SCOREBOOK EDITOR'S GUIDE

Tennessee Center for Performance Excellence

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The TNCPE Scorebook Editor

Thank you for accepting your TNCPE assignment! As scorebook editor, you play a critical role in providing value-added feedback and helping applicants accelerate their improvement efforts.

A n examiner team's ultimate deliverable is the Final Scorebook – it is the basis of the Feedback Report the applicant will receive at the end of the evaluation process.

This report is the catalyst for the applicant's improvement through TNCPE.

As scorebook editor, you play a vital role in creating a valuable document that the applicant can use to move forward. It should be clear, insightful, and read as if it were written by one person.

Roles You Play

Typically, the scorebook editor will:

- Complete an independent review (just like all the other team members)

- Finalize the team's key factors list for consensus

- Draft key themes

- Coach team members on writing better comments to bring to the consensus meeting

- Work with the team leader to edit key themes and the Final Scorebook.

Find resources referred to in this guide on the Examiner Resources page of the TNCPE website.
http://www.tncpe.org/examiners/resources.php

Larger Teams

On larger teams, the scorebook editor may not be assigned items to prepare for consensus. On smaller teams, the editor *will* be assigned consensus items. Your team leader will decide whether or not you will complete consensus items.

While the scorebook editor is expected to participate in the site visit, the team leader will decide how best to use you on site if you haven't been assigned a category to lead.

Scorebook Editor & Site Visit

While the scorebook editor may not be assigned a category to lead, he or she must participate in the team's site visit in order to develop a deep understanding of the applicant and the team's findings.

Writing Comments

One reason you were selected as scorebook editor is because you've been identified as an examiner with strong writing skills. You will use these skills to hone comments written by all members of your team. It's important to understand the qualities of a good comment and how you can improve one that is lacking.

W hat should a comment say? In terms of the TNCPE evaluation process, comments are a written assessment of how well the applicant meets the Criteria. They are the primary means used by examiners to communicate with other examiners, the panel of judges, and the applicant.

Comments tell the applicant what it does well, and what needs to be improved related to Criteria requirements, the needs of the organization, and evaluation factors (A-D-L-I and Le-T-C-I). Organizations go through the TNCPE assessment process to obtain these value-added comments, which, in turn, help the organization grow. It's important to keep this in mind, as your comments are the basis of the applicant's Baldrige-based improvement process.

Through the use of key factors, great comments are customized to what is important to the applicant. Not only will you assist in editing comments; you also will help other examiners select the most meaningful comments for your applicant.

Comments:

- Are complete thoughts.

- Are unified, coherent and well developed.

- Provide value to the applicant.

- Make explicit the relationship between the Criteria, key factors, the applicant's processes and results, and your analysis.

- Use grammatical sentence structure

Coaching Examiners

Part of your job as scorebook editor is to coach examiners through the comment writing process. This helps TNCPE develop better examiners, and it will make your final editorial review much easier. Well prepared examiners will turn out comments that are well written and actionable, which means less rewriting for you as you edit feedback comments.

Use these guidelines to remind your team what kind of information a comment should contain:

- Address your comments to the basic, overall, or multiple Criteria requirements that are most important to the applicant.

- Write a unified, coherent, well-developed comment to provide value to the applicant. Include a topic sentence to express the main point of the comment. Next, provide evidence from the application that supports your topic sentence. Finally, conclude with a "So what" statement to explain the comment's relevance to the applicant.

- Include figure numbers in comments, as appropriate. However, you do not need to construct an exhaustive list of every method described by the applicant that is related to your conclusion.

- Use the evaluation factors approach, deployment, learning, and integration [A-D-L-I] or levels, trends, comparisons, and integration [Le-T-C-I]) to clearly articulate areas of strength and to provide insights that will help the applicant improve overall organizational effectiveness and capabilities.

- State observations in a factual manner, for example, "Customer satisfaction rates have increased from 75% in 2012 to 94% in 2015 and now exceed best-in-class levels."

- Identify significant comments by using the "double-strength" (++) or "double-OFI" (--) checkboxes in Scorebook Navigator.

- Draw linkages between a category/item and the applicant's Organizational Profile or across categories/items (especially between processes and results).

- Place the comment on the correct item evaluation screen based on the Criteria, *not* based on where the information appears in the application.

- If a "so what" statement is not apparent, create one that explains why the comment is relevant and important to the applicant. The "so what" often can be tied to a key factor, indicating that the applicant has told you this is important to the organization.

WRITING COMMENTS

Resource

**Key Factors
Fact Sheet**

Potential Sources of "So What?"

- Key factors
- Item notes
- Core values and concepts
- Glossary of terms

- A-D-L-I progression or gaps
- Le-T-C-I progression or gaps
- Scoring guidelines

- Ensure that each comment is consistent with other comments in the same or other items, and in the key themes.

- Don't go beyond the requirements of the Criteria or assert your personal opinions.

- Use discretion when referencing a strength in an OFI comment (Although/While…). This should only be done to clarify the difference between the strength and OFI or to acknowledge information the applicant has provided.

Great Comments...

- Are insightful – they tell the applicant something it didn't know.

- Provide meaningful feedback, either by validating a process or providing a clear description of key gaps and their significance.

- Are easily understood by someone without Baldrige expertise

- Are easily understood without going back to read the application.

