Model Workshop on Quality

This material was produced by the Adult Resources Core Group, WOSM - European Region.

Introduction

"Leave the world a little better … " is a famous sentence that describes how Scouts work. This allows and also forces anyone working in the Scout Movement – regardless of where or at what level – to be a part of a process of continuous improvement and awareness.

It is easy to have in mind the boys and girls attending the meetings and the responsible people doing their job. But Scouting is not an island. Around anyone attending a Scout event there are more people involved - parents, schoolteachers, sisters and brothers, friends, ... All these people have an indirect, collateral influence on our members and on our work.

This "Workshop on Quality in Scouting" is to help enable any Scout association to consider how people work within the Movement.

It contains brief information about quality and about the way a "quality way of working" helps to improve our daily work. *Quality is not a destination – it is a journey*. It is a process that is started but it does not have an end when one can forget about it.

Working with quality helps us to have more self-security by knowing the reasons *WHY* some things should be changed and also have a way to find aims and goals for improvement. If the aims are identified, it is easier and much more motivating to work up to them, the more so if results are achievable and visible. The workshop is not a recipe to "cook new Scouting"; it is a tool to improve everyday Scouting.

This document contains a two-day-workshop that can be given by anyone who has a good basic knowledge about quality, e.g. from professional life. A step-by-step planning schedule facilitates the preparation of the two days. A presentation is available to support the sessions as is a list of other materials.

For most of the parts you will find various methods and ideas providing full flexibility in the use of time and the depth of the learning experience. Please use it according to the needs of your audience / group.

After the workshop, feedback is requested to enable the Region to improve the material from the experiences reported.

If there are any questions, hints or requests for support, please don't hesitate to contact Milutin (milutin@scout.org) at the European Regional Office.

"Quality is making people smile"

What is quality?

In Scouting, we see quality as a means to initiate a process of ongoing improvement by using knowledge and tools. This workshop offers the knowledge and an assortment of tools to start this process of improving quality.

Are we good enough?

Being a Scout leader involves a lot of effort and specific long-term commitment. This workshop is not designed for telling anyone that he or she is not working well. Several partners with whom we work, especially parents and society in general, recognise our work. If this was not true, Scouting would not have survived for more than a hundred years.

But if we sit back and live on the "glory of old times", not investigating and investing in improvements, we will soon suffer decline - decline of membership, of positive recognition and, very important for everyone, decline of personal satisfaction. If the members of your troop, pack or group, at any level, do not participate or go elsewhere in their spare time, this can bring dissatisfaction to the persons in charge.

It is in everyone's interest to do one's best – and to be recognised for this, to know the aim of what we are doing and to be able to describe why things work.

Can we speak about "customers", "customer expectations", "role"...

In management, different theories exist about the roles in the quality process. Most of the theories say that quality is about the customer satisfaction. You will find short descriptions of some of them in the appendix (EFQM, etc.). As mentioned above, these models were invented for the economic world, so we can't simply transfer them to Scouting. We have to adapt and filter them or find different and specific approaches to define our "customers".

For those providing services, it is often difficult to distinguish between the customer and the product. This also applies to Scouting. Are our members our customers because they benefit from the Youth Programme and the support leaders provide? Or is "educated, motivated and responsible person" the product of Scouting at the end of some years of weekly "production time"?

To simplify the text of this document and to make clear that all the people we deal with actively decide if and how long they stay in Scouting, the word "customer" is used to describe those with whom we interact.

The first group we can call our customers are our members. They experience our "offer" at the point of sale (see below about this). Our members are in direct contact with the work we provide to them. Our members decide if they come back or if they leave Scouting. This appraisal looks at the content as well as the fun factor. Educational science has proved that learning with fun is much more efficient than without it.

Leaders are with us to help members get the full experience of Scouting. But besides serving young people, they also need to be happy with the work they do and have enjoyable experiences themselves. They are also our customers that need to be satisfied.

Another group of customers are the parents of our members. They have a strong interest in good education for their children. If Scouting is one part of the educational puzzle, they expect us to do good work.

According to Baden–Powell, Scouting is an education leading to responsible and active citizenship. All societies have a strong desire to have as many as possible of such people. So society in general also has to be regarded as a customer of Scouting.

Besides these groups having a direct interest in our work, others are affected by Scouting. This can be a neighbour living close to the Scout den or similar situations. They maybe don't have any personal relation to Scouting, but they hear the noise of playing and experience the smell of cooking, for example.

Very often, we call all these people "stakeholders".

Some other terms used when talking about quality

In the document we may use terms that you are not familiar with. Here are explanations for some of them.

All preparations and work may bring results. This is the **Moment of truth**, when customers "buy" the product or not. This is the moment when the expectations of customers need to match with the product of the provider. If this doesn't happen all the efforts are wasted. In Scouting, leaders can work hard and prepare the programme that they think is the best or that was successful in another situation. But if it doesn't correspond to the needs and expectations of the members of their particular unit it too can be a waste of time and effort.

Point of Sale describes either the place or action when contact or communication happens. The place can be the venue where the groups meet, the room where the parents meet with the leaders, the location of the Cub Scout weekend, the campsite for summer camp, an event... all indications of what we are doing.

Any opportunity when we meet our members or any other relevant person also influences the perception they will have about Scouting. This should influence performance and the way Scout leaders work.

EFQM - The EFQM Excellence Model is a non-prescriptive framework based on 9 criteria. Five of these are 'Enablers' and four are 'Results'. The 'Enabler' criteria cover what and how an organisation does. The 'Results' criteria cover what an organisation achieves. 'Results' are caused by 'Enablers' and 'Enablers' are improved using feedback from 'Results'. The attached factsheet presents more about EFQM model in Scouting.

