WORK PROCESSES relate to and capitalize on your CORE COMPETENCIES?
- b. KEY WORK PROCESSES
 - (1) What are your organization's KEY WORK PROCESSES? How do these PROCESSES contribute to delivering STUDENT and STAKEHOLDER VALUE and organizational success?
 - (2) HOW do you determine KEY work PROCESS requirements? What are the KEY requirements for these PROCESSES?
- c. Emergency Readiness

How do you ensure work system and workplace preparedness for disasters and emergencies?

EDUCATION – COMMITMENT LEVEL

6.2 Work Processes: How do you design and manage your key organizational work processes?

Process

Describe HOW your organization designs, implements and manages its KEY work PROCESSES to deliver STUDENT and STAKEHOLDER VALUE and achieve organizational success.

Within your response, try to include answers to the following questions:

- a. **Work PROCESS Design**
HOW do you design your work PROCESSES to meet all key requirements?
- b. **WORK PROCESS Management**
HOW do you implement and manage your WORK PROCESSES to ensure that they meet design requirements? HOW does your day-to-day operation of these PROCESSES ensure that they meet KEY PROCESS requirements?

7 RESULTS

The **RESULTS** Category examines your organization's PERFORMANCE in KEY areas such as EDUCATION outcomes, CUSTOMER-focused outcomes, financial and market outcomes, WORKFORCE-focused outcomes, PROCESS-EFFECTIVENESS outcomes, and leadership outcomes.

7.1 Education Outcomes: What are your Education results?

Results

Summarize your organization's KEY EDUCATION RESULTS.

Provide data and information to answer the following questions:

- a. **Education RESULTS**
What are your current LEVELS in KEY MEASURES or INDICATORS of Education outcomes, Education PROCESS RESULTS, and STUDENT safety that are important to your STUDENTS and STAKEHOLDERS?

7.2 Customer-Focused Outcomes: What are your STUDENT- and stakeholder-focused performance results?

Results

Summarize your organization's KEY STUDENT- and STAKEHOLDER-focused RESULTS for STUDENT and STAKEHOLDER satisfaction, dissatisfaction and ENGAGEMENT

Provide data and information to answer the following questions:

- a. **STUDENT- and STAKEHOLDER-Focused RESULTS**
 - (1) What are your current LEVELS in KEY MEASURES or INDICATORS of STUDENT and STAKEHOLDER satisfaction and dissatisfaction?
 - (2) What are your current LEVELS in KEY MEASURES or INDICATORS of STUDENT and STAKEHOLDER relationship building and ENGAGEMENT?

7.3 Financial and Market Outcomes: What are your financial and marketplace performance results?

Results

Summarize your organization's KEY financial and marketplace PERFORMANCE RESULTS by market SEGMENTS or STUDENT and STAKEHOLDER groups, as appropriate.

Provide data and information to answer the following questions:

- a. **Financial and Market RESULTS**
What are your current LEVELS in KEY MEASURES or INDICATORS of financial PERFORMANCE, including aggregate MEASURES of financial return, financial viability, or budgetary PERFORMANCE, as appropriate?

EDUCATION – COMMITMENT LEVEL

7.4 WORKFORCE-Focused Outcomes: What are your WORKFORCE-focused performance results?

Results

Summarize your organization's KEY WORKFORCE-focused RESULTS for WORKFORCE ENGAGEMENT and for your WORKFORCE environment.

Provide data and information to answer the following questions:

a. WORKFORCE RESULTS

- (1) What are your current LEVELS in KEY MEASURES or INDICATORS of WORKFORCE ENGAGEMENT and WORKFORCE satisfaction?
- (2) What are your current LEVELS in KEY MEASURES or INDICATORS of WORKFORCE and leader development?
- (3) What are your current LEVELS in KEY MEASURES of WORKFORCE CAPABILITY and CAPACITY, including staffing levels and appropriate skills?
- (4) What are your current LEVELS in KEY MEASURES or INDICATORS of your WORKFORCE climate, including WORKFORCE health, safety, and security and WORKFORCE services and benefits, as appropriate?

7.5 Process Effectiveness Outcomes: What are your process effectiveness results?

Results

Summarize your organization's KEY operational PERFORMANCE RESULTS that contribute to the improvement of organizational EFFECTIVENESS.

Provide data and information to answer the following questions:

a. PROCESS EFFECTIVENESS RESULTS

What are your current LEVELS in KEY MEASURES or INDICATORS of the operational PERFORMANCE of your WORK SYSTEMS and workplace preparedness for disasters or emergencies?

7.6 Leadership Outcomes: What are your leadership results?

Results

Summarize your organization's KEY GOVERNANCE and SENIOR LEADERSHIP RESULTS, including evidence of strategic plan accomplishments, fiscal accountability, legal compliance, ETHICAL BEHAVIOR, societal responsibility, support of KEY communities, and community health.

Provide data and information to answer the following questions:

a. Leadership and Societal Responsibility RESULTS

- (1) What are your RESULTS for KEY MEASURES or INDICATORS of accomplishment of your organizational strategy and ACTION PLANS?
- (2) What are your KEY current findings in KEY MEASURES or INDICATORS of governance and fiscal accountability, as appropriate?
- (3) What are your RESULTS for KEY MEASURES or INDICATORS of organizational accreditation, assessment, regulatory and legal compliance?
- (4) What are your RESULTS for KEY MEASURES or INDICATORS of ETHICAL BEHAVIOR? What are your RESULTS for KEY MEASURES or INDICATORS of breaches of ETHICAL BEHAVIOR?
- (5) What are your RESULTS for KEY MEASURES or INDICATORS of your organization's fulfillment of its societal responsibilities, your organization's support of its KEY communities, and your organization's contribution to community health?



Commitment Level Application Package Submission Checklist

Use the following checklist to ensure compliance to the required specifications prior to submission of the Application Package. Include a copy of the completed checklist behind the blank cover page in the original document only. Clearly mark the original application (with original signatures) on the Cover Page.

The application package should be assembled in the following order:

- ☒ 1. Blank Cover Page (Heavy weight/dark color) affixed to front of application. Clearly mark one copy as the "Original".
- ☒ 2. Completed Application Checklist (Original copy only).
- ☒ 3. Title Page with applicant name. May include logo and other information as desired.
- ☒ 4. Table of Contents.
- ☒ 5. Publicity, Ethics & Release Statement form with signature of Authorizing Official
- ☒ 6. Copy of letter of Certification of Eligibility; Copy of Eligibility Certification Forms.
- ☒ 7. Organizational Chart, along with organization chart for parent organization if subunit.
- ☒ 8. Glossary of Terms and Abbreviations.
- ☒ 9. Organizational Profile/Categories/Items/Areas are addressed and properly labeled. (Use of labeled section tabs is recommended.) Organizational Profile contains 5 pages labeled as pages i-v, category item responses 1.1-7.6 have a 15 page maximum labeled as pages 1-15.
- ☒ 10. Document size meets requirements. (8 ½ X 11 inches) Pages are numbered consecutively beginning with the response to criteria i.e., Leadership and so on.
- ☒ 11. All font size and margins meet requirements (3/4 inch margins on all sides; Minimum 10 pt Arial or Times New Roman). These requirements include font size in picture captions, graphs, figures, data tables, and appendices. (Final size after any resizing of objects).
- ☒ 12. Blank back page.
- ☒ 13. Complete Application is bound, preferable with spiral binding and tabbed dividers.
- ☒ 14. Check or money order is enclosed, payable to Quality Texas Foundation.
- ☒ 15. Appropriate number of copies is submitted: 1 original and 1 additional hard copy.
- ☒ 16. One CD of the complete application is included. The application and all components should be saved in pdf format as one file and not in sections. The file should not be scanned and saved as pdf due to image sizes. CD file must be less than 5MB. The information contained on the CD must match and include all hard copy application details. The examiners will assess your application using the electronic version loaded to a secure website specifically created for this purpose.
- ☒ 17. Applications must be consigned to an overnight delivery service by the application deadline listed in the Key Dates on our website, unless special arrangements have been made with the Director of Operations. It is recommended that all application packages be shipped with a delivery service to avoid delays in delivery to the Quality Texas Office. The U.S. Postal Service does not deliver any type of package directly to our office.

All applications w/CD should be shipped to:

Quality Texas Foundation
1402 Corinth Street, Suite 143
Dallas, TX 75215
Attn: Lynn M. Tomaszewski
Director of Operations



Keller Independent School District

Application for the
**2011 Texas Award for
Performance Excellence**
January 2011

James R. Veitenheimer, Ph.D.
Superintendent



350 Keller Parkway | Keller, Texas 76248

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2011 Commitment Level Application Form

1. Publicity Permission

Does the Quality Texas Foundation have your permission to recognize and publicize your organization as a 2011 Quality Texas Commitment Level applicant (after the examination process is complete)? *This will include recognition of participation at the Annual Texas Quest for Excellence Conference during a luncheon ceremony on June 28, 2011 at the Westin DFW in Irving, Texas.*

 X Yes No

2. Release Statement & Ethics Statement

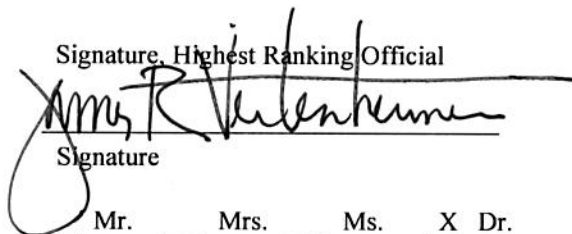
We understand and agree that this application will be reviewed by members of the Board of Examiners.

Ethics Statement and Signature of the Highest-Ranking Official

I state and attest that

- (1) I have reviewed the information provided by my organization in this Application Package.
- (2) To the best of my knowledge
 - no untrue statement of a material fact is contained in this Application Package, and
 - no omission of a material fact that I am legally permitted to disclose and that affects my organization's ethical and legal practices has been made. This includes but is not limited to sanctions and ethical breaches.

Signature, Highest Ranking Official


Signature

January 06, 2011

Date

 Mr. Mrs. Ms. X Dr.

Name: Dr. James R. Veitenheimer

Title: Superintendent of Schools

Address: 350 Keller Parkway

Keller, Texas 76248

Telephone No.: 817-744-1011

Mobile No.: 817-371-9856

Email: james.veitenheimer@kellerisd.net



ADMINISTRATIVE OFFICES: 1402 CORINTH STREET, SUITE 143, DALLAS, TX 75215
Phone: (214) 565-8550 Fax: (214) 565-9082
Email: ltomaszewski@texas-quality.org Visit our web site: www.texas-quality.org

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Director of Operations

December 8, 2010

James R. Veitenheimer
Superintendent
Keller Independent School District
350 Keller Parkway
Keller, Texas 76248

Dear Dr. Veitenheimer:

Based on the information provided in your Eligibility Certification Form, Quality Texas is pleased to report that Keller Independent School District is eligible to participate in the 2011 Texas Award for Performance Excellence cycle. Your organization will be evaluated at the Commitment Level in the Education Sector. All cycle 2 applicants will be recognized at the annual awards luncheon June 28, 2011 at the Westin DFW Hotel in Irving.

An original application document, one additional copy, and CD (pdf format, not scanned, <5MB) containing the complete application package must be postmarked no later than January 7, 2011, along with a check in the amount of \$1,000 to cover assessment fees. Please make checks payable to Quality Texas and send all packages to the address listed above. An express package service is preferred, as the US Postal Service will not deliver directly to our office, causing frequent delays in our receipt of packages.

Please note all instructions for preparing and submitting the application. This information is located on pages iii, 6-7, 55-58, and 72-78 in the Education Criteria for Performance Excellence booklet. Please remember to include a copy of this letter, the Eligibility Certification Form, and the signed Ethics & Release Statement in each copy of the Award Application documents.

We look forward to working with you during the 2011 Quality Texas application cycle. Please feel free to call me if you have any questions.

Sincerely,

Lynn M. Tomaszewski

Lynn M. Tomaszewski
Director of Operations

2011 Applicant Eligibility Certification Form

1. Applicant Organization

Official Name: Keller Independent School District

Other Name:

Prior Name (if applicable):

Headquarters Address:

350 Keller Parkway

Keller, Texas 76248

2. Application Level:

☐ Engagement Level ☒ Commitment Level ☐ Progress Level ☐ Award Level

3. Application Cycle:

Award: ☐ Cycle 1 Progress, Commitment, Engagement: ☐ Cycle 2 (PCE) ☒ Cycle 3 (PCE)

4. Highest Ranking Official

Name: Dr. James R. Veitenheimer

Title: Superintendent

Telephone No.: 817-744-1011

Fax No. 817-744-1263

Email Address: james.veitenheimer@kellerisd.net

Address (If different from Headquarters):

5. Eligibility Contact Point

☐ Mr. ☐ Mrs. ☐ Ms. ☒ Dr.

Name: Dr. James R. Veitenheimer

Title: Superintendent

Telephone No.: 817-744-1011

Mobile No. 817-371-9856

Fax No. 817-744-1263

Email Address:

Address (If different from Headquarters):

6. Applicant Status

Has the applicant officially or legally existed for at least one year prior to September 1, 2010?

☒ Yes ☐ No

7. Award Sector and For-Profit/Not-For-Profit Designation (must indicate if for profit or non profit in Education and Healthcare as applicable.

☐ Government

☐ Manufacturing

☐ Service (for profit only)

☐ Small Business (< 250 employees)

☐ Nonprofit Sector

☐ > 250 Staff

☐ 250 or fewer Employees

☒ Education: Pre-K - 12

☒ Non Profit

☐ For-Profit

☐ Education: Higher Ed.

☐ Non Profit

☐ For-Profit

☐ Health Care

☐ Non Profit

☐ For-Profit

8. Criteria Being Used

☐ Generic

☒

Education

☐ Health Care

2011 Applicant Eligibility Certification Form

9. Industry Classification

List up to three of the most descriptive three-or-four-digit NAICS (North American Industry Classification System) codes. (See page 27 of Application Instructions for NAICS codes)

611 _____

10. Size and Location of Applicant

a. Total number of:

Employees (business) _____ Faculty/staff (education) 3,751 Staff (healthcare) _____

b. For the preceding fiscal year, check one financial descriptor and one amount for that descriptor:

____ Sales ____ Revenues X Budgets
____ 0 - \$1M ____ \$1M - \$10M ____ \$10M - \$100M
X \$100M - \$500M ____ \$500M - \$1B ____ More than \$1B

c. Number of sites: 42 In Texas 0 Outside Texas

d. Percentage employees: 100% In Texas 0 Outside Texas

e. Percentage physical assets: 100% In Texas 0 Outside Texas

f. If some activities are performed outside the applicant's organization (e.g., by a national or overseas component of the applicant, the parent organization or its other subunits), will the applicant make available in Texas the sufficient personnel, documentation, and facilities to allow full examination of its operational practices for all major functions of its total operations in a site visit?

____ Yes ____ No X Not Applicable

g. In the event the applicant receives an Award, can the applicant make available sufficient personnel and documentation to share its practices at the Texas Quest for Excellence Conference and at its Texas facilities?

X Yes ____ No

h. Attach a line and box organization chart for the applying organization, including the name of the head of each unit.

11. Subunits (If the applicant is not a subunit, please proceed to question 12.)

a. What is the relationship of the applicant to the larger parent or system? (Check all that apply.)

____ a subsidiary of ____ a unit of ____ a school of
____ a division of ____ owned by ____ a like organization of
____ controlled by ____ administered by ____ a campus of

b. Parent Organization:

Name: _____

Address: _____

Highest Ranking Official:

Name: _____

Title: _____

Number world-wide employees of parent _____

c. Is the applicant the only subunit of the parent intending to apply? (Check one.)

____ Yes ____ No ____ Do Not Know

2011 Applicant Eligibility Certification Form

d. Briefly describe the major functions provided to the applicant by the parent or by other subunits of the parent.

Examples of such functions include but are not limited to strategic planning, business acquisition, research and development, data gathering and analysis, human resources, legal services, finance or accounting, sales/marketing, supply chain management, global expansion, information and knowledge management, education/training programs, information systems and technology services, curriculum and instruction, and academic program coordination/development.

e. Is the applicant self-sufficient enough to respond to all seven Criteria Categories? (Check one.) The subunit must be able to address levels of deployment, integration and learning at the subunit level in each of the categories

☐ Yes ☐ No – Briefly explain

f. Briefly describe the organizational structure and relationship to the parent.

g. Is the applicant's product or service unique within the parent organization?

☐ Yes ☐ No

If "No," do other units within the parent provide the same products or services to a different customer base?

☐ Yes ☐ No

If "No," please provide a brief explanation of how the applicant is distinguishable from the parent and its other subunits (e.g., market/location/name).

h. *Manufacturing, Service and Small Business Only:* Are more than 50 percent of the applicant's products or services sold or provided to customers outside the applicant's organization? (Check one.)

☐ Yes ☐ No

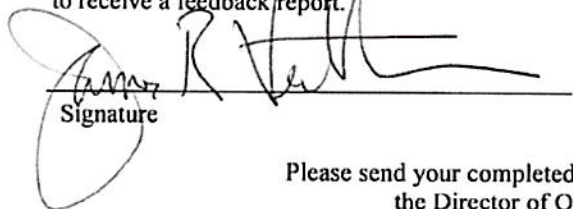
i. *Manufacturing, Service and Small Business Only:* Are less than 50 percent of the applicant's products or services sold or provided to the following? (Both parts must be checked.)

- the parent organization ☐ Yes ☐ No

- other organizations controlled by the applicant or parent ☐ Yes ☐ No

12. Certification Statement, Signature – Highest-Ranking Official

I certify that the answers provided are accurate and that my organization is eligible based on the current requirements for the 2011 Texas Award for Performance Excellence. I understand that at any time during the Texas Award process cycle, if the information provided was inaccurate, my organization will no longer be eligible for the award and will only be eligible to receive a feedback report.


Signature

JAMES R. VETTERHEIMER
Printed Name

11/30/2010
Date

Please send your completed form and \$150 fee payable to Quality Texas to the Director of Operations at the Quality Texas office.
Attention: Lynn Tomaszewski

2011 Eligibility Certification Form – Site Listing & Descriptors*

2. Key Organization Factors

List, briefly describe, or identify the following key organization factors. Be as specific as possible to help us avoid real or perceived conflicts of interest when assigning Examiners to evaluate your application. "Key" means those organizations that constitute 5 percent or greater of the applicant's competitors, customers/users, or suppliers.

- A. List of key competitors
 - a. Other Area Public School Districts
 - b. Private Schools
 - c. Home Schools
 - d. Charter Schools
 - e. University Interscholastic League District for Athletics, Academics and Fine Arts
- B. List of key customers/users
 - a. KISD Students
 - b. Parents/Guardians of Keller Independent School District Students
 - c. Community of Keller ISD
 - d. Businesses in and around Keller, Texas
 - e. Colleges, Universities and Trade Schools
- C. List of key suppliers
 - a. Texas Education Agency
 - b. U.S. Department of Education
 - c. Contracted Services (Durham Transportation, Sodexo Child Nutrition, Clayton Yes! Childcare)
 - d. Education Service Center Region XI
 - e. Local, State and National Suppliers of Educational Materials, Equipment and Services
 - f. KISD Education Foundation
 - g. State and National Educational Professional Organizations (ex. TASB and TXASCD)
- D. Description of the applicant's major markets (local, regional, national, and international)
 - a. Public Schools in the State of Texas
 - b. Public Schools in the Education Service Center Region XI Area
 - c. Public Schools in the State/Regional Comparison Groups
 - d. National Mid-States Consortium for Excellence Districts
- E. Name of the organization's financial auditor
Kerry D. Caves, CPA, Chief Operating Officer
Weaver
2821 West Seventh Street, Suite 700
Fort Worth, TX 76107

Organizations must submit an Eligibility Certification Package each time they plan to participate in an application cycle. The eligibility information is used to re-verify that the applicant is qualified to participate and to plan for Examiner staffing requirements.

2011 Eligibility Certification Form – Site Listing & Descriptors*

The following information is needed by the Quality Texas Foundation office to provide the most effective evaluation possible by the Board of Examiners.

1. Site Listing and Descriptors

It is important that the totals for the number of employees, faculty, and staff; percent of sales, revenues, and budgets; and sites on the form match the totals provided in above items. For example, if you report 600 employees in 10.a., the total number of employees provided in the Site Listing and Descriptors form should be 600.

