2011

# EXAMINER TEAM LEADER GUIDE

# Tennessee Center for Performance Excellence


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# The TNCPE Team Leader

*Thank you for accepting your TNCPE assignment! As a team leader, you play a critical role in meeting the expectations of our customers (the applicants) and our workforce (your team members).*

If you have been a team leader in the past, you know what a demanding and fulfilling job this can be. If this is your first experience as a team leader, you are in for an exceptional opportunity to improve your leadership skills and deepen your understanding of the Baldrige *Criteria for Performance Excellence.*

This guide can help you lead efficiently and effectively. In addition, we hope it will help you manage your anxiety and stress. Based on a collection of lessons learned and best practices that have been gathered from some of our most effective team leaders, it is designed to give you guidance along the way, using the insight of your peers.

If you encounter a situation that you're not sure how to handle, don't hesitate to call the TNCPE office (800.453.6474). We will do whatever we can to help you be successful.

## Your Voice

As you complete this year's assignment, please take note of experiences that can help future team leaders, and send them to TNCPE to help build our organizational knowledge.

Chapter

1

# First Steps

*Please follow these guidelines to get your team started on the assessment process when you receive your application. While numbered, all these steps should be done right away, and some overlap – so read through them all and start planning now (you'll be glad you did). As you follow the steps, employ the "Tips on Keeping Your Team Focused and Productive," outlined in the last chapter.*

**Find Biography Request and Dates Unavailable Forms online:** www.tncpe.org/examiners/resources.php

## 1 Contact team members & request info

As soon as your team receives its assignment, send an enthusiastic email to welcome members and remind them to start identifying key factors. This is your opportunity to introduce yourself, review the assessment process, set clear expectations and role model the attitude you want to see from the team.

Ensure that team members are checking for personal conflicts of interest.

Attach the **Biography Request** and **Dates Unavailable** forms to this email, and include a deadline when you want them completed (no more than a few days). You will need the information from these forms to determine a team calendar.

### Tip

Ask team members to include why they are unavailable on their Dates Unavailable Form. This encourages team members to consider rescheduling or missing an already planned event.

It doesn't hurt to mention in this email your desire to complete the Site Visit within TNCPE's recommended dates (based on application level). Please convey to the examiners your desire to set the site visit within this timeframe:

**Level 1 – On going**
**Level 2 – September 26 – 30, 2011**
**Level 3 – October 3 – 7, 2011**
**Level 4 – October 10 – 14, 2011**

Finally, point out that it is critical to meet all team deadlines. If something catastrophic happens in a team member's life and he or she can't meet a deadline, impress upon the team to notify you as soon as possible.

## Follow-up call

After an initial email, we recommend you call each examiner individually. A phone call is more personal and usually provides better two-way communication. It's also particularly reassuring to new examiners.

> **Note**
> It's OK to tell team members about their assignment before they have opened their packets from TNCPE.

This call will give you an opportunity to get to know the individuals on your team, allowing you to determine their experience and special areas of interest. This will prove helpful when you assign category leads and other team assignments (Criteria cop, results guru, etc.)

During this conversation, confirm contact information and ask how the examiner prefers to communicate (email, telephone). Encourage team members to respond to your communications quickly throughout the process.

## Communicating with New Examiners

We suggest you communicate more frequently with new examiners to check in and offer encouragement. One team leader suggests having the team's scorebook editor provide feedback on item 1.1 of each new examiner's Independent Review. If an examiner's work is off-track, an early correction will prove helpful for the team in the long run.

## Checklist

During your initial contacts with examiners:

- ❐ Ensure that team members are reading the application documents and Organizational Profile to determine if there are personal conflicts of interest with the applicant.
- ❐ Tell examiners to start Independent Review right away by identifying key factors and inputting them in *Scorebook Navigator*™.
- ❐ Give the team a due date for completing key factors.
- ❐ Confirm contact information and determine the best means of contact with individual examiners.
- ❐ Remind examiners to respond quickly to all team communications.
- ❐ Ask team members to prioritize the process categories they would like to lead (they can number their choices 1 through 6, with 1 being their first choice).
- ❐ Give the team a deadline for filling out the Biography Request Form.
- ❐ Give the team a deadline for completing the **Dates Unavailable Form.**

## 2 Contact the Applicant

As soon as you determine that *you* do not have a conflict of interest with the applicant, get in touch with the point-of-contact listed on the application form.