- Don't be prescriptive! Avoid "could," "should" and "would" statements.

- Don't be judgmental by using terms such as "good," "bad," or "inadequate."

- Don't comment on the applicant's style of writing or data presentation.

Comment Style

What's the best way to get your point across when you write a comment? Use a clear and consistent style. As scorebook editor, you're going to hone all the comments that your team includes in the Final Scorebook, so it reads like it was written by the same person.

Resource

Comment Guidelines

Most of the style rules are no-brainers: Use a polite, professional, and positive tone. Use good grammar, proper punctuation, and correct spelling.

But a few style guidelines are specific to the TNCPE evaluation process. Please review these before comment writing begins:

- Use active voice and present tense (e.g., "completes" rather than "is completed").

- It's okay to use vocabulary and terminology from the Criteria and the scoring guidelines but don't overdo it.

- Write in third person: "The applicant demonstrates…" rather than "You demonstrate…"

- Spell out acronyms the first time they are used. For example: "Tennessee Center for Performance Excellence (TNCPE)" on first use, and just "TNCPE" on subsequent uses.

- During independent review if you write an observation that says something is "unclear," describe what is missing. During site visit, clarify all "unclear" statements. After the site visit, the terms "it is unclear" or "there is no evidence" are no longer appropriate in a comment.

- Use words like "applicant" or "the organization" to refer to the applicant as you write comments during consensus.

- Use the applicant's terminology when appropriate.

- Highlight an applicant's strengths and OFIs, not its writing style or graphics.

- Remember that "data" are plural. For example "data are factual information," not "data is factual information."

- The word "organization" is singular. For example, "the organization engages **its** workforce by …"

- Don't "parrot" the application or the Criteria. Provide only enough language to add clarity – seek to add value rather than restate information.

Best Practice

Examiners are instructed to use terms like "applicant" or "the organization" when writing comments during the early stages of the evaluation. The applicant's name replaces these terms following site visit – when examiners write their final comments.

As scorebook editor, you will be responsible for ensuring that the applicant's name is used throughout the Final Scorebook. Don't count on the "Find and Replace" tool in MS Word to make the substitutions for you. It's important that you do a final read-through to be sure the Final Scorebook makes sense.

Improving Comments

Comments need to convey valuable, clear information. If they don't, what's the point? An applicant must be able to glean value from your team's feedback, using the strengths and OFIs to hone processes and make improvements.

This section provides examples of problem comments (both process and results), along with the issues and improvements that can be made.

Original Comment (Process)

1.1b OFI

Although the Leadership Team attempts to communicate with, empower, and motivate all faculty and staff throughout the organization, it has been unsuccessful in encouraging frank, two-way communication throughout the organization. The applicant should develop techniques that would enable this information to be cascaded throughout the organization.

What's the Problem?

- Judgmental: "unsuccessful."

- Prescriptive: "should develop techniques."

- Lacks a positive tone.

Improved comment

1.1b OFI

It is not clear how members of the Leadership Team communicate with, empower, and motivate all faculty and staff and encourage frank, two-way communication throughout the organization. This gap may hinder the leaders' ability to communicate key decisions, reinforce high performance and promote customer and business focus.

Original Comment (Process)

1.2b Strength
The applicant's Governance Board plays an important role in ensuring that public concerns with future products, services, and operations are anticipated. In addition, the Leadership Team promotes and ensures ethical behavior in its interactions through distribution of the Code of Conduct.

What's the Problem?

- Judgmental: "important"

- Vague: does not identify any specific information with regard to how concerns are anticipated

- Not a single thought

Improved Comment

1.2b Strength
The applicant's Governance Board anticipates public concerns with current and future products, services, and operations by compiling and analyzing a variety of inputs (e.g., information from customers, suppliers, and regulatory agencies; local community surveys; external research/forecasting sources; and joint industry/government/academic studies).

Original Comment (Process)

2.1b Strength
The methods to develop short-term organizational strategic objectives appear to be systematic, and address the expressed needs of all key stakeholders. The applicant works hard to ensure that the necessary stakeholders participate in the process, and it incorporates their input into the planning process. After the information is gathered, the applicant attempts to align the stakeholders' needs with the applicant's own strategic priorities.

What's the Problem?

- Wordy: can be written more concisely.

- Judgmental: "works hard to ensure."

- Doesn't reference appropriate figures from the application.

- Lacks a positive tone: "attempts to align."

Improved comment

2.1b Strength
Through the Strategic Planning Process (Figure 2.1-1), the applicant uses a systematic approach to ensure that its strategic objectives balance the needs of all key stakeholders (Figure 2.1-3). This approach involves all key stakeholders

in focus groups at step 1 of the Strategic Planning Process and then involves at least one representative of each group at steps 2 – 6.

Original Comment (Process)

2.1a OFI

The applicant's strategy development process, which is used for developing short-term plans and objectives, is illustrated in Figure 2.1-1. However, the application is lacking a description of how the company completes its longer-term planning. Without such a plan, the applicant's ability to ensure that its decisions are aligned with its strategic directions or its ability to track progress relative to its strategic objectives and action plans is compromised.

What's the Problem?

- Multiple concepts expressed in one comment .

- Comments on the applicant's ability to write an application.

- "So what" is judgmental.

