About EFQM

EFQM is a global non-for-profit membership foundation based in Brussels, Belgium. With more than 500 members covering more than 55 countries and 50 industries, we provide a unique platform for organisations to learn from each other and improve performance. EFQM is the custodian of the EFQM Excellence Model, a business model which is helping over 30,000 organisations around the globe to strive for Sustainable Excellence.

EFQM Members share a common goal: the pursuit of excellence. The EFQM Excellence Model provides a common framework and language that facilitates the effective sharing of information between organisations; transcending sectorial, cultural and maturity barriers.

As part of this network you are able to engage with like-minded individuals and share experience on the development of innovative solutions that can help your organisation address some of its most important challenges.

Our Members Include:

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Introduction

The EFQM Excellence Award is internationally acknowledged as the benchmark for Excellence. Winning an Award proves an organisation’s outstanding achievements to customers, employees and other stakeholders. Our Awards would not be so highly internationally respected without the commitment and professionalism of you, our Assessors.

The EFQM Assessors are the backbone of the EFQM recognition processes. They are amongst the best and most experienced Assessors in Europe!

We wouldn’t live up to our motto, if we wouldn’t “Share What Works” between our Assessors. Hence, the purpose of this document is to create a reference for EFQM trained assessors through the EFQM Excellence Award process. This guide describes the key phases of the process; each phase is then divided into a number of tasks. For each task in the process you will find a basic description including the key deliverables and expected outcomes. In addition we have listed what the key input & outputs are for each task.

Furthermore, you will find a list of good practices and tools, but also some examples of ‘non-acceptable behaviour’ and guidelines on what is to be avoided.

This document is not intended to be a “definitive version” or to describe all the approaches possible within this area. This document will be adapted and updated to incorporate new ideas and learning as EFQM continues to share what works.

We wish you a challenging but rewarding Award Assessment experience!
What is a Good Assessment?

For the Applicant

- The assessors thoroughly understand our organisation.
- We receive a holistic analysis of stakeholder insights, perceptions and achievements.
- The assessors help us to understand the coherency and depth of our strategy implementation.
- The assessors help us to understand which of the enablers are effectively driving us towards Sustainable Excellence.
- The assessors provide us with constructive and actionable feedback, both verbal and in writing.
- The assessors deliver an independent and external analysis of our strengths and areas for improvement.
- The feedback report can be used as a basis to decide upon the essential improvements needed to deliver desired future results.
- We trust that the professionalism and expertise of the assessor team will lead to an open and fair assessment of our organisation.
- The assessors have a close and constructive dialogue with employees at all levels.
- The overall assessment, including the site visit and the interviews, will be constructive and will motivate our staff members to continue our journey towards Excellence.

For the Assessor

- Learn from the applicant and the fellow assessor team members,
- The assessment is a personal development opportunity
- Be part of well balanced, multicultural and skilled team – delivering team work
- Everybody in the team is pulling their weight and feels he/she makes a difference
- Be exposed to multicultural and challenging environment
- To get the opportunity to assess and discover a well-managed organisation
- Being part of a prestigious and recognised community of assessors

For EFQM

- Assessors act as true EFQM ambassadors, work in a professional way and demonstrate a constructive attitude.
- Assessors strengthen the relationship with EFQM Member organisations and reinforce the trust they have in our network and Model.
- The Good Practices identified by the Assessors showcase real-life inspiring role model examples and can be published on our Knowledge Base.
- Acting as an assessor is a high valued experience and instilled as a true member benefit within our portfolio.
Roles in the Assessment Process

Assessment Team Leader

- Facilitating and plan the team meetings
- Making the best use of everyone’s knowledge, experience, and ability
- Helping everyone to fully participate
- Forming a strong consensus and ensuring that everyone’s point of view is reflected
- Meeting schedule and deliverable requirements
- The satisfaction of all working group members
- Customer Relationship Management: the Team Leader manages the relationship with the Applicant and EFQM