PDCA Circle - In quality management, work and projects may be run in four phases: *Plan*: Planning and preparation of the project. *Do*: Run the project or work and produce the documentation. *Check*: After the project or after a defined time, check if the objectives defined in the planning phase have been achieved. Were any aims exceeded? Why? What was missing? Why? *Adjust*: Define the changes that are necessary to achieve a better hit-rate next time.

To use this approach, it is important to carefully define the aims and the methods for measuring if the aims are met. When PDCA was invented, most people were surprised about the time and effort needed to plan aims, goals and evaluation. In the ongoing process, the resources that are invested in defining goals and planning are considered as an investment for a better workflow in the "do" and "check" phases. This investment should pay off!

In Scouting, we tend to do well in the first three phases, while we often learn from the experience and make improvements on this basis.

"Front Office" - "Back Office"

Quality improvement doesn't just happen at the point where "production" meets "reception". There are so many things to do before one offers the product to the customer. An important component of the quality is everything that happens without direct customer contact, all the things that need to be done behind the scene, far away from the eyes of the customer.

A lot of work has to be done to prepare for the moment when our leaders will meet our members, their parents, other leaders or just people from the street and involve them in the magic of Scouting. In the "front office", during the delivery of our services, the customers are the key indicator of success and quality.

Whose job is quality?

The theory and practice of quality management has long ago moved away from the idea of having a special department that shall take care of quality. Constant improvement of work, products and services is the job of everyone.

All-embracing improvement necessarily implies shared responsibility for quality. Whenever quality in every action is required, everyone has to take their responsibility for quality in their area of work. The person in charge also is in charge of the quality of what is done. Scouting educates for responsibility. So quality management is not far away from Scouting.

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What already exists in normal work:
Inventory of existing tools which are also quality tools

Scouting is good? This is the question at the beginning of this document. The answer is: Yes – but it can still improve. We can improve it. And we should do this continuously. If not, it will lose members and reputation as the rest of the world moves forward.

We already do a lot of things that mean quality management without mentioning these words and without knowing that it is quality management.

If everyone looks carefully at their area of work, a lot of connections can be found - and some others can be added easily to improve the work of the Movement. Let's start!

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Quality Scouting Workshop

(Three day version)

Author: Adult Resources Core Group

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Quality Scouting

Introduction

This event could easily turn into a typical "business quality management workshop". It is important to note that this is a workshop to explore the quality of Scouting offered and delivered by us, the members for members.

Many of the examples should be based on Scouting to highlight that we have an underlying fundamental difference to business in that we already "promise to do our best". However we must examine if our best is actually ¿ood enough for our customers?

Audience

This target audience for this workshop is leaders at national level within the association. It is envisaged that the workshop is totally transferable to run for other levels in the association i.e. county, region, area etc.

Aims

To provide the opportunity and tools to begin the process of reflecting and improving the levels of service offered to our membership and the society.

Objectives

By the end of the workshop participants will be able to:
- Explore, share and clarify ideas and understanding of quality Scouting
- Explain the basics of quality management in Scouting
- Recognise key principles of quality management within their Scouting and explain who is responsible for delivering quality
- Explain who their 'customers' are and consider how to identify their expectations
- Describe options, tools and methods for measuring customer satisfaction of service offered and delivered
- Develop an improvement plan for their association – relevant to their particular situation
- Present (initial) ideas on implementing quality back home
- List some methods of quality management (Moments of Truth, EFQM, WOW effect...) that can be applied to Scouting
- Have general information about where to look for more information and advice about the issue

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Programme of the Workshop

Time/Day	Friday	Saturday	Sunday
08:00	Arrivals	Breakfast	Breakfast (from 07:30)
09:00		What is Quality?	Preparing the Development Plan
10:30		Coffee break	
11:00		What is Quality Scouting? "Customers/Customer Service - Meeting or Exceeding Needs"	
12:00		Cycle of Service – Moment of Truth (MOT) - PDCA	
13:00		Lunch	Lunch
14:00		How do MOTs apply to Scouting?	Presentations of Plans for back home
15:00		Introducing EFQM Excellence Model to Scouting	Review & Evaluation Close
16:00		SWOT Analysis (linking EFQM & Customer Approach)	Departures
17:00			
18:00	Dinner	Dinner	
19:00	Check in	Social / Formal Dinner or Night Out to relax	
20:00	Welcome, icebreakers, aim, objectives, programme for the weekend		

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Programme Timetable and Trainers Notes

Friday

Time draft	Topic	Notes
Before 18:00	**Arrivals** To agree arrival times. Meal / food available for travellers!	
19:00	**Registrations – Check In** Allocate bedrooms, etc. [Administration of this MUST be professional and of high quality - provide quality from the start, not just talk about it!]	Name tags, folders, etc.
20:00	**Welcome, Introductions & Icebreakers** • State the health and safety /domestic arrangements • Identify the members of the planning team • Name other workshop participants • List the background and experience of other participants It may also be appropriate to have a senior member of the association (Chief Scout, etc.) open the workshop and say some motivating words, ref the importance of the workshop etc. It would be very useful if this person could outline key strategic objectives for the association in the next 3 years.	Icebreakers and related equipment
Until 22:00	**Setting the scene – Why are we here?** • Review the current and strategic objectives and priorities of the Association • Gain an understanding of the current level of implementation of Quality Scouting within their Association • Consider how a renewed approach to quality and delivering for customers could help provide a new focus	Displays ref the association strategic plans, The Strategy for Scouting (WOSM), etc.
22:00	**Social** Opportunity for participants and team to meet and mix (Local culture to determine what form?)	
	So what already exists out there in Quality Scouting? We could allow time for participants to share what currently exists on QS (Euro.Scout.Doc, work of another Associations or non-Scout partners, possibly something they did, on national or other levels) – either displays or quick timed inputs	

Please note that in different cultures people have different daily routines, especially regarding meal times. It is necessary to adjust the plan in accordance with the local reality.