During this conversation, introduce yourself and review the assessment process. Discuss potential Site Visit dates, using TNCPE's recommended dates:

**Level 1 – On going**
**Level 2 – September 26 – 30, 2011**
**Level 3 – October 3 – 7, 2011**
**Level 4 – October 10 – 14, 2011**

Establish the site visit date as quickly as possible – this gives you and the applicant a target to work toward.

### Script: First contact with the applicant

*"I've been assigned by TNCPE to lead the team that is assessing your application. I'm looking forward to working with you. How do you prefer that I communicate with you (email or phone)?*

*"Here is what you can expect from your examiner team over the next few months:*

*"First, you and I will determine Site Visit dates. Since you are applying for a Level [1,2,3,4] award, examiners will be on site at your facilities for [½, 1 , 2, 3] days.*

*"At least one week before this date, I will send a list of topics that the team would like to learn more about during the Site Visit. This may include a list of documents we want to review or employees we want to interview.*

*"I will provide details about the Site Visit and what you can expect when we get closer to the date. In the meantime, if you need to get in touch with me, here is my phone/email. You won't hear from me for a bit, but rest assured, we're working hard!"*

Maintain regular contact with the applicant, assuring that the team is working and where you are in the process. A quick email every week or so is an easy way to go about this. For example:

- *"Hi [Applicant Contact], I just wanted to let you know that the examiners assigned to your application are in the process of completing their Independent Review. This is the first stage of the assessment process when we review your application, identifying potential strengths and gaps in relation to the* Criteria for Performance Excellence.*" Or*

- *"Dear [Applicant], Just a quick note to let you know where we are. Your TNCPE examiner team is meeting next week for its Consensus Meeting. There, team members will consolidate their Independent Review findings, eventually coming to agreement on their evaluation of your application, Site Visit issues and numerical scores."*

Newer applicants may need more frequent communication to allay fears and answer questions. In general, you will contact the applicant with greater frequency as the Site Visit approaches.

**Best Practice**
When talking with the applicant's contact, mention when you will be in touch again. This keeps the applicant from wondering if they have been forgotten. Mark your calendar as a reminder to contact them when you said you would.

## 3 Set the Team Calendar

As soon as you receive Dates Unavailable forms from all team members and talk to the applicant, grab a calendar and set up an assessment schedule for your team.

First, establish the Site Visit date, confirm it with the applicant, and then work backwards from the Site Visit to establish other deadlines. Some tips:

- Allow time between the Independent Review deadline and the Consensus Meeting for item leaders to synthesize their items for Consensus.

- Allow time between your team's **Consensus Meeting** and the Site Visit to complete the Consensus Scorebook and send issues to the applicant. **Remember: applicants must receive Site Visit issues *at least* one week before the Site Visit.**

- The final wrap-up meeting should be held the day after the Site Visit while the team is still together.

## Checklist

Your team calendar should include the following deadlines and events:

- ❒ Complete key factors (no more than one week after application has been received) – applies to team.
- ❒ Consolidate key factors (24 hours after all examiners have completed individual key factors) – applies to the scorebook editor.
- ❒ Complete Independent Review – applies to team.
- ❒ Complete category lead assignments – applies to team leader.
- ❒ Complete synthesis for all assigned categories (3-4 days before **Consensus Meeting**) – applies to team. This includes:
    - Draft comments and score each assigned item.
    - Provide and give feedback to your item backup.
    - Rewrite comments, incorporating backup feedback.
- ❒ Consensus Meeting and location – applies to team.
- ❒ Site Visit – applies to team.
- ❒ Post Site Visit wrap-up meeting and location, day after Site Visit – applies to team.