Assessor Team Member

- Attending planned team meetings
- Completing working group assignments in time
- Following working group meeting operating rules
- Fully participating in working group meetings
- Helping to facilitate discussions and fully integrating other working group members
- Helping to maintain the satisfaction of all working group members

When acting as “Criterion Owner”:

- Keep focus on a set of specific criterion parts across each phase of this process
- Collect and consolidate the views and findings of other team members
- Prepare and drive the consensus for your criterion parts
- After consensus has been reached, create well worded strengths and areas for improvement statements

Process Support Person (PSP)

- Helps to put into practice the EFQM Excellence Model and Process principles in this guide
- Helps to ensure consistency, within and across teams
- Support Team Leaders according to their needs
- Carries out regular reviews with the Assessment Team Leaders, including providing feedback on progress and learning opportunities
- Reviews and releases the feedback report, including a qualitative recommendation to the Jury
- When applicable, inconsistencies in scoring are reflected back to the team leader
The EFQM Excellence Award Assessment process flow has 5 key phases, as shown in this diagram. This provides a complete overview of the Award Assessment Process and this document focuses on explaining the key tasks and outputs of each of the steps.

### Flow of the Assessment

The assessment process is designed to focus on the key strategic challenges the applicant faces and, using the Model, reviewing how effective the approaches they have developed enable them to achieve their strategic goals. To do this, it is crucial to understand the context and operating environment of the organisation before trying to understand the detail.

The flow of the assessment process therefore focuses on the key strategic themes.

<table>
<thead>
<tr>
<th>Before the Site Visit</th>
<th>During the Site Visit</th>
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<tr>
<td>Complete initial assessment at sub-criterion level based on above</td>
<td>Complete assessment, feedback report &amp; scoring</td>
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Phase 1 - Initiation

Task 1 - Individual Preparation

Description

The main purpose of this task is to have a personal understanding of the organisation and its context based on the submission document received and any other complementary information sources at your disposal.

At this stage, you describe your initial understanding of the scope and context of the organisation.

- Review & summarise the 6 key information categories to understand the context.
- Next you should identify 2 or 3 key strategic themes for the applicant.
- Identify how these themes map across the Model, identifying the key approaches and results for each theme (see example below).
- List the site visit subjects relevant to these 2 or 3 themes by criterion part, including where you think approaches or results are “missing”.

At this stage there is NO need for a full analysis of the enabler sections. The objective is to identify the areas that you feel will be most important to investigate during the site visit. During the Team Briefing Event, the team will consolidate these inputs and agree the key themes to focus on during the site visit. After verifying your understanding of the context and strategic objectives, you will start to focus on the detail to prepare the site visit plan.
Task 2 - Connect with Team

The main purpose of this task is to explore and decide on how to combine the competencies and team characteristics of each Assessor in your team. Typically this is made visible and practical by assigning criterion and/or Fundamental Concept ownership for each of the team members.

Experience has shown that in most cases where problems occurred, they were caused by discrepancies within the team. For instance, through negative team dynamics, the consensus and scoring process can be very time-consuming, causing a bad experience and also negatively influencing the quality of the feedback. Hence, connecting with your team is extremely important for the success of the assessment.

Key deliverables & Expected outcome

Input
- Individual and combined Team Belbin profiles
- Assessor profiles and/or CV’s with their professional skills & experience

Output
- Understanding of individual and the combined team Belbin profiles (team strengths and weaknesses) → e.g. a completed Belbin wheel
- Skills and experience / criterion ownership preferences shared & understood
- Overview of relevant experience in the team on a) Language competencies, b) Subject matter or sector expertise and c) Cultural awareness & flexibility (all relevant within scope of the applicant’s activity and context of course)
- Team introductory presentation (first part of presentation needed for the first meeting with the applicant representatives)

Guidelines to respect

Good Practices & Tools
- Belbin profiles (created and distributed by EFQM)
- Team introductory parts of the presentation template
- Find your personal role and value for the assessment team. For instance:
  - Deputy Team Leader
  - Help to come to consensus in difficult times
  - Help to helicopter up when deep in details
  - Help to finalise the language and style of the feedback report

Non-acceptable behaviour includes:
- Belbin is taken as a quick ‘nice to have’, or is neglected as system to agree on roles
- Team rules are not agreed and not used to learn to work better together
- Share experiences or frustrations not relevant to the applicant’s context
Task 3 - Connect with Applicant

The purpose of this task is to establish confidence and mutual cooperation between the assessor team leader and the applicant’s representative. Typically also some discussions about the first practical tasks of the plan for the assessment take place. The beginning of a sound working relationship is established.