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Saturday

Time draft	Topic	Notes
09:00	**What is Quality?** [General understanding of quality] Session Objectives • Share views of experiences of quality products/services • Provide a definition of quality • List examples of good and poor quality	Pre workshop preparation could allow for more developed inputs?
	Ask all participants to look through the magazines provided and find an advertisement that appeals to them – they may rip the page out of the magazine. Ask participants to keep the ad in a safe place.	Supply of magazines or all kinds with advertisements
	Ask participants to consider on their own: • What they see as a 'quality' product/service? • Consider if there is a supplier/service they usually or always use i.e. hairdressers, fast food" etc? • Ask themselves why and note these reasons on note paper • What is it that makes you keep going back for more?	The list can be amended as required
	Ask participants to form pairs and share their views of their suppliers.	Flipchart
	Take feedback from 'pairs' and capture key words on the flipchart. They may list things like – good quality, fair price, location, nice people, trust them, they know me, etc.	
	Take feedback if anyone has had a bad experience of quality (but just enough feedback to highlight key points).	
	Ask participants to form groups of 4 – 6 and as a team ask that they define a definition for "What is Quality"? Feedback should be on flip charts.	
	Allow brief group presentations (don't repeat similar points).	
	It would help focus the workshop if the whole group could agree on a common definition of quality.	
	Select a suitable definition from the groups or suggest "Quality is the continuous search for improvements" (and why) ...to ensure we meet or exceed our customers' expectations.	
	Returning to the advertisements, ask some participants to show the advertisements and explain why they selected them. It would be good to let 4 – 6 people do this.	
	The important point to highlight is that many, if not all, do not even mention the word quality – they use phrases like luxurious, beautiful, superior, diamond etc. Some of the ads may not even use words – so why is it we buy their products?	
	Lead a discussion on this and be prepared for feedback like – I know the brand is good, the reputation is excellent, I trust the brand etc.	
	An extra twist (idea) would be to show, on screen, a selection of well-known logos and see how many people recognise them. Point out that a bad reputation also lasts!	
	Lively option - if time permits and the workshop is being held where members of the public are there – perhaps a 3 – 5 question survey on our image may be interesting – i.e. show the Scout badge and ask – what do you think when you see this logo (branding)? Feedback is important.	
	It is important that everyone understands that "Quality is a journey not a destination". Try to conclude with this message.	

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10:30	Coffee break	
11:00	**What is Quality Scouting?** Presentation focused on "Customers / Customer Service - Meeting or Exceeding Needs" Display the World Scout Badge on the Screen - this is our logo (branding). What kind of reputation do we have around the world? Indeed, more locally we could ask do our members get what it says on the tin? Are our customers happy? Customer loyalty (our members) can be slotted into 3 categorises 1. 'Less than Satisfied' – 2. 'Satisfied' – 3. 'More than Satisfied'. Consider: do our customers vote with their feet? • Quality is about customer satisfaction. • Everyone in an organisation is responsible for quality (though the lead comes from the top). • All aspects of a product or service contribute to the customer's perception of quality - even those over which the organisation has little or no control. • Delivering poor quality not only leads to lost business/service, it can also costs money. Ask participants to consider these principles and how they relate to their own circumstances. Either in small groups or syndicates then: • Identify who are their customers, internal and external • Discuss what they think their customers want and what measures exist to tell them whether they are providing customer satisfaction or not • Identify the contributions which individuals and departments make to delivering quality • Discuss those aspects of quality over which their organisation has little control and how they cope with these • Identify the steps which have to be taken to correct poor quality – what can we do to recover a bad customer experience within Scouting This input will explore customer satisfaction and help lay the foundation for the remainder of the workshop as we focus into our customers and service we provide them. Note: • Those who are More than Satisfied are probably those you will keep • Those Satisfied you may keep, but you could lose them very easily • Those Less than Satisfied – you will need to work very hard to win over It is worth considering the amount of effort required to 'win' people. Can we satisfy everyone? Should we? (This should not be an excuse for bad work) Equally it is also even more difficult to win back people! By this we mean that if people just us then leave, it will be more difficult to get them back. A key element of maintaining customers is to remember that every meeting or encounter with customers can be an opportunity for them to decide to stay or leave; continue our relationship or end it.	World Scout Badge on a slide or World Scout Flag

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	We must also consider to what extent we satisfy customers. Is it <u>good enough to meet customers' needs</u>? In society many customers expect their needs to be exceeded or to be WOWed by suppliers – can we do this? Today in customer relation management the thought is to WOW +1 as customers are always expecting higher quality service or products.	
12:00	**Cycle of Service** – Moment of Truth (MOT) Trainer introduces the session and cycle of service So every meeting or encounter with customers is a MOT and MOTs make up the Customer Experience and many MOTs become the cycle of service- {remember we are all customers – so we know what we expect} To explain this concept, introduce the idea of going out for an evening meal with someone; it is very special, it could be an anniversary or such like. This will for sure raise a number of expectations and these will have to be met for you to be a happy customer. Suggest you start with the first couple of MOTs to get people started then let them do it in groups. Draw a circle (open ended – like a clock from 1 – to 11). <u>Ask people</u> what is the first MOT you experience when you have decided to go for a meal Some possible answers could be: • When you see the ad in the phone book – is it small, professional, etc. • How easy is it to find the number and address • Location • Type of food • Word of mouth [These are all things that can you put you off or make you go] <u>Either ask groups</u> to consider the remaining (possible) MOTs – or depending on time continue until you are started to eat the meal ;o) Other MOTs could be: • Your perception of how they answer the telephone • Do they seem professional • Pleasant • Do they add anything special – provide cakes, special menus, offers Then what is next – you have decided to go to a restaurant named ABCD • Ease of parking – safe, plenty of lights, etc. • The external appearance – does it look clean, paint peeling off, etc? • You walk in, smell, noise, greeting, etc. <u>Cycle of Service - Report Back</u> – if groups have been working/if not then no feedback required. Take report back from groups – let all groups report back, but if there are a lot ask them to just cover what has not already been covered.	

