

SUCCESSFUL STEPS IN THE DEVELOPMENT OF QUALITY IN ISLAMIC SCHOOLS OF AMERICA

By: Anwar Khan

Initially, after Second World War, quality was a key element in product and processes especially in the defense, manufacturing and other related industries. After 1990 the importance of quality improvement was slowly evolved into the service based industries including the area of education and health sector. For example, Problem Solving, Team work, and Continual Improvement are now an essential part of every system irrespective of the type and nature.

There are some very successful and proven systems and guidelines available in the market to improve quality excellence. Two of these systems are:

- ISO9004-2000 (Performance Improvement Guideline)
- Malcolm Baldrige Education Criteria.

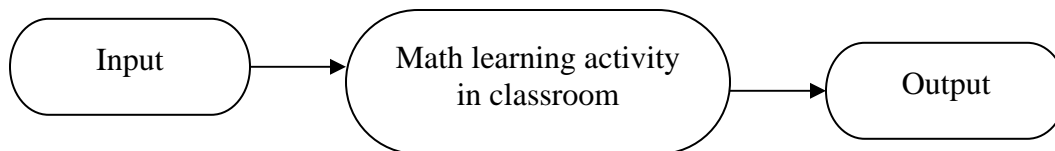
Throughout this paper, I will be going through each of the above systems and explaining the basics. Let's start with ISO9004-2000. You can buy ISO9004-2000 Performance Improvement Guideline from:

- www.iso.org
- www.qualitypress.asq.org
- www.techstreet.com
- www.webstore.ansi.org

What is ISO9004-2000?

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies. ISO 9004 provides guidelines beyond the ISO9001 requirements for performance improvements. These guidelines can be applicable to any type of manufacturing and service businesses including education and health sector.

- Why should we use these guidelines? These guidelines provide us a systematic approach to develop, implement and continually improve our quality system.
- How we use these guidelines? One essential requirement of these guidelines is to define the core processes/activities of the business system and identify interrelation with each other. Inter-relationship is very important since all the core processes/activities need to be in place and working together to achieve the common goals and objectives of the school. Each process/activity should have an input and output criteria. We have to identify both inputs and outputs for each process/activity and the resource needed to make the transformation.



In the above example, we should have a vivid picture of the output or result that we are expecting from the class room activities, such as “performance excellence”. The next thing we have to consider is that in order to have that output, what type of input would we require? Some of them include capable instructor, proper materials, successful/proven method of teaching, class room atmosphere, discipline, understanding of students present skill level, teaching aids, communication skills etc.

After we know the inputs and outputs of any certain activity, the next phase includes the control process of the inputs and measure of the outputs. Ref Table-1 & Table -2
The control process may be a well written procedures, instructions, flow chart etc

Table -1

| | Inputs | Control process | Ref. Procedure # | |
|--|-----------------------------|--|-------------------------|--|
| | Capable Instructor | Instructors Selection Criteria | IMS-02 | |
| | Proper Materials | Book's selection criteria | IMS-09 | |
| | Method of teaching | Teachers Trng Process | IMS-05 | |
| | Class room Atmosphere | General out line and acceptance criteria for classrooms | IMS-11 | |
| | Student's skill analysis | Performance database & diagnostic testing reporting process | IMS-15 IMS-19 | |
| | Communication skills | Personnel skill development trng program | IMS-10 | |
| | | | | |

Table - 2

| | Outputs | Measurement | Ref. Procedure | |
|--|---------------------------|---|------------------------|--|
| | Performance excellence | Periodic Test, Survey, Audits, Management Review | IMS-51, IMS-55, IMS-60 | |

Every core process/activity needs to have this type of structure of Inputs and Outputs.

A full school system can range up-to 13 years. During those 13 years, the ultimate goal is to produce the quality high school graduates. We have to provide quality education and services to our customers (students) and also make sure that we are meeting or exceeding the expectation of our stakeholders (parents, teachers and society). Now, let's discuss ISO principals in a school environment.