Improved comment

2.1a OFI

Although the applicant uses a systematic strategy development process (Strategic Planning Process, Figure 2.1-1) to develop short-term plans and objectives, there is no evidence of a longer-term planning process. For example, the process does not track strategic objectives, nor determine if objectives and action plans are aligned with strategic directions. This gap may compromise organizational learning, which is typically achieved through research and development, and evaluation and improvement cycles.

Original Comment (Results)

Item 7.1a Strength
The applicant has demonstrated great success with regard to how well its students have performed at transfer institutions.

What's the Problem?

- Omits reference to the figure showing results.

- Omits specific numbers, data and time period.

- Judgmental/value laden: "demonstrated great success."

Improved comment

Item 7.1a Strength
Results for student success at transfer institutions (Figure 7.1-5) demonstrate improvements from 58% in 2010 to 85% in 2015, and indicate that the applicant's programs are aligned with the requirements of its receiving schools.

Original Comment (Results)

Item 7.4a Strength
The applicant has expanded the number of external board members.

What's the Problem?

- Omits reference to figure showing results.

- Omits specific data, e.g., percentage of increase, time period.

- Doesn't convey why this statement is important to the applicant – so what?

Improved comment

Item 7.4a Strength
Over the last three years, the applicant has increased the percentage of external board members from 25% to 60% (Figure 7.6-1), and it has appointed an external director as the head of its audit committee. These results support the applicant's strategy of achieving greater independence in governance and financial audits.

Comment FAQs

How many comments should be included per item?

Around six total in the Final Scorebook for A Level 2, 3, or 4 applicant. Consider the applicant's key factors and try to select comments that are most pertinent and valuable to the applicant.

How many sentences should a comment have?

Most comments will have between two and four sentences. Some comments manage to convey all the necessary information in one or two sentences – and that's fine. On the other hand, try hard not to exceed four sentences in an item comment. Long comments make it harder for the applicant to grasp the main point.

How important is correct grammar?

Correct grammar is important, but do not spend extra time on it in the early stages of the evaluation process. The examiner's most important task is to make sure the facts and analysis are correct.

Scorebook editors correct grammar mistakes as they review examiners' work during synthesis, and examiners will have an opportunity to hone comments when they prepare their sections of the Final Scorebook.

Near the end of the process, the scorebook editor will do a thorough grammar review as he or she edits the Final Scorebook.

Should I include figure numbers in comments?

Yes, include figure numbers as well as a title or short description of what is in the figure, for example: "XYZ's Strategic Plan (Figure 2.1-1)."

Can I use the applicant's name in my comments?

Do NOT use the applicant's name at consensus – you can use "applicant," "the organization," "the school district," etc., as appropriate, or any combination of such phrases. Keep in mind that the Final Scorebook will have every instance of "applicant" replaced with the actual name, so some variety can be good.

Why is the "So what?" so important?

The "So what" statement highlights a comment's relevance to the applicant, particularly in OFI comments. Consider this: if an applicant understood why the information you're presenting is important, they would already be doing it!

Key Themes

When the applicant reads its Final Feedback Report from TNCPE, key themes serve as an executive summary. In fact, the key themes may be the only section of the Feedback Report that is reviewed and used by senior leaders for acknowledging best practices and focusing improvement efforts. That said, key themes need to be well written to get the point across.

K ey themes are perceptions or observations that recur throughout the scorebook, across processes and results, reflecting major strengths, opportunities, or vulnerabilities.

They are a synthesis of multiple comments, addressing high-level strengths or opportunities for improvement, and are significant in terms of the applicant's key factors.

Resource

Key Themes Overview and Step-by-Step instructions

Often, key themes are common to more than one item or category (cross-cutting) or address an issue of particular significance in one item. They are often found in comments that have been identified as "double-strength" (++) or "double OFI" (--).

Key themes:

- Must be traceable to individual item comments.

- May address a core value of the Criteria if they are strengths.

- Must summarize how well an applicant has addressed the Criteria requirements.

Who are Key Themes for?

Applicants – obviously. But that's not all. They serve two other key players in the assessment process.

Examiners – Key themes capture the shared understanding of a team of examiners and are used to help focus the site visit.

Judges – Key themes help judges to develop an overall understanding of each applicant and to distinguish role model practices and key vulnerabilities.

How to Find Key Themes

When you look for key themes, think horizontally and vertically. For example, in the process items, consider the A-D-L-I evaluation factors and double strength or double OFI comments. In the results items, look at the Le-T-C-I evaluation factors as well as the double strength and double OFI comments.

Criteria core values are a great resource, as are the scoring guidelines and scoring band descriptors.

Key Themes Characteristics

Generally, key themes:

- must be traceable to scorebook comments;

- should be at a higher level than item comments;

- are thematic and cut across multiple items and/or areas to address;

- include specific applicant information through examples, data or key factors;

- include some Criteria language;

- include the most appropriate A-D-L-I or Le-T-C-I factor(s);

- link to Criteria core values (in strength key themes) as appropriate.

As you write key themes, please do NOT

- create a key theme by cutting and pasting a single item comment in its entirety;

- use every double strength or double OFI comment as a separate key theme;

- overwhelm the main point with details;

- lose a higher-level perspective;

- include all evaluation factors in one key theme;

- reference Criteria core values in OFI key themes;

- forget to review key themes after the rest of the scorebook is finalized.