Address of Site(s)	Number Employees, Faculty, and/or Staff as indicated in 10. a.	Number of Shifts	Operating Hours	Percent Sales, Revenue or Budget as indicated in 10. b.	Description of Products, Services, and/or Technologies for each site
Keller ISD Education Center 350 Keller Parkway Keller, TX 76248	157	1	8:00 – 5:00	6.86 %	Administration of District Services
Keller ISD Maintenance and Transportation Facility 11300 Alta Vista Road Keller, TX 76244	157	1	8:00 – 4:30	7.49 %	Maintenance and Transportation Services
Keller ISD Natatorium 1000 Bear Creek Parkway Keller, TX 76248	2	1	8:00 – 4:30	.41 %	Student Athletic Center
Keller ISD Early Learning Center/Annex 10310 Old Denton Road Keller, TX 76244	133	1	7:45 – 3:15	3.22 %	Public School Education Services Pre-K
Keller ISD Learning Center 250 N. College Street Keller, TX 76248	29	1	7:45 – 3:45	.78 %	Public School Education Services Grades 9-12
Basswood Elementary 3100 Clay Mountain Trail Fort Worth, TX 76137	48	1	7:45 – 3:15	1.22 %	Public School Education Services Grades K-4
Bette Perot Elementary 9345 General Worth Drive Keller, TX 76244	73	1	7:45 – 3:15	1.69 %	Public School Education Services Grades K-4
Bluebonnet Elementary 7000 Teal Drive Fort Worth, TX 76137	71	1	7:45 – 3:15	1.66%	Public School Education Services Grades K-4

2011 Eligibility Certification Form – Site Listing & Descriptors*

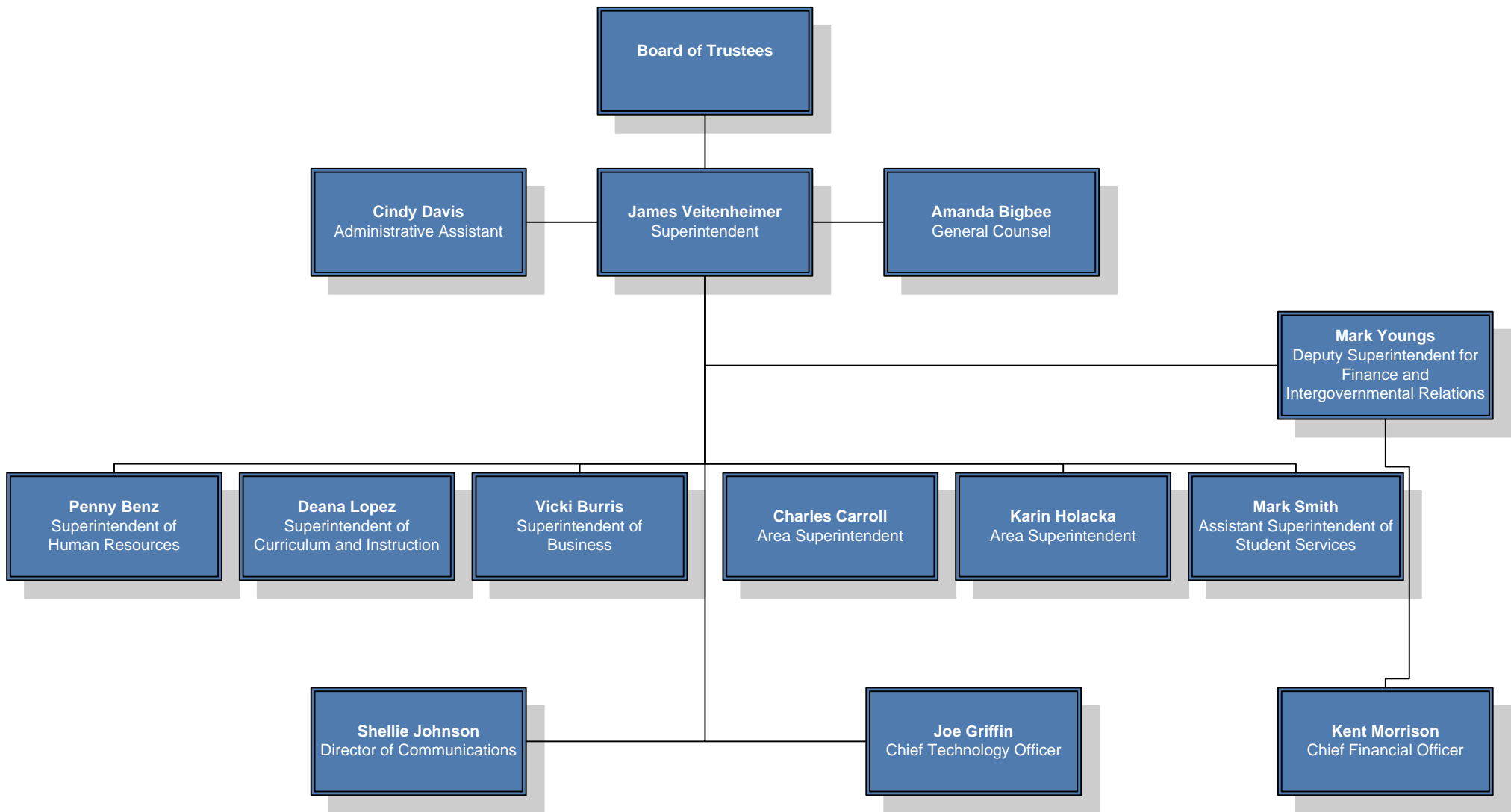
Caprock Elementary 12301 Grey Twig Drive Keller, TX 76244	63	1	7:45 – 3:15	1.47 %	Public School Education Services Grades K-4
Eagle Ridge Elementary 4600 Alta Vista Road Keller, TX 76244	71	1	7:45 – 3:15	1.54 %	Public School Education Services Grades K-4
Florence Elementary 3095 Johnson Road Southlake, TX 76092	58	1	7:45 – 3:15	1.46%	Public School Education Services Grades K-4
Freedom Elementary 5401 Wall-Price Keller, TX 76244	58	1	7:45 – 3:15	1.34 %	Public School Education Services Grades K-4
Friendship Elementary 5400 Shiver Road Keller, TX 76244	72	1	7:45 – 3:15	1.65 %	Public School Education Services Grades K-4
Heritage Elementary 4001 Thompson Road Keller, TX 76244	68	1	7:45 – 3:15	1.50 %	Public School Education Services Grades K-4
Hidden Lakes Elementary 900 Preston Lane Keller, TX 76248	72	1	7:45 – 3:15	1.63 %	Public School Education Services Grades K-4
Independence Elementary 11773 Bray Birch Lane Keller, TX 76244	70	1	7:45 – 3:15	1.70 %	Public School Education Services Grades K-4
Keller-Harvel Elementary 635 Norma Lane Keller, TX 76248	53	1	7:45 – 3:15	1.30 %	Public School Education Services Grades K-4
Liberty Elementary 1101 McDonnell School Road West Colleyville, TX 76034	55	1	7:45 – 3:15	1.28 %	Public School Education Services Grades K-4
Lone Star Elementary 4647 Shiver Road Keller, TX 76244	72	1	7:45 – 3:15	1.74 %	Public School Education Services Grades K-4
North Riverside Elementary 7900 North Riverside Drive Fort Worth, TX 76137	73	1	7:45 – 3:15	1.71 %	Public School Education Services Grades K-4

2011 Eligibility Certification Form – Site Listing & Descriptors*

Park Glen Elementary 5100 Glen Canyon Road Fort Worth, TX 76137	60	1	7:45 – 3:15	1.44 %	Public School Education Services Grades K-4
Parkview Elementary 6900 Bayberry Fort Worth, TX 76137	76	1	7:45 – 3:15	1.80 %	Public School Education Services Grades K-4
Shady Grove Elementary 1400 Sarah Brooks Drive Keller, TX 76248	59	1	7:45 – 3:15	1.46 %	Public School Education Services Grades K-4
Whitley Road Elementary 7600 Whitley Road Watauga, TX 76148	63	1	7:45 – 3:15	1.49 %	Public School Education Services Grades K-4
Willis Lane Elementary 1620 Willis Lane Keller, TX 76248	67	1	7:45 – 3:15	1.50 %	Public School Education Services Grades K-4
Woodland Springs Elementary 12120 Woodland Springs Drive Keller, TX 76244	70	1	7:45 – 3:15	1.72 %	Public School Education Services Grades K-4
Bear Creek Intermediate 801 Bear Creek Parkway Keller, TX 76248	80	1	7:30 – 3:00	1.99 %	Public School Education Services Grades 5-6
Chisholm Trail Intermediate 3901 Summerfields Boulevard Fort Worth, TX 76137	93	1	7:30 – 3:00	2.18 %	Public School Education Services Grades 5-6
Parkwood Hill Intermediate 8201 Parkwood Hill Boulevard Fort Worth, TX 76137	102	1	7:30 – 3:00	2.45 %	Public School Education Services Grades 5-6
South Keller Intermediate 201 Bursley Road Keller, TX 76248	88	1	7:30 – 3:00	2.06 %	Public School Education Services Grades 5-6
Trinity Meadows Intermediate 3500 Keller-Hicks Road Keller, TX 76244	95	1	7:30 – 3:00	2.18 %	Public School Education Services Grades 5-6
Fossil Hill Middle 3821 Staghorn Circle South Fort Worth, TX 76137	95	1	8:15 – 4:00	2.36 %	Public School Education Services Grades 7-8

2011 Eligibility Certification Form – Site Listing & Descriptors*

Hillwood Middle 8250 Parkwood Hill Boulevard Fort Worth, TX 76137	104	1	8:15 – 4:00	2.74 %	Public School Education Services Grades 7-8
Indian Springs Middle 305 Bursey Road Keller, TX 76248	94	1	8:15 – 4:00	2.32 %	Public School Education Services Grades 7-8
Keller Middle 300 North College Keller, TX 76248	84	1	8:15 – 4:00	2.19 %	Public School Education Services Grades 7-8
Trinity Springs Middle 3550 Keller-Hicks Road Keller, TX 76244	95	1	8:15 – 4:00	2.32 %	Public School Education Services Grades 7-8
Timberview Middle 10300 Old Denton Road Keller, TX 76244	94	1	8:15 – 4:00	2.12 %	Public School Education Services Grades 5-8
Central High 9450 Ray White Road Keller, TX 76244	249	1	8:00 – 4:00	6.86 %	Public School Education Services Grades 9-12
Fossil Ridge High 4101 Thompson Road Keller, TX 76244	220	1	8:00 – 4:00	8.00 – 4:00	Public School Education Services Grades 9-12
Keller High 601 North Pate-Orr Road Keller, TX 76248	250	1	8:00 – 4:00	6.98 %	Public School Education Services Grades 9-12
Timber Creek High 12350 Timberland Boulevard Fort Worth, TX 76244	158	1	8:00 – 4:00	4.17 %	Public School Education Services Grades 9-12
Keller ISD Stadium Complex 601 North Pate-Orr Keller, TX 76248	0	1	N/A	.02 %	Student Athletic Center



Term or Acronym	Description
504	Section 504 of the Rehabilitation Act of 1973 is a federal law that protects qualified individuals from discrimination based on their disability.
ACT	American College Testing is an assessment of high school students' general educational development and their ability to complete college level work.
AP	Advanced Placement program consists of courses offered to students in grades 10 through 12 that adhere to College Board curriculum and methodology. The AP program enables students to complete college level studies while in high school, and to obtain college placement and/or credit on the basis of their performance on rigorous AP exams.
AR	Administrative Regulations are detailed directions developed by senior leaders to put policy into practice. ARs outline district processes and standardize practices to establish consistency throughout the district. ARs are one of the cornerstones for achieving vertical and horizontal organizational alignment.
ASBO	Association of School Business Officials is a professional association that provides programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources.
AYP	Adequate Yearly Progress is a measurement defined by the federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.
Baldrige Advisory Implementation Team	Baldrige Advisory and Implementation Team is our team of internal administrators who serve as the key leaders of the Baldrige deployment.
BOT	Board of Trustees is the elected governing body that provides leadership and vision to the District. It is a seven member board that meets monthly. Each member's term lasts three years.
Brown Bag Lunches	A monthly forum established by the Superintendent held on school campuses that allows parents and the community to learn about what is going on in the District and ask the Superintendent questions. Brown Bag Lunches are video recorded and available online and through our cable access channel.
CAFR	Comprehensive Annual Financial Report is a set of government financial requirements that exceed the minimums established for annual financial reports completed by public sector companies.
CBA	Curriculum Based Assessments are short tests administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards.
CBAC	Citizens' Bond Advisory Committee gives the administration information from community members regarding size and scope of potential bonds before calling for a bond election.
CBOC	Citizens' Bond Oversight Committee gives the administration the opportunity to be transparent about its expenditure of bond funds while also giving residents the opportunity to play a role in advising the district on how projects should progress.
CEIC	Campus Education Improvement Committees are planning and decision making committees involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization with representatives from all stakeholder groups.
CFDP	Cross Functional Development Process is the process by which senior leaders identify and articulate processes that affect more than one core function.
CF	Core Functions for KISD were developed to provide guidance and a structure for prioritizing and organizing work on the strategic plan.

Term or Acronym	Description
CI	Continuous Improvement as defined by Baldrige.
CIP	Campus Improvement Plan is a campus-developed plan designed to address campus goals for improved student performance. The CIP includes a needs assessment, goals aligned with the strategic plan and documentation of stakeholder involvement. It outlines the annual activities and the measures needed to achieve campus goals.
Cohort	Cohort is a select group of Assistant Principals who engage in intense professional development with central administrators to receive training in areas critical to building leadership.
Communities in Schools	Communities in Schools is a nationwide network of professionals working in public schools to surround students with support.
CTE	Career and Technical Education are courses that engage students in career and technical education and workforce training.
DER	District Emergency Recovery team is responsible for implementing the Emergency Operating Plan.
DEIC	District Education Improvement Committees are planning and decision making committees involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision-making at the district and campus level with representatives from all stakeholder groups.
DIP	District Improvement Plan includes a needs assessment, goals aligned to the strategic plan and documentation of stakeholder involvement. It outlines the annual activities and the measures needed to achieve district goals.
DSO	District-Specific Objectives that are based on the Texas Essential Knowledge and Skills. These instructional and assessment objectives provide a means to tailor instruction and testing to student, campus and district needs.
E-News	KISD's electronic newsletter that provides weekly updates on the events, achievements and exceptional stories taking place in the District.
EOP	Emergency Operations Plan outlines the process for addressing emergency and disaster situations to ensure services remain operational.
ERG	Education Resource Group is an educational cost/function modeling system that uses regression analysis to systematically measure the relationship between operating expenditures and educational outcomes.
ESL	English as a Second Language services provided to limited English proficient students.
FAST	Financial Allocation Study for Texas is a study released by the Texas Comptroller of Public Accounts, which helps identify strategies for containing the costs associated with public education without compromising academic progress.
FB	Fund Balance is the difference between assets and liabilities (also known as equity).
FIRST	Financial Integrity Rating System of Texas is designed to encourage Texas public schools to better manage their financial resources in order to provide the maximum allocation possible for direct instructional purposes.
GAM	General Administrators' Meeting is a monthly meeting of KISD's highest ranking administrators that allows an opportunity for professional development and continuous improvement learning.

Term or Acronym	Description
GASB	Government Accounting Standards Board aims to ensure greater accountability and well-informed decision making through excellence in public-sector financial reporting.
GFOA	Government Financial Officers Association reviews government audits for excellence in reporting.
GradeSpeed	Web-based grade book that allows teachers and parents to log in and view data from any Internet-capable workstation or wireless PDA.
Heart at Work	District-wide program that effectively validates and values outstanding actions through employee to employee recognition.
HS	High School - KISD has four: Keller (KHS), Central (CHS), Fossil Ridge (FRHS) and Timber Creek (TCHS).
IRAC	Issue, Rule, Analysis, and Conclusion is a methodology for legal analysis that forces the process user to identify issues and rules that apply to situations before drawing conclusions. KISD uses the process with administrators to learn and practice ways to analyze facts and accurately apply policies and regulations.
ISTE	International Society of Technology in Education
K	Kindergarten
KSTV	Keller ISD's cable television station.
Key, The	KISD's quarterly publication distributed electronically to keep our stakeholders abreast of District happenings.
KISD	Keller Independent School District
KISDEF	KISD Education Foundation supports enhancement of the academic environment within the KISD through financial aid made available to students and teachers of the District.
KMP	Key Management Processes
KPIE	Keller Partners in Education creates and fosters effective community and school partnerships that provide all KISD students preparation for college and career.
KSM	Key Strategic Measure
KSO	Key Strategic Objectives
KSP	Key Strategic Priorities
KWP	Key Work Process
LDA	Leadership Development Academy is designed to produce and build a pool of high quality administrators and instructional leaders who can successfully lead the improvement of instruction in their schools and the District.
LEED	Leadership in Energy and Environmental Design is an internationally recognized green building certification system developed by the U.S. Green Building Council. LEED provides building owners and operators a concise framework for identifying and implementing practical and measureable green building design, construction, operations and maintenance solutions.
MMVV	Motto, Mission, Vision and Values

Term or Acronym	Description
NCLB	No Child Left Behind is the federal Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001.
NEAC	Non-Exempt Advisory Committee provides a channel for hourly staff to contribute ideas and suggestions for improvement; share concerns, and address issues that impact non-exempt staff.
OP	Organizational Profile
PDSA	Process cycle consisting of plan, do, study, act.
PK	Pre-Kindergarten is a program for 3 and 4 year old students.
POS	Programs, Offerings, Services
Region XI	Education Service Center encompassing KISD, which provides training and support to area school districts as directed by the Texas Education Agency.
Response to Intervention	Response to Intervention is a method of academic intervention which is designed to provide early, effective assistance to children who are having difficulty learning.
SAT	Scholastic Aptitude Test or Scholastic Assessment Test is a standardized test for college admissions.
School Technology and Readiness Chart	School Technology and Readiness Chart is designed to help teachers, campuses, and districts determine their progress toward meeting the goals of the Long-Range Plan for Technology, as well as meeting the goals of the district.
School Health Advisory Council	School Health Advisory Council is a group of individuals representing stakeholders in the community, appointed by the school district to serve at the district level to provide advice to the district on coordinated school health programming and its impact on student health and learning.
SL	Senior Leaders are the Core Function leads who meet weekly as a group to collect and share information and focus on action through district and campus improvement and action plans.
SP	Strategic Plan is our five-year plan developed by district stakeholders. It sets the goals and priorities for the district through 2015.
SPC	Strategic Planning Committee is a group of district stakeholders who develop the long-range planning goals for the school district.
SRO	Security Resource Officer is a City of Fort Worth or City of Keller police officer.
TAC	Teacher Advisory Council is a district-wide committee whose purpose is to improve communication regarding work related issues for teachers.
TAKS	Texas Assessment of Knowledge and Skills is a standardized test used in Texas primary and secondary schools to assess students' attainment of reading, writing, math, science, and social studies skills required under Texas education standards.
TASBO	Texas Association of School Business Officials is the premier source for school business information in the State of Texas.
TEA	Texas Education Agency governs all Texas public and charter schools.
TEC	Texas Education Code is a set of the state statutes governing public education in Texas. The TEC directs the goals and framework of public education and is established by the Texas Legislature.

Term or Acronym	Description
Texas Essential Knowledge and Skills	Texas Essential Knowledge and Skills are the standards that students in Texas public schools must master, by grade level and by content area.
Texas State Virtual School Network	Established by Senate Bill 1788, the TSVSN provides online courses for Texas students.
University Interscholastic League	University Interscholastic League governs all extracurricular activities including athletics, academic, and music contests and sets standards to which all competitions must adhere.

Organizational Profile

P.1 Organizational Description

The Keller Independent School District (KISD) was established in 1911 and provides education to students in Pre-Kindergarten (PK) to 12th grade as well as special education and adult transition services for students up to age 22.

We serve portions of nine cities: Colleyville, Fort Worth, Haltom City, Hurst, North Richland Hills, Southlake, Watauga, Westlake and the entire city of Keller. Our 51 square miles encompass the seventh largest land area, fourth largest student community and third largest property tax base for school districts in Tarrant County. We educate our students on a \$200+ million budget with a per pupil allotment of \$4,800. This amount is as much as 20% lower than our surrounding, competitive districts. In the last 10 years, the district doubled in student population to over 32,500 and opened 21 new campuses. Our student demographics diversified significantly in recent years as noted in Figure P.1-1. In July, 2004, a new superintendent began his tenure to lead us through this period of growth and change. We adopted the Baldrige process as our model for systemic management and continuous improvement. Our Baldrige journey began in July of 2008.

Figure P.1-1 Demographics

Student Ethnicity	Percentages				Staff Ethnicity
	2004	2008	2010	Change	
White	77.3	68.2	64.5	-12.8%	79.1%
Hispanic	11.3	16.2	17.8	+6.5%	13.7%
African American	5.1	7.6	7.4	+2.3%	2.4%
Asian American	5.9	7.1	7.1	+1.2%	2.6%
Other	0.4	0.9	3.2	+1.8%	2.2%

Student Demographics	
Economically Disadvantaged	15.4%
Limited English	5.1%
Special Education	7.4%

P.1.a Organizational Environment

P.1.a (1) Programs, Offerings and Services

We deliver our educational services by following an aligned curriculum which is taught on 38 campuses: one early learning center (PK and Preschool Programs for Children with Disabilities, 21 Elementary (grades Kindergarten-4), five Intermediate (grades 5-6), five Middle (grades 7-8), one technologically innovative campus (grades 5-8), four High (grades 9-12) and one campus that serves our students who need acceleration or non-traditional school days as well as at-risk high school students. All courses and programs are facilitated through an electronic curriculum that aligns with the state standards, Texas Essential Knowledge and Skills.