The following table describes the basic 5 ISO requirements.

| | Process / Activity | Details |
|---|---|---|
| 1 | Managing system and process documentation | Procedures, guidelines, instructions etc. |
| 2 | Management Responsibility | Role of Top Management, Customer Focus, Leadership, Vision, Goal, Planning, People Involvement, Process & System approach |
| 3 | Resource Management | Teachers, staff, infra structure, work environment, supplier, financial, & training. |
| 4 | Product Realization | Educational process, Curriculum standards, out comes, design and development |
| 5 | Measurement Analysis and Improvement | Measurement & Monitoring, Problem Solving, data analysis, reporting, evaluation & Improvement |

The details may vary according to school's present working conditions, but there are lots of guide lines available in ISO90004-2000. We can apply those guide lines to improve our present education system.

What is the Malcolm Baldrige National Quality Program

The U.S. Department of Commerce is responsible for the Baldrige National Quality Program and the Award. The National Institute of Standards and Technology (NIST), an agency of the Department's Technology Administration, manages the Program. The American Society for Quality (ASQ) assists in administering the Award Program under contract to NIST.

The Baldrige Award is given by the President of the United States to businesses (manufacturing and service, small and large) and education and health care organizations that apply. They are judged to be outstanding in seven areas: leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; human resource focus; process management; and results.

This award is not given for specific products or services. Congress established the award program in 1987 to recognize U.S. organizations for their achievements in quality and performance and to raise awareness about the importance of quality and performance excellence as a competitive edge. Three awards may be given annually in each of these categories: manufacturing, service, small business, education, and health care. The Education and Health Care categories were introduced in 1999.

Many education organizations are using the Baldrige criteria to good effect. For example:

- The New Jersey Department of Education permits school systems to use the New Jersey Quality Achievement Award criteria—based on the Baldrige Award criteria—as an alternative to its state assessment criteria. Other states are considering a similar approach.
- The National Alliance of Business and the American Productivity and Quality Center have developed the Baldrige In Education Initiative, a national program to improve the management systems of education organizations and educational outcomes.

- In April 2000, the National Education Goals Panel (NEGP) held a nationwide teleconference, “Creating a Framework for High Achieving Schools,” to focus on the Baldrige criteria in education. In the foreword to a report issued in conjunction with the teleconference, then-Governor Tommy G. Thompson of Wisconsin and 2000 chair for the NEGP, said the Baldrige criteria for education “can provide educators with a framework and strategies for improving their schools and helping all children to reach high standards.”

Your goal must be to achieve the award but you can even use the tools and their educational criteria for performance excellence. You can get all the related information from either of these sites: www.baldrige.nist.gov or <http://www.asq.org/edu>.

The Baldrige Criteria for education is based on:

- Leadership
- Strategic Planning
- Student and Stakeholder Focus
- Information and Analysis
- Faculty and Staff Focus
- Process Management
- School Performance Results

To meet the criteria of excellence, your organization assessment should be based on your organizational structure and the performance on the 7 criteria as discussed above. Each criterion has a point system. The detail of the criteria given below is according to the Education Criteria for Performance Excellence by Malcolm Baldrige National Quality Program as available on their website.

About the Organization:

Organizational Description: What are your key organizational characteristics?

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

Organizational Challenges: What are your key organizational challenges?

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

1. Leadership

- Senior Leadership: How do your senior leaders lead? (70 pts.)
- Describe HOW SENIOR LEADERS guide and sustain your organization.
- Describe HOW SENIOR LEADERS communicate with FACULTY AND STAFF and encourage high PERFORMANCE.
- Governance and Social Responsibilities: How do you govern and address your social responsibilities? (50 pts.)
- Describe your organization's GOVERNANCE system. Describe HOW your organization addresses its responsibilities to the public, ensures ETHICAL BEHAVIOR, and practices good citizenship.

2. Strategic Planning

- 2.1 Strategy Development: How do you develop your strategy? (40 pts.)
- Describe HOW your organization establishes its strategy and STRATEGIC OBJECTIVES, including HOW you address your STRATEGIC CHALLENGES. Summarize your organization's KEY STRATEGIC OBJECTIVES and their related GOALS.
- 2.2 Strategy Deployment: How do you deploy your strategy? (45 pts.)
- Describe HOW your organization converts its STRATEGIC OBJECTIVES into ACTION PLANS.

