TABLE OF CONTENTS

2006 MTQA CALENDAR

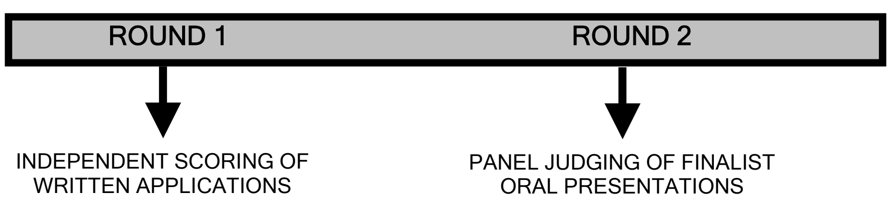
EVENT	DATE
2006 MTQA Standards Available	January 20th
MTQA Judges Applications Due	March 13th
MTQA Intent to Apply Form Due	March 20th
MTQA Applications Due	April 24th
MTQA Judges Training	April 27th
Round 1–Judges Independent Review & Scoring	April 27–May 12
Applicants Notified of Status in Competition	May 16th
Round 2 Regional Oral Presentations	June 14–16–Jefferson City
Applicants Notified of Status in Competition	June 19th
MTQA Recipient Awards Banquet at Excellence in Missouri Conference	November 16th–Lake of the Ozarks

PURPOSE

The Missouri Team Quality Award (MTQA) Judges' Handbook is provided to ensure consistency in the administration of the process across all regions and levels of judging, and to serve as a reference guide throughout the judging process.

JUDGES' SELECTION PROCESS

The MTQA process has two Rounds (see figure below).



WHAT TO EXPECT AS A JUDGE IN THE MTQA PROCESS

The purpose of the MTQA process is twofold. First, the MTQA Team Standards were established to encourage organizations to use a structured, proven framework to enhance desired improvements in operations, performance, and customer satisfaction.

Second, the Award process was established to recognize those teams that have demonstrated role-model processes to reach their improvement goals. By recognizing these role-model teams with the Award, other organizations may learn from their process and, therefore, maximize the outcome of future team activities.

The MTQA is based on a set of Team Standards that address six major components of any team process:

- Selecting the Opportunity

- Establishing and Developing the Team
- Measuring and Analyzing the Current Situation
- Developing Improvements
- Implementing Improvements
- Monitoring Progress

Any team that implements and follows the concepts embodied in the MTQA Team Standards should realize the benefits of greater performance and more productive teamwork.

The MTQA process is open to any Missouri team that has worked on a task, project or other activity between January and June of the following year (18-month cycle). It is not necessary that the activity was **initiated** in this timeframe, nor must the activity be **completed**. The only requirement is that team activity has taken place during this 18-month period. Multiple teams from the same organizations are eligible to apply. While applicant teams are classified according to sector, recipients are not selected based on that classification. Selection of teams that advance to the next Round of judging is sector independent. That is, there may be multiple teams from a given sector, or none, depending on the extent to which applicants have met the requirements of the Team Standards. Teams are judged <u>individually</u> on their level of performance relative to the Team Standards.

Round One - A panel of regional judges will independently review and score each of the applications based on the Team Standards and Scoring Guidelines. Those applications selected by the Judges that have the most replicable team process in adherence to the MTQA Standards are eligible to advance to Round Two.

Round Two – Teams advancing to this level will travel to Jefferson City to deliver a 45-minute presentation on their team project to the Judges, followed by a brief intermission for judges' discussion, then a 20-minute question and answer period. At the conclusion of the presentations, the judges will determine which of the finalist teams best achieve the objectives of the Team Standards and would, therefore, serve as role model teams for the entire state. These teams will receive the Missouri Team Quality Award at the Missouri Quality Awards Presentation Banquet in November.

Lead Judges

Judges will be assigned as "Lead Judge" for at least one application, because it's probable that not all Judges will review every written application during Round One. The Lead Judge is responsible for 'guiding' the other Judges on the panel that may not have reviewed and scored through an application that they may not have personally reviewed while reaching consensus on which teams should advance between Rounds. Likewise, a "Lead Judge" will also be assigned to each finalist application when State Judges receive them for review and scoring.

Feedback Reports

All applicants (except team(s) that receive the award) will receive a written feedback report summarizing both the Strengths and the Opportunities for Improvement of the organization's team process. This feedback is intended to assist the organization in achieving higher levels of team performance, based on the MTQA Team Standards, as well as to emphasize those areas already strong within the organization. Lead Judges are responsible for submitting these summaries to the Coordinator for distribution to the team. It is always easier to complete these summary feedback reports as soon as a team is not selected to advance to the next round of judging, while the details are still fresh. Applicant teams expect to receive these feedback reports promptly after they receive notification that they are not moving to the next round of judging, so promptness in completing and forwarding these feedback reports to the Coordinator is very important.