Our PK-12 course offerings include the four basic areas of English (reading and writing), math, science, and social studies along with a full-range of offerings in the visual and performing arts, foreign languages, pre-Advanced Placement (AP) courses, AP courses, and a multitude of other highly challenging opportunities. Our high school students can complete course work through the Texas State Virtual School Network and dual credit courses where students receive both high school and college credit. Our special programs that ensure success for our

students include Special Education, Dyslexia, 504, Gifted and Talented, Homebound, English as Second Language, Bilingual Programs for Spanish and Vietnamese speaking students, and Career and Technical Education (CTE).

Student Services incorporate health-related support programs, guidance and library/media services, bullying prevention programs, credit recovery, drop-out services and early interventions in support of academic and behavioral success. We provide parent education with tailored sessions for dyslexia, ESL and bilingual parents. A parent drug education program is required for parents of students in University Interscholastic League programs, athletics and/or fine arts. We provide a voluntary student drug testing program and cyber-safety and digital citizenship lessons for students.

Figure P.1-2 Guiding Principles, Functions, Processes, Competencies

Motto	
Keller ISD-Intentionally Exceptional	
Mission	
The community of Keller ISD will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.	
Vision	
Keller ISD - An exceptional district in which to learn, work and live.	
Values	
<ul style="list-style-type: none"> • We hold ourselves accountable for providing exceptional educational opportunities • We inspire educational excellence through collaborative relationships • We cultivate life-long learning for all • We provide approachable, responsive customer service • We embrace diversity • We embrace change and innovation • We make data-driven decisions • We have a positive attitude toward the future 	
Core Functions	
Business	Learning
Finance	Media Services
Governance	Technology
Leadership	Workforce
Key Management Processes	
Service/Product Delivery	
Customer Service	
Evaluation/Improvement	
Core Competencies	
Agility	Organizational Alignment
Innovation	Benchmarking

P.1.a (2) Organizational Culture

We are committed to fostering a learning culture that is "intentionally exceptional" and guided by our motto, mission, vision and values (MMVV) cited in Figure P.1-2. Our district, department, and campus improvement plans provide strategic direction aligned to our MMVV. Our organizational structure, the clear expectations that guide our deliberations and actions, and our commitment to personal and organizational accountability are integral to our culture of continuous improvement. Agility and innovation are required to attain true

engagement in our constantly evolving, fast-paced world. Benchmarking and organizational alignment are essential to continue our improvement journey to reach the highest standards of performance.

P.1.a (3) Workforce Profile

We proudly serve as the employer for 3,514 staff members. Included in that total are 2,446 professionals: 55% of our total staff are teachers, 10% are professional support, and 5% are administrators. There are 1,068 non-exempt employees. The non-exempt instructional support staff represents 30% of our total staff. Our staffing plan aligns with the 5-Year Strategic Plan Goal: “Employ a qualified, diverse staff,” and we are dedicated to hiring and retaining individuals who possess high personal standards, a commitment to exceptional customer service and a determination for high levels of success for all students. Workforce education levels are reflected in Figure P.1-3.

Workforce benefits include: comprehensive health, life, Accidental Death and Dismemberment and disability insurances; membership in the Texas Teacher Retirement System; and access to vision, dental, cancer, stroke, flexible spending account and 403(b) plans.

Key motivational factors for all groups include: competitive salaries; exceptional professional development opportunities; an orderly, safe environment; strong community reputation and a positive attitude toward the future. Employee organizations such as the Teacher Advisory Council (TAC) and the Non-Exempt Advisory Committee (NEAC) provide opportunities for all employees to share ideas, create solutions for organizational problems and communicate relevant district-wide information.

Although there are no unions, approximately 50% of our instructional staff has membership in professional organizations. There are no health and safety requirements outside those listed in Figure P.1-5.

Figure P.1-3 Workforce Education Levels

Staff	No Degree	High School	Bachelor	Masters	Doctorate
Teachers and Professional Staff	n/a	<1%	74%	25%	<1%
Administrators	6%	19%	72%	3%	
Support Staff	99%	<1%	n/a	n/a	

P.1.a (4) Facilities, Technology, Equipment

Figure P.1-4 summarizes our facilities, their purposes and the technologies required to operate them. The majority of our facilities and school campuses are split by levels across vertical patterns with the exception of our newest campus, Timberview Middle School, which combines intermediate and middle school grades and serves as our pilot campus for 21st Century teaching, learning and technology.

Figure P.1-4 District Facilities and Equipment

Facilities	Purpose	Technology
Keller Early Learning Center	Grades PK	☑, 📺, 📁, ☆
Elementary	Grades K-4	☑, 📺, 📁, ☆
Intermediate	Grades 5-6	☑, 📺, 📁, ☆
Middle; Timberview	Grades 7-8 Grades 5-8	☑, 📺, 📁, ☆
High Schools	Grades 9-12	☑, 📺, 📁, ☆
New Directions Alternative School	Grades 9-12	☑, 📺, 📁, ☆
Natatorium & 7,500 Seat Athletic Stadium	Extra-Curricular	☑, 📺, 📁
Business/Distribution/Grounds	Operations	☑, 📁, Fleet Vehicles
Education Center & Annex	Administration Professional Development Network Operations	☑, 📁, District Servers, Generators, Media Production

☑ Standard Technology: 20 Gb Fiber Connectivity, Wireless network, Computers, Multi-Function Printing Devices, Mobile Devices, Access Controls

📺 Instructional Technology: Projectors, document/Web Cameras, Mobile Computing Devices, Digital Media Content

📁 Administrative Technology: Computers, Multi-Function Printing Devices, Student, Finance, and HR Information Systems

☆ Food Service Point of Sale

P.1.a (5) Regulatory Environment

We comply with all federal, state, and local agency laws, rules, and regulations. See Figure P.1-5.

Figure P.1-5 Key Regulatory Environments Implementation

Regulatory Environments Implementation		
Federal	State	Local
U.S. Department of Education, No Child Left Behind Act, Individuals with Disabilities Education Act, Family Educational Rights and Privacy Act, Office of Civil Rights	Texas Education Agency (TEA), State Board for Educator Certification, State Board of Education, Texas Education Code (TEC) – Texas Legislature	Board Policy (Legal/Local), Administrative Regulations (AR)
U.S. Dept. of Homeland Security	TEC – Texas Legislature	Local Municipal Ordinances (Civil/Criminal)
Government Accounting Standards Board	Financial Accountability System Resource Guide	Board Policy (Legal/Local); AR
Environmental Protection Agency	Texas Commission on Environmental Quality	Board Policy (Local); AR

We maintain effective working and regulatory relationships with the nine municipalities within our district boundaries. We accept all resident students (Figure P.1-1). During periods of intense growth and building construction, these regulatory and coding agency relationships are critical to district success. During periods of challenging construction work and traffic disruption, these relationships build and enhance public support for the projects.

P.1.b (1) Organizational Structure, Governance, Reporting Relationships

We are governed by a seven-member Board of Trustees (BOT), all elected to staggered terms in at-large positions in a general election. The BOT hires the Superintendent of Schools and holds that person responsible for the effective and efficient operation of schools in accordance with BOT policies, directives, and state and federal regulations. The Superintendent exercises a leadership role in the district through the Executive Cabinet Senior Leaders (SL), which is composed of all KISD Function Leaders, as noted in Figure P.1-6.

Our campuses are aligned in K-12 vertical teams. Principals report to one of two Area Superintendents who oversee their campus administration and management. BOT policy and Administrative Regulations (AR) serve as the primary vehicles for guidance in day-to-day operations.

Figure P.1-6 Senior Leadership

Superintendent of Schools' Executive Cabinet		
Core Function:	Function Leader Title:	Function Lead's Major Supervision Area(s):
Governance	Superintendent	Policy, Legal Compliance, Intergovernmental Relations
Workforce	Assistant Superintendent, Human Resources	Human Resources, Benefits, Certification Compliance
Business	Assistant Superintendent, Business	Maintenance, Operations, Construction, Safety, Transportation, Child Nutrition
Finance	Deputy Superintendent Finance & Intergovernmental Relations	Payroll, Purchasing, Budget, Finance, Debt Management, Audit
Leadership	Area Superintendents; Assistant Superintendent	Supervision of Campus Administration and related student services programs
Media Services	Director, Communications	Media Relations, Production of media, Public Information Act
Learning	Assistant Superintendent, Curriculum and Instruction	Curriculum & Instruction, Professional Development, Special Programs, Assessment
Technology	Chief Technology Officer	Technology, Systems and Integration

There are several key committees through which we engage stakeholders in the KISD decision-making processes. The District Educational Improvement Committee (DEIC) operates at the district level and the Campus Educational Improvement Committees (CEICs) are part of the administrative processes for each campus. Each committee involves representatives of all stakeholder groups.

The DEIC and the CEICs as well as other district-wide committees (Diversity, TAC and NEAC) provide input, review and recommend regulations, practices, and procedures for both the educational and school support systems. The Governance function, as well as other functions at the SL level, aggressively pursues relationships outside the organization to enhance learning and funding sources for our students, including relationships with major technology and telecommunications firms, as well as grant resources through the Hudson Foundation and the KISD Education Foundation. The efficiencies achieved through functional alignment allow us to pursue these opportunities in a manner that is aligned with the MMVV and our strategic priorities.

P.1.b (2): Key Stakeholders, Requirements, Expectations

Our key market segment is school-aged children who live within our district boundaries. Students are segmented by program, by grade and by demographic groups (Figure P.1-1).

Figure P.1-7 Key Stakeholders, Requirements, Expectations

Stakeholder Group	Requirements	Expectations
Board of Trustees	Sound policy and procedures	Proactive communication; Clarity; Focus; Commitment
Students	Safe and secure environment; Learning opportunities that promote success in their next endeavor	Variety of programs and opportunities; Interesting/engaging learning programs; Access to current technology
Parents	Students learn core curriculum; Highly qualified staff; Good character development	Students graduate and transition to higher education, workforce or military; Fiscal responsibility
Community	Well-educated citizens; Good citizenship	
Business	Well-prepared workforce	Access to supplies and materials; Technology; Administrative support; Safe environment; Ongoing professional development
Staff Teachers and Professional Support, Administrators, Support Staff	Curriculum and materials; Facilities; Support; Compensation	

Our key stakeholder groups include the BOT, staff, students, parents, community, and business. Each of the stakeholder groups vary in their needs and expectations of the district due to their educational background, age, economic level, diversity, and values. Figure P.1-7 lists the stakeholder group, key requirements and expectations. These requirements and expectations established the need to create a shared and strategic plan for the direction of the district.

P.1.b (3) Suppliers, Partners, and Collaborators

Our suppliers are defined as those who provide resources and products to us. Our key types of suppliers include both local and non-local vendors on our approved vendor list who provide the best value for items and services supporting our strategic priorities and goals. We expect and receive quality products and services in a timely and economical manner. Key supplies include: educational resources, office supplies, technology hardware and software, and building maintenance equipment and supplies.

We have both internal and external partners who support the MMVV of the district. The internal partners provide support through many varied projects and events including academic enrichment programs, youth athletic leagues, youth contests, health, safety and wellness services, parent education courses and child care services for our parents and staff. Our program, Keller Partners in Education recognizes our external partners, which includes over 73 partnerships. In addition, our partnership with the KISDEF provides support to enhance educational innovation at the classroom, campus and district levels (Figure 7.6-7).

Collaborators in the district are those stakeholders, partners, and suppliers who serve the district in an advisory capacity. Whether recommended or elected, these collaborators provide valuable feedback allowing a full systemic perspective on the organization. This group includes the DEIC, CEIC, School Health Advisory Council, Diversity Committee, TAC, NEAC, Citizens' Bond Advisory Committee and the Citizens' Bond Oversight Committee. Additionally, ad-hoc collaborators such as the Discovery Team provide an agile way to capitalize on opportunities with major corporations and systems to positively impact our improvement efforts in strategic priority areas.

Our key communication mechanisms for managing and maintaining our relationships with suppliers, partners, and collaborators, include both traditional and innovative techniques such as electronic and multi-media communication, collaborative decision-making meetings, forums, and customer feedback systems.

P.2.a (1) Competitive Position, Competitors, Key Collaborators

We evaluate our competitive position through comparisons at the local, regional, state and national levels. Locally, our chief competitors for quality staff, students, and business are our surrounding school districts. At the regional and state level, we review comparison data to other districts similar in enrollment, funding, demographic make-up, academic and financial performance levels as provided by the Education Resource Group (ERG) analysis of comparison districts. Comparative ERG and Financial Allocation Study for Texas (FAST) data

sources provide us with benchmarking of academic, financial, human resource and other key business processes. National comparisons provide views of competitiveness in AP, SAT, and ACT and other nationally normed assessments of academic progress (Figures 7.1-13, 7.1-14, 7.1-16, 7.1-17).

Private schools also serve a small portion of our population as do virtual schools, open enrollment, and home schools.

Our reputation as a leader in educational best practices creates opportunities for many collaborators at the local, state, and national levels. Our work with Mid-States Benchmarking Consortium for Excellence, Texas Baldrige Superintendents' Network, Tarrant County College and the Discovery Team provide a foundation of key collaborators that distinguish us from other districts.

Figure P.2-1 Success Factors, Measures and Comparatives

Success Factors	Success Measures	Key Changes	Comparative Data Source
District Staff	100% Highly Qualified staff; State recognized reputation; Large applicant pool	State Financial support for districts; State and national economy	Employee satisfaction survey; Appraisal system data; Competitive salary schedules
Depth of Academic and Extra-Curricular Offerings	AP; Dual Credit; Virtual courses; CTE Certifications	Legislative action; Graduation requirements	TEA rating; ERG and FAST rating; Local comparison districts
Accessible Technology	Intentional and equitable deployment; New and innovative tools; Infrastructure	Rapid advances in technology	School Technology and Readiness Chart; International Society for Technology in Education standards; Industry and vendor feedback
Safe and Secure Environment	2010 Texas Safe School Award; National Security Magazine's "Top 500" Recognition - Ranked #16	Technology advances; Legislative actions; Community expectations	American Society for Industrialized Security; Texas School Safety Center Guidelines; Local, state, and national comparison districts

We are the district of choice in the Northern Tarrant County area as evidenced by 33% growth in 5 years making us 10th in growth in the state. District-wide surveys indicate most new families move into the area because they want their students to

attend KISD schools. In the August 2009 Money Magazine article, it was noted that the success of KISD significantly contributed to the city of Keller being recognized as 7th on the list of Best Places to Live in America.

P.2.a (2) & (3) Principal Success Factors, Key Changes, Comparative/ Competitive Data

Benchmarking efforts have led us to build on our strengths and create plans to address our weaknesses. Although there is no centralized location to obtain state-wide academic or extra-curricular offerings for us to measure our offerings against, we track how many students participate in extra-curricular offerings and assess the levels of success of students that participate and those who do not. Also there are data limitations regarding private, parochial, virtual and home school programs and services, which hinder our understanding of how to address these student losses to our competitors. In non-education areas, we depend on data from outside the education community to measure and improve business and operational processes, including health and safety programs (Figure P.2-2).

P.2.b Strategic Context

We identified key strategic challenges and advantages. They are summarized in Figure P.2-2. The challenge in the area of learning is changing our traditional delivery of instruction. Our district reputation brings us to identifying strategic partnerships to assist our efforts in restructuring teaching and learning based on today's rapidly advancing technological environment and expanding knowledge that students must know how to engage with and apply. Our strategic challenge is documenting processes so that we have consistent, accurate, responsive and timely processes, which our community supports and expects of us. Our sustainability is challenged by our ability to respond and innovate to meet the emerging demands. We leverage our work through alignment which brings clarity and efficiency and benchmarking for innovative ideas that address our opportunities for improvement.

Figure P.2-2 Strategic Context

	Strategic Challenges	Strategic Advantages
Learning	Changing traditional delivery of instruction	District reputation
Workforce	Hiring a more diverse professional staff	Financial efficiency
Community	Effective communications to all stakeholders	Geographic proximity
Operations	Documented district processes	Supportive community
Sustainability	Documented district processes	District reputation, supportive community

P.2.c Performance Improvement System

Our superintendent and SLs selected the Baldrige Model for Performance Excellence and Continuous Improvement in 2008. SLs meet weekly to guide the system in the implementation of the Baldrige Initiative. The Baldrige Performance Criteria served as the foundation for a strategic planning effort in October 2009. Ongoing systems to embed continuous improvement (CI) practices into the daily work of employees

include the refinement of the appraisal system, the interactive learning plan for administrators at monthly meetings and the expansion of a trained cadre of teachers to share the CI model on campuses. Additionally we have developed CI "pathways" to support model classrooms, campuses, Functions and the District as an organization. Our various data sources, referenced in Figure P.2-3, are examined and used to drive actions and processes found in the Strategic Plan. Our BOTs policy statement adopting Baldrige framework for CI, their actions, the planning at the district and campus level and all performance appraisals are aligned to support our goals.

Program evaluation and innovation planning is conducted through various processes. Figure P.2-3 cites how we extend the evaluation process, build our organizational learning process and integrate innovation so that each systemic area of our organization leverages the systems design and work processes.

Consistent with our CI culture, we utilize a systemic and systematic plan, do, study, act (PDSA) process to identify opportunities for improvement and innovate current practices. By reviewing data related to key measures (strategic objectives), we identify trends and make necessary modifications in our action plans. Analysis of data by designated administrator(s) ensures evaluation and improvement of processes as well as deployment. We use scorecards at the district and department levels to track leading and lagging indicators to enable agility and make timely strategic adjustments.

Figure P.2-3 Performance Improvement

	Evaluation	Organizational Learning	Innovation Processes
Leadership	PDSA cycles of review/ refinement	General Administrators' Meetings; Baldrige Advisory Implementation Team; Principal, Vertical Team Meetings	Pilot programs; Campus Design
Strategic Planning	District and Campus Improvement Plans Alignment	Quarterly Reviews	Theories of Improvement
Measurement Analysis	District-wide assessments in all core subjects	Learning Teams	Data Warehouse; Scorecards; Dashboards
Customer Focus	Internal and External Data	Benchmarking	Multi-media including social media
Workforce Focus	Internal and External Data	Benchmarking; Professional Development	Best practices lesson sharing
Process Management	PDSA set reviews; AR annual review	Cycles of PDSA; Stakeholder feedback	Cross-functional processes

1 LEADERSHIP

1.1 Senior Leadership

1.1.a (1) Setting Vision, Values

Our motto, mission, vision and values (MMVV) have reshaped our district (Figure P.1-2). We have refined them each year as part of our cycles of review through a series of workshops, planning sessions and retreats. These involved representatives of all our stakeholders: students, parents, community, businesses, Board of Trustees (BOT), and staff (Figure P.1-7). We incorporate the priorities of stakeholders in setting our district culture and building our framework for deliberations and decisions. Senior Leaders (SL) personally model our vision and values and set our organizational structure, expectations and accountability processes so that we accomplish our strategic objectives. Employees are acculturated into our MMVV during their pre-employment activities, post-employment orientations, our action planning processes, and their annual appraisals.

1.1.a (2) Promoting Legal, Ethical Behavior

Promoting legal and ethical behavior is central to the work of SLs. Utilizing Board Policy and Administrative Regulations (AR), we apply, teach, and embed processes that reflect our core values. SLs lead AR reviews at our monthly General Administrators' Meetings; we use case studies and apply the law school process of "Issue, Rule, Analysis and Conclusion" with Administrators and BOT members; and we monitor for ethical behavior and address anonymous employee reporting of questionable actions utilizing the Talk About It program.

1.1.a (3) Environment for Mission Accomplishment

SLs utilize the work of the Strategic Planning Committee (SPC) to align our Key Strategic Priorities (Figure 7.6-1) with our MMVV's to ensure a laser-like focus on areas of strategic challenge (Figure P.2-2). SLs are organized by Core Function (CF) to accomplish strategic objectives and goals (Figure P.1-6). Each strategic goal has a designated primary and secondary CF responsible for its attainment (Figure 2.1-1). Each department, CF and campus plan, as well as the District Improvement Plan, align to and focus on our strategic priorities and all cycle through scheduled reviews.

1.1.a (4) Culture of Student Safety

Providing the exceptional educational opportunities required by our strategic plan necessitates a safe and orderly environment. Our security processes employ the presence of Security Resource Officers (SROs) on all secondary campuses; there are over 1,000 strategically placed security cameras, and secure entries on all district facilities. Utilizing the advanced technology of the Raptor Sexual Predator Identification System, we screen each visitor before they enter into our facilities. Our technology systems provide us the technical support to meet our commitment to a culture of student safety.

1.1.b (1) SLs Communications, Engagement of Workforce

SLs model professional communication through engagement and feedback with and throughout our workforce. Modes of two-way communication include monthly Administration "Carousel" discussions, multiple forms of media, and in-person meetings with middle level administrators responsible for communicating district information and expectations throughout all campuses and functions. SLs meet regularly with administrators, professional and support staff to collect and share information.

We launch each year by bringing all employees together for the District Convocation, during which we celebrate our successes and address specific areas of emphasis for the upcoming year. The Superintendent communicates regularly to all employees, via email or video, on a monthly basis and in special circumstances when critical issues arise. He invites the community, parents and teachers to his monthly Brown Bag Lunch sessions which are posted to the web to promote and enable public access.