- Summarize your organization's ACTION PLANS and related KEY PERFORMANCE MEASURES or INDICATORS.
- Project your organization's future PERFORMANCE on these KEY PERFORMANCE MEASURES or INDICATORS.

3. Student and Stakeholder Focus

- 3.1 Student, Stakeholder, and Market Knowledge: How do you use student, stakeholder, and market knowledge? (40 pts.)
- Describe HOW your organization determines requirements, needs, expectations, and preferences of students, STAKEHOLDERS, and markets to ensure the continuing relevance of your educational programs, offerings, and services; to develop opportunities for new programs, services, and offerings; and to create an overall climate conducive to LEARNING and development for all students.
- 3.2 Student and Stakeholder Relationships and Satisfaction: How do you build relationships and grow student and stakeholder satisfaction and loyalty? (45 pts.)
- Describe HOW your organization builds relationships to attract, satisfy, and retain students and STAKEHOLDERS and to increase student and STAKEHOLDER loyalty. Describe also HOW your organization determines student and STAKEHOLDER satisfaction.

4. Information and Analysis

- 4.1 Measurement, Analysis, and Review of Organizational performance: How do you measure, analyze, and review organizational performance? (45 pts.)
- Describe HOW your organization measures, analyzes, aligns, reviews, and improves student and operational PERFORMANCE data and information at all LEVELS and in all parts of your organization.
- 4.2 Information and Knowledge Management: How do you manage organizational information and knowledge? (45 pts.)

- Describe HOW your organization ensures the quality and availability of needed data and information for FACULTY AND STAFF, students and STAKEHOLDERS, suppliers, PARTNERS, and collaborators. Describe HOW your organization builds and manages its KNOWLEDGE ASSETS.

5. Faculty and Staff Focus

- 5.1 Work Systems: How do you enable faculty and staff to accomplish the work of your organization? (35 pts.)
- Describe HOW your organization's work and jobs enable all FACULTY AND STAFF and the organization to achieve HIGH PERFORMANCE. Describe HOW compensation, career progression, and related workforce practices enable FACULTY AND STAFF and the organization to achieve HIGH PERFORMANCE.
- 5.2 Faculty and Staff Learning and Motivation: How do you contribute to faculty and staff learning and motivate your faculty and staff? (25 pts.)
- Describe HOW your organization's FACULTY AND STAFF education, training, and career development support the achievement of your overall objectives and contribute to HIGH PERFORMANCE.
- Describe HOW your organization's education, training, and career development build FACULTY AND STAFF knowledge, skills, and capabilities.
- 5.3 Faculty and Staff Well-Being and Satisfaction: How do you contribute to faculty and staff well-being and grow faculty and staff satisfaction? (25 pts.)
- Describe HOW your organization maintains a work environment and FACULTY AND STAFF support climate that contribute to the well-being, satisfaction, and motivation of all FACULTY AND STAFF.

6. Process Management

- 6.1 Learning-Centered Processes: How do you identify and manage your key processes? (45 pts.)

- Describe HOW your organization identifies and manages its KEY learning-centered PROCESSES for delivering student and STAKEHOLDER VALUE and maximizing student LEARNING and success.
- 6.2 Support Processes and Operational Planning: How do you identify and manage your support processes and accomplish operational planning? (40 pts.)
- Describe HOW your organization manages its KEY PROCESSES that support your learning-centered PROCESSES.
- Describe your PROCESSES for budgetary and financial management and continuity of operations in an emergency.