Time Commitment for Judges

- All appointed MTQA Judges attend a 4-6 hour training session.
- During Round One, a judge can expect to spend about 2 hours *per team* to independently evaluate and score the written applications. The total number of written applications a Judge may receive to review and score varies depending upon the number of applications received, however, every effort is made to keep that number to six or below.
- During Round Two, Judges can expect to spend 1 - 2 hours *per team* to prepare for the Finalist oral presentations.
- The oral presentations usually take an average of two days to complete. (1½ days for actual team presentations and time for consensus to reach a decision on award recipients after all finalist teams have presented their projects). This is completely dependent upon the number of teams that advance to the final round.

JUDGING PROCESS

General Information Applicable To Judges

All information contained in the applications as well as the application scores **is confidential and not disclosed to anyone** outside the evaluation process.

There may be a number of different types of teams applying for the MTQA, such as problem solving, process improvement, design, operational, and standing work group teams. Each team will be evaluated on the effectiveness of its team methodology for that particular *type* of team.

The Panel of Judges will consist of judges who have received training on the MTQA process.

Each application will be reviewed by at least three judges.

Conflict of Interest: Upon receiving applications, the MTQA Coordinator will review each application for potential conflicts of interest that judges may have. If a conflict is determined, the judge(s) with the conflict will not be allowed to review the application. If a Judge has interacted with or participated on a team that has applied, he or she is excluded from evaluating that team and shall not participate in scoring/judging deliberations about that team. However, because Judges are appointed prior to team applications, judges may potentially be from an applicant organization. Upon receipt of the applications, judges will verify that no conflict of interest exists and sign a Conflict of Interest statement. If a conflict does exist, contact the MTQA Coordinator immediately.

Evaluating Round One–Written Applications

Round One

The Coordinator will distribute applications to Judges as soon as possible for Round One review and scoring (at the end of the Judges' Training session).

Judges will evaluate the applications using the MTQA Team Standards and Scoring Guidelines. Scores and feedback comments will be recorded on Judges' Written Application Score Sheets available in electronic format at **www.mqa.org** or by e-mail request at christi.johnson@mqa.mo.gov . It is highly recommended that Judges use the electronic version of the score sheet, which will make the exchange of score sheets much easier during the process. Each Judge will record their scores and comments on the Score Sheets and send the scoring to the Coordinator only. A separate set of Score Sheets must be used for each applicant team evaluated.

The Coordinator will review the returned scores and compute an average score. The initial Round One score for each team will be the *average* score of all judges reviewing the written application. The Regional Coordinator will "sanity check" the results with the judges through a conference call where teams will be selected to advance to Round Two. After this session, the Coordinator will notify all teams of their status.

For those teams not advancing to Round Two, the Coordinator will assign those respective Lead Judges to consolidate the comments from all Judges' score sheets into summary feedback comments. Those judges will then submit the feedback report to the Coordinator, who will assemilate those comments into a feedback report and forward it to the applicant within two weeks of notification of their elimination from the process. Judges may prepare the feedback summary comments using the Judges' Feedback Report Form available in electronic format at www.mqa.org or by e-mail request at christi.johnson@mqa.mo.gov .

Evaluating Round Two–Finalist Oral Presentations

Round Two

The MTQA Coordinator will schedule oral presentations to be made by those teams advancing to Round Two. Generally, no more than four teams can be evaluated in one day, so judging oral presentations could take two days depending upon the number of teams advancing to the final round and the amount of time used by the Judges to reach consensus and identify award recipients.

During Round Two, Judges will hear the presentations as a panel, and individually score the oral presentation. Judges will score the oral presentations using the Judges' Oral Score Sheet and Scoring Guidelines available in electronic format at www.mqa.org or by e-mail request at christi.johnson@mqa.mo.gov . For each of the Round Two teams, the Lead Judge assigned will coordinate the judging activities for his or her particular applicant. This responsibility will include leading the judges in discussion of the written application, coordinating and leading the questioning during the oral presentation, and writing the feedback report.

After all teams have made their presentations, the Judges will come to consensus on teams that will receive the Missouri Team Quality Award (if any).

The Award Office will then contact each of the state finalists to inform them of the outcome of the Judges' decision.

JUDGING "RULES OF THUMB"

At the top of each score sheet are the scoring criteria. A score of 1 means that the team did not address or totally missed the intent of the particular Area to Address of the Team Standard. A score of 3 would indicate that the intent of the Standard was met, although the response was not particularly strong. A score of 5 indicates that the team activity was significantly better than expected for most teams and would be suitable for other teams to emulate.