		It should be interesting to note the number of 'Moments of Truth' there are before you even get anything to eat or even into the restaurant. Explain that all these MOTs are known as the <u>Cycle of Service</u>. Explain that <u>we all experience MOTs all the time</u>. Ask if anyone has a special MOT that sticks in their mind – if not, ask what would have been a WOW+1 experience related to the special meal experience e.g. free bottle of wine etc. <u>Also display the following</u> (if working in English) - take the word CUSTOMERS and from it you can make it into '<u>REM SCOUTS</u>' are Customers – "Remember Scouts are Customers".	
	13:00	Lunch	
	14:00	**How to apply MOTs to Scouting?** Keeping in mind the approach just used, break people in new groups or keep the same ones. <u>In groups</u> allocate a task for each group on a Scouting situation. The groups should consider what MOTs need to be considered to ensure that <u>we meet or exceed the expectations of our members/customers</u>. Suggested situations: • A national adult leader training course • A national meeting • Developing a Strategy /Policy • Production of a newsletter • Scouting awareness day for Business Leaders in Industry You can define the conditions, such as times and who the customers may be, e.g. Adults, young people, etc. Take the feedback and recap key learning points.	
	15:00	**Introducing EFQM Excellence Model to Scouting!** Quality is something everybody – especially business is always working to improve. Strategies are drawn up on how to do it and the European Foundation Quality Management is a well-tested method of considering quality, in a large organisation/business. Session Objectives • Describe the EFQM Model and the 9 elements/criteria • Discuss how EFQM can be applied to Scouting • Evaluate the key result areas and how well we are doing <u>Present the EFQM Model</u> outlining the 9 elements: "enablers and results" (use the fact sheet provided). In groups ask that they consider how the EFQM model applies to Scouting in the association. Considering each of the 9 EFQM elements - ask groups or do in open forum – to list Scouting terms what would fit in each element. For example:	Pre workshop preparation could allow for more developed inputs? Slide on EFQM Model

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Leadership = National Board, allocation of responsibilities, involvement in development strategy, direction, etc.

Resources & Partnership = training, NGO relations, youth participation/programme, etc.

Key performance Results = membership level, number of success events, progressive memberships – i.e. Cubs moving and 'remaining' as members in Scout troop etc'

Groups present back how they believe the EFQM model would look from a Scouting viewpoint.

It is expected that we may find that we are good at the Enablers but not as good at Results.

It is now an opportune time to consider in more detail how well the association is performing in key areas.

	16:00	**SWOT Analysis**	

SWOT Analysis

It is important that this session is run to very tight timescales – pressure will reduce long conversations and hopefully make the work very productive.

Looking back at the EFQM session, participants should use the "list of Scouting terms" and previous work, and link into the SWOT analysis.

Introduce SWOT (Strengths, Weakness, Opportunities and Threats)

The SWOT is to determine the performance and management of the association.

Write on separate flipcharts the titles: - Strengths, - Weaknesses, - Opportunities, - Threats

[Note if very large number of groups then have two flipcharts sheets or more for each title]

Give each group at random a flipchart sheet to start populating with their views, that is either S, W, O, T.

After 10-15 minutes make "the sheets fly" [that is exchange sheets among the groups so that each group have the opportunity to contribute to each title]. Repeat the flying flipcharts until all groups have an opportunity to contribute to the entire SWOT. Less time will be required as the sheets are passed around, as much of the feedback will have already been captured. If you have a large number of groups – consider the two sheets approach - be creative but maintain momentum.

When groups are finished take feedback from the groups [if more than one title sheet then allow the groups to share the feedback without duplication]

When all groups have provided their feedback the next step is to focus on the Weaknesses and Threats to consider what can be done to improve or resolve issues. It is also important to consider the Strengths and Opportunities to learn what you are doing well and wish to repeat.

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		Ask group to pick key areas that need be improved -if time they can even consider prioritisation. This work will enable us to develop action plans for back home... which is the next step tomorrow	
	18:00	Dinner	

You can decide how best to make use of the evening – suggest that people relax and perhaps do something that promotes networking and an enjoyable night. Or, have a walk around so that people "breath" and review their thoughts.

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Sunday

Time draft	Topic	Notes
09:00	**Preparing the Development Plan** This is an important part of the workshop and timing must be managed well. Issues to cover here include: • Recap on the SWOT findings • Decide of areas for improvement – challenge areas • Formation of groups/teams • Preparation of development plans • Presentations of plans • Next steps to ensure successful implementation Explain that this workshop was to provide an opportunity to look at things in a different way. If we are more aware of the Moments of Truth then we may just be better prepared to meet the needs and expectations of our members and that they will stay longer in the Movement. Recap on the SWOT findings Based on all the feedback and the work yesterday - especially the SWOT findings - it is now time to start to focus on developing a plan for improvement back home. Highlight some key items from the SWOTs. Ensure that the SWOT flipcharts are hung on the walls – so that everyone can see them. In moving ahead it is not only the Weakness and Threats that may need attention, but we may need to stop doing some things so well and focus effort elsewhere. Decide of areas for improvement – challenge areas Considering the key challenges for the NSA and the limited time, it may be necessary to have ready some 'challenge areas' for groups to work on - this is the start of defining the Challenges (Aims and Objectives). Challenge areas could be management, recruitment, training, finance, programme development, etc. Formation of groups/teams It is important to consider if people are formed in groups/teams related to their location (where they live/Scout), or if they are in teams depending on their Scout work area e.g. training, programme, finance etc. Another option is that people consider what area they feel they can make a real contribution to – noting that some people may wish to be on more than one team. Preparation of development plans When the challenges and the teams have been agreed, it is time to start work on building the improvement plans. Team members should quickly share their views on their particular challenge area – where possible a facilitator should join each team to ensure that no one gets to steal all the time by talking too much.	Coffee available as required