SLs create a focus on action through our district and campus improvement planning. These plans tie directly to the accomplishment of the organization's objectives and result in vision attainment. Through the defining of clear district expectations, SLs model and mentor to develop and sustain organizational leadership. We recognize and reward workforce contributions to mission achievement through our Heart at Work recognition program.

1.2 Governance and Societal Responsibilities

1.2.a Organizational Governance

1.2.a (1) Governance: Accountability for Actions, Financial

Based on local and legal Board Policy, a rich yet growing repository of ARs institutionalize our organizational practices and procedures. Reviewed, revised and updated as needed (but at a minimum of 24 months), the AR system supports correct and consistent actions by our employees throughout the organization and allows 24/7 access to all employees to provide feedback and make recommendations for revisions. Annual Board Policy reviews occur in a similar process. Fiscal accountability includes alignment with Government Accounting Standards Board (GASB), Board Policy and ARs. Audits occur yearly and results are reported publically. Financial transparency to the public through web postings is listed in Figure 1.2-1.

Figure 1.2-1 Financial Web Postings

• Annual Budget	• Bond Issue Reports	• Financial Integrity Rating System of Texas
• Investment Reports	• Check Register	• Annual Financial Statements

1.2.a (2) Evaluation of Senior Leaders Performance

SLs receive written formative and summative evaluative feedback from direct supervisors annually utilizing a district-created, goal-based appraisal system developed around seven evaluated Leadership Domains (Figure 1.2-2) and annual goals.

Employment recommendations for contract extensions are made by SLs to the Superintendent and by the Superintendent to the BOT annually. The Superintendent is evaluated annually using a BOT-developed system that includes 10 executive proficiencies and annual goals.

Figure 1.2-2 Seven Evaluated Leadership Domains

• Leadership	• Communication
• Climate	• Professional Behavior & Ethical Conduct
• Curriculum & Instruction	• Equity & Excellence for all Learners
• Professional Development	

1.2.b (1) Compliance Processes, Measures, Goals for Regulatory, Legal, Accreditation

We accomplish organizational compliance with regulatory, legal and accreditation requirements through adoption and revision of Board Policy and ARs. Bi-monthly Board meetings and weekly SL meetings facilitate efficient and comprehensive analysis of compliance needs and ensures timely action (Figures P.1-5 and 1.2-3). Our hiring process assures us that our employees meet certification requirements for the jobs they fill.

Figure 1.2-3 Compliance Processes, Measures, Goals for Regulatory, Legal, Accreditation

Compliance Environments noted in Figure P.1-5	Board Policy	Administrative Regulation
DOE/TEA/NCLB/DHS	✓	✓
IDEA	✓	✓
FERPA	✓	✓
GASB	✓	✓
EPA		✓
OSHA		✓
Local Ordinances		✓

SLs review both leading and lagging measures for compliance. Policy, ARs or goals are developed, when necessary, to address identified opportunities for improvement.

1.2.b (2) Promote and Ensure Ethical Behavior

We have clearly defined and articulated expectations for ethical behavior to guide organizational interactions (Figure P.1-2). Through district administrator retreats, workshops and the strategic planning process, critical behaviors and expectations were articulated. We communicate and promote them in print and electronic formats, and as part of our AR and Board policies. We train on them at all levels of the organization, including with new employees as part of their induction process. We model them as part of the accountability system and assess them through Teacher and Administrator appraisals, and our District/Campus climate survey process.

1.2.c (1) Societal Well-Being

Our practices attune with societal concerns for the environment. Our new Board policy on environmental stewardship reflects our approach and commitment to being a good corporate citizen and community partner to the cities that we support as well as to the greater community. Our initiatives include recycling, selection of equipment and materials that are environmentally friendly and sustainable, designing Leadership in Energy and Environmental Design (LEED) certified facilities, the “Pink Out” football game to raise money for cancer research, and the “Big Event” designed to engage all staff and students in a day of community service.

In our efforts to improve our community, we constantly reach out directly to our key partners in hopes of being a valued partner. Through our Communities in Schools projects and the Community Storehouse, we support thousands of students and

parents in need of counseling and financial assistance for life’s basic needs. Our participation in Casey’s Kids and its annual “Fun Run” provides funds for educational supplies, clothing and food to our neediest families (Figure 7.6-7).

1.2.c (2) Support Key Communities and Building Community Health

The Key communities that directly impact us include nine municipalities, our local businesses, youth associations and church groups. The Chambers of Commerce of each city and their leadership groups promote the district to the outside entities and newcomers through local and national marketing strategies. We actively participate in these organizations and groups. Through that involvement, SLs communicate our constant improvements, distinctions, achievements and successes. We support education as well as community youth activities and local government events by making our facilities available to the community for their use.

We demonstrate our commitment to community health by staffing each campus with a full-time nurse, providing students a menu of innovative health and physical education programs at all levels, collaborating with Cook Children’s Hospital with a precedent-setting Asthma Initiative, and engaging with local physicians who serve on our District School Health Advisory Committee.

2 Strategic Planning

2.1 Strategy Development

2.1.a Strategy Development Process

We use a five-year strategic planning process that involves a comprehensive, continuous results-focused process that includes internal and external stakeholders. In previous years, we worked with one-year action plans focused on short-term goals. This practice failed to create sustainable initiatives and resulted in a wave of annual reform efforts. Our 2011-2015 Strategic Plan (SP) guides our long and short term efforts and aligns to our motto, mission, vision and values (MMVV). Our four step process began with the selection of a group of district stakeholders (Figure P.1-7). In Step 2, the Strategic Planning Committee evaluated our strengths, weaknesses, opportunities and threats. This step generated the core competencies, strategic challenges and strategic advantages as shown in Figures P.1-2 and P.2-2. In Step 3, we developed the plan by identifying and prioritizing strategic issues, setting targets, strategies and measures. In Step 4, we wrote action plans, determined resources, and allocated budgets. We are now tracking results, monitoring progress and adjusting where necessary. We designated Core Function leads responsible for achieving each strategic objective.

The nineteen key strategic objectives (KSOs) align to five key strategic priorities. The KSOs frame our long-term, five-year objectives (Figure 2.1-1).

Figure 2.1-1 Strategic Priorities, Objectives, Measures and Goals

Strategic Priorities	Key Strategic Objective:2011-15 (Core Function Responsibility Legend*)	Key Strategic Measures	Results Reference	Strategic Goals: 2010-11
Goal 1 Educational Excellence	1.1 Achieve the highest levels of success for all students (LR) 1.2 Ensure every student is prepared to pursue post-secondary opportunities (LR) 1.3 Ensure that all students K-12 are engaged in co-curricular and extra-curricular activities (LR) 1.4 Develop and implement innovative educational opportunities for students at each grade level (LR)	1.1 State Assessments 1.2 Graduation rates 1.3 Completion rates 1.4 College readiness 1.5 Student engagement 1.6 Innovative educational practices 1.7 K-2 reading / math assessments 1.8 Co/ extracurricular activities 1.9 Passing rates K-12 1.10 Achievement gap 1.11 Student attendance	7.1- 1 through 7.1-17 7.6-1	1.1 Address student needs through innovative educational strategies 1.2 Initiate, support individualized student engagement & learning 1.3 Align instructional practices & educational resources to meet rigorous standards 1.4 Utilize familiar & accessible technologies to transform teaching / learning process
Goal 2 Excellence in Student, Parent, Community Relations	2.1 Achieve high levels of student, parental, & community involvement (M) 2.2 Assure timely, effective communication (M) 2.3 Create collaborative relationships (G) 2.4 Create a unified community (G)	2.1 Stakeholder satisfaction 2.2 Stakeholder engagement	7.2-1 7.2-2 7.2-3 7.4-1 7.4-2 7.6-1 7.6-7	2.1 Enhance student, parent, community outreach opportunities 2.2 Implement effective communication practices throughout the district 2.3 Enhance relationships with students
Goal 3 Excellence in Operational Processes and Systems	3.1 Be an industry leader in operational safety, quality, efficiency (B) 3.2 Align all operational, processes to ensure student success (G) 3.3 Standardize all internal, external services to ensure practices reflect mission, vision, values (LD) 3.4 Unitize technology to automate routine practices, increase efficiencies (T)	3.1 Industry recognitions, ratings 3.2 Processes, systems to resolve issues 3.3 Stakeholder satisfaction 3.4 Staff trained in Baldrige process 3.5 Environmental initiatives 3.6 Number of automated routines 3.7 Number of technology innovation	7.5 7.6-1 7.6-2 7.6-3 7.6-4 7.6-6	3.1 Embed MMVV in all operational processes 3.2 Improve methods to provide exceptional customer service 3.3 Create a student interactive – decision making process 3.4 Prioritize technology funding to equalize, automate, innovate district programs & facilities 3.5 Ensure all facilities are environmentally friendly 3.6 Ensure operational initiatives are sustainable
Goal 4 Employee Excellence & Organization Improvement	4.1 Ensure workforce systems identify & place most qualified staff who are committed to high academic achievement for all students (W) 4.2 Provide standardized, research-based training for all employees to meet in order to meet student needs (W) 4.3 Maintain a positive, enjoyable work environment (G) 4.4 Maintain a culture of organizational excellence via Baldrige CI model (LR)	4.1 Staff retention rates 4.2 Staff demographics 4.3 Staff attendance 4.4 Staff meeting district professional development standards 4.5 Organizational health 4.6 Professional development plan standards	7.4-1 7.4-2 7.6-1 7.6-5 P.1-1	4.1 Employ qualified, diverse staff 4.2 Provide an attractive salary & benefits package for all staff 4.3 Create high-quality, innovative professional development plans 4.4 Expand initiatives to create a positive work environment 4.5 Develop a succession management process for all key leadership positions
Goal 5 Excellence in Financial Stewardship	5.1 Provide equitable distribution of financial resources throughout district (F) 5.2 Create a balanced budget that effectively supports student achievement (F) 5.3 Ensure sound fiscal practices to assure financial responsibilities (F)	5.1 Achieve highest financial ratings & recognitions 5.2 Concentrate financial resources into instruction	7.3-1 7.6-1 7.6-2 7.6-3 7.6-6	5.1 Educate the public in finance 5.2 Identify added measures for fiscal soundness 5.3 Manage fiscal resources to accommodate growth 5.4 Pursue supplemental funding 5.5 Maintain financial efficiency at all levels

*Legend Core Function B: Business; F: Finance; G: Governance; LD: Leadership; LR: Learning; M: Media; T: Technology; W: Workforce

2.2 Strategy Deployment

2.2.a Action Plan Development, Deployment

We address our strategic objectives through our district, Function, department and campus improvement plans that contain specific action items geared toward making progress on key strategic measures. Short-term action plans focus on one-year targets; for example, developing a vertical alignment plan among feeder patterns. Longer-term action plans span two and three years, such as the realignment of curriculum to meet the new end-of-course State testing system.

In our Action Plan deployment process, the district and campuses, along with stakeholders, evaluate progress and identify any additional challenges that may have become restrainers over the prior year. The development of annual budgets address needs and aligns to long-term strategic goals with short-term improvement plans. Each budget assumption aligns to a strategic goal at the district level, and every strategy includes the related funding amount and source to ensure that local, state, and federal dollar allocations and spending meet legal requirements. In addition, action plans include any efforts to seek alternative funding resources and partnerships.

2.2.a (3) Strategic Planning

We develop our district and campus budgets based on the needs and activities outlined in our campus and district plans. To ensure an accurate and efficient budget process, we train administrators annually. We include stakeholders in the budget planning process at each organizational level through our District and Campus Educational Improvement Committees.

3 Customer Focus

3.1 Customer Engagement

3.1.a (1) Educational Programs, Offerings, Services (POS)

We gather stakeholder feedback through internal and external surveys and work through community and district committees [Teacher Advisory Committee (TAC), Campus Education Improvement Committee, District Education Improvement Committee (DEIC), Brown Bag lunches]. We accomplish many innovations by relying on input from community and professional staffs as we work to provide offerings that address state and local requirements. We measure the success of these innovations through stakeholder satisfaction surveys and program evaluations. A web-based portal with a “Question of the Week Survey” provides us with ongoing stakeholder feedback. Based on input from internal and external sources, we created a complaint management data base and designed new formats for E-News, The Key, and our web site, all of which have resulted in exceeding the expectations of our stakeholders (Figures 7.2-1 and 7.4-1).

3.1.a (2) Determine Key Mechanisms Supporting POS

From community, students, Board of Trustees (BOT) and staff input, we determined that our key method for providing information 24/7 exists via an array of telecommunication methods. Through our intranet site “K-Connect,” we support educational POS and help stakeholders locate the answers to their questions. Our website enables parents and students to learn about programs, events, assignments, classroom progress, and campus offerings. Our K-Connect site includes portals for staff to find information, plan, and collaborate across the district to maintain program integrity and facilitate transparency with

external stakeholders. We use the TAC and the Administration Regulation feedback portal as mechanisms to support innovation in POS. As a result of our efforts, we expanded opportunities for initial input from affected stakeholder groups, increased interaction, and improved communication between campuses and central administration as well as throughout the district and with our community stakeholders.

3.1.b Building Student, Stakeholder Culture

We establish our cultural expectations through our motto, mission, vision and values and deploy them through our strategic planning and action planning processes. We model and communicate these at district meetings and work to resolve issues at the level closest to the student. We emphasize positive student and stakeholder experiences through our action plans, which address enhancing opportunities to engage students, parents, and community (Figures 7.2-3 and 7.6-7). Our Student Summit provides secondary students’ direct access to program directors and central administrators who are responsible for ensuring our district culture optimizes student success. This Summit provides the students’ perspectives as we focus on enhancing our students’ experiences. Our anti-bullying program helps to reinforce our standards and address the culture between students.

We use local media outlets to promote positive campus and district stories. We exercise transparency to the community at public BOT meetings by sharing financial reports, celebrating campus and department achievements, and recognizing individual student accomplishments. We emphasize positive recognition through General Administrators’ Meeting Celebrations, positive district promotions and events, district publications, and media releases. Our community recognition of our culture and commitment to students’ success has resulted in the passing of three consecutive Bond referendums.

3.1.b (2) Build, Manage Student, Stakeholder Relationships

Due to our fast growth, new student acquisition is less of a strategic challenge than serving an already growing population. The District’s Citizens’ Bond Oversight Committee (CBOC) assists us in building a positive culture with our community. We contract with and maintain relationships with partners that assist us in identifying, serving, and exceeding the expectations of our growing student and community populations. Architects, demographers, technology specialists and others help us to anticipate and exceed our stakeholder expectations for building quality, convenient neighborhood schools that draw people to our district. We consult and involve students, parents, and campus personnel in designing new buildings which meet the standards of Leadership in Energy and Environmental Design certification and the 21st century skill demands of technology integration and collaboration.

We also set as a priority the involvement of parents new to our district on district-level committees like DEIC, Diversity, and Strategic Planning so that we connect to the perspective of new parents. We see the cumulative result of these efforts with new students continuing to arrive at a rate of three to five percent annually. With our city’s recent identification by *Money* magazine as the 7th best city in America in which to live, we expect to maintain this level of growth for the next 3 to 5 years.

3.2.a Student, Stakeholder Listening

3.2.a (1) Listening for Actionable Feedback

We gather customer information and input through internal and external surveys that are posted on internal sites and through web-based survey providers. Additionally, we listen to our stakeholders via Twitter, Facebook, and web postings, to which we regularly provide responses and obtain feedback. Discussion Boards on internal Collaboration sites and blogs linked to external sites also facilitate listening at both the district and campus levels. TAC and the DEIC provide stakeholder insights about the quality of our programs.

Figure 3.2-1 Complaint Management, Resolution

Media Services	Learning	Leadership
More efficient communication	Higher student achievement	Reconfigured TAC
Increased trust among stakeholders	Deployment of professional development	Increased attendance and input at district meetings
Improved customer service	Revised and changed curriculum	ARs adjusted based on stakeholder feedback

Our process for managing complaints involves listening, learning and responding to stakeholders electronically, in meetings, and through the grievance complaint process. We adjust our communication based on stakeholders' needs; we research complaints and look for patterns. We have begun developing a more formal process which will track and compile complaints so that we have a broader, systemic view on which to base our actions and to target improvement efforts (Figure 3.2-1).

3.2.b (1) Determining Satisfaction, Engagement

We use electronic surveys to obtain community feedback, determine stakeholder satisfaction and assess student engagement (Figures 7.2-1, 7.2-2 and 7.2-3). This feedback has led us to create the CBOC and the Diversity committees and re-design the TAC and DEIC.

3.2.b (2) Determining, Measuring Dissatisfaction

We determine and measure dissatisfaction for organizational improvement through district-wide internal and external surveys, interviews, and data analysis from both sources. Based on that information we examine areas of concern and develop action plans to address stakeholder needs and expectations.

4. Measurement, Analysis, Knowledge Management

4.1.a (1) Performance Measurement

We seek out actionable data based on our Strategic Plan's (SP) key strategic measures, department scorecards, and campus improvement plans. We gather and analyze that data to aid us in our decision making processes. We evaluate student data, professional development survey results, program evaluation data, and personnel performance data to determine success in meeting our targets. These evaluations occur at the district, Function, campus and classroom levels. Teachers and students use data daily to determine whether additional instruction or practice is needed and principals review student success every three weeks to make adjustments using our student intervention programs. Senior Leaders conduct quarterly reviews, adjust district level priorities and update the Board of Trustees.

4.1.b (1) Performance Analysis

The annual formal needs analysis of data sources occurs within the strategic planning and deployment process (Figure 2.1-1). We compare current and projected performance to targeted results. We identify gaps, assess our capability to close them, adjust priorities, and deploy the revised action plans. We set the cycle of review for performance based on our deployment plans.

4.1.c (2) Performance Improvement

We use the plan-do-study-act process in evaluating our performance review findings and then translate the data into priorities for improvement. We assign the priorities to Core Functions (CF). The CFs establish action plans based on organizational goals, stakeholder reviews, and comparisons of data to comparable organizations. This action planning process drives cycles of continuous improvement and our "campus pilot projects process" provides us with a method for testing and deploying innovations to address emerging gaps on our campuses.

4.2. Management of Information, Knowledge, Technology

4.2.a Data, Information, Knowledge Management

4.2.a (1) Accuracy, Integrity, Timeliness, Security

Over the last two years, we assessed all the data sources that we have and refined our processes to provide key relevant data to assist decision makers. We defined data elements to create accurate, reliable and timely reports. We designed new technology architecture to provide secure access and ensure confidentiality for organizational data. We monitor our network hourly to ensure availability and access.

4.2.a (2) Data Available to Workforce, Customers

Our intranet site serves as the key method for knowledge management. It incorporates state regulations, and Board and local policies. CFs and campuses share key operational information with our stakeholders utilizing our technology network. Our role-based data provisioning tool enables our workforce to meet the requirements of each staff position online through our internet portal. Parents have access to ongoing student performance data through GradeSpeed, homework assignments through campus web sites, and district curriculum through the district web site. Community partners and vendors have a dedicated web link that provides pertinent information to meet their requirements.

4.2.a (3) Manage Organizational Knowledge

We manage our organizational knowledge through multiple online and systemic processes including ARs, the Employee Handbook, Induction Programs, and monthly General Administrators' and Principals' Meetings. The collection and transfer of workforce knowledge occurs regularly through the Teachers Advisory Committee, Non-Exempt Advisory Committee, District and Campus Education Improvement Committees and online via K-Connect.

Instructional coaches and facilitators link the use of data to the appropriate instructional strategies to meet student needs. Teachers' access to our curriculum and our students' data through Eduphoria allow us to monitor and facilitate knowledge transfer between students. We share relevant knowledge regarding the KISD learning community through programming

on KSTV, monthly Superintendent Brown Bag lunches, and district and campus web sites.

4.2.b (1) Management of Information Resources

Our Technology Plan provides our framework to ensure reliable, secure and user friendly hardware and software. A standardized desktop image provides consistency across campuses and offices and includes anti-virus programs, security enhancements, and automatic version updates of software. This process enables access to user-friendly technologies 24/7/365 from any location. We monitor our Network Operations Center and telecommunications services using alert systems, dashboard data displays, and multiple electronic reports. We conduct audits to review security procedures and validate the design and function of all systems. We ensure data security and recovery through automated backups of district services along with off-site disaster recovery systems. Our Help Desk assists any employee who encounters technology related issues.

5 Workforce Focus

5.1 Workforce Enrichment

5.1.a (1) Key Factors of Workforce Engagement, Satisfaction

Senior Leaders (SL) initially used informal conversations and campus-level surveys to determine workforce engagement and satisfaction. We combined this information with the data learned from our annual analysis of employee exit interview surveys and through our cycles of CI, we have moved to a formal process including a district-wide employee survey in 2009-2010. Survey results (Figure 7.2-2) guided our workforce plans for the 2010-2011 school year.