Key deliverables & Expected outcome

Input
- Submission document
- Organisational chart(s)
- Additional online information website (if necessary)

Output
- Assessment Team Leader and the applicant have established the basis for mutual cooperation
- Outline agenda for the briefing event meeting is agreed
  - This can include a short list of additional or specific material you want to see during the site visit. For instance a video presenting their products & services
  - The names and titles of the representatives and their arrival and departure times

Guidelines to respect

Good Practices & Tools
- Make the call after you have had the first team contact and a first high level understanding of the applicant organisation
- Have a draft agenda to propose

Non-acceptable behaviour includes
- Treating the applicant files in a non-confidential or non-respectful way. Under no circumstances, can you share information about the assessment with friends or peers. It is always a good idea to check with the representative what level of confidentiality is expected from your side.
- Asking to bring a lot of extra materials and documents, and set the wrong expectations for this first meeting
Phase 2 - Briefing

Task 1 - Introduction & Team Forming

The purpose of this task is first of all to brief all the Assessment Team Leaders in order to act and execute the assessment process in a consistent way. The first part of the event focuses on “team building” as, for the majority of you, this will be the first time you have met. The second part of the event focuses on coming to a common understanding of your applicant’s organisation, its operating environment and the key strategies they have adopted.

Key deliverables & Expected outcome

**Input**
- The info shared during the Assessment Team Leader workshop
- Assessor welcome and briefing info
- Team member information

**Output**
- All Team Leaders understand their role and their relationship with the Process Support Person
- Changes to the process versus ‘known practice’ are clear
- Team members understand how they can best contribute to the team achievement

Guidelines to respect

**Good Practices & Tools**
- The Assessment Team Leader makes a mini-plan with timing for each part of the work as a Team, e.g. by half day with clear start & stop times, breaks etc.

**Non-acceptable behaviour includes**
- Working without a plan
- Extending the work long after the dinner or during early mornings
- Dominating the meetings and leaving little room for contributions of others
- Failing to find a good balance between delegating tasks to other team members and taking ownership yourself as an Assessment Team Leader
Task 2 - Understand the Applicant

The aim of this task is to:

- Obtain and document a high level strategic understanding of the organisation of the applicant for on-going use throughout the process
- Agree on the team’s view of the scope of the Assessment to confirm or adapt with the applicant representative
- Prepare a presentation of this understanding you have as a team, that can be tested/confirmed with the applicant representative
- Conclude any key points of organisational understanding (not performance assessment) that you may need to clarify with the applicant representative

Please note that to achieve a strategically relevant assessment this is the most important factor! Not understanding the applicant has been the main source of applicant dissatisfaction in the past.

Key deliverables & Expected outcome

Input

- Individual preparations (see task 1 of phase 1)
  - Applicant profile
  - Key Information
  - Clear view on the stakeholder groups linked to the results presented
  - List of Site Visit Subjects
- Clarification issues including the scope of the assessment (what is IN, what NOT)
- Culture Guide document from EFQM

Output

- All team members are confident that they have understood the applicants’ specific context and strategic challenges (or know which parts they are NOT yet familiar and at ease with)
- Presentation – part on key information plus the key site visit themes you have identified (prepared and rehearsed)

Guidelines to respect

Good Practices & Tools

- Presentation template (the key info categories part)
- Do a rehearsal to check the timing to be realistic and agree the roles for the session with the visitors like who will take the lead on which part