7. School Performance Results

- 7.1 Student Learning Outcomes: What are your student learning results? (100 pts.)
- Summarize your organization's KEY student LEARNING RESULTS. SEGMENT your RESULTS by student and market SEGMENTS, as appropriate. Include appropriate comparative data relative to competitors and to comparable organizations and student populations.
- 7.2 Student- and Stakeholder-Focused Outcomes: What are your student and stakeholder-focused performance results? (70 pts.)
- Summarize your organization's KEY student- and STAKEHOLDER-focused RESULTS, including student and STAKEHOLDER satisfaction and perceived value. SEGMENT your RESULTS by student SEGMENTS, STAKEHOLDER groups, and market SEGMENTS, as appropriate. Include appropriate comparative data.
- 7.3 Budgetary, Financial, and Market Outcomes: What are your budgetary, financial, and market results? (70 pts.)
- Summarize your organization's KEY budgetary, financial, and market PERFORMANCE RESULTS by student SEGMENTS, STAKEHOLDER groups, or market SEGMENTS, as appropriate. Include appropriate comparative data.
- 7.4 Faculty and Staff Outcomes: What are your faculty and staff results? (70 pts.)

- Summarize your organization's KEY faculty- and staff-related RESULTS, including WORK SYSTEM PERFORMANCE and FACULTY AND STAFF LEARNING, development, well-being, and satisfaction. SEGMENT your RESULTS to address the DIVERSITY of your workforce and the different types and categories of FACULTY AND STAFF, as appropriate. Include appropriate comparative data.
- 7.5 Organizational Effectiveness Outcomes: What are your organizational effectiveness results? (70 pts.)
- Summarize your organization's KEY operational PERFORMANCE RESULTS that contribute to opportunities for enhanced LEARNING and to the improvement of organizational EFFECTIVENESS. SEGMENT your RESULTS by program, service, and offering and by student and market SEGMENTS, as appropriate. Include appropriate comparative data.
- 7.6 Leadership and Social Responsibility Outcomes: What are your leadership and social responsibility results? (70 pts.)
- Summarize your organization's KEY GOVERNANCE, SENIOR LEADERSHIP, and social responsibility RESULTS, including evidence of ETHICAL BEHAVIOR, fiscal accountability, legal compliance, and organizational citizenship. SEGMENT your RESULTS by work units, as appropriate. Include appropriate comparative data.

There are two assessment tools available from the Baldrige National Quality Program, one for the leadership and the other for organization. These assessment tools are available on the website and it is OK to modify the questionnaire as per local need and make copies for distribution. You can also get the comparative information on how your organization compares to others.

- 1) Are we making progress?
- 2) Are we making progress as leaders?

A Message to Leaders

In today's environment, if you are standing still, you are falling behind. Making the right decisions at the right time is critical. Following through on those decisions is challenging. In a survey of a broad cross section of CEOs, the Malcolm Baldrige Foundation learned that CEOs believed deploying strategy is three times more difficult than developing strategy. If deployment is so challenging, the questions are, Are you making progress? How do you know?

- *Are your vision, mission, values, and plans being deployed? How do you know?*
- *Are they understood by your leadership team? How do you know?*
- *Are they understood by all employees? How do you know?*
- *Are your communications effective? How do you know?*
- *Is the message being well received? How do you know?*

Are We Making Progress? and the companion document, *Are We Making Progress As Leaders?* are designed to help you know. They provide compatible tools for you to see if your perceptions agree with those of your employees. They will help you focus your improvement and communication efforts on areas needing the most attention. For organizations that have been using the Baldrige Criteria for Performance Excellence, the questionnaires are conveniently organized by the seven Criteria Categories. For those that have not, these questionnaires identify opportunities for improvement and direct you to Criteria Categories that may help you identify some key ideas for making improvements.

It is never too soon to start improving openness and communication. Ask your employees their opinions. They will appreciate the opportunity—and the organization will benefit from their responses!

AN ASSESSMENT TOOL FROM THE BALDRIGE NATIONAL QUALITY PROGRAM

- This new, easy-to-use questionnaire can help you assess how your organization is performing and learn what can be improved.
- We encourage you to photocopy it and distribute it to your employees, your managers and supervisors, or your senior leadership team.
- You can modify the questionnaire to address your specific needs (e.g., add questions, use language specific to your organization).
- You also can download an electronic version of the questionnaire from the Baldrige National Quality Program Web site at www.baldrige.nist.gov. There you may also learn about other Program materials, including the Criteria, that are freely available to you.



