The Newsletter of the Virginia U.S. Senate Productivity and Quality Award Program

Who's in the VA SPQA Community?

- Award applicants and past recipients
- Current, potential and past Examiners
- Sponsors big and small
- Others who wish to make a difference

Who to contact with questions about the VA SPQA Community?

- *Terry Burns, Executive Director director@spqa-va.org*
- *Dr. Jan Garfield, Board Chair chair@spqa-va.org*
- *Mike Novak, Newsletter Editor editor@spqa-va.org*

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2014 Virginia Forum for Excellence

Save the Date – Call for Presentations

The US Senate Productivity and Quality Award Program for Virginia and the District of Columbia is pleased to announce the 32nd Forum for Excellence to be held **September 15-16** in Richmond, Virginia at the Doubletree Richmond-Midlothian. This year's theme is ***21st Century Leadership, A Core Competency for Success.***

The Forum for Excellence is the premier event for performance improvement professionals and leadership in Virginia and the District of Columbia.

Keynote Speakers Include: John Timmerman, Gallup's Senior Strategist in Customer Experience and past President of ASQ

John Timmerman

and Laurens Sartoris, President of the Virginia Hospital and Healthcare Association

Laurens Sartoris

In addition to planned pre-Forum workshops and Forum plenary sessions, the event will feature 12 one-hour workshops. Individuals wishing to submit a workshop proposal should click here for more information. Registration will open in July, so ***save the date***.

See you at the Forum! ●

2014 SPQA Cycle Update

Site Visit Time!

In January, Examiners gathered in three separate two-day sessions to learn the craft of Examinership.

Following the training, the Examiner Teams were assembled, and were given their Applications to review. By the end of February, Teams finished Independent Review and commenced the Consensus Review Phase.

Teams' Consensus Reports and First Reports to Judges were submitted on March 19. On March 30 the Judges Panel made their determinations as to which Applicants would receive Site Visits, and the next day Applicants were notified whether they would receive Site Visits.

Site Visits will be conducted April 23 through May 8.

So what, exactly, is a Site Visit? Why does SPQA conduct Site Visits? And what determines whether an Applicant receives a Site Visit?

A 50-page SPQA Application offers Applicants only a small amount of space to respond to the nearly 120 questions in the *Criteria for Performance Excellence*. The Applicant is unable to "tell its story" in this limited space, so Examiners are forced to give Applicants "the benefit of the doubt" in some cases and to report that other areas "are not clear." At Site Visit, the Examiner Team verifies the areas where they gave the "benefit of the doubt" and clarify areas that were "not clear." SPQA's "default position" is that all Applicants will receive Site Visits unless it is apparent that an Applicant would not benefit from the Visit.

After Site Visit, the Examiner Teams will develop Final Feedback Reports, and meet with the Panel of Judges. Final Feedback Reports will be delivered to Applicants in early June, and in late June, Teams will meet with Applicants for face-to-face Feedback Sessions to discuss the Feedback Reports.

For more information about SPQA Examiners, go to http://www. spqa-va.org/examiners.html. ●

"VA SPQA evaluation and recognition is available to the ***business service, manufacturing, health care, government/non-profit and educational*** *sectors."*

An Interview with the Author

Performance Counts Discusses Innovation with Jane Keathley

Last month, these pages featured a review of *The Executive Guide to Innovation*, by Jane Keathley, Peter Merrill, Tracy Owens, Ian Maggarrey, and Kevin Posey. Now, we are pleased to follow up with an interview with the lead author, Jane Keathley.

Performance Counts: Jane, please tell us a little about your involvement in the quality discipline. And specifically, how did you become interested in Innovation?
Jane Keathley: My entire career has involved quality-related responsibilities (doesn't every-one's!), starting with assay controls in the clinical diagnostic labs where I spent the early part of my career, to biopharma manufacturing quality control, and eventually to corporate quality systems in the disciplines of clinical research and medical device software development. I was fortunate to have several oppor-tunities to develop programs from the ground up and to integrate the necessary quality structures around them.

My first formal job as a "quality professional" was the Quality Control Supervisor for a small manufacturing plant. I spent my first week on the job at an off-site TQM training session. Later in my career, I co-led an ISO9001 implementation project for a global clinical research company, which gave me a good grounding in quality system concepts. More recently, I established an FDA-compliant quality management system in a software development company whose flagship product is considered a medical device.