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	Each team should review the SWOT findings and start to consider what needs to done to improve the "problem". These can form the objectives. See appendix for an example of a template and a populated sample. Note – we will not be able to complete a full development plan and indeed it is important that the 'teams' get time to reflect and review their work before communication to the wider community. Priority Call We will not be able to do everything so we must make hard decisions. Suggest we use High, Medium and Low to indicate the priority. High Priority Challenges – when we have agreed these then we need to get some meat on the plan. If the groups have 6 – 8 members then we suggest that each group subdivide to permit greater progress on developing the plans. All groups must ensure that we have some view of the tasks required with dates and clear ownership. It is important that each team consolidate all their work and be prepared to present back to whole workshop attendees on how they will succeed in next 30, 60 and 90 days. Stress that it is the content that is important – not the presentation material.	
13:00	Lunch	This time can be moved as required
14:00	**Presentation of Action Plans** by Groups Each team should be permitted time – how long to be decided on a case by case basis as it difficult to know timing - it depends on how many teams, etc The moderator should seek views from those present, but again be careful of timings. Seek to support and offer encouragement for level of work achieved in such a short time. Look for key expected outcomes as well as areas where teams could work together. Look at what the 'customer' will get if the improvement is realised – is there a clear benefits to the scout/adult etc? If not then why are you doing it? Ensure that people listen and contribute to this part of the workshop.	
15:00	**Next steps** to ensure successful implementation The plans should if possible have been typed up during the morning – as we assume that someone in each team will have a laptop. If not then support will be needed to have the outcome typed and made available. Perhaps some form of online forum (wiki) can be used to facilitate the storage and sharing of all the plans.	

	Everyone should have access to the draft plans – so it may be necessary to print and snail mail to those not online. Action plans/challenges should lead to better customer management or better service to meet customer needs. If the work will not result in this then ask why are we doing it? Joining up all of these plans can help towards the formation or enhancement of the regional/national activity. It is important that the work is not lost and is continued- explore ways to ensure the how and how. It is important to recap what has been covered and achieved on the workshop. Revisit briefly the main points and help attendees realise the learning and progress made.	Ensure email addresses are collected!!
15:45	**Evaluation/Review** of workshop Evaluation of workshop Thanks Closing and reminder of what happens next! Close	

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Appendix 1

The European Foundation for Quality Management Excellence Model (EFQM Excellence Model)

The EFQM Excellence Model has its roots in the philosophy of Total Quality Management (TQM). It was the potential that TQM showed as a means of gaining competitive advantage that inspired 14 leading European businesses in 1988 to form the European Foundation for Quality Management. Their objectives were to stimulate, and where necessary, to assist management in adopting and applying the principles of Total Quality Management, and to improve the competitiveness of European industry.

In 1991 they launched the European Quality Award as a way of identifying "role models" of Excellence and giving them recognition for demonstrating that Europe could be competitive. To support the Award process a set of criteria were developed against which applicants for the Award were to be assessed. These criteria were designed to track how far along the road to Excellence applicants for the Award had travelled, including a requirement for "Best in Class" benchmark comparisons, and to provide a degree of confidence that their success would be sustainable.

Framework

The model is key in four ways:
1. As a framework which organisations can use to help them develop their Vision and goals for the future in a tangible, measurable way
2. As a framework which organisations can use to help them identify and understand the systemic nature of their business, the key linkages and cause and effect relationships
3. As the basis for the European Quality Award, a process which allows Europe to recognise its most successful organisations and promote them as role models of Excellence for others to learn from
4. As a diagnostic tool for assessing the current health of the organisation. Through this process an organisation is better able to balance its priorities, allocate resources and generate realistic business plans.