### Best Practice

As the assessment progresses, it's a good idea to send team members a weekly reminder email on Thursday (allowing time to work on assignments over the weekend), especially during weeks when there is no other correspondence among team members. Keep it short and sweet:

*"Dear [Examiner] Hope all is well. Your next deliverable is ______ and it is due on _______." Please let me know if you have any questions, I'm here to help."*

Don't over-manage – but *do* stay in touch. Minimal contact and follow-up are required if everyone is on schedule.

If deadlines are missed, make compensating adjustments, but once you're in the throes of the assessment, it is nearly impossible to change the Consensus Meeting date.

## 4 Send calendar to the team and the TNCPE Office

When your calendar is set, email it, including a list of all deliverables and due dates (use the Examiner Deliverables Checklist as a guide), to team members for review. Remind examiners to respond quickly to any correspondence from the team.

**Examiner Deliverables Checklist**
www.tncpe.org/downloads/Examiner%20Page%20Downloads/Examiner%20Deliverables%20Checklist.doc

As soon as your team calendar is set, please send a copy to the TNCPE office as well. Email it to contact@tncpe.org. Make sure this calendar includes:

- ❒ Independent Review due date
- ❒ Consensus Meeting date
- ❒ Site Visit dates

### Best Practice

We require you to notify TNCPE of many of your team's activities. An easy way to do this is to simply add contact@TNCPE.org to the email distribution list you create for your team. This way, TNCPE receives all group correspondence, which will include the calendars, materials and status updates that we need to track – and you won't even have to think about doing it.

## 5 Prepare team assignments

When you have received team members' completed **Biography Request Forms** and have had a chance to get to know everyone, you can assign team roles:

- **Scorebook Editor.** Typically assigned ahead of time by TNCPE, the scorebook editor consolidates key factors, captures and finalizes key themes, coaches team members on comment writing during consensus, backs up team leader's comments, and works with the team leader to edit the final scorebook.

- **Back-up Team Leader.** Fills in if a team leader cannot fulfill responsibilities. Keeps close tabs on the assessment process in case he/she needs to step in. This may be the scorebook editor.

- **Results Guru.** A team member who easily makes sense of category 7 and can help the team evaluate results during the **Site Visit** – both from a category perspective and from a holistic viewpoint. This is typically someone who likes numbers, graphs and auditing tasks.

- **Criteria Cop.** Keeps the team focused on the Criteria requirements.

- **Time Keeper**. During team meetings and **Site Visit**, keeps the team on track to complete the task within the allotted schedule.

## 6 Assign Category Leads

You will assign category leads and backups *after* your team completes its Independent Review.

You have access to three resources that will help you make these assignments: the examiners' category preferences (captured earlier), their biographies and their Independent Review work. A review of examiners' individual scorebooks will give you insights into their strengths as category leaders.

Once you determine process category leads, assign corresponding results items, as well (note that not every results item corresponds with a process category)

**Results Items that correspond with Process Categories**

| Process Category | Corresponding Results Item (Category 7) |
|---|---|
| category 1 *Leadership* | item 7.4 |
| category 3 *Customer Focus* | item 7.2 |
| category 5 *Workforce Focus* | item 7.3 |
| | t |

Chapter

2

# Independent Review

*You and your team should start the first steps of Independent Review (identifying key factors) as soon as the TNCPE application packet arrives. Much of your Independent Review work will overlap with the scheduling and team leader tasks outlined in the previous chapter. It is key that you set a team schedule in the earliest stages of the assessment process.*

***Scorebook Navigator*™ Resources:**

**Online manual**
www.tncpe.org/softwaremanual.pdf

**Help Line**
Paul Kidd
(615) 478-3310

## *Scorebook Navigator*™

As soon as you've been assigned a team, please familiarize yourself with the team leader tools in *Scorebook Navigator*™.

The *Scorebook Navigator*™ manual on the TNCPE website includes a chapter on team leader tools. An online demo is also available. Remember that it is your responsibility to move the team through the "steps" of the evaluation process in *Scorebook Navigator*™.