When developing scores and comments, judges should emphasize the team's responsiveness to the Team Standards and not how well the application is written. The same should be true for the oral presentations.

The Scoring Guidelines should be used as guidelines - not as requirements. For instance, under Standard 2.3, judges should weigh whether appropriate team building activities were conducted to enable the team to rapidly become cohesive and productive. The amount of team building will be a function of the culture and environment of an organization. An organization may include building of teaming skills as an integral part of employee development. If so, then that organization does not require building the foundational skills as part of each team's process.

Judges should make complete and legible comments on their score sheets because these will become the basis for feedback to the teams. The comments should include both strengths and next steps for their team process. In particular, the next steps should be designed to help the parent organization as well as the team to advance their team process to the next level of performance.

For Standard 6, some teams may not yet have results and should not be penalized if they do not. They should provide indicators that show that their team process has been effective in their operations. For instance, given where they are now, have key milestones been met? Based on their analysis, is it reasonable to assume that their actions will, in the future, meet or exceed their objectives?

The foundation for the development of good questions for the oral presentations and accurate feedback is the development of good comments. Comments should be able to be understood without further verbal clarification, and the comments should be reflective of the score.

The purpose of the oral presentation is to verify and clarify what is contained in the written application. This means that both Strengths and Opportunities for Improvement need to be addressed during the oral presentation process. This is accomplished through both the teams' oral presentation and the ensuing Question and Answer Session. If a comment, either a Strength or Opportunity for Improvement, generated in Round One is not verified or clarified during the oral presentation, then it cannot be included in the feedback provided to the team. Accordingly, there should be no comments in the feedback that indicate a lack of clarity as to whether or not the team does something. Issues of clarity must be resolved during Round Two Oral Presentations.

During oral presentations, the questions for the teams should focus on verifying or clarifying whether the level of scoring and the comments developed during the previous stage are accurate. The questioning should determine not only this accuracy, but also what the appropriate next steps are to improve the team process.

MISSSOURI TEAM QUALITY AWARD ROLE MODEL ATTRIBUTES

Standard 1: Selecting the Opportunity

The organization has a systematic methodology for determining whether the use of a team is appropriate for an opportunity, and that the opportunity is of importance, relative to other opportunites, to the accomplishment of organizational objectives. When the decision has been made to form a team, the team is provided specific guidance that fully defines what is to be accomplished, when, with what resources, within what boundaries, and for whom.

Standard 2: Establishing and Developing the Team

The process for determining team composition assures that the "right" mix of team members is established to have the appropriate skills, knowledge, experience, and compatability to accomplish the team tasks. When the team composition has been determined, clear definition of how the team is going to work is established, including who is going to do what.

Standard 3: Measuring and Analyzing the Current Situation

Initially, the team develops what they are going to do by thorough analysis of the situation in order to develop a complete understanding of their opportunity. Based on the results of this analysis, the team builds a solid approach to addressing the opportunity that will be fact-based and systematic.

Standard 4: Developing Improvements

Using facts and data, the team develops multiple alternatives or solutions that address the accomplishment of its objectives. There is frequent interaction with key stakeholders in developing the alternatives, as well as data and information garnered from other organizations. The alternatives or solutions are analyzed to determine the most appropriate and feasible approach to accomplishing the set objectives.

Standard 5: Implementing Improvements

Once the preferred alternative or solution has been developed, the team uses a systematic approach for how that solution will be implemented, including how key stakeholder buy-in and agreement will be attained. During implementation, appropriate measures and milestones are established to enable assessment of whether the approach is meeting team objectives and that the implementation is occurring as planned.

Standard 6: Monitoring Progress

If results are provided, they achieve all objectives, and many of them are better than expectations. If results are not provided, the team demonstrates that they are clearly on track to not only achieve all objectives, but to exceed many of them. In both cases, the teams are a clear benefit to accomplishing organizational objectives. Further, the change is being clearly communicated to all stakeholders, and next steps have been well-defined.

MISSOURI TEAM QUALITY AWARD STANDARDS

Standard 1–Selecting the Opportunity (15 points)

1. **How and why was this opportunity selected? How does the opportunity support achievement of your organization's objectives?**
    a. What process/method was used to determine why this opportunity was an important task for a team effort? What were the reasons leading up to the opportunity?
    b. How was the decision reached to undertake this opportunity?
    c. How will the expected outcome(s) impact the achievement of the organization's objectives?