5.1.a (2) Organizational Culture

As part of our continuous improvement journey, we institutionalized our communication process to ensure consistency and accuracy. We communicate workforce guidelines and procedures through our Administrative Regulation system described in section 1.2.a (1). This structure, along with workshops and General Administrators' Meeting (GAM) briefings, supports organizational alignment and uniform deployment. With everyone understanding their roles and responsibilities, employees know how and when to engage in the process and achieve higher levels of performance. Figure 6.2-1 illustrates how we identified leads for key processes and team membership. Our process opens the lines of communication and involves the right stakeholder groups in developing recommendations and making decisions. Our advisory committees (Teacher Advisory Committee, Non-Exempt Advisory Committee, and Campus and District Education Improvement Committees) facilitate the involvement of all stakeholders. These committees along with the Superintendent's Brown Bag Lunches afford parents, community and employee stakeholders the opportunity to ask questions and give feedback. We post both the schedule and these discussions on the web so that a wider audience can attend or view at their convenience.

5.1.a (3) Performance Management High Performance, Engagement

Our performance management system focuses on helping employees succeed and improve. The system begins with job descriptions that address knowledge, skills, abilities, and certifications so that we hire the most qualified applicants [Section 7.4.a (3)]. We use mentors and coaches to support new

and existing staff. Additionally, new teachers participate in our four-day Academy to familiarize themselves with our culture, practices and procedures. Our appraisal system begins with organizational and personal goals being established in employee-supervisor conversations and culminates with a supervisor's discussion with the employee to review self and supervisor evaluations. Together, employees and their supervisors evaluate current targets and set new personal and professional development steps so each person grows. Celebrations occur at each level of our organization. The Superintendent recognizes special activities at the GAM and Board of Trustee meetings. The Heart at Work program provides the venue for employee to employee recognition.

5.1.b Workforce, Leader Development

5.1.b (1) Core Competencies, Strategic Challenges, Ethics

SLs utilize the guidance of our Strategic Plan and leverage the strengths of our core competencies (Figure P.1-2) to drive learning and development throughout the organization. At the leadership level, GAM trainings and the curriculum developed for our leadership programs noted in section 7.4 target areas of strategic challenge: instructional innovation, effective hiring, transparent communication and data analysis (Figure P.2-2). We establish aligned development opportunities for teachers, professional and support staff. All staff participates in professional development and training programs as well as annual appraisals designed to address individual areas of need and our organizational priorities. Our process for embedding ethics and promoting ethical behaviors is noted in section 1.1.a (2).

5.1.b (2) Learning, Development Needs

We identify development needs of all employees as part of our system-wide appraisal systems. Employees identify professional development goals. Administrators are required to identify three specific goals; one standard, one beyond standard and one personal professional goal annually that align with our core values and district priorities. Each goal includes an outline of resources and action steps.

Our growing array of written department and cross functional processes assures the transfer of knowledge, consistency and efficiency of work when an employee leaves the district and when a new employee is hired and trained.

5.2 Workforce Environment

5.2.a Workforce Capability, Capacity

5.2.a (1) Assess Capability, Capacity Needs

Assessment of workforce capability begins with the identification of skills, certifications, and competencies required for each position. We project capacity requirements using the number of needed positions based on our projected student enrollment, student class selections, and Board adopted staffing ratios. As student enrollment exceeds targets, we add required staff. We determine maintenance and custodian staff requirements using industry standard calculations. As student demographics change, we anticipate needs and address these through targeted recruitment and through professional development which expands the capabilities of current staff.

5.2.a (2) Recruit, Hire, Place, Retain Workforce

Our Workforce Function's recruitment plan targets quality candidates who meet the needs of the District. The plan

establishes who we are seeking, where we anticipate finding those candidates, and how we will attract them to our district. The plan targets identified shortage areas and diversity needs. We hire candidates based on job descriptions, education and certification requirements. Administrative candidates are screened utilizing committee interviews and are assessed with performance tasks. Successful candidates are placed in a pool and then are available to be hired based on stakeholder-identified needs and Board-approved staffing guidelines. Our district maintains high employee retention rates which are competitive with comparative districts and lower than State retention rates (Figure 7.4-2).

5.2.a (3) Manage, Organize Workforce

SLs reorganized the district into eight Core Functions (CF) and four feeder systems to better address the priorities of our Strategic Plan. Each CF leverages one or more of the core competencies in their CI journey (Figure 6.1-1). We emphasize vertical alignment of personnel and vertical and horizontal teams at the CF, campus, grade, department and classroom levels. We reinforce a student, stakeholder and education focus, using stakeholder-driven meetings for students (e.g. Response to Intervention, 504, and Special Education), reports to the community on student performance, and careful identification of “high profile” projects.

5.2.b Workforce Climate

5.2.b (1) Workforce Health, Safety, Security

We address workplace environmental factors through periodic checks of facilities for health, safety and security issues. Our work order system enables staff to respond to maintenance requests in a timely manner. Safety drills, monthly and yearly safety audits and unscheduled audits from a third party ensure practices are followed. Annual wellness benefits, security cameras, a comprehensive safety manual, compliance with American Disabilities Act and air quality checks work together to ensure a safe, healthy workplace.

5.2.b (2) Policies, Services, Benefits

We focus on being an exceptional district in which to learn, work and live. With that commitment, our Board and Senior Leaders ensure that all policies, services and benefits work together to provide our workforce the support they require so that we achieve our vision and minimize staff turnover. Our Employee Benefits Communication Team provides input that helps with selecting the benefits we offer (Figure 7.6-1).

6 Process Management

6.1.a (1) Design of Work Systems

6.1.a (2) Work Processes, Core Competencies

As part of our continuous improvement journey, we began formalizing work processes. We redefined roles, clarified responsibilities, and identified process owners so our new organizational alignment increased stakeholder input, opportunities for innovation, and agility (Figure 6.2-1). Each CF identified its primary processes and analyzed three key management processes (KMP) (Figure 6.1-1). For each KMP we identified key stakeholders and assessed our capacity to deliver quality services to stakeholders through our identified core competencies. Process owners identified CFs to include in the Cross Functional Development Process (CFDP) to meet and exceed stakeholder requirements. Administrative Regulations with process maps provide guidance so that all staff can work

efficiently and effectively together. With these new organizational processes in place, we ensure organizational alignment, enable agility and drive systemic innovation.

Figure 6.1-1 Core Function, Core Competencies

	Agility	Innovation	Benchmarking	Organizational Alignment
Work Systems				
Business	√	√		
Finance	√		√	
Governance	√	√	√	√
Leadership	√			√
Learning	√	√	√	
Media Services	√	√		
Technology	√	√	√	
Workforce	√		√	
Key Management Processes				
Service/Products	√	√	√	√
Customer Service			√	
Evaluation/Improvement	√	√	√	

6.1.b (1) Work Processes Student, Stakeholder Value

Senior Leaders work to review and finalize processes with our motto, mission, vision and values (MMVV) as our guide. Working within the CF framework, CFDP teams address processes to exceed stakeholder requirements. As an example, Figure 6.1-2 charts the stakeholders whose requirements are met or exceeded by the delivery of the KMPs by the Business and Learning Functions. The stakeholder requirements identified in Figure P.1-7 drive our processes to ensure timeliness, consistency, accuracy, and usability.

Figure 6.1-2 Key Stakeholder Matrix

Stakeholders Impacted	Business			Learning		
	Attendance Zones	Emergency Evacuations	New Facilities and Renovations	SchoolView	Program Evaluation	Curriculum-Based Assessment
Board	√		√		√	√
Students	√	√	√	√	√	√
Parents	√	√	√			√
Community	√		√		√	
Business			√			
Teachers/ Professional Staff	√	√	√	√	√	√
Administrators	√	√	√	√	√	√
Support Staff	√	√	√	√	√	√

6.1.b (2) Key Work Process Requirements

The identification of key work process requirements occurs during the CFDP teamwork, which engages key stakeholders in documenting and improving key processes. Using plan, do, study, act (PDSA), teams review, modify and formalize key work processes. In designing and refining processes, the key requirements include alignment with MMVV, sustainability, and legal compliance.

6.1.c Disasters, Emergencies Preparedness

Our Emergency Operations Plan (EOP) addresses the full range of emergencies and potential disasters. Our District Emergency Recovery (DER) team works with “first responders” and implements plans that deal with all types of issues including significant interruptions of services. The DER team members represent the cross-functional services necessary for ensuring systems remain operational immediately following an incident. Every facility has an EOP that includes practice drills and safety/security procedures. Annually we review, update and expand the EOP to address new facilities and emerging issues. For example, in the fall of 2010, rising flood waters resulted in the emergency evacuation of one of our intermediate schools. The evacuation resulted in the transport of approximately 900 students/staff to an alternative site in 17 school buses. Local media sources declared this joint effort between the City of Keller and our district a success. The key work process, EOP, functioned as it was designed; to intercede in dealing with a significant interruption of services.

6.2.a Designing Work Process Design

We identify the team of stakeholders for transitioning from informal development and deployment processes to a formal, documented process utilizing the following steps:

1. Select the work that needs to be standardized, consistent, timely, accurate, usable, and functional.
2. Establish the desired outcome.
3. Identify the requirements of each step in the process.
4. Develop a method to collect stakeholder feedback.
5. Develop a process map to document the work.
6. Establish a timeframe for evaluating the process.
7. Communicate the process.
8. Train stakeholders, as needed.
9. Implement fidelity checks to ensure proper deployment.
10. Collect customer feedback to ensure key requirements have been met.

Figure 6.2-1 Cross Functional Stakeholders

	Business	Finance	Governance	Leadership	Learning	Media	Technology	Workforce
Learning Teams				S	P		S	
Technology Purchases	S			S	S		P	
Budget Preparation	S	P	S	S	S	S	S	S
Attendance Zones	P			S				

Legend: P: Process Owner; S: Stakeholder

6.2.b Work Process Management

Our process steps listed in section 6.2.a assure we implement and manage our work processes according to their intended design requirements. With the PDSA process in place, we identify emerging stakeholder requirements and respond as we evaluate and continuously improve our processes. We rely on routine monitoring of established processes. As a part of our CI journey, we introduced a three-pronged approach to support routine observation of key processes in daily operations. These additions include implementing fidelity checks as part of any new process; evaluating data to monitor results based on established leading and lagging indicators; and gathering stakeholders’ feedback on how well we are meeting their requirements.

We use SchoolView, an authentic diagnostic tool, to gather trend data on teacher behavior regarding classroom curricular and instructional decisions. We train administrators and teachers in the process and gather data on a daily basis at each campus. We aggregate and disaggregate these data after a minimum of 25 checkpoints for use in analysis and action planning. We use the data to determine staff development needs, to evaluate the effects of staff development, and to identify possible interventions that might be needed at the campus, grade level, or content area. Data gathered over time enable us to determine improvement trends and practices for standardization of practices.

7 Results

7.1 Education Outcomes

We reached another milestone in 2010 with Exemplary level performance in all academic areas for all sub-populations (Figures 7.1-1 to 7.1-5). Continuous improvement (CI) efforts resulted in seven additional campuses with achievement at the Exemplary rating for a total of 24 campuses district-wide on the Texas Assessment of Knowledge and Skills (TAKS) (Figure 7.1-6).

Figure 7.1-1 Percent of Students Meeting the TAKS Passing Standard - Reading

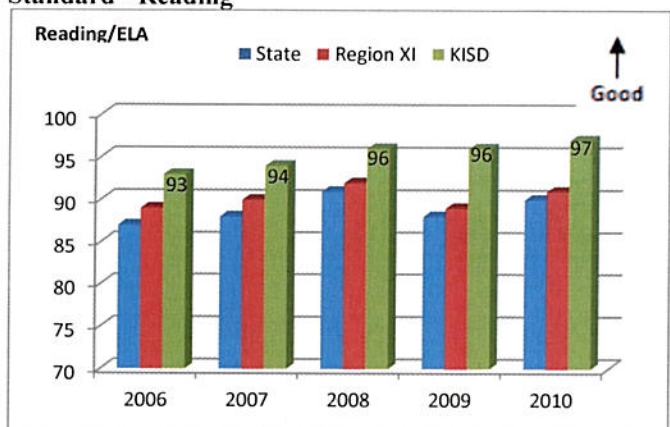


Figure 7.1-2 Percent of Students Meeting the TAKS Passing Standard - Mathematics

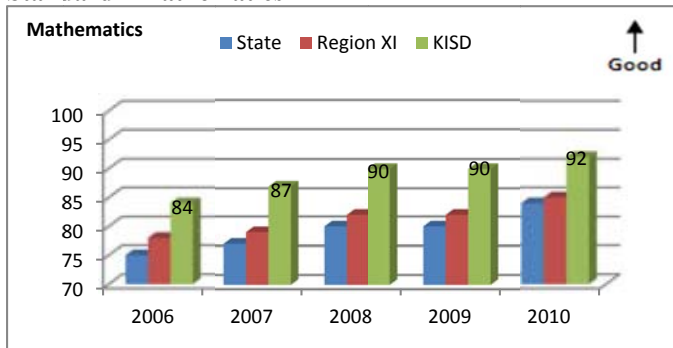


Figure 7.1-3 Percent of Students Meeting the TAKS Passing Standard - Writing

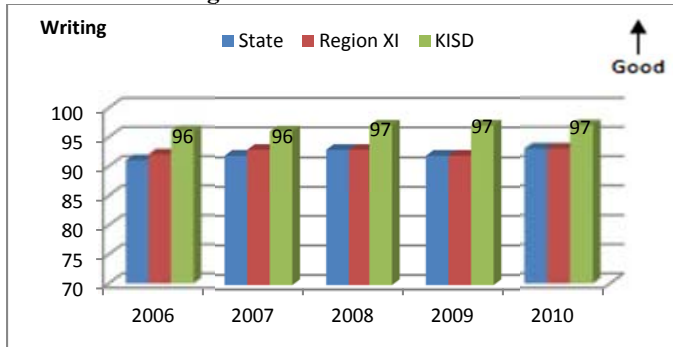


Figure 7.1-4 Percent of Students Meeting the TAKS Passing Standard – Social Studies

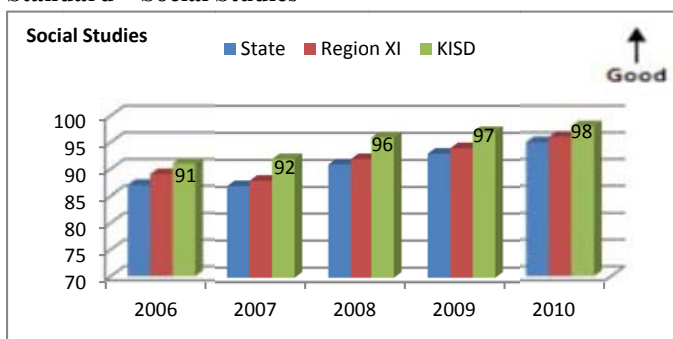


Figure 7.1-5 Percent of Students Meeting the TAKS Passing Standard – Science

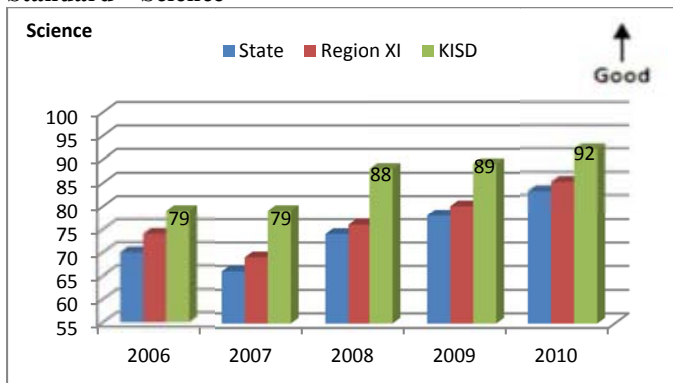
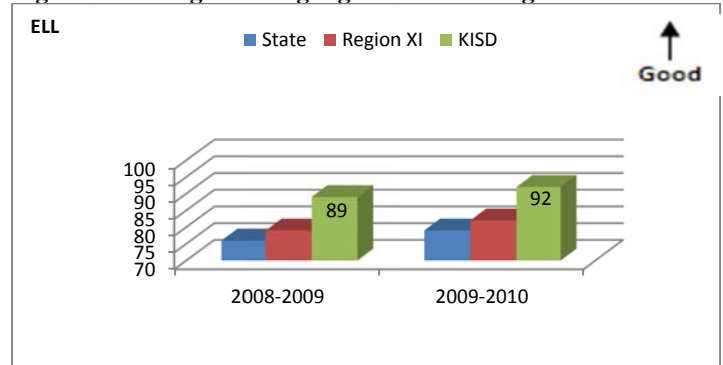


Figure 7.1-6 Campus Ratings

% of Campus Ratings	Exemplary	Recognized	Academically Acceptable	% of Campuses Meeting AYP
2009-2010 (35 campuses)	68%	23%	9%	2009-2010 (35 campuses) 100%
2008-2009 (34 campuses)	50%	44%	6%	2008-2009 (34 campuses) 100%
2007-2008 (32 campuses)	41%	44%	15%	2007-2008 (32 campuses) 97%

English Language Learner scores in all State tested areas are above the state performance level as are the English Language assessment scores (Figure 7.1-7). Our student performance improvement is also evident in the three consecutive years we have improved or met at 100% the federal requirements as measured by Adequate Yearly Progress (AYP).

Figure 7.1-7 English Language Learners Progress Measure



TAKS Commended refers to the highest performance level on TAKS. (Figures 7.1-8 to 7.1-12). We strive to close the achievement gap for all demographic groups in meeting the TAKS passing standards. Notably, science achievement gaps closed 3% to 5% in all demographic groups. (Figure 7.1-5).

Figure 7.1-8 Percent of Students Achieving TAKS Commended - Math

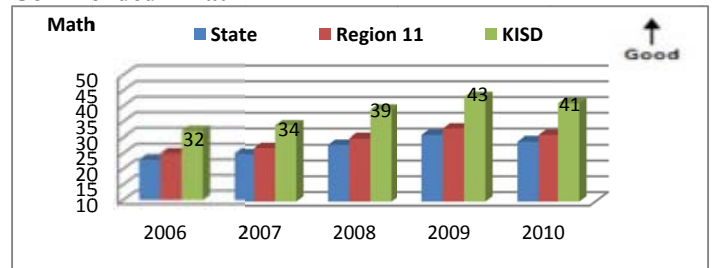


Figure 7.1-9 Percent of Students Achieving TAKS Commended – Reading /ELA

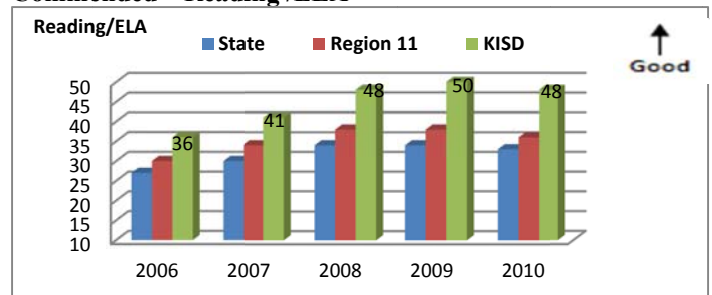


Figure 7.1-10 Percent of Students Achieving TAKS Commended - Writing

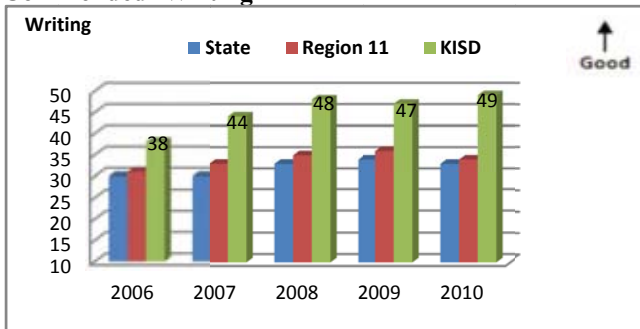


Figure 7.1-11 Percent of Students Achieving TAKS Commended - Science

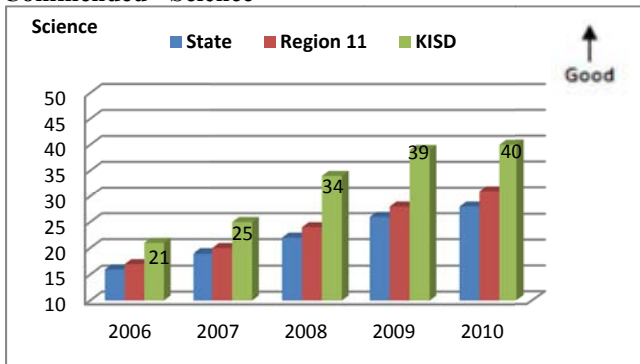


Figure 7.1-12 Percent of Students Achieving TAKS Commended – Social Studies

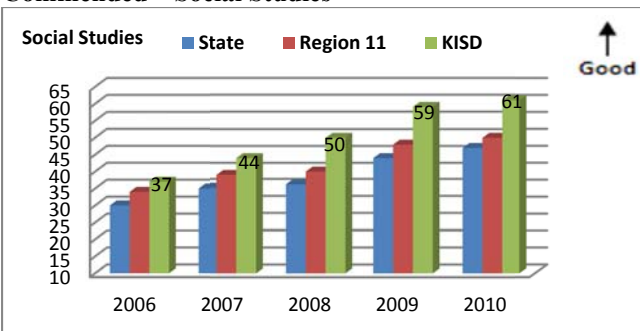


Figure 7.1-13 provides the percentage of our students at or above the College Board Advanced Placement (AP) criterion. Figure 7.1-14 reflects our three high schools' (CHS, FRHS, KHS) performance on the AP evaluation of Equity and Excellence.