ARE WE MAKING PROGRESS?

Your opinion is important to us. There are 40 statements below. For each statement, check the box that best matches how you feel (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree). How you feel will help us decide where we most need to improve. We will not be looking at individual responses but will use the information from our whole group to make decisions. It should take you about 10 to 15 minutes to complete this questionnaire.

Senior leaders, please fill in the following information:

Name of organization or unit being discussed

CATEGORY 1: LEADERSHIP

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 1a I know my organization's mission (what it is trying to accomplish). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b My senior (top) leaders use our organization's values to guide us. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c My senior leaders create a work environment that helps me do my job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d My organization's leaders share information about the organization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e My senior leaders encourage learning that will help me advance in my career. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f My organization lets me know what it thinks is most important. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1g My organization asks what I think. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY 2: STRATEGIC PLANNING

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2a As it plans for the future, my organization asks for my ideas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b I know the parts of my organization's plans that will affect me and my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c I know how to tell if we are making progress on my work group's part of the plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY 3: CUSTOMER AND MARKET FOCUS

Note: Your customers are the people who use the products of your work.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 3a I know who my most important customers are. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b I keep in touch with my customers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3c My customers tell me what they need and want. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3d I ask if my customers are satisfied or dissatisfied with my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3e I am allowed to make decisions to solve problems for my customers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4a I know how to measure the quality of my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4b I know how to analyze (review) the quality of my work to see if changes are needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4c I use these analyses for making decisions about my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4d I know how the measures I use in my work fit into the organization's overall measures of improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4e I get all the important information I need to do my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4f I get the information I need to know about how my organization is doing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY 5: HUMAN RESOURCE FOCUS

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5a I can make changes that will improve my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b The people I work with cooperate and work as a team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c My boss encourages me to develop my job skills so I can advance in my career. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5d I am recognized for my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5e I have a safe workplace. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5f My boss and my organization care about me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY 6: PROCESS MANAGEMENT

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 6a I can get everything I need to do my job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6b I collect information (data) about the quality of my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c We have good processes for doing our work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6d I have control over my work processes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY 7: BUSINESS RESULTS

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7a My customers are satisfied with my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7b My work products meet all requirements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c I know how well my organization is doing financially. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7d My organization uses my time and talents well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7e My organization removes things that get in the way of progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7f My organization obeys laws and regulations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7g My organization has high standards and ethics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7h My organization helps me help my community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7i I am satisfied with my job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Would you like to give more information about any of your responses? Please include the number of the statement (for example, 2a or 7d) you are discussing.

A Message to Leaders

In today's environment, if you are standing still, you are falling behind. Making the right decisions at the right time is critical. Following through on those decisions is challenging. In a survey of a broad cross section of CEOs, the Malcolm Baldrige Foundation learned that CEOs believed deploying strategy is three times more difficult than developing strategy. If deployment is so challenging, the questions are, *Are you making progress? Would your employees agree? How do you know?*

- *Are your vision, mission, values, and plans being deployed? How do you know?*
- *Are they understood by your leadership team? How do you know?*
- *Are they communicated to and understood by all employees? How do you know?*
- *Are your communications effective? How do you know?*
- *Is the message being well received? How do you know?*

Are We Making Progress As Leaders? and the companion document for employees, *Are We Making Progress?* are designed to help you know. They provide compatible tools for you to see if your perceptions agree with those of your employees. They will help you focus your improvement and communication efforts on areas needing the most attention. For organizations that have been using the Baldrige Criteria for Performance Excellence, the questionnaires are conveniently organized by the seven Criteria Categories. For those that have not, this questionnaire identifies opportunities for improvement and directs you to Criteria Categories that may help you identify some key ideas for making improvements.

It is never too soon to start improving openness and communication. Ask your leadership team to complete this sample questionnaire. It will challenge you to address issues critical to your organization's success.