2. **What are the objectives of the selected opportunity?**
    a. What are the expected outcomes?
    b. What boundary conditions existed for this opportunity, such as limitations on budget expenditures, personnel assignments in the completed actions, or authority to implement results?
    c. What is the specific scope of the opportunity, including where the team was to begin and where its task was to end?

3. **Who are the stakeholders of the opportunity?**
    a. Who would be impacted by the results of the team activity, and why?

Guideline Notes for Standard 1

a. Explain the decision methodology used (whether driven by management or by work team) to determine that this opportunity should take precedence over others identified by the organization. Include a description of what additional guidance or direction the team received to fully understand the scope, responsibilities, and timeframe of its activity. For example, if measures showed that a process was performing poorly, describe what the level of performance was and how it was determined this was a poor level, or describe what information demonstrated that a project was needed. Show how achievement of the objectives of this opportunity will contribute to accomplishment of organizational mission, vision, strategies, values, goals/objectives; and include why this is significant to the organization and was influential in the opportunity selection.

b. In determining outcomes, include results, deliverables, and projected impacts to the targets/goals.

c. In addition to identifying appropriate stakeholders, your response may also include how these upstream/downstream stakeholders will be involved in the team process as appropriate, or how stakeholder needs will be met, based on the goals set forth for the opportunity.

Definitions

Opportunity: A generic term to describe the various types of team tasks, including, but not limited to, problem solving, project implementation, process improvement, and team operations, which contribute to achieving organizational or community objectives.

Stakeholders: A term that refers to individuals and/or groups impacted by the team's activity. Stakeholders could be, for example, external or internal customers, users of the process/product/service, owners of the process, members of the community and/or team sponsors.

Scoring for Standard 1–Selecting the Opportunity

1. How and why was this opportunity selected? How does the opportunity support achievement of your organization's objectives?	
No description provided of how or why the opportunity was selected. Linkage between expected outcomes and organizational objectives is not addressed.	1
Unclear or partial description of how or why the opportunity was selected. Linkage between expected outcomes and organizational objectives is vague or unclear.	2
Adequate description of how and/or why the opportunity was selected. There is clear linkage between expected outcomes and organizational objectives.	3
Description of how and why includes indication that the organization has determined it is capable of accomplishing objective; evidence exists that efforts have been made to improve the selection process. Linkage between team activities and organizational objectives is a factor in selecting opportunities.	4
There is indication that the organization has defined the linkage between team activities and organizational goals and that this linkage is a driver of the decision to select the opportunity.	5
2. What are the objectives of the selected opportunity?	
Objectives are not determined at the outset.	1
There is vague reference to implied outcome; no guidelines or scope identified.	2
Adequate explanation of expected outcome is provided; clear understanding of guidelines and scope demonstrated.	3
Expected outcomes include statement of goals and timelines; guidelines include definition of resources available, responsibility, and authority to make change.	4
Requirements, scope, and expectations are fully defined, such as a team charter that details the problem, opportunity to improve, expected outcome, team members, and appropriate authorization.	5
3. Who are the stakeholders of the opportunity?	
Stakeholders are not identified.	1
Major stakeholders are identified.	2
Multiple stakeholders are identified.	3
Many stakeholders are identified, including some internal and external customers of the improvement process.	4
Stakeholders are not only identified, but are involved as part of the team process; stakeholders' needs are identified and considered in the team objectives.	5

Standard 2–Establishing and Developing the Team (15 points)

1. **How was the team formed?**
    a. Who prompted the team's formation?
    b. What process was used to select team members? Did potential team members participate in the selection process?
    c. How was approval obtained for team member assignments to ensure management support and resources to complete the project?

2. **What were the roles and responsibilities of team members?**
    a. What were the specific roles of the team members, as appropriate?
    b. How did team members' roles and responsibilities ensure effective interactions between team members?

3. **How was team cohesiveness achieved?**
    a. What actions were taken to help the team work effectively together?

Guideline Notes for Standard 2

1. Explain how the team selection process ensures that the team will be well balanced, knowledgeable and experienced enough to complete the task.

2. For example, the team consisted of John Jones, a process analyst, responsible for drawing the flow charts; Marilyn Smith, a skilled communications specialist, responsible for networking with other organizations on their process, etc. This component could also include more traditional team roles such as facilitator, timekeeper, etc., as appropriate.

3. Your response should address such actions as defining meeting times, conduct of meetings, handling conflict, and individuals pulling their own weight. It may also include areas such as whether team performance reviews were conducted and what change, if any, occurred as a result of such reviews. In addition, you may wish to discuss how member knowledge and experience in team activities impacted the team building process. Examples of such mechanisms could include attendance at training on team dynamics, conducting personality profiles for team members, establishing team "ground rules", or other mechanisms suitable to the organization's culture.