Non-acceptable behaviour includes

- Jump into ‘assessment mode’, or make already some early stage judgements or scoring estimates
- Fail to consider the financial side for each of the key information categories
- Prepare a presentation or materials with a lot of details and a big list of questions to be answered by the representatives coming over
Task 3 - Meeting with Applicant

The purpose of the Applicant representatives’ visit is to establish a positive spirit of cooperation between the applicant and the assessing team. The aims of this meeting are:

- Aligning your point of view on the organisation’s profile with the representatives. If applicable, correct or clarify further where needed.
- Advising the applicant on how to best prepare the site visit. Make sure you set the right expectations, define a site visit agenda and request specific information you may need during your stay.

Key deliverables & Expected outcome

Input

- Presentation to use with all parts created in previous steps merged (rehearsed)
- Information on the applicant’s expectations, their experience with previous visits if any, challenges in logistics (like passport visa’s etc.)

Output

- Team demonstrates their understanding of the organisation and openness to complementary information
- Minutes of the meeting with the actions agreed and decisions made together
- Presentation – updated version - using their answers to the questions, this as a reference frame for all assessors during the site visit

Guidelines to respect

Good Practices & Tools

- Presentation template to have all items needed included and 1 look & feel
- Agree on who makes minutes of this meeting including a simple yet structured list of decisions and actions agreed during the meeting

Non-acceptable behaviour includes

- Failing to find a balance between the time for the applicant representatives (to express the essence of what they stand for and why they engage into this process) and the time needed to show what you understand and clarify what is not that clear
- Not sharing or updating the presentation (or any other material created and used) with the PSP and the EFQM shortly after the meeting
- Let the people representing the applicant waiting or largely overrun the time planned for this session, failing to act as a descent host
Task 4 - Establish Site Visit Outline

A first objective of this task is to agree upon the site visits subjects to explore during the visit. Secondly, based on that list of subjects, you need to define a first outline for the Site Visit Plan. The purpose is to have a project plan that outlines all the tasks that need to be done prior the site visit with time scales, owners, agreed conference call dates etc.

Input
- Individual list of site visit subjects (outcome of task 1 in phase 1)
- Proposals for the Site Visit Plan (including the arrivals & departures of each assessor, tactics to cover the scope of the assessments, including all EFQM Excellence Model criteria)

Output
- List of consolidated and prioritised site visit subjects
- Draft master plan for the site visit week - ready to share with the applicant
- Team is confident they have a workable and they know how to prepare (for instance by defining an agreed form to use for each site visit session)
- Agreed contact dates with Process Support Person to share updates and progress

Guidelines to respect

Good Practices & Tools
- Define a 1 pager to visualise the ‘master plan’ for the site visit and a simple 1 page template for the plans per day per team
- Test the ability of each team member to make good strengths and areas for improvement statements at this stage

Non-acceptable behaviour includes
- Postponing the work to be done until after the team briefing week and so, not making use of the time together after seeing the applicant
- Failing to involve all team members into the plan
Task 5 - Connect with the Process Support Person

The purpose of this task is to establish the cooperation between the Assessment Team Leader and the Process Support Person and agree on what parts of the process the Assessment Team Leader might need the most help or wants to reduce the risk. Also discussed and agreed at this stage is a working schedule for the entire process, like dates for the formal contacts between Assessment Team Leader and Process Support Person.

Key deliverables & Expected outcome

Input
- Phone call on the Friday after the Applicant Meeting to introduce yourself (5 to 15 minutes).
- Outcomes of your briefing week and the meeting with the applicant representative

Output
- How the Process Support Person & Assessment Team Leader roles can reinforce each other is clear
- A schedule for contact with the PSP is agreed for the following:
  - Phone call on the Monday afternoon / evening of the site visit week to check all is alright (5 to 15 minutes).
  - Phone call on the Friday afternoon / evening of the site visit to check how the consensus & feedback meetings went (5 to 15 minutes).
  - Review draft feedback report and recommend amendments to ATL.
  - Review final feedback report to check recommendations have been approved.