Best Practice

Remember, core values are a good source for strength key themes, when examples can be identified from item comments.

Before you write strength key themes, review the Baldrige Excellence Framework Core Values and Concepts (page 40 of the 2017/2018 Baldrige Excellence Framework booklet), noting cross-cutting themes pertaining to those core values that your applicant demonstrates. Are there core values reflected in more than one item comment (i.e., visionary leadership, management by fact)?

Key Themes Writing Style

The style rules for writing comments also apply to writing key themes. Write complete sentences that adhere to the comment guidelines, beginning with a topic sentence. Include robust evidence that adds clarity and value for the applicant without parroting the application. And tell the applicant why this comment is important to them ("So what?")

Documenting Key Themes in Scorebook Navigator

You will capture key themes using the Key Themes screen in Scorebook Navigator. First review all scorebook comments to identify ideas, threads and patterns that recur.

> **Key Themes – What to Expect**
> The balance of responses across Key Theme *Questions a, b, c,* and *d*
> should reflect the overall balance of observations across the items. For
> example, a high-scoring applicant would likely generate more *Question a*
> (process strengths) key themes than *Question b* (process OFIs) key
> themes and more *Question c* (results strengths) than *Question d* (results
> OFIs) key themes.

Incorporating A-D-L-I for process Key Themes

The A-D-L-I evaluation factors are a good place to start as you identify key themes that pertain to processes. What are the applicant's most important strengths or outstanding practices related to approach, deployment, learning and integration? Based on your team's review of the application, ask yourself the following questions, taking notes as you go:

- What approaches are sound and systematic (or not)?

- What approaches are well-deployed throughout the organization (or not)?

- Are there areas of strength or opportunity related to organizational learning?

- Where is there strong linkage between and among processes? What areas are poorly aligned? In a more mature applicant, what areas exhibit or lack integration?

Process Strengths & OFIs: Key Themes *Questions a & b*

After looking over your notes from the questions above, follow these steps to formulate key themes pertaining to process items.

Key Themes *Question a*: What are the most important strengths or outstanding practices (of potential value to other organizations) identified in the applicant's response to process items?

1. Read through all of the strength comments for all of the items in categories 1–6, paying special attention to those flagged by your teammates.

2. Identify any ideas, threads or patterns that recur and/or are expanded upon in multiple items or categories.

3. Craft a brief statement for each of these potential key themes. Examples of key themes related to process strengths might include the applicant's:

- process orientation, with the statement highlighting the approaches where this orientation is seen;

- deployment of its key processes to all appropriate work units, with the statement listing examples of key processes that appear to be fully deployed;

- use of a systematic learning, evaluation and improvement methodology, with the statement giving examples across the items where the methodology is used;

- integration of its approaches with its strategic objectives or challenges, or other critical key factors, with the statement noting specific examples of this integration;

- demonstration of a specific core value from the Criteria, with the statement providing specific examples from multiple items.

4. Review all of the double strength "++" item-level comments.

5. Consider whether the "++" item-level comments should be incorporated into a key theme if not already covered by the strength themes you have crafted.

Sample Response
Key Themes *Question a*

To provide a continuing focus on the future, the applicant has a Shared Governance System (Management and Governance Structure; Figure 1.1-1) that sets the college's mission, vision, and values. These are reviewed annually during the Strategic Planning Process (SPP; Figure 2.1-1).

The SPP, driven by the Nursing Professional Administrative Council (NPAC), includes a situational analysis and budget planning, which coincide with the capital funding plan. In addition to developing short- and long-term plans, the college tracks Key Performance Indicators (KPIs) from the Strategic Plan via the Learning, Improvement, Growth, Fiscal Health, and Talent (LIGHT) Scorecard.

Key Themes *Question b*: What are the most significant concerns or vulnerabilities related to the process evaluation factors (Approach, Deployment, Learning, and Integration)?

1. Read all of the OFI comments for all of the items in categories 1–6, paying special attention to those that have been flagged by your teammates.

2. Identify any ideas, threads or patterns reflecting OFIs that recur and/or are expanded on in multiple items or categories.

3. Craft a brief statement for each of these potential key themes. Examples of these themes might include the applicant's:

   - lack of systematic approaches, with the statement highlighting areas where gaps are noted;

   - lack of clarity around or gaps in deployment of its key approaches to appropriate work units or key stakeholders, with the statement giving examples of where the lack of clarity or gaps exist;

   - opportunity to improve the integration of its approaches with its strategic objectives, strategic challenges, or other critical key factors, with the statement noting specific examples of which objectives, challenges, or key student/patient/customer groups are not addressed by the applicant's approaches;

   - gaps in responding to the Criteria requirements, with the statement giving examples of Criteria items or areas not responded to and important to the applicant.

4. Review all of the double OFI "--" item-level comments.

5. Consider whether the "--" item-level comments should be incorporated into a key theme if not already covered by the strength themes you have crafted.

Note

When assessing lower-scoring applicants, you would expect to see fewer key themes in *Question a* (strengths) than in *Question b* (vulnerabilities).