### *Scorebook Navigator*™ Help Line

If you or a team member runs into trouble using *Scorebook Navigator*,™ help is available 24-7. Paul Kidd, a fellow examiner, has been specially trained to troubleshoot problems with the software. He is available via phone or email at any time:

**Paul Kidd**
pskidd@pskqms.com
(615) 478-3310 (mobile)
(615) 384-1498 (home)

## Key Factors

The first step of Independent Review is identifying key factors. Team members should enter their key factors into the *Scorebook Navigator*™ software and notify you when they are finished.

### Consolidating Key Factors

After your entire team has completed its key factors, the key factors will be consolidated into one master list. This must take place before examiners can begin item evaluations.

Often team leaders assign key factor consolidation to the scorebook editor. If this is the case, make sure he or she is aware of this assignment early in the process.

Your effort to immediately deliver the consolidated key factors to your team is an example of role model leadership. Your actions demonstrate that serving as an examiner is a high priority activity and timely turnaround is expected of everyone on the team.

> **Best Practice**
> When the last team member finishes his or her key factors, consolidate them into one master list within 24 hours. This allows examiners to dive into their Independent Reviews ASAP.

## Item Evaluations

Encourage team members to complete their work on time, as moving to the Consensus stage in *Scorebook Navigator*™ requires that all team members have finished their Independent Reviews. Remind examiners to use you as a resource if they get stuck.

The team leader tools in the *Scorebook Navigator*™ software allow you to monitor your team's work. If team members are slow getting started, call and ask how you can help.

Also, make sure examiners know to click "done" when their Independent Review work is complete. Teams can't move to the Consensus stage in the *Scorebook Navigator*™ software until everyone has clicked "done."

> **Hope for the Hopeless**
> If you are missing one team member's work and they have gone AWOL, TNCPE can click "done" for them.

Chapter

3

# Consensus

*The face-to-face Consensus Meeting helps build the team. Examiners get to know each other better, and it creates a sense of peer pressure, so assignments are done on time.*

### Consensus by Phone

In some cases, a team member may need to participate in the Consensus Meeting via teleconference, so be flexible.

If you must conduct the Consensus Meeting by telephone, be sure the call is structured; provide team members a format to use for their reports; and use a round robin approach to ensure consensus after each discussion point.

## Before the Consensus Meeting

Each examiner is responsible for synthesizing and presenting findings from his or her assigned items. Ask team members to develop a short Consensus Report that includes:

**Resource**
Use the **Consensus Item Worksheet** to keep everyone on the same page during the Consensus meeting: www.tncpe.org/downloads/Examiner%20Page%20Downloads/Consensus%20Item%20Worksheet.docx

- A short description of the proposed strengths and OFIs (mentioning which examiners made similar comments),
- Rationale for proposing each strength and OFI comment,
- A summary of comments not used and why (again, mentioning the team members who made the comment),
- The score and the rationale behind the score.

These reports will be distributed for review among team members before the Consensus Meeting. TNCPE has developed a worksheet that incorporates all of these report points called **Consensus Item Worksheet**. As team members begin to synthesize items for Consensus, we suggest you send your team this worksheet

– including a sample you've completed – so everyone uses the same format. A unified approach will facilitate and speed up the meeting.

#### Additional Pre-meeting Tasks

Before meeting day, remind examiners of their roles: Criteria cop, timekeeper, scorebook editor, or results guru. If possible, send out an agenda and ground rules ahead of time, and arrange for a laptop and projector.

> **Best Practice**
>
> The scorebook editor or item backups can capture feedback in real time in *Scorebook Navigator*™ during the Consensus Meeting as the team's work is projected on a screen or the wall.

### Meeting Day

Although team members will be leading different portions of consensus, you are responsible for the overall meeting.

Start the day by defining/reviewing objectives, agenda, schedule, and ground rules.

It's also nice to start with a simple ice breaker. An easy one is to ask examiners to introduce themselves and offer what they think will help the group stay on task during the meeting.

### Consensus Reports

Once the pleasantries are over, it's time to get to business. Using their pre-written reports, each examiner will lead the discussion of his or her assigned categories.

The team leader or an experienced examiner should handle the first report-out to demonstrate the process.

During these reports, the scorebook editor should capture ideas for key themes.