This framework became what is commonly known today as the EFQM Excellence Model and the premise on which the Model is built is that Excellent results with respect to Performance, Customers, People and Society are achieved through Leadership driving Policy and Strategy, People, Partnerships and Resources, and Processes.
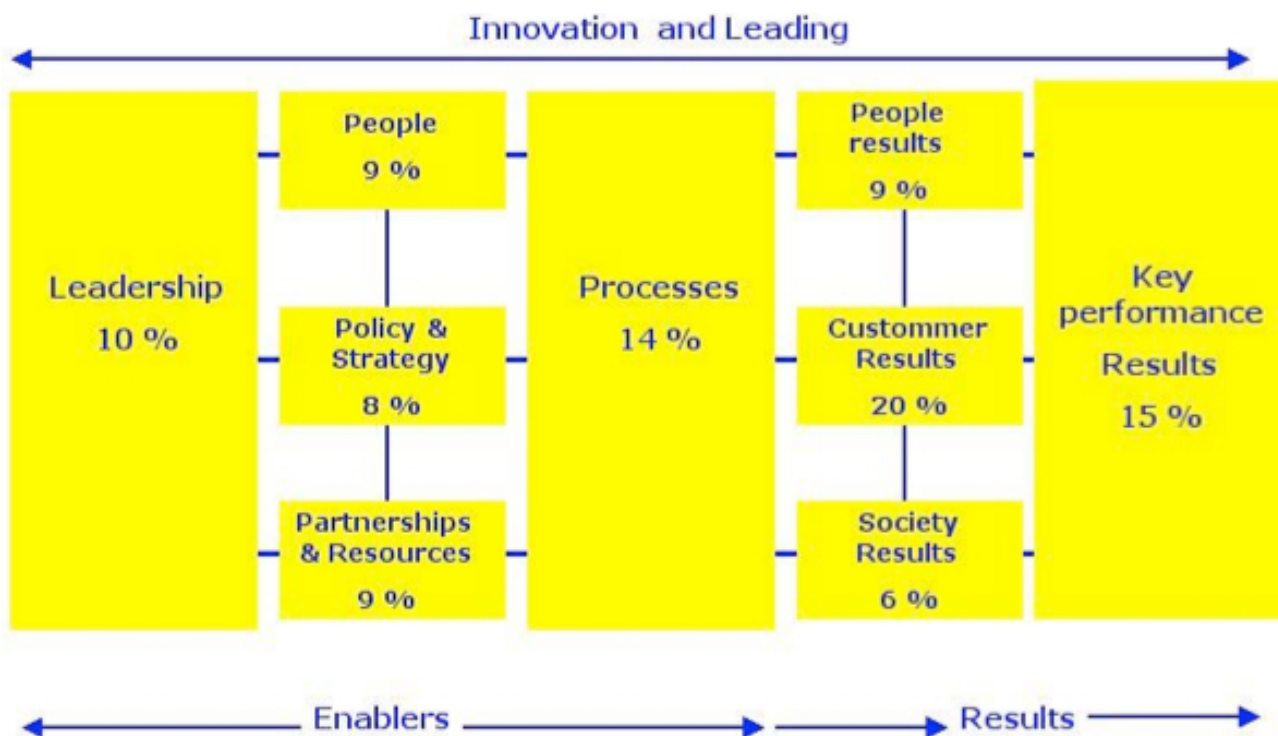
Although introduced initially to support the European Quality Award process, it quickly became apparent that organisations were starting to use the Excellence Model as an internal diagnostic tool regardless of any plans for entering for the Award and thus was born the process that has become known as Self-Assessment. This process is now undertaken by literally tens of thousands of organisations in Europe.

The process of Self-Assessment is comprehensive, systematic and performed periodically, typically annually. Using Self-Assessment, an organisation can identify its own strengths and areas for improvement and compare its overall performance to widely accepted European levels of what constitutes "good practice." The benefits of this all-encompassing approach include the creation of enthusiasm within the organisation at all levels to improve performance, the provision of a mechanism to share good practice internally and externally as well as the provision of a framework against which to learn and continuously improve performance.

Non-prescriptive elements

The EFQM Excellence Model is non-prescriptive in its nature with two exceptions.

Sub-criteria

The first non-prescriptive element is in its sub criteria, 32 in total. Any organisation applying for the Award is expected to respond to each of these sub criteria. In the case of using the Model for Self-Assessment then an organisation can obviously choose to ignore certain sub-criteria, however, given that the 32 sub-criteria reflect accepted good management practice it is advisable to take all of them into account.

The list of criteria is attached at the end of this Appendix.

Fundamental Concepts

The second prescriptive element relates to the Fundamental Concepts of Excellence on which the Model is based. These eight concepts underpin the philosophy of the Model and any organisation adopting the Excellence Model must appreciate that it is also effectively signing into these concepts.

The eight concepts are listed below:

1. Results Orientation
   Excellence is achieving results that delight all the organisation's stakeholders.
2. Customer Focus
   Excellence is creating sustainable customer value
3. Leadership and Constancy of Purpose
   Excellence is visionary and inspirational leadership, coupled with constancy of purpose.
4. Management by Processes and Facts
   Excellence is managing the organisation through a set of interdependent and interrelated systems, processes and facts.
5. People Development and Involvement
   Excellence is maximizing the contribution of employees through their development and involvement.
6. Continuous Learning, Innovation and Improvement
   Excellence is challenging the status quo and effecting change by using learning to create innovation and improvement opportunities.
7. Partnership Development
   Excellence is developing and maintaining value-adding partnerships.
8. Corporate Social Responsibility
   Excellence is exceeding the minimum regulatory framework in which the organisation operate and to strive to understand and respond to the expectations of their stakeholders in society.

How to adopt the model?

Three phases should be undertaken to adoption of this Model:

1. Self-Assessment process "Health care"
   It is to get that "moment on time" picture of where the organisation stands. It gives the opportunity to periodically look at themselves in the mirror and to see if they like what they see.

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2   Business planning process "Planning tool

This phase sees the start of the move from the use of this Model as a measurement tool to its use as management model. Organisations become to realise that for the outcomes of the Self-Assessment process to have maximum value, it needed to be linked with their business planning process.

3   Innovative applications "Innovative uses"

Re-organisations, visioning, new business creation, project management, process management, supplier management, measuring diversity.

The EFQM Excellence Model in Scouting

<u>The enablers</u>

Leadership

How leaders set the direction of the organisation and encourage and enable people to achieve the right results.

Policy and Strategy

How the organisation sets out what it wants to achieve and the way they will do it.

People

Ensuring that staff and volunteers have the required knowledge and skills and are motivated, supported and rewarded.

Partnerships and Resources

Working with partners and the organisations resources in ways that achieve the target results.

Processes

Designing and managing ways of working that so that products and services are delivered efficiently, effectively and to the standard that meets customers' needs and expectations.