Definitions

Team: A grouping of people together to accomplish an objective or opportunity. It may include such groupings as standing teams, committees, councils, work groups, problem-solving teams, design teams, and process improvement teams.

Scoring for Standard 2–Establishing and Developing the Team

1. How was the team formed?	
No process of team member selection is described.	1
Process used to select team members is not defined, but there is some consideration of team member qualifications.	2
Process is defined and includes identification of skills and experience needed based upon the opportunity.	3
A well-defined process is described that includes interactions between potential team members and their supervisor in the selection process.	4
A well-defined process is described that ensures a well-balanced team with the skills, knowledge, and experience to accomplish the objectives; buy-in is obtained from leadership/supervisor.	5
2. What were the roles and responsibilities of team members?	
Roles and responsibilities are not described.	1
Roles and responsibilities are vaguely identified.	2
Individual roles and responsibilities are identified for team members; responsibilities of team members in working together are described in general terms.	3
All roles and responsibilities are identified as appropriate; interaction roles and responsibilities are described in detail.	4
All team member roles and responsibilities are identified, as appropriate; team interaction roles and responsibilities are defined in detail.	5
3. How was team cohesiveness achieved?	
No team cohesiveness initiatives are described.	1
A few cohesiveness activities have been accomplished, but no defined approach is described.	2
A defined team cohesiveness process is outlined that takes into account member knowledge and experience in team activities.	3
A well-defined process is described that takes into account member knowledge and experience in team activities; the team defines how it will work and handle conflict.	4
A well-defined process is described that fully considers member knowledge and experience in team activities; the team defines how they will work and handle conflict; team performance reviews are conducted.	5

Standard 3–Measuring and Analyzing the Current Situation (20 points)

1. **What approach was used to determine what data/information the team would collect to ensure understanding of the current situation?**
    a. How did the team decide what data/information was needed to determine how well the existing process was working?
    b. How did the team determine what data-gathering techniques should be used?

2. **How did the team gather data, and how was it summarized?**
    a. What data-gathering techniques were used?
    b. What information was collected?
    c. How/by whom was stakeholder input obtained, if applicable?
    d. If measurements were obtained, what did the team measure and how?
    e. If benchmark or comparative data were obtained from external sources, how did the team obtain this information?

3. **What analysis techniques were used to understand the existing situation?**
    a. What approach was used to determine how to analyze the data gathered?
    b. What analyses were conducted to gain an understanding of the scope of the situation?

4. **What activities or tasks did the team determine to have the greatest influence on the process or operation?**
    a. From the analysis conducted, what did the team determine to be the key activities or tasks and their relationship to the objective(s) (stated in Standard 1, item 2) within the process, or those factors having the greatest impact on the situation?
    b. How were these activities/tasks/factors chosen?

Guideline Notes for Standard 3

2. Discuss how the team ensured the validity of the data it collected. Explain how the team determined what type of benchmark/comparative data to collect.

3. In discussing the analyses that were conducted, a brief explanation could be provided of why certain tools were selected.

4. Describe how the key activities/tasks/factors selected were linked to the expected outcomes for the team process.

Scoring for Standard 3– Measuring and Analyzing the Current Situation

1. What approach was used to determine what data/information the team would collect?	
How it was decided what data/information to collect is not described.	1
Brief description of the decision process for data/information collection is provided.	2
A systematic process was used to decide what data/information to collect.	3
An especially thorough process was used to decide what data/ information to collect.	4
A robust process was used that encompassed all facets of importance to the project and involved appropriate stakeholders.	5
2. How did the team gather data, and how was it summarized?	
The data/information collection methodology is not described.	1
A brief description is provided of the data/information collection methodology.	2
A clear explanation of the data/information collection methodology is described with indication of what was collected and how.	3
Data/information collection was accomplished from multiple sources with confirmation of data/information validity.	4
Multiple data/information internal sources are supplemented with comparative/benchmark data/information; how it was obtained is explained.	5
3. What analysis techniques were used to understand the existing situation?	
Key activities or tasks having influence on the process/operation are not identified.	1
Key activities or tasks are identified, but there is little or no explanation as to why they were chosen.	2
Key activities or tasks are identified and clear rationale for their selection is provided.	3
Linkage is established between key activities/tasks and the expected outcomes or operation of the process.	4
Linkage is established between key activities/tasks and the expected outcomes or operation of the process, and there is clear explanation of how the link was established.	5
4. What activities or tasks did the team determine to have the greatest influence on the process or operation?	
Key activities or tasks having influence on the process/operation are not identified.	1
Key activities or tasks are identified, but there is little or no explanation as to why they were chosen.	2
Key activities or tasks are identified and clear rationale for their selection is provided.	3
Linkage is established between key activities/tasks and the expected outcomes or operation of the process.	4
Linkage is established between key activities/tasks and the expected outcomes or operation of the process, and there is clear explanation of how the link was established.	5

Standard 4—Developing Improvements (15 points)

1. How did the team develop alternatives or potential solutions?
    a. What methods were used to develop alternatives or potential solutions to address the situation?
    b. What alternatives or potential solutions were identified?