Figure 7.1-13 Percent of AP Exam Scores of 3-5

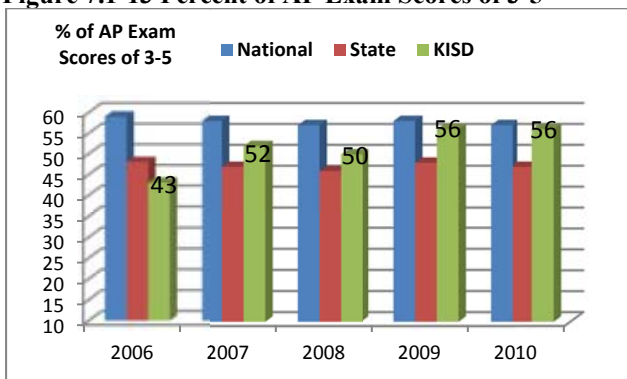
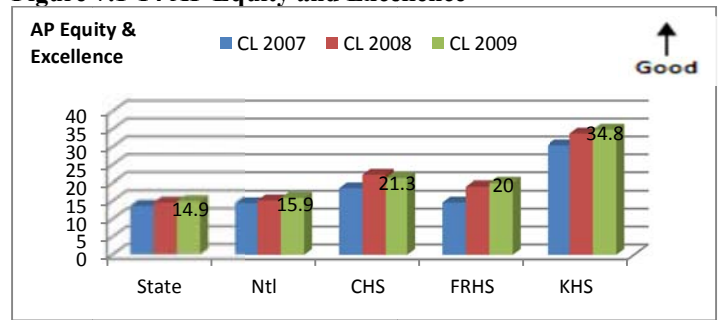


Figure 7.1-14 AP Equity and Excellence



Beginning in 2009, we began to track the number of industry certifications earned by high school students. We are increasing enrollment in the career and technical courses and providing the students the opportunity to earn industry certification in technology and other industries (Figure 7.1-15).

Figure 7.1-15 Number of Industry Certifications

Number of Industry Certifications	
2009	2010
43	85

For three consecutive years, American College Testing (ACT) scores in English, Math, Reading, and Science have improved. Scholastic Aptitude Test (SAT) scores dropped from 09 to 10; however, both SAT and ACT scores continue to rank well above state and national averages (Figures 7.1-16 and 7.1-17).

Figure 7.1-16 ACT Scores - Composite

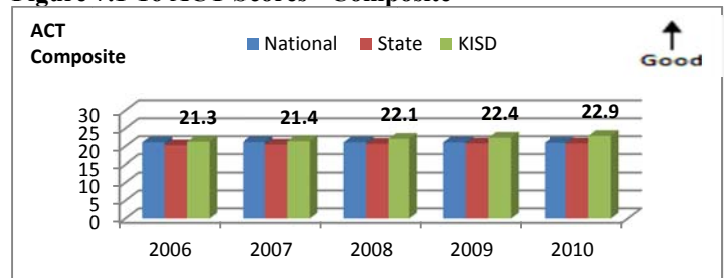
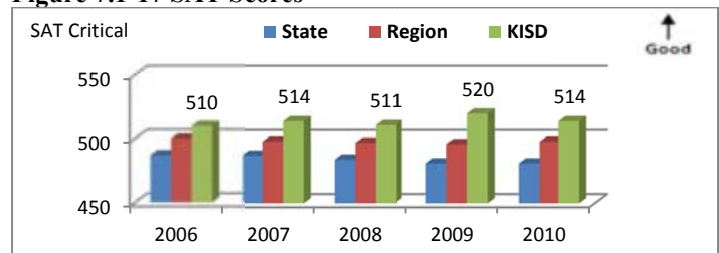


Figure 7.1-17 SAT Scores



7.2 Customer-Focused Outcomes

7.2.a (1) Student-and Stakeholder-Focused Results

Our current surveys of stakeholders focus on satisfaction levels. We have added questions to address dissatisfaction as part of our 2010 cycle of survey improvements. Both internal and external stakeholder groups have indicated their satisfaction with our educational programs, offerings, and services, although the vast majority of program offerings for our students are pre-determined by the Texas Education Agency (TEA).

Figure 7.2-1 contains our external stakeholder survey results measuring whether they consider our communications proactive, clear, focused, and aligned to our commitments. The results indicate a positive response from surveyed respondents concerning their key requirements cited in Figure P.1-7.

Figure 7.2-1 External Stakeholder Survey Results 2009-2010

Survey Group	Strongly Agree/Agree
Board of Trustees	
Proactive Communication	80%
Clarity	90%
Focus	78%
Commitment	68%
Parents, Community	
Students Learn Curriculum	86%
Highly Qualified Staff	Future measure
Well-educated Citizens	Future measure
Well-prepared Workforce	Future measure

Figure 7.2-2 reflects our Internal Stakeholder survey results by employee group. The percentage shows a positive response from surveyed respondents concerning their requirements (Figure P.1-7).

Figure 7.2-2 Internal Stakeholder Survey Results 2009-2010

Survey Group	Satisfied	Dissatisfied
Teachers/Professionals		
Curriculum & Materials	64.8%	22.2%
Facilities	74.8%	14.9%
Administrative Support	72.5%	11.6%
Compensation	56.4%	26.8%
Supplies	64.8%	22.2%
Technology	59.4%	22.8%
Safe Environment	88.4%	5.1%
Professional Development	60.9%	23.5%
Support Staff		
Curriculum & Materials	72.3%	6.70%
Facilities	76.4%	10.4%
Administrative Support	78.6%	9.33%
Compensation	38.0%	36.3%
Supplies	81.0%	8.9%
Technology	72.3%	6.70%
Safe Environment	90.3%	4.2%
Professional Development	59.6%	19.1%
Administrators		
Curriculum & Materials	89.3%	1.8%
Facilities	84.2%	8.8%
Administrative Support	91.1%	5.1%
Compensation	74.3%	11.9%
Supplies	90.8%	2.8%
Technology	89.3%	1.8%
Safe Environment	94.5%	1.8%
Professional Development	78.0%	12.8%

7.2.a (2) Student-Stakeholder Engagement

In meeting the requirements of parents and community stakeholders regarding character development and good citizenship, we engage in campus-based projects that extend students and their ideas into the community in the form of community service (Figure 7.2-3).

Figure 7.2-3 Student Engagement Projects

Level	2009-10	2010-11, to date
Elementary	103	121
Middle School	83	106
High School	46	88
District-Wide		
Projects from student ideas	53%	14%

7.3 Financial and Market Outcomes

We regularly monitor the financial viability and budgetary performance by comparing actual revenue to budgeted revenue, actual expenditures to budgeted expenditures, and by the dollars added to the general Fund Balance (FB).

Since 2006 our annual expenditures have been under budget by an average of \$6M (4%) and our budgeted revenues have averaged within 2% of actual revenues. As a result, we have increased our FB in three of the last four years. In 2009, SLs and BOT members decided to utilize surplus funds to complete campus construction projects.

An additional measure of financial viability and performance is measuring our FB as a percentage of the just ended financial year's total expenditures. The Texas Association of School Business Officials recommends having at least 17% in FB. Our FB exceeds the percentage of expenditures recommended for good financial management (Figure 7.3-1).

Figure 7.3-1 Fund Balance as a Percent of Expenditures

Fiscal Year	Fund Balance	Total Expenditures	% Total Expenditures
2006	\$ 42,180,348	\$ 140,268,250	30%
2007	\$ 47,676,919	\$ 159,675,578	29%
2008	\$ 47,805,753	\$ 187,382,466	25%
2009	\$ 46,505,811	\$ 198,150,292	23%

One result of having a strong FB is a better bond rating. Moody's improved our bond rating from AA3 to AA2 and Standard and Poor's increased our rating from A+ to AA. Our bond rating ranks 15th out of 1,200 districts in Texas. We have no defaults and no late payments on any of our bonded debt.

7.4 Workforce-Focused Outcomes

7.4.a (1) (4) Workforce Ethics, Engagement, Satisfaction, Climate, Health, Safety & Security, Services and Benefits

The data we gather have improved as a result of our CI process. Figure 7.4-1 demonstrates our baseline data from our most recent workforce survey.

Figure 7.4-1 Engagement, Satisfaction and Climate

Engagement / Satisfaction		
District asks for my ideas	Agree	53%
	Neutral	23%
	Disagree	26%
Know parts of the district's plan that affects me and my work	Agree	60%
	Neutral	24%
	Disagree	16%
Satisfied with job	Agree	80%
	Neutral	11%
	Disagree	9%
Satisfied with on-the-job training opportunities	Agree	62%
	Neutral	16%
	Disagree	22%
Climate		
Treated respectfully & have input into decisions that directly affect work	Agree	70%
	Neutral	16%
	Disagree	14%
Work gives feeling of personal accomplishment	Agree	87%
	Neutral	8%
	Disagree	5%
Can make changes that improve my work	Agree	81%
	Neutral	13%
	Disagree	6%
Proud to tell others work for Keller ISD	Agree	84%
	Neutral	12%
	Disagree	4%
Have a safe and secure environment	Agree	89%
	Neutral	7%
	Disagree	4%
Preventing employee accidents is a district high priority	Agree	58%
	Neutral	38%
	Disagree	4%

Figure 7.4-2 Workforce Retention

Workforce Retention			
	2007-2008	2008-2009	2009-2010
Teachers	87%	87%	91%
Administrators	Not collected	92%	93%
Non-Certified	Not collected	Not collected	87%

7.4.a (2) Workforce and Leader Development

The Leadership Development Academy (LDA) is a district-designed program for teacher leaders and aspiring administrators in KISD. The LDA program develops a deeper commitment to the motto, mission, vision, and values of KISD, fosters leadership skills, and builds leadership capacity for the future. In 2009-2010, nine assistant principals were hired from within the district. Eight (89%) were graduates of the LDA.

The Assistant Principal Cohort (Cohort) is a select group from our workforce who are engaged in a yearlong professional development opportunity. This group works with central administration to receive training in budget planning, facility development, instructional improvement and organizational development. In 2009-2010, six principals were hired from within the district. Four (67%) were graduates of the Cohort.

7.4 (a) 3 Workforce Skills

From 2006–2010, 100% of core academic subject teachers have been highly qualified.

7.5 Process Effectiveness Outcomes

We have many processes to support our over 3,500 employees and 33,000 students. Student learning, our core responsibility, requires frequent assessments. We use district-wide curriculum based assessments (CBAs) to predict student success on the State TAKS assessments. CBAs, administered every 9 weeks in mathematics, science, social studies, and reading, serve as leading indicators of student success on the end-of-year TAKS tests. We use these predictive benchmark analyses to determine mid-course corrections at the student, classroom, campus, and district level.

As part of our Learning Function's key processes, we evaluate each academic program on a four-year cycle. We analyze trends for leading and lagging indicators in all core content areas in accordance with our ongoing cycles of improvement. We completed the mathematics program evaluation at the end of the 2010 school year. We analyzed our internal measurement data as compared to the 2008, 2009, and 2010 TAKS data. From this analysis, we identified three areas of need: curriculum edits/updates, additional lessons (modeled at District Specific Objectives (DSO) professional development trainings), and professional development through in-classroom model lessons for targeted grade levels and student expectations. Current CBA data for the first semester indicate positive results and needed improvement on the specific student expectations addressed through this three-pronged deployment plan.

7.6 Leadership Outcomes**7.6.a Leadership and Societal Responsibility****7.6.a (1) Organizational Strategy and Action Plan**

Our strategic efforts and plans have resulted in our District being rated as a TEA Recognized District for the past three years, surpassing the results of the largest school districts in northwest Texas. Our continuously improving campus ratings (Figure 7.1-6) serve as a testimony to our cycles of improvement and the effective deployment of systems, processes and interventions. We have moved from 85% to 92% Recognized or Exemplary campuses.

In addition to our improved academic results, strategic improvements have come in each strategic priority area (Figure 7.6-1).

7.6.a (2) Governance and Fiscal Accountability

Our elected seven-member Board of Trustees (BOT) and our senior leaders share the responsibility for effective governance. Our BOT adopted CI policy reflects our joint commitment to our CI journey. Our BOT has a combined 23 years of governance oversight represented. Our community's trust in our BOT is reflected in 100% incumbent success for over 10 years. In keeping with their personal CI commitment, the majority of BOT members not only meets, but routinely exceeds, the State training requirements each year.

Figure 7.6-1 Organizational Strategy for Improvement

Goals/Strategic Priority	2005	2006	2007	2008	2009	2010
Educational Excellence • District Action Plans	Curriculum Audit	Curriculum Alignment	Online Curriculum and CBAs • 129/133 Action Plans completed	Professional Development • 131/145 Action Plans completed	Strategic Plan Alignment • 63/78 Action Plans completed	Reorganized into Vertical and Learning Teams • 77 Action Plans identified
Excellence in Student, Parent and Community Relations	Creation of Citizens' Bond Advisory Committee	Successful Bond Election	Creation of Citizens' Bond Oversight Committee	Successful Bond Election	District Improvement Plan online; 100% Keller Partners in Education Participation	Refined Internal/External Surveys; School Finance Forum
Excellence in Operational Processes and Systems	Creation of Administrative Regulations System	Creation of online process for developing ARs	Creation of 10 Year Business Plan	Creation of Process for Annual AR Review; Indoor Air Quality; Developed K-Connect	Functional Reorganization; Benefits Communication Team – Campus Contacts; Energy Management; Benchmarking for Excellence	Complaint Management System; Developed Cross-Functional processes
Employee Excellence and Organizational Improvement	Heart at Work (HAW) Committee chartered; Committee interviews with task process; Profile characteristics for key positions	HAW Committee implemented; Employee Satisfaction Survey; Committee interviews with task process for Principal Pool	Committee interviews with task process for Assistant Principal Pool	Adoption of Baldrige Model; Required substitute training aligned to Utah State University Teaching Institute Curriculum; Language translators provided for employees during benefits open enrollment	Enhancement of process for pool positions; Substitute training aligned to Utah State University Substitute Teaching Institute Curriculum; Substitute training offered to existing substitutes	Pilot of “Values Based” hiring tool; Teacher Advisory Council reorganization; Creation of Non-Exempt Advisory Committee
Excellence in Financial Stewardship	Financial support for Curriculum Audit	Developed process for Performance Based Budgeting	TASBO Purchasing Management Review	Curriculum and Instruction feedback system; Higher bond rating; Online approved vendors	Paperless payroll; Higher bond rating; Purchasing K-Connect page	Developed online bid process

Figures 7.6-2 and 7.6-3 outline our District's results in prioritizing our resources on instruction, minimizing our spending on administration, and consistently providing a greater return on investment with our taxpayers' investments in our District. Significant State and National recognition has resulted.

Figure 7.6-2 Governance and Fiscal Accountability – Appropriate Use of Funds

Appropriate Use of Funds	06-07	07-08	08-09	09-10
% of \$ Spent on Instruction	62%	63%	64%	65%
% of \$ Spent on Administration	7%	6%	6	6%
Efficiency to Effectiveness Ranking (Return on Investment on spending compared to 200 largest ISD's in Texas)	9:165	11:147	13:140	TBD

Figure 7.6-3 Governance and Fiscal Accountability – Audit Findings and Recognition

		06-07	07-08	08-09	09-10
Audited Accountability/Audit Findings		0	0	0	0
Industry Recognitions/Awards					
Comprehensive Annual Financial Report	ASBO Certificate of Excellence	NS**	Yes*	Yes*	Yes*
	GFOA Certificate of Achievement	NS**	Yes*	Yes*	TBD
Budget	ASBO Meritorious Budget	NS**	NS**	Yes*	NS**
	GFOA Distinguished Budget	NS**	NS**	Yes*	Yes*
Statewide Accountability Recognitions					
Financial	Financial Integrity Rating System of Texas (FIRST)	Superior*	Superior*	Superior*	Superior*
	Financial Allocation Study of Texas (FAST)	NA***	NA***	NA***	5*
Purchasing	TASBO Award of Merit	NS**	NS**	NS**	Recognized*
Transparency	Comptroller's Seal for Financial Transparency	NS**	NS**	NS**	Gold Seal*

*Highest Rating ** Not submitted (NS) *** Not available (NA)

7.6.a (3) Organization Accreditation

Our District tracks numerous accreditation, safety, regulatory legal, and policy indicators for compliance (Figure 7.6-4).

Figure 7.6-4 Organizational Accreditation, Assessment, Regulatory and Legal Compliance

		Requirement	Measure	Goal/Target	07-08	08-09	09-10	10-11
Accreditation	State Accreditation	Achieve Accreditation	% of students meeting the standard	Accreditation	Met*	Met*	Met*	Met*
	AYP	Meet AYP Standards	Performance, Participation & Graduation Rate	Meet AYP	Met*	Met*	Met*	TBD
	NCLB	Highly Qualified Teachers	Federal Criteria	100%	100%	100%	100%	100%
Safety	Homeland Security Implementation	Compliance	% of Implementation	100%	Not in Place	50%	90%	100%
	Monthly Fire/Evacuation Drills	State Compliance Standards	% of Campus Participation	100%	100%	100%	100%	100%
	Campus Access Controls/Raptor	District-Wide Implementation	% of Campus Participation	100%	N/A***	80%	100%	100%
Regulatory	IDEA	Federal Compliance	State Performance Plan	Meet or Exceed State Targets	100% (5 indicators)	71% (14 indicators)	N/A***	N/A***
	FERPA	Federal Compliance	Compliance	100%	100%	100%	100%	N/A***
Policy/Regulations/Legal	Law Suits	Compliance	Number	0	1	0	0	0 to date
	Board Policies Reviewed	Policy Requirement	Number	Board Determined	96	80	36	Reviewed within 5 years
	Board Policies Revised	Policy Requirement	Number	Board Determined	19	74	41	
	Reform Policies Created	Policy Requirement	Number	Board Determined	N/A***	N/A***	N/A***	3
	ARs Adopted	Policy Requirement	Number	SL Determined	106	150	170	200+
	ARs Revised	Policy Requirement	Number	SL Determined	1	104	166	350

*Highest Rating ** Not submitted (NS) *** Not available (NA)

7.6.a (4) Ethical Behavior

Our district is proud of its historic data related to our adherence to high ethical standards. As our processes require, we take action when we become aware of violations and our employee feedback reflects our commitment throughout the organization (Figure 7.6-5).

7.6.a (5) Societal Responsibility

We recognize our responsibility to our greater society and have responded to the call to become increasingly vigilant in our efforts. Our environmental, safety and efficiency results are noted in Figure 7.6-6. Additionally, we recognize our impact as we support our key communities with our time, talent and resources (Figure 7.6-7).

Figure 7.6-5 Employee Survey Ethical Behavior

Survey Indicator	Result	
Leaders provide environment that promotes legal/ethical behavior	Agree	83%
	Neutral	10%
	Disagree	7%
Co-workers follow ethical/legal behaviors	Agree	90%
	Neutral	7%
	Disagree	3%
Comfort in reporting unethical/illegal behavior	Agree	77%
	Neutral	14%
	Disagree	9%
District obeys laws and regulations	Agree	83%
	Neutral	13%
	Disagree	4%
Administrators model ethical behavior and legal compliance	Agree	68%
	Neutral	19%
	Disagree	13%

Figure 7.6-6 Societal Responsibility

Societal Responsibilities	Goal/Target	Result
Environmental	Ensure all facilities are environmentally friendly and operational initiatives are sustainable. Practice environmental stewardship.	IAQ Award/Sustainability Award; Reform Policy Adopted 10/14/2010; LEED Certified Building (Gold); 100% active recycling at all facilities
Safety	Industry Leader: Safe Schools, Prevention Programs, Security System Management	2010 Texas Safe Schools Award; Security 500 Magazine Award; Bullying Program; Volunteer student drug testing; Sex offender alert system; Scanned 138,128 visitors; 663,380 badge access events
Energy Efficiency/Savings	Conserve electrical usage/decrease KWH; Geothermal deployment, more efficient building design.	Geothermal at 12 of 38 campuses, use of centralized climate control and lighting retrofits resulted in annual savings of over \$2,000,000 in 2009.