Sample Response
Key Themes *Question b*

Although the applicant uses several processes to gather information and provide analysis, it is in the beginning stages of developing a systematic approach to evaluating and improving its key processes. For example, processes are not kept current in relation to the college's leadership system, the SPP, the performance measurement system (including data and information availability mechanisms), and its work systems.

Further, it is not clear how these processes are used to drive innovation or to increase organizational agility. Without an approach to keeping the wide array of processes current with the college's changing internal and external needs, the applicant may have difficulty managing for innovation. This may in turn impact its ability to perform well against its competition and address its overall strategic challenges.

Incorporating Le-T-C-I for results Key Themes

The Le-T-C-I evaluation factors are a good place to start as you identify key themes that pertain to results. What are the applicant's most important strengths or outstanding practices related to levels, trends, comparisons and integration? As you review your team's assessment, ask yourself the following questions, taking notes as you go:

- Are results trends consistently either favorable or unfavorable? If results are tracked over time, are they sustained?

- How do results compare to competitors or best-in-class organizations? Are appropriate comparisons provided?

- To what extent are results segmented to reflect important customer, product and service, market, process, and action plan performance requirements identified in the Organizational Profile and in process items?

- Do you see any role model results?

Results Strengths & OFIs: Key Themes *Questions c & d*

After looking over your notes from the questions above, follow these steps to formulate key themes pertaining to results items.

Key Themes *Question c*: Considering the results evaluation factors (levels, trends, comparisons and integration) what are the most significant strengths found in the results items?

1. Read all of the strength comments for all of the items in category 7, paying special attention to those flagged by your teammates.

2. Consider possible themes in the following areas:

     - good performance levels and positive trends across items in the measures most important to the applicant's organization, including how the applicant compares to other organizations;

     - segmentation/linkage – the presence of results addressing specific segments of the applicant's customers, students, employees, patients, locations, and so forth.

3. Review all double strength "++" comments in the category 7 items.

4. Consider whether these double strength comments should be developed into key themes if not already covered by the *Question c* themes you have crafted.

Sample Response
Key Themes Worksheet *Question c*

The college's overall performance relative to its peers and to the state and national comparison groups demonstrate that it is routinely meeting or exceeding comparison levels. For example, NCLEX-RN Pass Rates (Figure 7.1-1), Comparative Retention Rate (Figure 7.1-4) and Cumulative GPA: BSN Graduates (Figure 7.1-8) all demonstrate favorable trends and are at or exceed the trends and current levels of the comparisons provided.

Key Themes *Question d:* Considering the results evaluation factors (levels, trends, comparisons and integration) what are the most significant opportunities, vulnerabilities and/or gaps found in the results items?

1. Read all of the OFI comments for all of the items in category 7, paying special attention to those flagged by your teammates.

2. Consider possible themes in the following areas:

   - poor performance levels and/or unfavorable trends across items in the measures most important to the applicant's organization;

   - the absence of comparative data overall (giving specific examples from the items) or the absence of a particular type of comparative data that would be important to the applicant in guiding its improvement efforts (e.g., competitive data, use of industry averages as benchmarks when the applicant's goal is to be world class or where the applicant's performance already exceeds the industry average);

   - missing data or gaps: the absence of results addressing specific areas of the category 7 items; the absence of results on key measures discussed in categories 1 – 6 (e.g., measures of key approaches and, key processes, and progress relative to strategic objectives, challenges, and action plans);

   - segmentation/linkage: the absence of results addressing specific segments of the applicant's customers, students, employees, patients, locations, and so forth.

3. Review all double OFI "--" comments in the category 7 items.

4. Consider whether these double OFI comments should be developed into key themes if not already covered by the *Question d* themes you have crafted.

> **Sample Response**
> **Key Themes *Question d***
>
> Although comparisons are provided, they generally show averages or peer performance levels (e.g., state average or peer organizations) and are internal to the education sector.
>
> Some segmented results are provided by campus (e.g., Satisfaction with Support Services, Figure 7.2-5, and Clinical Practicums, Figure 7.5-4) and student demographics (e.g., Retention Rates by Gender/Ethnicity, Figure 7.1-3; Graduation Rates by Gender and Ethnicity, Figure 7.1-6), but the applicant lacks other results, including those related to comparative performance.
>
> Given the applicant's vision of being an exemplar of excellence, consistently using better-than-average comparisons and segmented data (to include its three campus locations, as well as its varying student and stakeholder groups) may improve performance by providing key comparative data and information to support operational and strategic decision making and innovation.

Sample Key Theme (and One That Isn't)

What does a key theme look like? How does it read? Here are a few more examples to give you an idea:

Key Theme

> The applicant creates an environment for organizational and staff learning through the creation of an annual workforce development plan that serves as a key input to the Strategic Planning Process and drives the development of the organization's annual training and education plan. Other means used to develop and maintain a learning environment include the use of the Plan, Do, Check, Act (PDCA) process and OASIS design and improvement models. The models include systematic benchmarking and identification of best practices, the development of annual Individual Development Plans (IDPs) for all staff and volunteers, and the offer of multiple educational benefits, such as Work to Learn, tuition reimbursement, and scholarships for staff and their children. In addition, the organization participates in multiple national, state, and local associations to gather and share best practices and learning.

This is a key theme because it...

- Goes beyond one area to address, item or category.