<u>The results</u>

Customer results

What the organisation is achieving for its external customers. This includes anyone who receives products or services from the organisation (e.g. service users, customers, beneficiaries, members, funders, the general public, stakeholders and target groups).

People results

What the organisation is achieving for its staff and volunteers.

Society results

How the organisation is viewed by and impacts the society and community of which it is part. 'Society results' is about what an organisation does to contribute to society over and above its purpose. For most voluntary organisations having an effect on the community is one of the reasons for their existence.

Key performance results

How well the organisation has achieved what it planned to achieve. If, for example, the organisation's policy and strategy planned a new development, this criterion assesses how well it has been achieved.

<u>Levels of measurement</u>

Generally a National Scout Organisation will be working at two levels and will be able to use the model accordingly:

1.   The model can be used to measure the national organisation's effectiveness (i.e. the effectiveness of the headquarters or national office and how it supports Scouting).

2.   Alternatively the model can also be used to measure a particular area of work, project or activity.

The focus of the model and the questions the organisation can ask itself are subtly different in both of these cases. In the first case, the organisation will be concerned with national strategy. An example of the leadership may be the national board or committee, whereas an example for the second case may be a National Commissioner, working group or project team.

Sub-criteria

Criterion 1 – Leadership

Definition

Excellent Leaders develop and facilitate the achievement of the mission and vision. They develop organisational values and systems required for sustainable success and implement these via their actions and behaviours. During periods of change they retain a constancy of purpose. Where required, such leaders are able to change the direction of the organisation and inspire others to follow.

How leaders develop and facilitate the achievement of the mission and vision, develop values required for long-term success and implement these via appropriate actions and behaviours, and are personally involved in ensuring that the organisation's management system is developed and implemented.

Sub-criteria

Leadership covers the following five sub-criteria that should be addressed:
1a   Leaders develop the mission, vision, values and ethics. They are role models of a culture of Excellence
1b   Leaders are personally involved in ensuring the organisation's management system is developed, implemented and continuously improved
1c   Leaders interact with customers, partners and representatives of society
1d   Leaders reinforce a culture of Excellence with the organisation's people
1e   Leaders identify and champion organisational change

Criterion 2 – Policy and strategy

Definition

Excellent Organisations implement their mission and vision by developing a stakeholder focused strategy that takes account of the market and sector in which it operates. Policies, plans, objectives, and processes are developed and deployed to deliver the strategy. Policy and Strategy cover the following five criterion parts that should be addressed.

How the organisation implements its mission and vision via a clear stakeholder focused strategy, supported by relevant policies, plans, objectives, targets and processes.

Sub-criteria

Policy and Strategy covers the following five sub-criteria that should be addressed:
2a   Policy and Strategy are based on the present and future needs and expectations of stakeholders
2b   Policy and Strategy are based on information from performance measurement, research, learning and external related activities
2c   Policy and Strategy are developed, reviewed and updated
2d   Policy and Strategy are communicated and deployed through a framework of key processes
2e   Policy and Strategy are communicated and implemented

Criterion 3 – People

Definition

Excellent organisations manage, develop and release the full potential of their people at an individual, team-based and organisational level. They promote fairness and equality and involve and empower their people. They care for, communicate, reward and recognise, in a way that motivates staff and builds commitment to using their skills and knowledge for the benefit of the organisation.

How the organisation manages, develops and releases the knowledge and full potential of its people at an individual, team-based and organisation-wide level, and plans these activities in order to support its policy and strategy and the effective operation of its processes.

Sub-criteria

People covers the following five sub-criteria that should be addressed:

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3a   People resources are planned, managed and improved
3b   People's knowledge and competencies are identified, developed and sustained
3c   People are involved and empowered
3d   People and the organisation have a dialogue
3e   People are rewarded, recognised and cared for

Criterion 4 – Partnerships and resources

Definition

Excellent organisations plan and manage external partnerships, suppliers and internal resources in order to support policy and strategy and the effective operation of processes. During planning and whilst managing partnerships and resources they balance the current and future needs of the organisation, the community and the environment.

Partnerships and Resources cover the following five criterion parts that should be addressed.
How the organisation plans and manages its external partnerships and internal resources in order to support its policy and strategy and the effective operation of its processes.

Sub-criteria

Partnerships and Resources covers the following five sub-criteria that should be addressed:
4a   External partnerships are managed
4b   Finances are managed
4c   Buildings, equipment and materials are managed
4d   Technology is managed
4e   Information and knowledge are managed

Criterion 5 – Processes

Definition

Excellent organisation's design, manage and improve processes in order to fully satisfy, and generate increasing value for, customers and other stakeholders.

How the organisation designs, manages and improves its processes in order to support its policy and strategy and fully satisfy, and generate increasing value for, its customers and other stakeholders.

Sub-criteria

Processes cover the following five sub-criteria that should be addressed:
5a   Processes are systematically designed and managed
5b   Processes are improved, as needed, using innovation in order to fully satisfy and generate increasing value for customers and other stakeholders
5c   Products and Services are designed and developed based on customer needs and expectations
5d   Products and Services are produced, delivered and serviced
5e   Customer relationships are managed and enhanced

Criterion 6 - Customer results

Definition

Excellence organisations comprehensively measure and achieve outstanding results with respect to their customers.

What the organisation is achieving in relation to its external customers.

Sub-criteria

Customer Results covers the following two sub-criteria that should be addressed:

6a   Perception Measures
        These measures are of the customers' perceptions of the organisation (obtained, for example, from customer surveys, focus groups, vendor ratings, compliments and complaints).
6b   Performance Indicators
        These measures are the internal ones used by the organisation in order to monitor, understand, predict and improve the performance of the organisation and to predict perceptions of its external customers.