Figure 7.6-7 Key Communities Support, Contributions to Community Health

	2008-2009	2009-2010	2010-2011
Volunteer Opportunities			
Major District Volunteer Events	Data not collected	21	24
Special Olympics Volunteers	362	460	TBD
Donations			
Convocation Donations	Data not collected	Data not collected	\$5,000
Susan G. Komen “Pink Out”	\$13,000	\$20,000	\$20,500
Community Storehouse	Goods and services not recorded	Goods and services not recorded	\$1,741 “Stuff the Bus” Program
Casey’s Kids Fun Run	\$42,000	\$42,000	TBD
Employee Contributions to the Keller ISD Education Foundation	\$12,000 400 Employees	\$16,000 400 Employees	\$18,500 630 Employees
United Way	2005-2009: 1,800 donors - \$106,000		
Awareness/Support			
Student Summit Participation	64 students	72 students	TBD
Voluntary Student Drug Testing Program Participation	Data not collected	Data not collected	4,500 students
Communities in Schools Program	4 Social Workers, 360 Families	4 Social Workers, 360 Families	4 Social Workers, 360 Families

Change Management in the United Kingdom's National Health Service

Leizl Joy Nayahangan, Brian Little, and Terry Shevels

The National Health Service (NHS) is calling all managers to accept and adapt change to deliver high-quality services. In its aim to be best in the country, the County Durham and Darlington NHS Foundation Trust (CDDFT) introduced and mobilized an ambitious fundamental change agenda. Its strategic vision, "Towards 2014," focuses on these areas: quality, economy, best employer, transformation, environment, technology, and engagement. To gain competitive advantage in all these, CDDFT initiated an employee development effort with the proposition of a new performance and development appraisal system called the talent management and behaviors framework.¹

This case study describes the current practice of performance appraisal in CDDFT, its purposes, and how it engenders organization-wide change. The Trust aims to start change from within by developing its workforce and

maximizing the talents of its leaders and the general staff. Performance appraisal serves as a systematic avenue for identifying current behaviors, staff competencies, and development needs to achieve effective levels of performance.

Change and Change Management

Change is an ever-present feature of organizational life,² and today organizations are facing a more rapidly changing environment.³ Modern organizations demand change managers to evaluate, recreate, and continue applying improvement initiatives including process redesigns, technology upgrades, value-added activity assessments, employee empowerment efforts, and total quality management.⁴

One of the seminal forces in organizational change management is Kurt Lewin, who theorized that change involves a series of distinct, structured processes aimed at empowering

individuals to accept that change is needed and must be embraced and maintained. He designed a three-stage framework, calling it the “Unfreeze-Move-Refreeze Model.” Unfreezing suggests that the need for change must first be recognized and old patterns or behaviors be discarded before new ones are adopted. The second stage focuses on acting on the results after recognition and analysis of the present state. Burnes discussed that this “moving in” step entails developing new, more productive behaviors, values, and attitudes through the introduction of change in organizational structures and processes. Refreezing emphasizes the importance of ensuring that the new ways do not regress after time. The goal is to establish the adopted change as a habit; it is therefore important to install support mechanisms and positive reinforcements to sustain the change.²

Increasingly, the healthcare sector is concerned with improving healthcare quality and performance efficiency and effectiveness through structural reforms, financial considerations, procedural reforms, cultural change, etc.⁵ Longenecker and Brown suggest that to accelerate and sustain change, systematic management-development efforts must be demonstrated at the organizational level. This, however, burdens individual managers.^{4,6} Ubeda and Santos note that competence-based management is needed under these circumstances.⁷ This requires the development of human competences through efficient staff selection, performance appraisals, career management, and other motivational practices^{4,7} that allow the entire staff to develop and assimilate their skills, knowledge, and behaviors.^{7,8} This talk of management and human resource development presents the tacit admission that a primary vehicle for organizational change is the practice of performance appraisal. This is quite disquieting because performance appraisal, as evidenced by thousands of researchers, is a contentious issue,⁹ an emotionally-charged phase that most managers want to avoid¹⁰ and most employees fear.

Performance Appraisals

According to Fisher, if you can’t measure it, you can’t manage it.¹¹ Organizations around the world employ a wide-range of appraisal systems to enhance key performance variables such as productivity, quality, customer service, and cost effectiveness.^{4,12} Performance appraisal is a continuous cycle of systematic monitoring and evaluating

performance and the provision of feedback.^{13,14} Appraisals aim to improve employee motivation and performance, to maintain employees’ commitment to the organization and its goals, providing the management with the control needed to achieve organizational objectives and success.^{14,15,16} Despite its numerous organizational benefits, performance appraisal seems to be regarded with a great amount of ambiguity and skepticism, being described as the “job managers love to hate.”¹⁰ A number of studies also suggest that managers find the appraisal process frustrating, political, and a less than meaningful experience.⁴

In July 2010, the CDDFT launched a new framework as part of its appraisal system—the talent management and behaviors framework. According to CDDFT’s performance development appraisal (PDA) policy and procedure, performance appraisal provides an opportunity for employees to reflect on, identify, and determine which aspects of the job they have performed well, in addition to the problems encountered and what measures to undertake to improve future performance.¹ As obvious as it may seem, most organizations still struggle to define the purpose of performance appraisals. Beer and Ruh defined their purpose as mainly motivational¹⁷ while Analoui and Fell suggested they have administrative purposes.¹⁶ Havard provided a more balanced view, suggesting performance appraisal could be used for both constructive and less than constructive purposes.¹⁸ According to CDDFT, the PDA is a process that is based on the principle that if staff members are clear about what is expected of them and why it is expected, they will perform their job roles competitively.¹

In 1954, management guru Peter Drucker proposed a management approach called management by objectives or MBO, suggesting managers and employees jointly set goals and objectives to achieve within a set time period.¹⁹ These organizational goals are the basis for which the objectives of each department, down to the individual employees, are aligned.²⁰ Kenneth Blanchard’s “one-minute manager” concept introduces three clear-cut ideas—the establishment of well-defined goals (one-minute goal-setting), the use of praise for good performance (one-minute praise), and the need to reprimand when performance fails (one-minute reprimand).²¹ He suggests that people who feel good about themselves produce good results.²² It is therefore

Table 3: Code Frequency Report: Semi-Structured Interview

Code	Total Responses	Minimum	Maximum	Mean	Std dev
Appraisal can be subjective	4	0	2	0.8	1.095
Appraisee owns his appraisal	2	0	2	0.4	0.894
Behaviors framework	4	0	2	0.8	0.837
Building CDDFT's brand and reputation	5	0	4	1	1.732
Challenges and issues of PDA	19	1	6	3.8	2.28
Current economic climate	4	0	3	0.8	1.304
Current performance and development system	24	0	11	4.8	4.919
Developing the workforce	21	1	9	4.2	3.633
Documentation	3	0	2	0.6	0.894
Effective implementation of the appraisal process	7	0	4	1.4	1.673
Examples as evidence	2	0	2	0.4	0.894
Goal by next year	1	0	1	0.2	0.447

important to acknowledge and praise them every time they do things correctly, and it is equally important to reprimand when errors are committed. Reprimand, however, comes with reinforcement, as described by the system of organizational behavior modification (OB Mod), a management practice that uses reinforcement theory to eliminate negative behaviors among employees. In OB Mod, desirable behaviors are linked to positive consequences and undesirable behaviors to negative consequences. Some critics of OB Mod state that this approach is a form of manipulation and is conniving. Others, however, argue that it is merely a way to control behaviors by getting the best from employees.²³

Methodology

This research study used a case study approach, involving a hybrid of methodologies including a semi-structured interview of top managers (see the questionnaire online, "Case Study Details," at www.asq.org/pub/jqp in Table 1) to gain an overall picture of the current performance appraisal system, observation of an appraiser workshop to understand the appraisers' roles, survey instrument (online in Table 2) to capture staff perceptions about their appraisals, and evaluation of the new performance appraisal system. There were 17 pre-coded closed-ended and three open-ended questions in the questionnaire. A total of 30

respondents from different departments and staff groups participated in the survey. Qualitative data and survey questionnaires were analyzed statistically using a variety of analytical approaches.

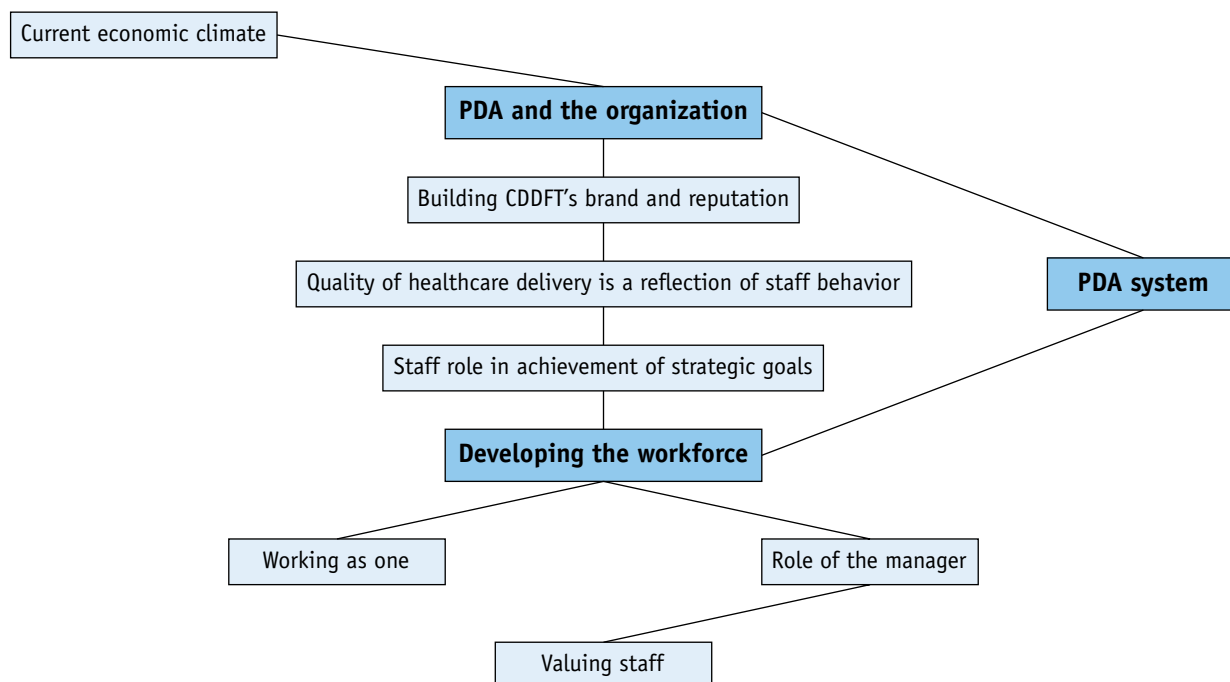
Analysis and Discussion of Results

Performance Appraisal and the Organization

The interviews and observation analysis revealed that the new appraisal system supports the managers' focus on the vision and mission, demonstrating that employees are a big part of their achievement. The topics discussed during the interview appear in Table 3, and three themes garnered statistically different scores—"Current Performance and Development System," "Developing the Workforce," and "Challenges and Issues of the PDA." To understand the interrelationships, code maps were created to identify the key themes (available online).

With its ambitious goal to become the best foundation trust in the country, management calls for all staff to engage actively in creating a brand and reputation that define and promote the organization. A 2008 NHS staff survey conducted at CDDFT indicated less favorable findings that raised managers' concerns and stimulated the "unfreezing stage," driving them to re-evaluate the appraisal system.²⁴ The first code map (Figure 1) illustrates what needs

Figure 1: Code Map 1: Performance Appraisal and the Organization



to be done to close the gap between the current situation and the desired future state, using the limited resources available during this time of tight economic conditions.

The second code map (Figure 2 online) addresses the PDA system, which focuses on talent management and behavioral competences. Although processes for providing knowledge and honing skills are in place, managers need to drive appropriate behavior, a big factor in job performance and service delivery. According to the managers, the new PDA offers an opportunity for every employee to talk about him/herself and his/her job role. Managers use the PDA to guide their staff support efforts, encouraging employees to aspire for more and perform to the best of their abilities. The organization emphasizes desirable behaviors while discouraging negative behaviors, akin to OB Mod, based on the belief that negative behaviors greatly affect job performance, as well as organizational productivity and competence.

The survey revealed a significant correlation between organizational and individual goals, supporting management's contention that employees' work provides the foundation to attain the organization's vision. The majority of the respondents believes that performance appraisals increase employee motivation, develop behavioral

competencies, and improve organizational productivity. This leads to employees aligning their goals and objectives to those of the organization. It is interesting to note, however, that a number of the respondents implied that they did not have a clear idea of the organization's strategic goals.

Managers have critically important roles in the success of performance appraisals. They have differing and challenging responsibilities and not only must judge employees' performance but also act as counselors. Prowse and Prowse mention that the success of the appraisal process depends greatly on the extent to which an employee has a good relationship with his/her manager.²⁵ In one of the training sessions observed, participants reviewed the Trust's vision, their roles as line managers, and how to conduct effective appraisals. All managers were encouraged to get to know their employees, as well as employees' behaviors, performance, and needs. Managers need to observe, document, and provide specific examples of how employees perform their job roles during appraisals.

Performance Appraisal and the Employee

CDDFT's PDA system focuses on what the workforce needs to improve. Managers stressed that the PDA gives all employees an opportunity

to talk about themselves, their aspirations, and their objectives. A questionnaire distributed to staff members captured their perceptions, indicating that performance appraisals at CDDFT are viewed more favorably than other examples found in the literature, where perceptions of this tool are clouded with negativity and criticisms. This survey included individuals from different staff, age, gender, and tenure groups with the majority of respondents being full-time administrative or clerical employees between 25 and 45 years old. These results are shown online in Table 4 and are highlighted below:

- The survey revealed that most of the respondents viewed recent appraisals positively, claiming they were honest and open and that their expectations were met. A significant correlation indicated that individuals are willing to engage and be honest during the appraisal process because they believe the process helps them grow (see the code map in Figure 3 online). There were no significant differences among staff, age, gender, or tenure groups in this area. These findings support that PDA's outcomes are consistent with its definition, purposes, and process.
- There was a significant difference between genders, however, related to the sixth question ("I see performance appraisal as a judgment to my person and so I feel intimidated every time I go through one."), where males regard performance appraisal as a judgment to their character but women strongly disagree (as shown online in Figure 4).
- Although most respondents said that their individual appraisals were a positive experience, comments on the inclusion of behaviors in the new framework were less positive (see Table 5 online). Here, a majority of the respondents considered that aspect of the new PDA unhelpful. Some of the respondents were unaware of this feature of the new process.
- Of course, some negative comments were received as shown in Figure 5 (online). For instance, one comment called the new PDA "rubbish," and another said, "It is a cute idea, but it just doesn't work." The use of reprimands along with praise, as suggested by Blanchard, were problematic to some employees, so managers will need to deliver appraisals carefully

and ensure that reprimands are accompanied with reinforcement. It is essential to communicate that employees are critical to the organization and that the need to correct and improve on ineffective behaviors is intended to improve performance.²¹

Conclusion

The quality of services an organization provides is influenced greatly by the way its people are managed and how they work. Performance appraisal can be an important tool in achieving improved personnel job performance. The managers of CDDFT optimistically support implementation of the organization's new PDA system, believing it will reap the benefits of a stronger, competent workforce—a workforce that will reflect CDDFT's core values and behavioral competencies.

The research associated with this case study has caused CDDFT to unfreeze and move to the next level, implementing a new performance appraisal system that bridges the gap between individual goals and organizational objectives. The challenge now is to refreeze at this new level, embracing and further developing the PDA to fulfill its fullest potential.

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Case Study Details

This information supplements the article “Change Management in the United Kingdom’s National Health Service.” It includes the interview questionnaire, survey instrument, data tables, and analytical code maps.

Table 1: Guide Questions and Key Themes for Semi-Structured Interview

History of the New Performance and Development Appraisal
1. When did you launch the current performance and development appraisal (PDA), which now uses the talent management and behaviors framework?
2. What made the organization re-evaluate and revamp its performance and development appraisal system?
3. How different is the new PDA from the old one that the Trust used to implement?
The Performance and Development Appraisal and the Organization
1. How important is a PDA to an organization?
2. Do you think an effective implementation of the performance appraisal can have a major effect in organizational change, and in an organization as wide and complex as CDDFT?
3. How is the PDA linked to achieving the organization’s vision and strategic goals?
The Performance and Development Appraisal System
1. What is different with the new appraisal system?
2. Do you think the talent management and behaviors framework is an effective tool in evaluating the staff? How?
3. Why does CDDFT need a performance and development appraisal?
4. What is its impact in the whole workforce of CDDFT?
5. Are the purposes well communicated with all the staff Trust-wide?
Challenges and Perennial Issues Associated With Delivery and Execution of PDA
1. What challenges or issues have you experienced so far since the launching of the new appraisal system?
2. Most managers and employees see appraisal as frustrating, subjective, and less than meaningful experience, do you agree? As a manager and appraiser, how do you encourage the staff to partake willingly and with an open mind?

Table 2: Survey Instrument: The Performance and Development Appraisal System of County Durham and Darlington NHS Foundation Trust

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. I believe in the importance of performance appraisal in my growth as an individual and as an employee.					
2. I believe in the importance of performance appraisal in the achievement of the organization's goals.					
3. I play a part in the attainment of the Trust's vision, "Towards 2014."					
4. My personal goals and objectives as an employee are aligned with the Trust's corporate and strategic actions.					
5. I always look forward to having my annual appraisal/ performance review done by my line manager.					
6. I see performance appraisal as a judgment to my person, and so I feel intimidated every time I go through one.					
7. The objectives and purposes of the performance and development appraisal were explained to me before I started with the process.					
8. I believe that a performance appraisal will help enhance my motivation to work and perform better for my career development.					
9. I am aware that failure to attend a performance appraisal may lead to a deferral of my pay progression.					
10. I was willing and was fully engaged in the appraisal process.					
11. I have been honest and open in answering the questions asked of me, both in the questionnaire and during the interview.					
12. I am comfortable and honest in answering questions about myself.					
13. I feel I can voice my opinions and can influence change in my organization.					
14. I believe that the performance appraisal process was conducted in a fair and objective manner.					
15. My expectations of the appraisal process were met.					
16. My manager was supportive and has offered positive reinforcement as we review my performance.					
17. I believe the result of my performance review was fair and I accept any training and development that were suggested, to help me improve more as a Trust employee.					
18. How did you find your recent performance review?					
19. What can you say about the current performance and development appraisal system of CDDFT, which utilizes the values and behavior framework?					

Figure 2: Code Map 2: The Performance and Development Appraisal System

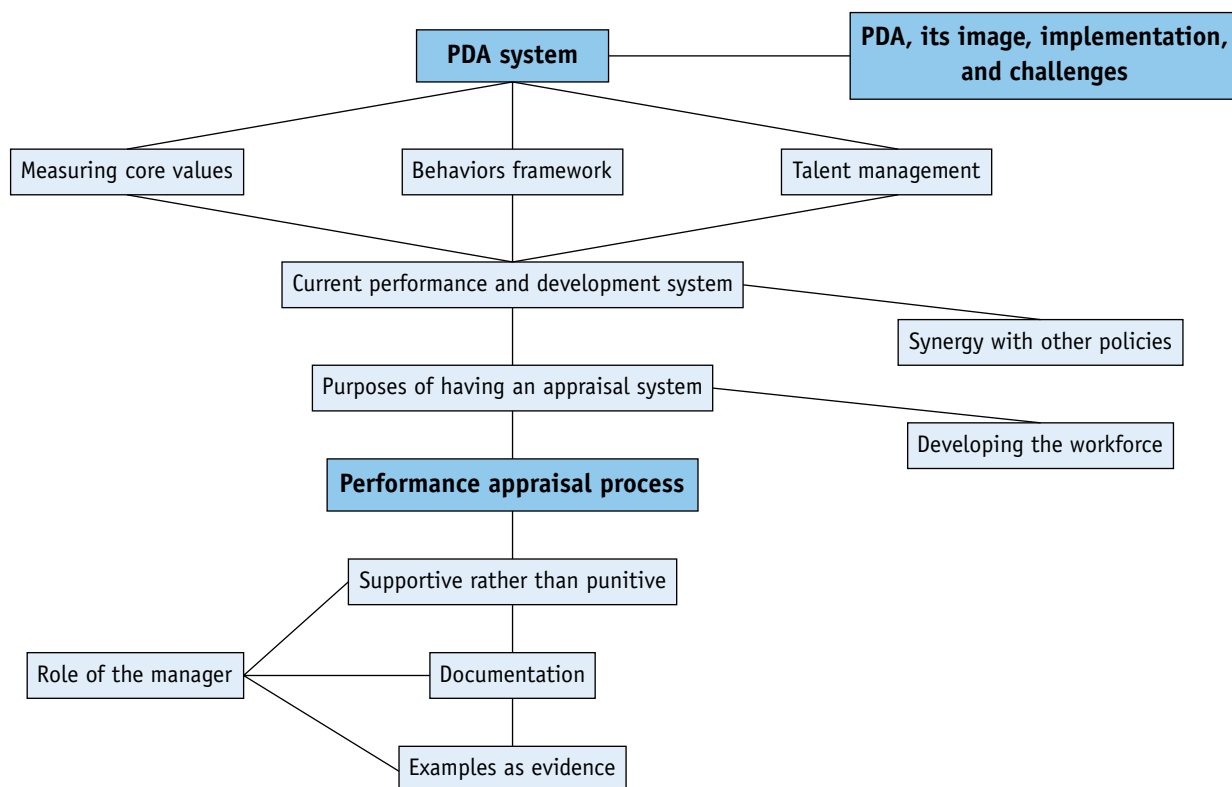


Table 4: Staff Perception on Recent Appraisal

Code	Total Responses	Minimum	Maximum	Mean
Good	7	7	7	7
Good but...	2	2	2	2
Not done yet	3	3	3	3
Not good	5	5	5	5
Positive experience	9	9	9	9
Total	26			