- Describes various systematic processes that are important to the organization's performance which are:

- – well-deployed throughout the organization
- – integrated (in harmony across the organization)
- Is linked to a Criteria core value: organizational learning and agility.

Not a key theme

> Although the applicant assigns a "single point of responsibility" for modifying action plans when required, it is not clear how it supports rapid execution of new plans, especially considering its semiannual review and various approval approaches.

This not a key theme because...

Although it may be important to the applicant's agility, it articulates only one of the multiple requirements of item 2.2. The only instance that an item-level comment such as this would rise to the level of a key theme would be if this issue had been mentioned multiple times in other categories; or if, for example, a major health care issue had not been addressed as a result of this opportunity for improvement.

OFI ALERT!
Do key themes reflect comment revisions?

Remember, key themes are based on item comments. As your team fine-tunes scorebook comments, make sure those changes are reflected in related key themes, as well.

Final Editorial Review

The hard work is over. Your team has fully evaluated the applicant, developing a comprehensive scorebook that describes strengths and OFIs based on the Criteria. Now it's your time to finalize the document.

The applicant's Final Feedback Report is based on your team's Final Scorebook in Scorebook Navigator. Working closely with your team leader, you will ensure that it is a strong resource for the judges, TNCPE staff, and, most importantly, our key customer – the applicant – who will use the information as its basis for improvement.

That said the applicant requires actionable, understandable, valuable feedback. During this last review, put yourself in the applicant's place. Could *you* use this information to get better?

Editing Points

Your final editorial review ensures that comments are Criteria-based, actionable, understandable, and serve the best interest of the applicant.

This is also your last opportunity to correct typographical errors and make sure the Final Scorebook reads like it was written by one person.

Reading through your team's work, ensure the following, making edits as appropriate:

☐ The document reads in a professional, positive tone.

☐ Comments are actionable, i.e. the applicant will understand what steps to take to move forward on its journey.

☐ The document is written with proper sentence structure. Does each sentence have a subject and verb that agree? Are spelling and punctuation correct?

☐ The document is written using active voice and present tense verb structure.

☐ The applicant's proper name or a consistent acronym has replaced the term "applicant." Rather than using the Find and Replace tool, it's best to make these replacements as you read through the document. This approach ensures that the comments will make sense.

☐ Acronyms are spelled out on first use. i.e., "The Tennessee Center for Performance Excellence (TNCPE)."

☐ Strength and OFI comments are Criteria-based.

☐ Strengths and OFIs address what is important to the applicant, based on the Organizational Profile.

☐ Feedback is non-prescriptive (no "could," "should," or "would") with the exception of Level 1 "observations and recommendations."

☐ Feedback is non-judgmental (no "good," "bad" or "inadequate").

☐ There are no contradictions between strengths and OFIs.

☐ There is no use of the phrases "it is unclear" or "it is not evident."

☐ Every OFI includes an explicit, written, "So what" statement that is meaningful to the applicant. Keep in mind that the most effective "So what's" are linked to the applicant's key factors.

☐ Every appropriate Criteria area is addressed (if not, add an appropriate comment based on review of the application and Site Visit Issue Worksheets).

☐ The applicant will understand the feedback comments.

Working through the Scorebook

It seems like a lot to remember, but your team has been trained to write comments using all of these writing guidelines, so many are already incorporated.

Work through the editing checklist as you read the Final Scorebook, with the aim of producing a document that is clear, informative and cohesive.

Consider taking this three-step approach:

1. Review comments for each item (strengths and opportunities for improvement). Make appropriate editorial changes.

2. Evaluate key themes to ensure that required questions are addressed. Make appropriate editorial changes.

3. Review key themes to ensure they are based on item comments. When scorebook comments were fine-tuned, changes also should have been made to related key themes.

Index

Sample Level 1 Comments

Strength
The applicant has contingency plans in place for responding to a variety of emergency scenarios, including weather events, and emergencies such as fires, explosions, etc. The contingency plan defines who to contact and what actions to take in these situations. The design of the assembly plants and supply centers within the organization enables other locations to cover for a plant that is temporarily closed due to an emergency situation.

OFI
While the applicant gathers feedback from dealers about its products, there is no evidence that this or other stakeholder feedback is integrated into the strategic planning process. Creating and implementing an approach for aggregating and analyzing customer feedback for use in improvements throughout the organization may enable the applicant to leverage its core value: "satisfied customers are the cornerstone of our success."

OFI
The applicant makes available the Successful Supervisor Course, XXX University, and off-site educational experiences that provide growth and development opportunities for lower and mid-level managers. However, the organization has not developed a program aimed at the continued growth and development of senior executives as part of a systematic approach to succession. While leadership capacity is considered to be a stable asset, an unexpected need to fill a critical leadership vacancy without the benefit of a current succession plan may adversely affect operations.

Recommendation
The applicant does not gather benchmark information relative to customer satisfaction. While these data are difficult to obtain, information may be available through industry publications and associations. Customer surveys conducted by the organization or its dealers could also provide useful information. Customer benchmark data could help the organization evaluate performance and set goals.

Recommendation
It is recommended that a flow chart or other suitable documentation be prepared to define the strategic planning process. The documentation should include a drill-down at each level to show its relationship to the AOP and the development and implementation of action plans. Such documentation may help the organization focus on achieving its key strategic objectives.