**Keep moving**
Consensus is not the time for word-smithing. In fact, make this a ground rule. The Consensus Meeting should only address comments that are *not* used if the team member who made the comment wants to discuss it. Agree on the "meat" of what should be included; the category leader can finalize the comment after the meeting.

That said, be certain to establish a deadline for finalizing these comments.

## Timekeeping

As you develop a Consensus Meeting agenda, we suggest you schedule 20 minutes per item with a list of what the team should and shouldn't cover.

**Examiner Handbook online**
www.tncpe.org/downloads/Examiner%20Page%20Downloads/Examiner%20Handbook.pdf

Schedule 45 minutes for Site Visit issue discussion and prepare **Site Visit Issue Worksheets**. During this time, include a review of what to expect at Site Visit and the things that examiners should NOT say and do. You can review the TNCPE Rules of Conduct and Code of Ethical Standards in the Examiner Handbook as a refresher.

## Site Visit Issues (SVIs)

During the Consensus Meeting your team will agree on Site Visit issues. Category leaders should come to the meeting prepared to recommend SVIs for their items.

When SVIs are identified, discuss Site Visit issue strategies and develop a list of questions to present to the applicant. Try to be specific in regards to what you need to see. Determine what material should be reviewed and, if applicable, decide what meetings individual team members will attend.

Remember, Site Visit issues are relevant to the applicant. They are important points that need to be verified or clarified on site; they are related to key factors; and they must be linked to comments.

**Resource**
Sample Walk-around questions:
www.tncpe.org/downloads/Examiner%20Page%20Downloads/Walk%20Around%20Questions.pdf

You may consider using a list of interview questions that all team members ask during walk-around interviews (a sample set of walk-around questions are available on the Examiner Resources page of the TNCPE website). Select pre-set questions based on Site Visit issues that cut across categories.

## Prepare Examiners for Site Visit

An important aspect of the Consensus Meeting is preparing team members, especially new examiners, for the upcoming Site Visit. Train team members to treat the Site Visit more like a sales call – NOT like a police interrogation. Tell them to practice active listening and let the applicant tell its story. Use the Site Visit to clarify, verify, and learn all you can about the applicant.

### Coordinate

Decide when and where the team will meet for a final coordination meeting before going on site. Teams usually meet the night before the Site Visit, or for breakfast the morning of the first day. This is normally a short meeting.

Arrive together for the Site Visit, and try to fit the group into as few cars as possible. This cuts down on last-minute logistical issues and helps if there are limitations on parking.

## Wrapping up Consensus

After the Consensus Meeting, category leaders will finalize their Site Visit Issue Worksheets. These worksheets, including strategies, should be sent to the team leader. They will be included in the Consensus Scorebook that goes to the TNCPE judges.

That said, be sure to identify a deadline for these final SVIs before the Consensus Meeting breaks up.

If you are in a time crunch, you may send Site Visit issue topics to the applicant *before* Site Visit Issue Worksheets are finalized.

Chapter

4

# Site Visit

*Site Visit is your team's opportunity to see the applicant at work. It provides you an opportunity to clarify and verify; and an opportunity for the applicant to tell its story. Your team is there to learn and help the applicant improve – not put it through the ringer.*

## Pre-Site Visit Checklist

- ❒ **Develop a tentative Site Visit schedule**, incorporating time for follow-ups and unplanned needs.

- ❒ **Send SVIs and tentative schedule to applicant.** At least one week before your Site Visit, send the applicant your tentative Site Visit schedule, along with your team's Site Visit questions. Offer to talk with the applicant by phone to clarify any questions that may arise from these materials.

**Resource** See a sample SVI question tracking sheet on page 29.

*Send these materials at least one week before your team's Site Visit questions.* This is a firm commitment and every effort should be made to meet it. The applicant has planned pre-Site Visit activities around receipt of this material. A back-up plan (or two) is needed in case information from team members is late.

### Best Practice

Send your applicant Site Visit issues **two** weeks prior to Site Visit.