AN ASSESSMENT TOOL FROM THE BALDRIGE NATIONAL QUALITY PROGRAM

- This new, easy-to-use questionnaire, which is designed to reveal your leadership's perspective, can help you assess how you are performing and learn what can be improved.
- We encourage you to photocopy it and distribute it to your leadership team.
- You can modify the questionnaire to address your specific needs (e.g., add questions, use language specific to your organization).
- You also can download an electronic version of the questionnaire from the Baldrige National Quality Program Web site at www.baldrige.nist.gov. There you may also learn about other Program materials, including the Criteria, that are freely available to you.



ARE WE MAKING PROGRESS AS LEADERS?

Your perceptions as a leader are important to our organization. There are 40 statements below. For each statement, check the box that best matches how you feel (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree). How you feel will help us decide where we most need to improve. We also have the opportunity to compare the perceptions of our leadership team with those of our employees to see if there are differences (using the *Are We Making Progress?* questionnaire). We will not be looking at individual responses but will use the information from our whole leadership team to make decisions. It should take you about 10 to 15 minutes to complete this questionnaire.

Name of organization or unit being discussed

CATEGORY 1: LEADERSHIP

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 1a Our employees know our organization's mission (what we are trying to accomplish). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b Our leadership team uses our organization's values to guide our organization and employees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c Our leadership team creates a work environment that helps our employees do their jobs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d Our leadership team shares information about the organization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e Our leadership team encourages learning that will help all our employees advance in their careers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f Our leadership team lets our employees know what we think is most important. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1g Our leadership team asks employees what they think. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY 2: STRATEGIC PLANNING

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2a As our leadership team plans for the future, we ask our employees for their ideas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b Our employees know the parts of our organization's plans that will affect them and their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c Our employees know how to tell if they are making progress on their work group's part of the plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**CATEGORY 3:
CUSTOMER AND MARKET FOCUS**

Note: Your employees' customers are the people who use the products of their personal work.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 3a Our employees know who their most important customers are. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b Our employees keep in touch with their customers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3c Their customers tell our employees what they need and want. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3d Our employees ask if their customers are satisfied or dissatisfied with their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3e Our employees are allowed to make decisions to solve problems for their customers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**CATEGORY 4: MEASUREMENT, ANALYSIS,
AND KNOWLEDGE MANAGEMENT**

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4a Our employees know how to measure the quality of their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4b Our employees know how to analyze (review) the quality of their work to see if changes are needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4c Our employees use these analyses for making decisions about their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4d Our employees know how the measures they use in their work fit into our organization's overall measures of improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4e Our employees get all the important information they need to do their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4f Our employees get the information they need to know how our organization is doing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CATEGORY 5: HUMAN RESOURCE FOCUS

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5a Our employees can make changes that will improve their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b Our employees cooperate and work as a team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c We encourage and enable our employees to develop their job skills so they can advance their careers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5d Our employees are recognized for their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5e Our employees have a safe workplace. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5f Our managers and our organization care about our employees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| CATEGORY 6: PROCESS MANAGEMENT | | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---------------------------------------|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 6a | Our employees can get everything they need to do their jobs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6b | Our employees collect information (data) about the quality of their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c | Our organization has good processes for doing our work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6d | Our employees have control over their personal work processes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| CATEGORY 7: BUSINESS RESULTS | | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|-------------------------------------|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 7a | Our employees' customers are satisfied with their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7b | Our employees' work products meet all requirements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c | Our employees know how well our organization is doing financially. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7d | Our organization uses our employees' time and talents well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7e | Our organization removes things that get in the way of progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7f | Our organization obeys laws and regulations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7g | Our organization has high standards and ethics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7h | Our organization helps our employees help their community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7i | Our employees are satisfied with their jobs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Would you like to give more information about any of your responses? Please include the number of the statement (for example, 2a or 7d) you are discussing.

Sources:

- www.baldrige.nist.gov
- <http://www.asq.org/edu>
- www.iso.org
- www.qualitypress.asq.org
- www.techstreet.com
- www.webstore.ansi.org