Sample Level 2 Comments

A good comment split

While this initial comment is a good one, there were no "+" comments for this applicant in 6.1. To even things out, the editor divided the initial comment into two: one that addresses the "+" and one that addresses the "–."

> **– 6.1c**
> The applicant has created a robust emergency readiness plan that has been developed in conjunction with the emergency management teams in their eight-county district. Furthermore, the emergency readiness plan is annually updated and training is provided for all employees. However, there are no cycles of learning applied to this process outside lessons learned from actual emergency situations. Without systematic and repeated cycles of learning to drive improvements, the applicant may be limited in its ability to improve its emergency readiness process and ultimately may experience service level issues when emergencies do occur.

Rewritten, two comments are better than one

> **+ 6.1c**
> The applicant has created a robust emergency readiness plan, which was developed in conjunction with the emergency management teams in its eight-county district. The emergency readiness plan is annually updated and training is provided for all employees.

> **– 6.1c**
> Although the applicant has created an emergency readiness plan, there are no cycles of learning applied to this process outside lessons learned from actual emergency situations. Without systematic and repeated cycles of learning to drive improvements, the applicant may be limited in its ability to improve the emergency readiness process and ultimately may experience service level issues when emergencies do occur.

Level 2 Comments (first drafts and rewrites)

Loose and Passive

This comment contains good information, but the writing isn't tight, and passive voice is prominent.

> **– 3.2a(2)**
> Although the applicant deploys the Service Standards for Doing Business Policy to its paid staff and employees, the policy is not deployed to its volunteer workforce or integrated into the organization's strategic plan. Deploying the Service Standards to the volunteer workforce may promote a customer-focused culture among the volunteer workforce similar to that of the paid staff. By integrating the Service Standards into the strategic objectives, the organization may be better positioned to take strategic action aimed at achieving a degree of loyalty that may lead to the customer advocating the organization's brand and product offerings.

Rewritten

> **– 3.2a(2)**
> Although the applicant deploys the Service Standards for Doing Business Policy to its paid staff and employees, the policy is not deployed to its volunteer workforce nor is it integrated into the organization's strategic plan. Deployment of the Service Standards to volunteers may help promote a customer-focused culture among the volunteer workforce similar to that of the paid staff. Integrating the Service Standards into its strategic objectives may enable the organization to further engage customers so that they become strong advocates for the organization's brand and product offerings.

So What?

This double OFI comment is missing a key component: the "So what?"

> **-- 6.2a**
> Even though the applicant leverages new technology in the design and innovation of work processes, it did not consistently deploy and integrate the approach across the healthcare system. Without consistent deployment and integration of advanced technologies, the organization may not be able to maximize efficiency, effectiveness and safety across all facilities and non-facilities.

Rewritten

> **-- 6.2a**
> Although the applicant leverages new technology in the design and innovation of work processes, it does not consistently deploy and integrate this approach across the healthcare system. Without consistent deployment and integration of advanced technologies, the organization may have difficulty maximizing efficiency, effectiveness and safety across all facilities and non-facilities. This in turn could impact its ability to create a world-class healthcare system.

Sample Level 3 & 4 Comments

Level 3 & 4 Comments (first drafts and rewrites)

Too much of a good thing

What's the problem? A quick glance at the glut of words on the page is a big hint. This comment offers too many examples. The rewritten version (next page) is one-third the size, and much easier for an applicant to digest.

> **+ 7.3a(1)**
> The applicant's workforce total training hours and training hours per FTE showed a steady increase from FY 09 through FY 12 with both showing a decline in FY 13 which the applicant attributes to changes in the economy and reduced education funds. The applicant predicts an increase in both total training hours and training hours per FTE for FY 14. Staff members are required to attend skills/competency fairs. Applicant uses CBLs, videos, and skill demonstration to validate ability to perform job requirements. Successful completion is tracked via the Personal Development Academy. The applicant uses CBLs, videos, skill demonstration and competency fairs to assess and maintain staff capability to perform their specific roles. Fall Competency Fair had 775 participants and individual competencies fairs are held throughout the year based on individual roles re: RN, LPN, ICU, Respiratory, etc. Training requirements are identified/ individualized based on job description/job role. Leadership development participants have formal development plans which are tracked by the participant's manager and are part of the person's personal goals and annual performance review. The participants current personal appraisal scores are compared with scores prior to leadership training/during leadership training and after leadership training to assess that training was successful and that learning occurred. Progress is tracked and data maintain by HR department and participants' supervisor. SLT training is also tracked and conducted via the Personal Development Academy. SLT training needs are individualized based on needs and personal goals/roles. External education hours/course titles, seminars, and special training is also entered into the Personal Development Academy transcript for tracking purposes. Training hours increased in 2011-2012 because applicant changed the way it calculated training hours based on the Baldrige award winner that they were benchmarking against. This award winner includes meetings in their education numbers. The applicant changed this in 2013 based on further research from other award winners and removed meeting hours from education hours reported. The applicant now uses benchmark data from the American Society of Training and Development and is currently at or above national benchmark target for educational hours per FTE. This allows the applicant to identify training needs or gaps in leadership development and correct them as needed to ensure staff/leaders are trained and capable to perform their job requirements and supports the applicant's Keys to Success.