It was in this software development environment that I became more interested in innovation. The company was transitioning from a small, entrepreneurial organization with very little structure to a registered medical device manufacturer with a fully deployed quality management system. I began searching for ideas to help the organization with this transition, volunteered for the newly chartered ASQ Technical Committee on Innovation and Value Creation, and became its founding chair. Around that same time, I became a VA-SPQA Examiner to further develop my skills in systems management approaches. I continue to serve SPQA as the Education and Training Chair and member of the Board of Directors.

PC: Tell us more about the ASQ Innovation Interest Group. What is its purpose? What can we see coming from the Group in the future?
JK: Once the Innovation and Value Creation Technical Committee was established, we spent the next several years expanding our own and ASQ's knowledge of innovation as it relates to the quality profession. We put together presentations and publications, primarily directed to ASQ members. We've presented at all levels of the Society, and at non-ASQ conferences such as the ISO9000 World Conference. We've published a number of articles in *Quality Progress*, *QMD Forum*, and other publications. And we published our first book late last year – *The Executive Guide to Innovation-Turning Good Ideas into Great Results*.

ASQ's immediate Past Chair, John Timmerman, adopted innovation as his focus area during his tenure as Chair, and the Innovation Committee worked with John on a number of initiatives. Perhaps the most exciting one was the Innovation Think Tank, hosted by John in conjunction with the World Conference on Quality and Improvement in 2013. The resulting white paper, written in part by members of the Innovation Committee, is available for ASQ members on the ASQ website.

The response to these efforts has been very positive and after about five years as a Technical Committee, the group launched a campaign to form an Innovation Division within ASQ. The first step down that path was to become an Interest Group, which occurred in 2012. We are now taking the necessary steps to transition to a Division, with a goal of achieving that status by the end of 2014. We are also developing the ASQ Innovation Body of Knowledge (BoK).

Transitioning to a Division involves, among other things, generating a list of people interested in joining the Division. We started gathering these names and will continue our efforts at various events this year. (Anyone interested in supporting this effort can sign up at http://asq.org/innovation-group.)

The BoK focus involves building an outline and organizing information regarding innovation as it relates to quality. It will incorporate tried and true quality management concepts and tools, many of which are well suited to innovation, and it will introduce knowledge and tools that are important for innovation but may be new to the quality BoK.

We hosted the first annual ASQ Innovation Conference last fall in Sacramento, and we are busy planning this year's conference, which is scheduled in Toronto in September. We intend to continue to develop innovation training materials and to support events and activities to distribute information about innovation. We expect to re-look at introducing a certification in innovation, once the BoK is defined.

PC: After publication of *The Executive Guide to Innovation*, what's next? Will there be a sequel?
JK: I was given a bit of advice after our book came out and it was this: When your book is published, the first thing you need to do is to start thinking about your next one! So I've been thinking about what to write about next and taking some notes - we'll see where it leads!

Every step I've taken on this "innovation" journey has opened up new ideas and opportunities and continues to bring me in touch with highly accomplished professional colleagues. As I continue to learn about innovation and organization success, I plan to continue to write and present on innovation – I will be presenting at this year's World Conference on Quality and Improvement in Dallas in May, as will several of my *Executive Guide* co-authors. I've been asked to present a workshop on Innovation at this year's SPQA Forum in September. And I continue to provide my services in a software development environment where change is constant, rapid, and ripe with opportunities for innovation.

PC: Thank you, Jane. We wish you every success in the future. See you at the Forum in September.

Baldrige News

What's going on at the National level?

Here are updates from the Baldrige Program for Performance Excellence and from some of the Teams that are implementing initiatives to support the new Baldrige model:

- Get ready for SPQA 2015 Examiner Training! The 2014 Baldrige Case Study, Buckeye City Schools, can be downloaded at ftp://ftp.nist.gov/pub/quality/Materials_for_state_programs/2014/Case_Study/BPEP_2014_Case_Study_State_Training_DRAFT.pdf.
- Top-100 list features hospitals that "follow Baldrige practices closely." http://www.nist.gov/baldrige/truven-study-2014.cfm

Integrated Examiner Training Team (Goal: Design a training model that reduces variability among state and national examiners and reduces Enterprise costs) Two projects are being reported on. The **Regional Examiner Training Pilot** is set for the week of May 11, 2014, at National University in San Diego, California. The session is open to examiners from the national Baldrige program and Alliance member programs. **Examiner Curriculum Development** accomplishments include: (1) the team has developed a high-level outline of an Enterprise-wide examiner training curriculum that can be delivered to both Baldrige examiners and examiners in Alliance member programs; and (2) the curriculum is based on the "flipped-classroom" model, where some content is delivered online. Next steps include: (1) review the curriculum outline with Alliance member programs through a webinar in March; (2) develop training modules that can be piloted with a small set of Alliance programs in 2014; and (3) select technology to support the pilots.