- ❒ **Send SVIs and tentative Site Visit schedule to TNCPE.** When you send the applicant your team's list of Site Visit questions and the tentative schedule, also send a copy to TNCPE. You can email these materials to contact@TNCPE.org.

- ❒ **Finalize Consensus Report and alert TNCPE.** When the Consensus Scorebook is complete, alert TNCPE via email: contact@TNCPE.org.

The team will need printed copies of this report at the final wrap-up meeting following the Site Visit**.**

**FYI**
Examiners can develop additional Site Visit Issue Worksheets after Site Visit issues are sent to the applicant.

- ❒ **Contact the applicant.** The week before your team's Site Visit, finalize the Site Visit schedule and other Site Visit details with the applicant. Keep your team informed of any changes (an easy way to do this is to cc team members on email correspondence with the applicant).

## Pre-Site Visit Coordination Meeting

The first day of your Site Visit, before going on site, schedule some time to review final details with the team. This doesn't have to take long – you could do it over breakfast or coffee. The meeting gives you an opportunity to convene as a group away from the site, review the Site Visit plan and team objectives.

Check in, making sure everyone has what they need. Bring extra copies of **Site Visit Issue Worksheets** and other necessary information

**Best Practice**
Encourage team members to review the applicant's Organizational Profile before going on site to refresh their memories about the organization.

## Site Visit Intro Meeting

As team leader, you will lead the introductory meeting with the applicant on the first day of your Site Visit. You can find presentation material on the Examiner Resources page of the TNCPE website. During the meeting, review the purpose of your visit, your team's schedule, ground rules and expectations.

**Examiner Resources online**
www.tncpe.org/examiners/resources.php

Answer questions regarding TNCPE and the assessment process. Provide time for an opening presentation from the applicant.

> **Best Practice**
> Inspire confidence in your team by providing the applicant a "stat list" of interesting information about team members, but don't include names and specifics. For example:
>
> *"This team represents 14 years on the TNCPE Board of Examiners and six years on the Baldrige Board of Examiners."*
>
> *"Sixty percent of team members hold a post-graduate degree."*

## Site Visit: Best Practices

As you launch into the nuts and bolts of your Site Visit, consider implementing these best practices collected from TNCPE's team leaders over the years:

**Have all team members sit in/take notes for Category 1.** This gets all the team members on the same page. Plus, some of your SVIs for later categories may be answered, which will save time in the long run.

**Monitor the category sessions.** During the Site Visit, category leaders should lead the meetings that deal with the evaluation of their categories, but keep abreast of how these sessions are playing out.

**Schedule and lead team caucus sessions.** Throughout the Site Visit, your team will need to schedule time to compare notes and discuss findings. These meetings should be incorporated into your Site Visit agenda. Guide these sessions so they are as efficient as possible, and make necessary adjustments to the schedule and individual assignments based on what has been learned.

**Make use of your team's results/category 7 guru.** Ask this team member to help review data and information provided by the applicant at Site Visit.

**Assign a team member to "follow" the key themes.** The purpose of this is to have someone (often the scorebook editor) focused on validating, adding to, and revising the key themes using the most current information.

**Lead evening review sessions.** Make necessary adjustments to the schedule and individual assignments based on what has been learned. During this meeting, have each category lead take everyone's notes and quickly compile the SVI findings. (The SVI Worksheets may be finalized later.) Also, take this time to develop follow-up questions for the next day. It doesn't hurt to begin work on the Final Scorebook during these sessions.

**Meet daily with the applicant.** After the first day of your Site Visit, take a few minutes to meet with the applicant's designated contact person in the mornings.

Use this time to touch base and provide follow-up questions from the previous day's work.

**Monitor conduct and ethical issues.** Make sure the Rules of Conduct and Code of Ethical Standards are being followed.

**Return Documentation.** Make sure your team is completing the Site Visit Document Log. It is imperative that documents reviewed by the team are tracked and returned to the applicant. If a document is requested, you must make sure that it is reviewed and returned. Every time you receive a document, attach the business card of the individual who gave you the document to ensure it is returned to the right person.

**Use the Site Visit Interview Summary.** Keeping up with who is interviewed can help you determine areas that have not been addressed.