Rewritten

+ 7.3a(1)

The applicant's workforce total training hours and training hours per FTE show a steady increase from FY 09 through FY 12 with both declining in FY 13, which the organization attributes to changes in the economy and reduced education funds (Figure 7.4-6). The applicant benchmarks its workforce training with data from the American Society of Training and Development and is currently at or above the national benchmark for educational hours per FTE. This performance ensures that staff/ leaders have the knowledge and skills necessary to perform their job requirements and serve the region with clinical excellence and compassionate care. In addition, it meets employees' requirements for education and career development.

Looooong sentences

Break those long sentences down! Short, punchy sentences will get the point across much more efficiently.

– 1.2a (1,2)

Evidence was provided to demonstrate the means by which accountability of leaders is documented especially in terms of personal leadership performance through the establishment of annual goals related to cascading goals linked to strategic objectives and results of performance evaluations are used to improve the organization. However, aside from the mission goal for each associate, there was no evidence of the relationship of front-line worker goals as reflective of unit leader or executive leader goals. Integrating performance goals throughout the organization and aligning them with strategic objectives may lead to more effective and meaningful workforce accomplishments and satisfaction.

Rewritten

– 1.2a(1,2)

Senior leaders' performance goals are linked to the organization's strategic objectives. However, aside from the mission goal for each associate, there is no evidence that the goals of front-line workers are linked to unit leader or executive leader goals. Integrating performance goals throughout the organization and aligning them with the organization's strategic objectives may lead to higher performance, more effective workforce accomplishments and increased satisfaction and engagement among the workforce.

It's and Its

"It's" is misused and some of the spelling is incorrect (i.e. "Solutient"). In addition, the rewritten version uses more Criteria language, like "approach."

> **– 4.1a**
> The applicant uses the Solutient 50th Percentile Benchmark as it's primary source of data for financial comparisons with external hospitals. While this does not allow for direct comparisons against competitors, it is viewed as one of the best available options to indirectly measure it's financial performance compared to other top-ranked hospitals. Striving to measure performance against direct market competitors may aid the organization in not only sustaining it's vision of providing extraordinary care, but increasing market share in order to achieve alignment with the organization's stated KTS of "Growth."

Rewritten

> **– 4.1a**
> The applicant uses the Solucient 50th Percentile Benchmark as its primary source of data for financial comparisons with other hospitals. While this approach does not allow for direct comparison against competitors, it is viewed as one of the best available options to indirectly measure the applicant's financial performance against other top-ranked hospitals. Measuring performance against direct market competitors may help the organization sustain its vision of providing Extraordinary Care and increase market share, in order to achieve alignment with the organization's KTS of Growth.

Sample Key Theme

A Key Theme (first draft and rewrite)

Where's the Beef?

This key theme's "So what?" is a little weak, and it isn't cross-cutting across items.

> The applicant does not consistently use comparisons in its review of key results. For example, while results for governance measures are excellent, there are few comparisons to external organizations or competitors. Analyzing results compared to other organizations may enable the applicant to continue its focus on improvement, and may allow them to find opportunities for innovation.

Rewrite

> The applicant does not consistently use external comparisons in its review of key results. For example, while results for governance measures are excellent, there are few comparisons to external organizations or competitors. Comparing results to competitors and other organizations that provide similar services may enable the applicant to more accurately analyze results and identify opportunities for innovation or breakthrough improvement.

2017 Scorebook Review

This document is used by judges and the TNCPE office to provide feedback to teams regarding the quality of their scorebook.

Applicant:_____ Team Leader:_____ Editor:_____

Reviewed by:_____ Date:_____

This review will be shared with the Team Leader and Editor who prepared this Scorebook.

Scorebook Guidelines	Poor	Fair	Good	Above Average	Excellent	Not Applicable
1. **Key Factors Worksheet** (concisely presents a bulleted list of the most significant facts and characteristics of the applicant's organization. Divided into five sections using the headings named in the "Preface: Organizational Profile" from the appropriate *Criteria for Performance Excellence*)	1	2	3	4	5	
2. **Item Worksheets**						
Complete set for all Items (17)	No			Yes		
a. Appropriate number of strengths/OFI's to support the Item score	1	2	3	4	5	
b. Appropriate number of Key Factors	1	2	3	4	5	
c. Number of comments balanced across Categories	1	2	3	4	5	
3. **Comment Guidelines**						
a. Comments will give value to the applicant	1	2	3	4	5	
b. Strengths and OFIs are presented in clear, simple, complete thoughts	1	2	3	4	5	
c. Comments demonstrate knowledge of Criteria purpose and requirements	1	2	3	4	5	
d. ++/-- used appropriately	1	2	3	4	5	
e. Figure references used appropriately when commenting on information from a figure.	1	2	3	4	5	
f. Comments are "feedback-ready." Circle specific problems from the list at the bottom of the page	1	2	3	4	5	
4. **Key Themes Worksheet** (presents an overall summary of the key points of the application evaluation, taking into account important Item strengths and OFIs, Key Factors, and Criteria Core Values)	1	2	3	4	5	
5. **Overall Scorebook Quality**	1	2	3	4	5	

Prescriptive	Judgmental	Conflicting + and OFI	Too general	Vague
Parrots application	Critical tone	Beyond Criteria	Uses jargon not used by applicant	

Comments_____

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