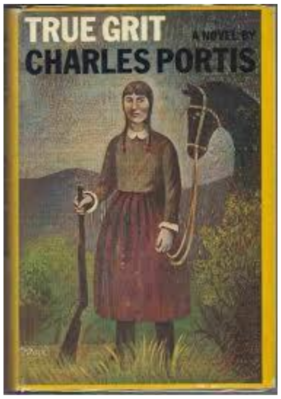
Regional Examiner Training Pilot

- Regional examiner training pilot **will be held** May 13–16, 2014, at National University in San Diego
- Session will be open to both national and state examiners
- $500 fee
- Hosted by the California Council for Excellence
- Contact Trish McKay with questions: Trish@calexcellence.org ●

True Grit

An Object Lesson in Balancing Stakeholder Requirements

Book Review: *True Grit.* By Charles Portis. New York: Simon and Schuster, 1968. 224 pp.



Remember *True Grit*? There have been several movies by that name, but I'm talking about the original 1969 version with John Wayne as Rooster Cogburn, Glen Campbell as LaBoeuf, and Kim Darby as Mattie Ross.

I happened to see an old copy of the book at a library sale some time ago, bought it on a lark (for $1.00, how could I go wrong?), and finally got around to reading it. As is usually the case, the movie was not quite true to the book – and the ending is totally different. (Don't worry. I'm not a "spoiler." You will have to read it yourself. If you've seen the 1969 movie, start at page 216.)

Briefly, the plot line runs thusly: Mattie's father is murdered, and she articulates a mission, a strategic plan, and a strategic objective, all aligned with an overall vision – to bring the murderer to justice (i.e., to be hanged) within a specified time frame.

But Mattie cannot pursue this vision on her own. She needs to recruit, hire, and engage a workforce with the core competency – "grit" – necessary to hunt and capture outlaws. And so she sets out to find someone with that competency.

Mattie arrives in Ft. Smith, Arkansas to retrieve her father's body, and hires Marshal Rooster Cogburn to venture into the wilderness to capture the bad guy and bring him back to Arkansas for trial (and, incidentally, for hanging).

Cogburn analyzes Mattie's key factors and develops an effective and systematic approach to address what is important to her, and deploys the approach to all concerned. No learning yet, but the approach is aligned with a robust strategic plan and strategic objective.

But then along comes LaBoeuf, a Texas Ranger who is hunting for the same bad guy. LaBoeuf's key stakeholders are the family of a man that the bad guy had murdered back in Texas … and these customers want the murderer to be tried (and hanged) in Texas.

Uh-oh. Different customers … with different requirements. What to do?

What follows is a strange mix of collaboration and competition between Cogburn and LaBoeuf to balance the competing require-ments of key stakeholders, while at the same time accomplishing the mission. Specifically, they had to resolve the question of where the outlaw is to be taken for trial (and for hanging). Remember: Cogburn will be paid by Mattie only if the outlaw is returned to Arkansas; LaBoeuf will be paid by his customer only if the outlaw is returned to Texas.

The approach is further complicated when one of the customers – Mattie – becomes totally engaged and decides to be an active participant in the process. Does this help? No. Mattie is a farm girl, not a lawman, and thus does not have the core competencies needed to pursue outlaws. She continually gets in the way of the Cogburn-LaBoeuf consortium, and introduces a great deal of non-intelligent risk into the process.

Eventually, the two lawmen and Mattie track down the outlaw gang, engage in several gunfights, and kill all the bad guys. This obviates the conflict over where to take the murderer for trial (and for hanging).

While conflicts often have a way of working themselves out, as in *True Grit*, in the vast majority of cases they do not. Usually, the needs of key stakeholders must be actively considered and balanced. What would have happened in *True Grit* if, for example, if the bad guy had not been killed? How would Cogburn, LaBoeuf, and Mattie have decided where to take him? Would the conflict have escalated and resulted in a gunfight between the two lawmen? While that would be an extreme outcome, it does not take much to imagine the adverse consequences that could occur in the real world if we fail balance the needs of key stakeholders. That means we need to identify all stakeholders and potential stakeholders, their requirements, and their concerns. Then, we need to make sure we address them. ●

Reviewed by Michael J. Novak

SPQA Schedule of Events

- April 23 – May 8, 2014 – Site Visits
- May 8 – May 16, 2014 – Preparation of Feedback Reports
- June 11-12, 2014 – An Inquirer's Guide to the Criteria for Performance Excellence, Staunton, VA – see www.spqa-va.org
- June 16 – June 30, 2014 – Team Meetings with Applicants
- July (TBD) 2014 – SPQA
- September 15 & 16, 2014 – Virginia Forum for Excellence ●

The Performance Corner

Featuring articles from members of the VA SPQA Community that promote performance excellence.