## Ending the Site Visit

Schedule a quick caucus with your team before you leave the site. Has all documentation been returned? Did you get all your questions answered?

**Examiners Resources online**
www.tncpe.org/examiners/resources.php

After this caucus, gather the team and the applicant and hold the closing meeting. Keep it short and sweet. Quickly review confidentiality rules: If a team member and someone from the applicant organization happen to run into one another (at the TNCPE Awards Banquet, for example), the examiner will not acknowledge the applicant *unless* the applicant approaches first. Examiners aren't being rude, they're just following protocol to protect confidentiality!

Once confidentiality is covered, describe what the applicant can expect next, answer final questions and say good-bye.

TNCPE has posted talking points to help with this meeting on the Examiner Resources page of the TNCPE website.

## Final Wrap-up Meeting (immediately after Site Visit)

As you begin the wrap-up meeting, define objectives, agenda, and ground rules for this final meeting. You can use the same report format and ground rules as you did in the Consensus Meeting.

Although team members will be leading different parts, you are responsible for the overall meeting. This is an important time when your team will finalize its Scorebook.

The following should take place at the wrap-up meeting:

- ❒ Item leaders guide discussion of their items.
- ❒ Complete SVI Worksheets.
- ❒ Agree on key themes
- ❒ Complete Summary of Sites Visited
- ❒ Complete **Award Recommendation Form**
- ❒ Complete **Score Summary Worksheet – Site Visit** and compare with Scoring Band Descriptors
- ❒ Complete Team Hours Tracking Sheet

If category reports are not completed during this time, establish deadlines within two days of the wrap-up meeting.

Appropriate team members can work in sub-teams to complete the **SVI Worksheets** and final category content, and then report to the entire team.

Don't try to refine wording at the meeting, but make sure wording is factual and accurate. Agree on what should be included. The category leader can refine as he or she prepares the finished report after the meeting.

> **Best Practice**
> Don't allow more than two days for your team to complete work after Site Visit. Get buy-in on a deadline before you leave the wrap-up meeting.

## Determining Recognition

During the wrap-up meeting, you will lead the discussion to determine the recommended Award level, and provide a rationale as to why this level is selected.

Lead the team through the Award Recommendation Form. Refer to the wording in the Criteria regarding the TNCPE recognition levels and include specific examples from the applicant that support your recommendation, including what the team found and what was missing.

Make sure the form contains signatures from all team members

## Putting the "L" in A-D-L-I

It is helpful to TNCPE and to you as you grow in your role as an examiner to take some time during the wrap-up meeting to discuss the process.

- What went well?
- What did not go so well?
- What lessons have been learned?

Capture these thoughts in writing and submit them to TNCPE.

## Producing the Final Scorebook

Review the Final Scorebook as soon as you receive the final category reports from all your team members, and alert the scorebook editor so he or she can also review the Final Scorebook.

After compilation, the Final Scorebook needs to look like ONE person wrote it (instead of six different category leads). This is where the scorebook editor comes in handy, particularly if he or she has strong writing skills. With an editor's polish, the report will appear more professional and add value to the applicant and credibility to our organization.

**Final Scorebook Checklist**
www.tncpe.org/downloads/Examiner Page Downloads/Final Scorebook Documents.pdf

Notify the TNCPE office that the Final Scorebook is complete and send TNCPE your team's SVI Worksheets and all the other documentation. This should occur within two weeks of your Site Visit.

Use the Final Scorebook Checklist to be sure you are sending TNCPE all the required documents. It is available on the Examiner Resources page of www.TNCPE.org, under "Team Leader Tools."

## Final Steps

**Celebrate!** After everything has been turned in to TNCPE, provide your team closure by thanking members for a job well done. This announcement should be celebratory in tone. You worked hard and have every reason to congratulate one another!

**Complete Evaluations.** Remind team members to complete the individual and team evaluations as directed by TNCPE in coming weeks. This is an important part of each examiner's continuous improvement.