2. What process did the team use to determine the best solution?
    a. How did the team analyze the options and select the best alternative(s) or Solution(s)?
    b. How were constraints of the opportunity considered in arriving at this decision?
    c. How were the opportunity objectives considered in the decision process?
    d. What outside resources, if any, did the team consult in reaching its decision?

3. Explain the process for development of the chosen solution(s).
    a. What steps were taken to develop what will be implemented?
    b. What actions did the team take to ensure that the process would be effective and efficient after implementing the solution(s)?

Guideline Notes for Standard 4

1. Explain to what extent all team members were involved in the options analysis process. Explain the process used to establish the linkage between the various alternatives/solutions and the opportunity's objectives. Describe if/how stakeholders provided input in the process.

3. Describe the development process the team used to translate the customer requirements into a revised or new process and what will be done after implementation to ensure that the process is repeatable and works smoothly.

Scoring for Standard 4—Developing Improvements

1. How did the team develop alternatives or potential solutions?	
No planning was conducted; the team jumped immediately to conclusion about what to do.	1
Some suggestions or pieces of actions were identified; no systematic process is evident; there was limited involvement of the entire team.	2
An adequate action planning process was used that identified several alternatives/solutions; most of the team was involved.	3
An adequate action planning process was used that identified multiple alternatives/solutions that link to the opportunity objectives.	4
The entire team participated in developing a comprehensive set of alternatives/solutions that have a strong linkage to the opportunity objectives; stakeholders were involved in the process; comparative/benchmark data have been obtained.	5
2. What process did the team use to determine the best solution?	
No process is described; it is unclear how team chose the best plan.	1
There is a brief description of the method used to choose the best plan; no systematic process is evident; it is unclear how the analysis of options was accomplished.	2
A systematic process was used to select the best plan; adequate analysis of options was accomplished that included consideration of constraints; most of the team participated.	3
An especially thorough process was used to select the best plan; multiple analyses were conducted, involving most of the team.	4
A robust process was used to select the best plan, involving the collection and analysis of comparative/benchmark data; multiple analyses were conducted involving all team members.	5
3. Explain the process for development of the chosen solution(s).	
No systematic process was used to design the improvement alternative.	1
Some planning occurred on the design, but a systematic process is not evident.	2
A systematic process was used for determining how to design the improvement alternative.	3
A systematic process was used and key stakeholders were consulted on how to design the improvement alternative. Process effectiveness and efficiency were considered.	4
A systematic improvement design process was used with active key stakeholder involvement. The effectiveness and efficiency of the process was a driver in designing the change/solution.	5

Standard 5–Implementing Improvements (15 points)

1. **How was the action plan developed to implement the improvement(s) or solutions?**
    a. What method was used to develop the implementation action plan?
    b. How did the team go about developing a methodology to implement the chosen action plan?
    c. What factors were considered in deciding how to implement the chosen action plan?
    d. What did the team do to ensure that implementation would go smoothly?
    e. What approvals, if any, were needed before beginning implementation?

2. **How did the team obtain agreement from stakeholders, and how did it share information with them?**
    a. How were inputs from involved stakeholders sought and used in forming the implementation plan?
    b. How were stakeholders that were not involved in the approval chain informed of the proposed action plan and its potential impact on them?

3. **How is/will progress of the implementation be monitored?**
    a. What steps have been taken to ensure the effectiveness or continuing effectiveness of the implementation?
    b. What measures and/or indicators are being/will be employed to monitor the progress of the implementation, and how were these selected?

Guideline Notes for Standard 5

1. Explain how the team weighed the constraints of the opportunity developing the implementation plan.
2. Discuss how the measurement and/or indicators link back to the original opportunity objectives. Discuss what measures were used to assess whether the implementation is proceeding as planned. Include in process and end of process measures.