Figure 3: Code Map 3: Staff Perception on Recent Individual Appraisals

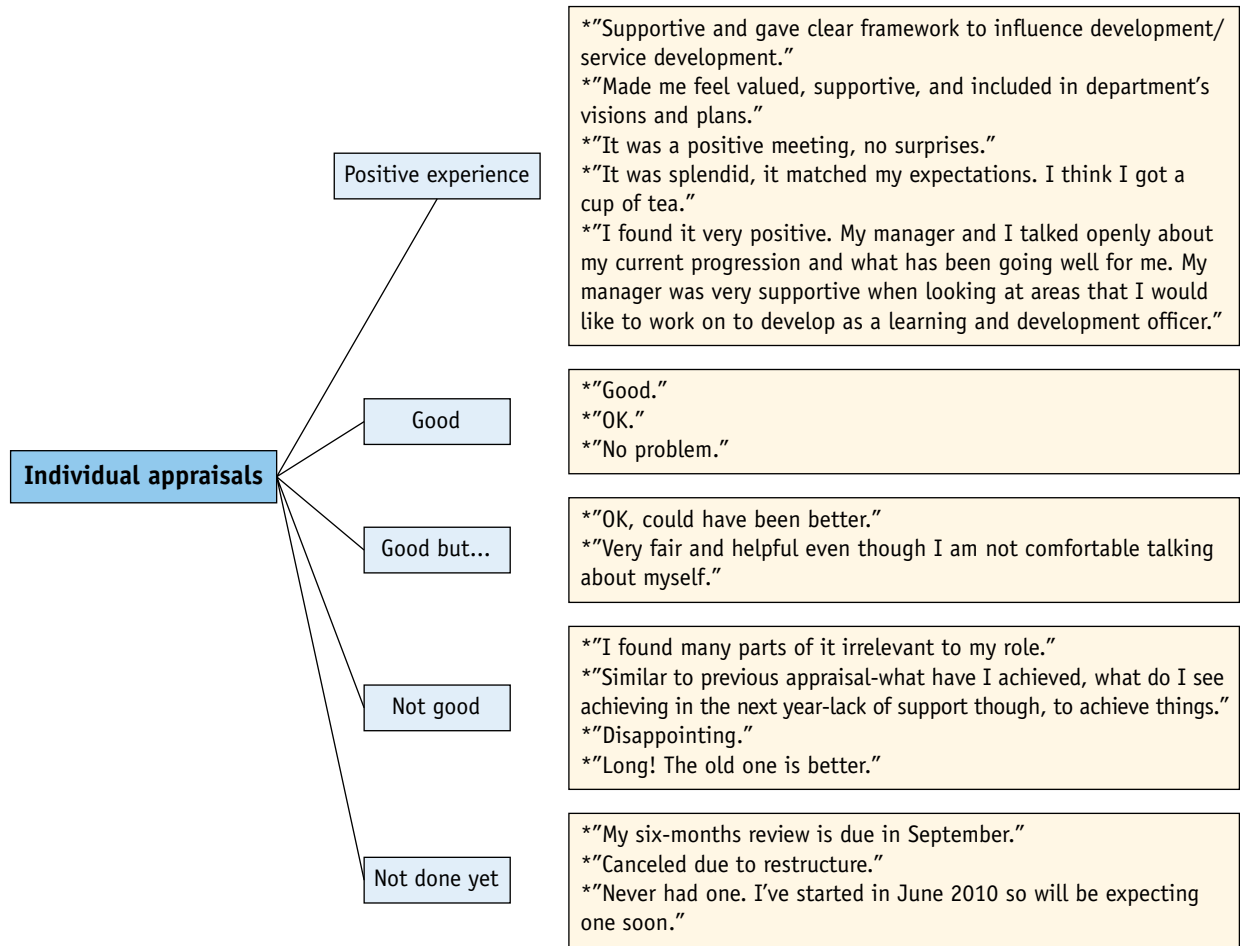


Figure 4: Graphical Representation of ANOVA Between Q6 and Gender

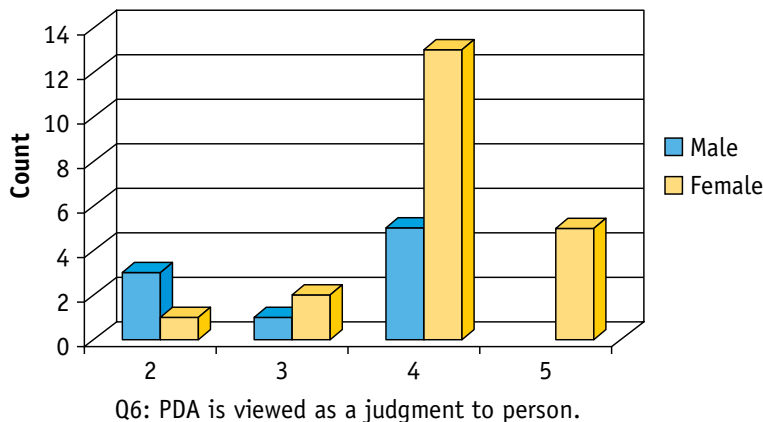
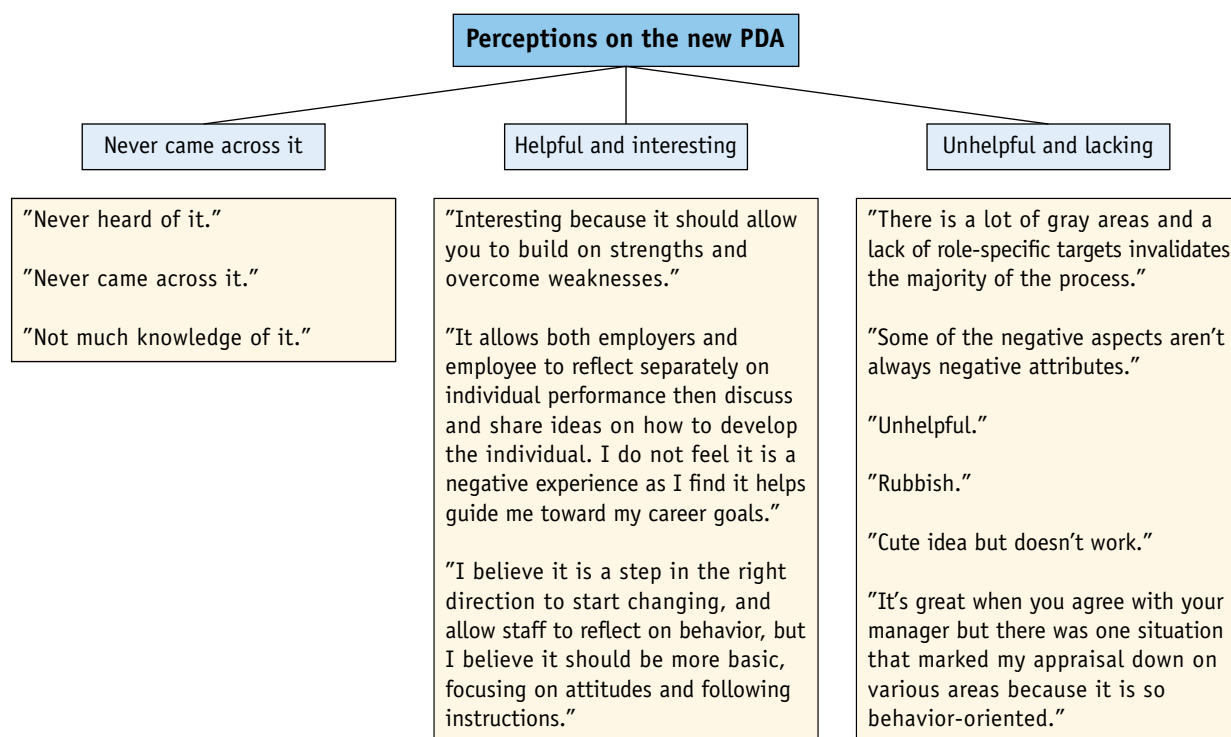


Table 5: Staff Perception on new Performance Appraisal Framework

Code	Total Responses	Minimum	Maximum	Mean
Helpful and interesting	8	8	3	3
Never came across it	5	5	5	5
Unhelpful and lacking	12	12	12	12
Total	25			

Figure 5: Code Map 4: Staff Perception on New Performance Appraisal Framework

Shaping Human Performance

James J. Rooney

Humans are an essential element of any process system. To minimize human errors, managers must ensure that the worker interfaces, which include interactions with other workers as well as with the equipment and environment, are compatible with the capabilities, limitations, and needs of the worker. A performance-shaping factor (PSF) is anything that affects a worker's performance of a task within the system. PSFs can be divided into three general classes, as follows:

- Internal PSFs that act within an individual.
- External PSFs that act on an individual.
- Stressors.¹

Table 1 lists some internal PSFs, which are the individual skills, abilities, attitudes, and other characteristics that a worker brings to any job. Some of these, such as training, can be improved by managers. Others, such as a short-term emotional upset triggered by a family crisis, are beyond any practical management control; however, a manager's style can influence a worker's mental/emotional state and so can counseling programs. Note that the PSFs on which managers often focus, such as motivation and work attitude, are generally the more difficult ones to address. Telling someone to improve his/her attitude usually has nothing more than a temporary (and sometimes opposite than desired) effect if the underlying PSFs are not addressed.

Table 2 lists external PSFs that influence the environment in which tasks are performed. External PSFs are divided into two groups: situational characteristics and task and equipment characteristics. Situational characteristics include general PSFs that may affect many different jobs; they generally describe what it is like to have a specific job at a facility. Task and equipment characteristics are pertinent to a specific job or a particular task within a job. These characteristics describe what it is like to do a specific task, such as charging a batch of material. Job and task instructions are a particularly important

part of the task characteristics because they have such a large effect on human performance. By emphasizing the importance of preparing and maintaining clear, accurate task instructions, managers can reduce the likelihood of human errors significantly.

The interaction between internal and external PSFs creates stress in the individual performing the task. Mismatches between internal and external PSFs result in disruptive stress that degrades job performance. If too little stress is present, a worker will not remain sufficiently alert or motivated to do a good job. For example, a control room worker who repetitively fills batch tickets may not be alert enough to notice that an ingredient was omitted. On the other hand, too much stress will overburden a worker and degrade job

Table 1: Internal PSFs

Training/skill
Practice/experience
Knowledge of required performance standards
Stress (mental or bodily tension)
Intelligence
Motivation/work attitude
Personality
Emotional state
Gender
Physical condition/health
Influences of family and other outside persons or agencies
Group identifications
Culture
Based on Table 3-2 in Swain and H. E. Guttman, <i>Handbook of Human Reliability Analysis With Emphasis on Nuclear Power Plant Applications</i>

Table 2: External PSFs

Situational Characteristics (Job Level)	Task, Equipment, and Procedural Characteristics (Task Level)
Architectural features Environment (temperature, humidity, air quality, lighting, noise, vibration, general cleanliness, etc.) Work hours/work breaks Shift rotation Availability/adequacy of special equipment, tools, and supplies Staffing levels Organizational structure (authority, responsibility, communication channels, etc.) Actions by supervisors, co-workers, and accreditation and regulatory personnel facility policies General rewards/punishments	Procedures (written or not written) Written or oral communication Cautions and warnings Work methods/practices Dynamic versus step-by-step activities Team structure and communication Perceptual requirements Physical requirements (speed, strength, etc.) Anticipatory requirements Interpretation/decision making Complexity (information load) Long- and short-term memory load Calculation requirements Feedback (knowledge of results) Hardware interface factors (design of control equipment, test equipment, process equipment, job aids, tools, etc.) Control-display relationships Task criticality Frequency/repetitiveness Mapping Error-proofing Conformance with population stereotypes Visual systems implementation Equipment functionality (maintenance issues)
Based on Table 3-2 in Swain and H. E. Guttman, <i>Handbook of Human Reliability Analysis With Emphasis on Nuclear Power Plant Applications</i>	

performance quickly. In such situations, workers tend to focus on the largest or most noticeable signals and ignore some information entirely, omit or delay some responses, process information incorrectly and reject information that conflicts with their diagnoses or decisions, or mentally and/or physically withdraw. Examples of disruptive psychological and physiological stressors are listed in Table 3.

Although stress usually has a negative connotation, some stress is actually necessary for humans to function at optimum performance, as illustrated in Figure 1. Facilitative stress is anything that arouses us, alerts us, prods us to action, thrills us, or makes us eager. When a positive balance exists between internal and external PSFs, workers experience facilitative stress and their job performance is at its best.

Table 3: Stressor PSFs

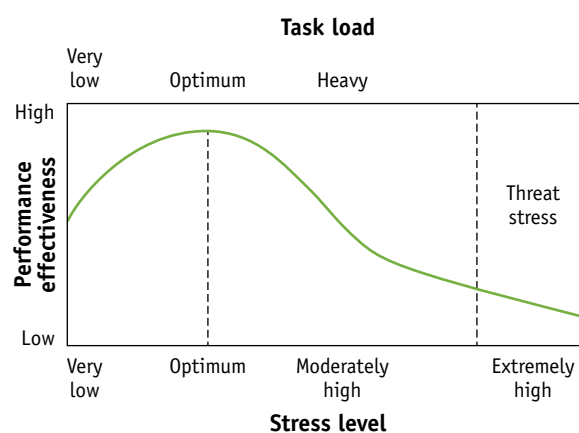
Psychological Stressors	Physiological Stressors
Suddenness of onset High task speed Heavy task load High jeopardy risk Threats (of failure, of loss of job, etc.) Monotonous, degrading, or meaningless work Long, uneventful vigilance periods Conflicting motives about job performance Negative reinforcement Sensory deprivation Distractions (noise, glare, movement, etc.) Inconsistent cueing Lack of rewards, recognition, benefits	Long duration of stress Fatigue Pain or discomfort Hunger or thirst Temperature extremes Radiation Exposure to diseases Vibration Movement constriction Movement repetition Lack of physical exercise Disruption of circadian rhythm
Based on Table 3-2 in Swain and H. E. Guttman, <i>Handbook of Human Reliability Analysis With Emphasis on Nuclear Power Plant Applications</i>	

Managers must recognize that most PSFs (including many internal PSFs) are within their control. By designing work situations that are compatible with human needs, capabilities, and limitations; carefully matching workers with job requirements; and rewarding positive behaviors, managers can create conditions that optimize worker performance and minimize human errors.

General Approaches for Reducing Human Error

When contemplating ways to improve human performance, managers must address two basic types of errors: errors whose primary causal factors are individual human characteristics unrelated to the work situation and errors whose primary causal factors are related to the design of the work situation. Employing appropriate hiring and job assignment policies is an important means for managers to reduce the causes of the first type of error. On any given day, a worker could be emotionally upset, fatigued, and so forth and commit an error; however, human factors specialists estimate that only 15 to 20 percent² of workplace errors are caused primarily by such internal human characteristics.

Figure 1: Performance Effectiveness Is a Function of Stress—Some Stress Is Necessary for Optimal Performance



The vast majority, 80 to 85 percent,² of human errors result primarily from the design of the work situation (the tasks, equipment, and environment), which managers can control directly. A work situation in which the PSFs are not compatible with the capabilities, limitations, or

needs of an employee to perform a task correctly is called an error-likely situation. In a sense, an error-likely situation is one in which a person has been “set up” unintentionally to make a mistake. Error-likely situations can result from a variety of causes, including the following:

- Deficient procedures, such as incorrect/incomplete/nonexistent instructions, poor format, lack of warnings, inappropriate language, conflicting requirements, and inconsistencies with user needs/requirements.
- Poor communication between workers stemming from insufficient shift overlap; vague incomplete, or inconsistent instructions; etc.
- Inadequately trained workers who have poor mental model(s) for diagnosing process upsets, inadequate practice opportunities, etc.
- Conflicting interests of workers, such as productivity versus safety, workers versus management, operations versus maintenance, and practice versus policy.
- Inadequately labeled equipment, parts, raw materials, locations, etc.
- Poorly designed equipment which undermines human use that has inaccessible/inconvenient components, violates population stereotypes, has excessive/inappropriate automation, does not address user needs, etc.

By providing the resources necessary to identify and eliminate error-likely situations, managers can improve the PSFs and dramatically reduce the frequency of human errors. Instead of setting up workers for error, we set them up for success! This strategy is called the work-situation approach. To maximize the benefits of such a strategy, managers

should solicit workers’ input into this strategy at every opportunity. After all, the workers can best identify factors that hinder their performance, and they likely will enthusiastically support such a strategy if they are not penalized for telling the truth. In addition, human factors specialists can be employed to provide expert assistance in implementing any changes.

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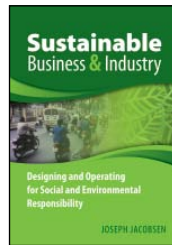
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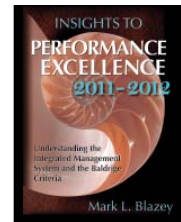
New Publications Related to the People Side of Quality

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Abstract: This book provides an introduction for those developing and implementing a sustainability and social responsibility program. It offers financially, environmentally, and socially responsible objectives that are supported by strategies and clear tactics that have measurable outcomes. Jacobsen introduces methods to implement technologies and practices as well as measurement techniques for social and environmental performance that can be used for written reports and presentations. This scientific, yet practical book contains nine chapters dedicated to the practice of environmental and social responsibility in ways that achieve financial stability over time. It also specifies how to use traditional methods such as Six Sigma, lean, and operations research to improve processes, reduce resource use and waste, and make better social and environmental decisions that are based on data from key financial, social, and environmental performance indicators. A survey is included in an appendix to introduce a variety of ideas about measuring or auditing the social side of organizational sustainability.

Publisher: ASQ Quality Press**ISBN:** 978-0-87389-810-2**Format/Length:** Hardcover/216 pages**Member Price:** \$50.00***Insights to Performance Excellence 2011-2012: Understanding the Integrated Management System and Baldrige*****Author:** Mark L. Blazey

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Publisher: ASQ Quality Press**ISBN:** 978-0-87389-814-0**Format/Length:** Softcover/384 pages**Member Price:** \$56.00

Lean Six Sigma for the Public Sector: Leveraging Continuous Process Improvement to Build Better Governments

Author: Brandon Cole

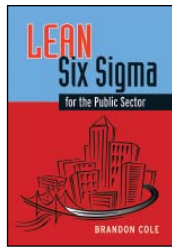
Abstract: With shrinking budgets, public sector organizations are required to do more with less, enhance budget and organizational performance, and identify innovative ways to increase their effects. One approach to meet these demands is Lean Six Sigma, but there are challenges to applying these tools in the public sector, such as hierarchical environments, lack of common goals, and the complexity of this environment. This book provides more than 30 project examples, lessons learned, and tips for using Lean Six Sigma in the public sector. Cole describes some of the most powerful continuous process improvement tools that can be used with little training required. This is further enhanced as the author provides direct comparisons to the Lean Six Sigma tools and the challenges that may be faced when using them in public sector organizations.

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Scenario Planning in Organizations: How to Create, Use, and Assess Scenarios

Author: Thomas Chermack

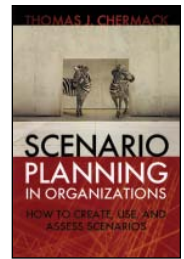
Abstract: Using a case study based on a real scenario project, Chermack lays out a comprehensive five-phase scenario planning system that includes: project preparation, scenario exploration, scenario development, scenario implementation, and project assessment. Each chapter describes specific techniques for gathering and analyzing relevant data with a particular emphasis on using workshops to encourage dialogue. The author provides a worksheet to help readers structure and manage scenario projects as well as to avoid common pitfalls, and a discussion, based on recent neurological findings, of how scenario planning helps people overcome barriers to creative thinking.

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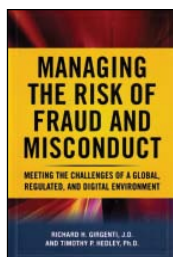
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Managing the Risk of Fraud and Misconduct: Meeting the Challenges of Global, Regulated, and Digital Environment

Authors: Richard H. Girgenti and Timothy P. Hedley



Abstract: Executives, corporate directors, government officials, and anti-fraud professionals face new and daily challenges to ensure organizational integrity. Girgenti, a former senior prosecutor and leader of forensic services for KPMG, and Hedley, who heads KPMG's fraud risk management services, combine their vast experiences in the public and private sectors to analyze the most potent threats facing business and governments today. This book offers insights on how to assess an organization's vulnerability to fraud, and then design and implement controls to prevent, detect, and respond to these threats. It also addresses the topics of increased regulatory enforcement and government security as well as the use of technology and data analytics to mitigate fraud and misconduct risks. Finally, this book helps readers to evaluate the ongoing effectiveness of their organization's compliance programs.

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Author: Consumer Dummies

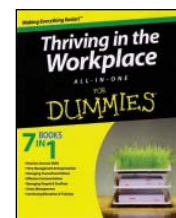
Abstract: Tough times equate to difficult job conditions. From job security to extra responsibilities, the job market changes regularly, and workers need to adapt. This book provides people of all ages in any job with information, tips, and action plans to boost their professional value, increase visibility, and manage stress. Among the topics addressed are: negotiation skills, time management systems, ways to create a productive work environment, tips for combating procrastination, guidelines on using business etiquette to prevent problems, and suggestions on using online courses to get ahead in the workplace.

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