### Destruction of Documents

After the judges' meeting, TNCPE will send the team a copy of the Final Feedback Report that is delivered to the applicant. Shortly after, the team will be notified to destroy all examination materials, including the application, the Final Feedback Report you just received, and all work documents. We take these measures to protect the confidentiality of our applicants.

Chapter

5

# Keeping the Team Focused & Productive

*What does it take to run a strong, efficient TNCPE team? This chapter contains some general advice from TNCPE's legacy of team leaders. Remember, if you have any nuggets to add, please contact TNCPE!*

- **Clearly set expectations.** Tell team members what you expect from them, as well as what they should expect from each other.

- **If necessary, encourage team members to bow out early.** The unexpected can always happen – family illness, job change, etc. Tell team members to ask for help as soon as they realize they're in trouble. Remind them that you expect the team to function in a professional manner. The sooner you're aware of a situation that can hamper the team's progress, the easier it will be to deal with it.

- **Mentor new examiners.** Do so from the start to finish of your team's assessment process. Ask other experienced examiners on the team to help new examiners. Touch base often with new examiners to see how they are doing. Expect questions and coach new examiners with respect to the process, procedure, expectations, and performance.

- **Keep the team informed.** Keep the team posted about new information and feedback received from outside sources throughout the process. Even if you have no news to share, stay in touch. For example, if you are waiting for information from the applicant or another team member, let everyone know.

- **Be accessible.** You expect team members to respond quickly. Treat them with the same respect. Keep up with email and phone messages.

- **Handle the "outlier."** After a review of Independent Review work, you may discover a team member who is not on task, doesn't "get it," or doesn't seem to take his or her position on the team seriously. While uncomfortable, it may be necessary to do a quick "sanity check" phone call with this person to see if he or she is going to help or hinder the team as time goes on. In extreme cases, a team member may need to be asked to step down from the team. If you think this is the case, please notify TNCPE of the situation, and, if appropriate, TNCPE will ask the examiner to make a graceful exit.

- **Remind the team that OFIs are NOT negatives.** Do this during consensus and subsequent team meetings. OFIs are defined as "opportunities for improvement." And opportunities are always a *good* thing.

  Think of it this way: The applicant is participating in the TNCPE program, presumably, to improve processes and results. If the applicant is committed to the process, it may set its sights on someday earning a Level 4 Award – or even national recognition through the Baldrige Program. The applicant needs to understand its OFIs to help it get there.

### Help us Improve!

We would love to hear how you think we can improve this Team Leader's Guide. The effectiveness of team leaders has a tremendous impact on whether examiners – and applicants – stick with the TNCPE program. Please help us build our knowledge base, improve the effectiveness of team leaders, and retain these valuable resources!

# Site Visit Issue Tracking

Compile a spreadsheet listing SVIs and send it to the applicant *at least* one full week prior to the Site Visit to allow the applicant time to prepare. It could look something like this:

| Category | Site Visit Issue Question | Who in Applicant's Organization |
|---|---|---|
| | | |

Developing a protocol for managing SVI Worksheets will save you time in the long-run. In the "Item Reference" field of the **SVI Worksheet**, assign consecutive reference numbers to each **Site Visit Issue Worksheet**. For example: The SVI Worksheets in item 1.1 are numbered: 1.1-1, 1.1-2, 1.1-3, etc. The SVI Worksheets in item 1.2 are numbered: 1.2-1, 1.2-2, 1.2-3, etc.

### Keeping up with Site Visit issues

Create a table to track progress as the team resolves Site Visit issues. For example:

| Item ref. | Site Visit Issue | Key Contacts | Documents required | Key word |
|---|---|---|---|---|
| 1.1-1 | Verify process improvement process with Six Sigma and ISO | Senior leaders | | Six Sigma |
| 1.1-2 | Verify deployment of senior leaders' communications to the workforce | Senior leaders<br><br>Staff employees | Booklets containing vision, mission, values, code of ethics | Communication |
| 1.1-3 | Clarify how employee evaluations are conducted & how info from performance measures is used to accomplish objectives, improve performance, attain the vision | Senior leaders<br><br>Staff employees<br><br>HR manager | Examples of evaluation tools | Employee performance |