This article is submitted by Mike Novak, editor of "Performance Counts."

"Performance Counts" is looking for submissions for the Summer 2014 edition. To be considered, submit your article no later than July 11, 2014 to: editor@spqa-va.org. Please limit submissions to 625 words.

Key Communities

What are they? And how are they "supported?"

The Baldrige *Criteria for Performance Excellence*, requirement 1.2c.(2), "Community Support," asks "How do you actively support and strengthen your key communities? What are your key communities?" The requirement goes on to ask how you identify key communities and determine areas for support. Finally, the *Criteria* ask how senior leaders and the workforce contribute to improving these communities.

One of the challenges in responding to 1.2c. (2) is that nowhere – not in the Glossary; not in the Notes – is the term "communities" defined. For that reason, many organizations respond to the Criteria questions in the context of geography. They think of "community" as the community that surrounds the organization – and limit their descriptions of "support" to improving the *local* environment, improving *local* community education and health, and strengthening the *local* economy. Typical examples include fundraising leadership in the United Way, youth sports coaching, and tutoring disadvantaged students.

Such efforts to enhance the conditions of the local community are admirable and are definitely important aspects of "support of key communities." But are they sufficient to demonstrate world class, role model behavior?

World class organizations go beyond the local area to define their key communities. As an example, consider the organization's workforce accession community: schools, colleges, and other organizations that are sources for employees. A typical organization might provide a speaker for the local high school career fair and set up a booth at the local community college recruitment day. A role model organization might spend much more time with these organizations – perhaps establishing academic year work-study programs and summer full-time jobs programs for high school students, and summer management internships for college students, thus preparing them for eventual employment in the organization.

Other stakeholder segments can also be key communities. For example, if suppliers and vendors are a major part of an organization's operations, then the organization might want to consider them and support them as a key community. Typical support to this community could include basic communications, periodic meetings between the organization and "community" representatives, and inclusion of stakeholders' input into the strategic planning process. Role model behavior might include assisting vendors in establishing Baldrige-based management systems, assisting suppliers in achieving CMMI or ISO 9001 certification, and offering stakeholders positions on the Board of Directors.

Professional societies and associations also comprise a community of sorts. Typical support for these communities is through active participation aimed at improving the association and of the profession overall. This is accomplished through conference presentations, publication of articles and books, and service as officers in the professional organization. Role model support behavior might include paying for employees' society membership dues and certification exam fees, and sponsoring of certification exam preparation training.

Another example is support of the global "community" – that is, contributing to the greater societal good. Typical organizations might address this by pollution abatement, encouraging employees to participate in efforts to feed the hungry, and adherence to ethical, legal, and regulatory requirements. World class support might include research and development of non-polluting manufacturing processes, building and operating a food bank and homeless shelter, or implementing a risk management program that identifies ethical, legal, and regulatory risks, and designs ways to eliminate, reduce, or mitigate those risks.

The part of 1.2c.(2) that causes the most confusion is, "How do you identify [your key communities] and determine areas for organizational involvement …?" Often, as in the movie *The Last Detail*, it comes down to "the CEO's favorite charity." But that does not answer the *Criteria* question, "How …?" The *Criteria* are asking for a step-by-step, systematic, and effective approach to identifying an organization's key communities. If the organization does not have such an approach, then it is not really addressing the requirement. If you do not have an approach for identifying key communities, then the question about determining areas for involvement is moot.

Finally, the *Criteria* ask how the organization's senior leaders in concert with their workforce contribute to improving these communities. Note the use of the term "senior leaders." The *Criteria* are making it very clear that support of key communities is a senior leadership function, and that senior leaders need to be engaged in community support – not just lending lip service.

Note also the words, "in concert with your workforce." This means it is a collaborative experience: The leaders lead the workforce in improving the organization's key communities.

Many organizations only scratch the surface of this requirement by having leaders speak at service club dinners, serve on Boards of Directors of charities and other non-profit enterprises, and lead the organization's charitable contribution drives. World class behaviors might include actually establishing a charitable foundation as part of the organization, funding the foundation, and rewarding employees for voluntary service to the foundation.●