Criterion 7 - People results

Definition

Excellent organisations comprehensively measure and achieve outstanding results with respect to their people.

What the organisation is achieving in relation to its people.

Sub-criteria

People Results covers the following two sub-criteria that should be addressed:
7a   Perception Measures
        These measures are of the people's perception of the organisation (obtained, for example, from surveys, focus groups, interviews, structured appraisals).
7b   Performance Indicators
        These measures are the internal ones used by the organisation in order to monitor, understand, predict and improve the performance of the organisation's people and to predict their perceptions.

Criterion 8 – Society results

Definition

Excellent organisations comprehensively measure and achieve outstanding results with respect to society.

What the organisation is achieving in relation to local, national and international society as appropriate.

Sub-criteria

Society Results covers the following two sub-criteria that should be addressed:
8a   Perception Measures
        These measures are of the society's perception of the organisation (obtained, for example, from surveys, reports, public meetings, public representatives, governmental authorities).
8b   Performance Indicators
        These measures are the internal ones used by the organisation in order to monitor, understand, predict and improve the performance of the organisation and to predict perceptions of society.

Criterion 9 – Key performance results

Definition

The measures are key results defined by the organisation and agreed in their policy and strategies. Depending on the purpose and objectives of the organisation some of the measures contained in the guidance for Key Performance Outcomes may be applicable to Key Performance Indicators and vice versa.

What the organisation is achieving in relation to its planned performance.

Sub-criteria

Key Performance Results covers the following two sub-criteria that should be addressed:
9a   Key Performance Outcomes
        These measures are key results planned by the organisation and which, depending on the purpose and objectives of the organisation, may include both financial and non financial outcomes
9b   Key Performance Indicators
        These measures are the operational ones used in order to monitor, understand, predict and improve the organisation's likely key performance outcomes.

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Appendix 2

[Group] Development Strategy

[September 2010]

Version 0.1 – Draft until approved by [Group Council]

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SWOT Analysis Session

Strengths	Weaknesses (Areas for Development)	Opportunities	Threats
.	.	.	.

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Basis for the Strategy Plan below:
Key Improvement Areas

Red	No progress, no resolution plan, no owner
Yellow	Owner defined, plan in place, some in progress
Green	Owner, plan, progress, improvement achieved

Area	Objective	H - M - L	Status
Communications	Develop Directory of Leader's contact details and make available to all adult members	L	Yellow
	More effective use of the Group Council – through increased attendance / participation	M	Red
	Create better communication plan	H	Green
	Create more effective /efficient regional communication systems	L	Red

Area	Objective	H - M - L	Status
Another area			

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Communication

Objective 1	What/task		When	Who	Status	Resources
Develop Directory of Leaders' contact details and make available to all adult members Team Leader: Fred Bloggs	1.0	Prepare xxx Group Directory to include: Position / Section / Name / Address / Telephone numbers / Email				
	1.1	Provide 'hard' and soft copies of Group Directory to all adults leaders / committee				
	1.2	Leaders to provide details				
	1.3	Consider use of wiki, facebook etc. xxx Group online Community (news, photos, calendar, contacts, discussion, comms)				

Value to Children/Young People:
- Better informed Adults/Leaders,
- Assist in ensuring enough leaders to 'cover' activities

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Communication

Objective 2	What/task	When	Who	Status	Resources
More effective use of the Group Council – through increased attendance / participation Team Leader: Peter Lindhurst	2.0 Produce a more attractive agenda & associated social gathering – understand content of GC Meeting				
	2.1 Ensuring that all Leaders feel they have a greater input into the decision-making process				
	2.2 Upholding decisions made at Group Council				
	2.3 Circulating Agenda & Minutes promptly – also produce schedule of Group Council Meeting dates				
	2.4 The immediate recruitment / appointment of a secretary				
	2.5 Section Leaders to inform all section leaders of dates of next Group Council				
	2.6 All Section Leaders to ensure at least two leaders from each section attend meetings				
	2.7 Consider Youth involvement at group council – needs to be well managed (worthwhile and genuine)				
	2.8 Group Council to approve and be responsible for implementation and review of the Development Strategy				

Value to Children/Young People:
- Improved & better informed leadership
- More harmonious leadership which has direct benefits to our scouts
- Greater involvement of young people in decision making

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Communication

Objective 3		What/task	When	Who	Status	Resources
To create better communication throughout the community Team Leader: Christina Boll Others involved: Orla Smith Fred Mulholland George Swail	3.0	Scheduling more integrated Group activities - Add to agenda of next Group Council	June 2010	Lawrence	Red	
	3.1	Plan 'Group Day Out' / suitable venue	June 2010	Orla (Ventures)	Yellow	
	3.2	Leaders meetings to be arranged with social element included	June 2010		Yellow	
	3.3	Ensure that Section Programmes are shared within Group and that all sections are aware of activities/events	September 2010		Red	
	3.4	Promotion of 'link schemes' between sections	October 2010		Yellow	
	3.5	All sections to be equally supported and involved i.e. seamless team working across group			Yellow	
	3.6	Utilise Venturer Section in support of Group	October 2010	Christina	Yellow	
	3.7	Promote feeling of Group Identity and be proud to be in xxx group by xxx	TBA		Green	
	3.8	Communications to parents to be promoted of all section activities – newsletter?	May 2010	Roslyn	Red	Content? Frequency? Printing?
	3.9	All 'Scouts' to know leadership of all sections	May 2009	Emma	Yellow	Group Day Web/ Newsletter

Value to Children/Young People:
- More integration/ cohesion within unit.
- May prove a motivating factor for younger children – retention

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