Scoring for Standard 5–Implementing Improvements

1. How was the action plan developed to implement the alternative or solution?	
No systematic process was used to develop an implementation plan.	1
Some planning occurred on the implementation, but a systematic process is not evident.	2
A systematic process was used for determining how to implement the alternatives/solutions.	3
A systematic process was used and key stakeholders were consulted on how to accomplish the implementation.	4
A systematic implementation planning process was used with active key stakeholder involvement. Others in the organization were well informed of the implementation plan.	5
2. How did the team obtain agreement from stakeholders, and how did it share information with them?	
No systematic process is evident.	1
Agreement was obtained from some decision makers on the proposed actions.	2
Through the beginning of a systematic process, agreement was obtained from appropriate decision-makers and appropriate stakeholders were informed.	3
Through a systematic process, agreement was obtained from appropriate decision-makers, and buy-in from appropriate stakeholders was obtained.	4
Through a proactive approach, key decision makers and stakeholders were actively involved in arriving at the proposed action; information on the impact of the team's actions was clearly conveyed.	5
3. How is/will progress of the implementation be monitored?	
There is no indication that a process was put in place to monitor progress of the implementation or results.	1
A process is in place to obtain some implementation progress and results data, but there is no indication of how measures were selected.	2
A well-defined process is identified to monitor implementation progress or results; measures and/or indicators were identified with a clear explanation as to why they were selected.	3
A well-defined process with clear explanation of measures and/or indicators and their linkage to the opportunity objectives is in place.	4
A well-defined process with clear explanation of measures and/or indicators that have strong linkage to opportunity objectives is in place.	5

Standard 6–Monitoring Progress (20 points)

1. What are the anticipated/actual results that have been achieved by the team's actions?
    a. What are the key milestones that indicate significant team activity to date, progress thus far, and any future plans?
    b. What was or is being done to monitor the success of the implementation?
    c. If appropriate, what comparisons has the team made of the process performance at the start of the activity with that currently observed?
    d. If the solution(s) has yet to produce documented improvements, or has yet to be implemented, what improvements are anticipated, and how were those improvements determined?

2. What ongoing communication is the team conducting with stakeholders?
    a. What actions have been taken to communicate results to stakeholders, as appropriate?

3. How are/will overall improvement efforts (be) incorporated into ongoing activities?
    a. What plans, if any, does the team have to continue improving the process? If plans are to continue, what are the next steps for the team?
    b. Has the team or will the team be disbanded?

4. How will "lessons learned" be used by the organization for use by future teams?

Guideline Notes for Standard 6

1. Where actual results are not available, include in-process data or feedback from stakeholders that indicates the progress of the improvement effort. For instance, in-process measurement data or informal feedback from stakeholders may provide an indication that the expected outcomes will be achieved.

2. Describe the method(s) used to inform stakeholders of progress/results, and how the feedback is used to reinforce efforts.

3. Describe the approaches the team used that could be of benefit to other teams, both inside and outside of the organization as appropriate. Include how these benefits were communicated.

Scoring for Standard 6–Monitoring Progress

1. What are the anticipated/actual results that have been achieved by the team's actions?	
There is no indication that advantages or benefits have been identified.	1
There is some description provided of advantages or benefits attained or anticipated.	2
Descriptions of advantages or benefits achieved or anticipated is provided; there is clear indication that some have occurred or there is a likelihood they will occur.	3
There is a complete description of advantages or benefits achieved or anticipated; some exceed or are expected to exceed expectations.	4
There is a complete description of advantages or benefits achieved or anticipated; many exceed or are expected to exceed expectations.	5
2. What ongoing communication is the team conducting with stakeholders?	
No plans for continuing communication of progress or results are evident.	1
A description of how results have been/will be communicated, including specific action taken/to be taken by the team, is provided.	2
A clear definition of how results have been/will be communicated, including specific action taken/to be taken by the team, is described.	3
A clear definition of a communications plan with identification of communication to key stakeholders and plans for next steps is described; there is clear communication of the impact of the action(s) taken.	4
Proactive communications plan is described with interactive communication to all stakeholders and appropriate milestones and follow-up reinforcement efforts.	5
3. How are/will overall improvement efforts (be) incorporated into ongoing activities?	
No identification of plans for continuing improvement is evident.	1
The team has identified a rough plan for its next stages or for follow-up activities by another team.	2
The team has planned its next steps in some detail; if disbanded, improvement activity to continue enhancement of the process performance has been identified.	3
The team has a well-defined plan for its next steps; if disbanded, the team has captured lessons learned from the process and additional improvement opportunities have been identified.	4
A well-defined plan for the next steps that integrates continuous monitoring of performance and continuous improvement is described; other teams have adopted the team methodology.	5
4. How will "lessons learned" be used by the organization for use by future teams?	
Lessons learned were not collected.	1
Some lessons learned were collected, but were not communicated outside of the team.	2
Lessons learned were collected and were communicated outside of the team.	3
There is a systematic methodology for collection of lessons learned for use by teams throughout the organization.	4
There is a systematic methodology for collection of lessons learned for use by teams both internally and external to the organization.	5

SCOREBOOK COMMENT GUIDELINES

A well-written scorebook comment:

Content Guidelines	Style Guidelines
1. Uses a **single, simple, complete thought** to clearly specify the strength (using specific examples from the application) or OFI (using specific omissions or problems identified from the application). 2. Addresses central requirements of the Team Standards and does not go beyond the requirements of the Standards. 3. Does not contradict other comments found elsewhere in the scorebook. Contradictions may occur when a writer does not clearly specify the strength or opportunity as noted above. 4. Is nonprescriptive. Refrain from using "could," "should," and "would." 5. Is nonjudgmental. Refrain from using terms such as "good," "bad," or "inadequate." State the observation in a factual manner, e.g., "The team collected cycle time comparative data both inside and outside their industry to explore possible process improvement alternatives. Additional alternatives were developed through brainstorming, benchmarking, and discussions with internal stakeholders. The scope of these alternatives were assessed against the team's authority, time, and resources based upon the Team Charter."	1. Uses such words as "the team," "the organization," "the company," or "the school," to refer to the applicant team. 2. Uses the applicant's terminology when appropriate. 3. Uses a polite, professional, and positive tone. 4. For Round 1 and 2 Scorebooks, indicate if something "is not clear." However, State Judges should not use "it is not clear" in scorebooks after Round 3 presentations. 5. Highlights an applicant team's substantive strength or OFI, not its writing style or graphics. For example, it avoids phrases such as "should be addressed in Standard 4," "x axis is not clear," or "is poorly described," because these are criticisms of the writing, not the applicant's team performance. 6. Identifies strengths or OFIs according to where the Item falls in the Standards, not by where the applicant places the information in the application. 7. Uses vocabulary and phraseology from the Team Standards. 8. Avoids jargon and acronyms, unless the applicant team uses them. 9. Provides a figure number when reference is made to information from a figure.

Grammatical and Style Considerations

Judges should focus on the substance of feedback comments. However, to the degree possible, please write feedback comments keeping the following considerations in mind. This will save time and effort for the Lead Judges and Regional Coordinators.

Tense	• When possible, use the present tense of all verbs throughout the scorebook. *Example: The applicant team provides (**not provided**) no comparative making it difficult for leaders to assess progress relative to competitors.*
Active Voice	• Use active voice frequently; use passive voice infrequently.

	• Active verbs direct action towards an object; passive verbs direct action towards a subject. *Example: The Director of Human Resources leads the survey process for assessing employee satisfaction* ***(active voice).*** *NOT: The survey process for assessing employee satisfaction is led by the Director of Human Resources* ***(passive voice)****.*
Use of Acronyms	• Spell out all abbreviations and acronyms the first time they are used and indicate the abbreviation in parentheses. *Example: Human Resource (HR) managers are responsible for leading the Quality Improvement Projects (QIPs).* • If a term is used only once, do not abbreviate.
Number Style	• Spell out numbers from one through ten. • Use figures for numbers above ten, unless a number is used as the first word of the sentence. In that case, the number should be spelled out. *Example: There were five union workers in ten meetings.* *Eleven meetings are held throughout the quarter.* • When numbers greater and less than ten occur in the same sentence, use figures for the numbers. *Example: Favorable results are shown for 7 of the 12 critical success measures.*
Capitalization	• Use consistent capitalization throughout the scorebook. • Use the applicant's convention for capitalizing organizational divisions, departments, staff titles, and the names of teams and internal processes. *Example: Director of Human Resources or Data Process Improvement Team* • Do not capitalize "the organization" or "the applicant." • Capitalize references to application areas *Example: Standard 3 or Figure 5*
Agreement	• Refer to the applicant or organization as "it," not "their." *Example: The organization considers its* ***(not their)*** *employees as co-owners.* • Pronouns must agree with their antecedents in number, gender, and person. *Example: Each staff member should submit his/her* ***(not their)*** *expense account.*
Figure References	• In Figure references, spell out the word "Figure." *Example: Figure 1.1-1* ***(not Fig. 1.1-1)***
Compound Adjectives	• A compound adjective consists of two or more words that function as a unit and express a single thought. Hyphenate the elements of the compound adjective that occur before a noun. *Examples: Long-term plans; Quality-related material; Patient-focused care; Fact-based system, etc.* However, it is not necessary to hyphenate when the idea is a commonly known compound (e.g., quality improvement strategies, 90 percent rating, and process improvement team).