Guidelines to respect

Good Practices & Tools
- Share your competency profile (including facets where you want to learn and can improve upon) in confidence with your Process Support Person

Non-acceptable behaviour includes
- Keep the communication with the PSP to the absolute minimum and consider or position the PSP role as unnecessary
- Postpone to the last minute to flag some clear risks or perceived difficulties
- Ask the PSP to decide or solve any problem you encounter, or in other words delegate your responsibilities to the PSP
Phase 3 - Site Visit

Task 1 - Prepare for Site Visit

The purpose this task is to:

- Confirm the basic logistics like travel and accommodation
- Distribute the detailed site visit plans within the team, including who meets who, where and when.
- Identify and resolve any outstanding issues, ensuring the team is fully ready for the site visit (don’t forget to check upon travel visas, specific security or confidentiality issues...)

Key deliverables & Expected outcome

Input

- Regular contact with the applicant representative
- Draft of the site visit plan as defined during previous phase
- Outcome of the progress call between Assessment Team Leader and Process Support Person

Output

- Site visit plan ready: useable for each sub-team and workable for the applicant (including the overall week plan, a set of more detailed day-plans per sub-team, and per session a list with the selected Site visit subjects to explore)
- The final site visit subjects list
- Any potential ambiguous topics are identified as input for a follow-up call with the Process Support Person shortly before the site visit week

Guidelines to respect

Good Practices & Tools

- Use a 1 pager to visualise the overall ‘master plan’ for the site visit and a simple 1 page template for the plans per day per team later on
- Ask for a dedicated person within the applicant’s organisation to take care of travel, accommodation and visas with each of the team members
- Prepare each session you are allocated in based on the Site Visit Subjects and RADAR

Non-acceptable behaviour includes

- Making it very difficult and too demanding for the Applicant to satisfy the site visit plan
- Creating plans with little or no flexibility
- Creating plans without breaks or with very little time between meetings
Task 2 - Opening Meeting

The purpose of the meeting with the senior management team is:

- Enabling the establishment of a positive spirit of cooperation between the applicant executive managers and the assessing team
- Gaining strategic insights and understanding the different roles of the executive managers
- Acquiring acknowledgement of any recent important changes or achievements not yet known by the assessment team
- Fine-tuning plans for the rest of the week if needed

Key deliverables & Expected outcome

**Input**

- The purpose and plan of the site visit week
- Questions on high level strategic site visit subjects (this can be considered as the very first site visit session)

**Output**

- Setting the scene for the site visit
- Recent important changes, achievements or other information, if applicable
- Green light to start the site visit sessions

**Players**

- Assessment Team Leader and Assessors
- Applicant’s senior management team members (those not available can be seen later)

**Guidelines to respect**

**Good Practices & Tools**

- Opening meeting presentation template
- Checking there have been no significant changes since the Briefing Event.
- Plan the meeting in a balanced way with time for both sides to contribute and transcend the polite and formal part of it

**Non-acceptable behaviour includes**

- Refusing to allow the applicant to present an overview of their organisation.
- Recent important changes, achievements or other information, if applicable
Task 3a - Interviews

The purpose of the site visit is to:
- Gain insights and supporting evidence on site on the Site Visit Subjects as defined by the team
- Share and evaluate these insights within the team
- Give a professional impression to the applicant and act as an EFQM Ambassador

The site visit really is the core element of the whole assessment process; all previous tasks serve to prepare for a successful site visit. Note that the site visit is the main source to build your feedback and input for the applicant and the jury.

Key deliverables & Expected outcome

Input
- Gathering evidence, both tangible and intangible for all 32 criterion parts
- Mirror meetings to verify and confirm ambiguous, vague or other issues
- Evidence shared within team and turned into criterion feedback

Output
- Necessary evidence leading to valuable and actionable feedback is gathered
- Each team member is responsible for sharing his/her findings
- Linkages between detailed feedback and strategic challenges have emerged

Guidelines to respect

Good Practices & Tools
- Apply the basic interview structure (as taught in the EFQM Assessor Training)
- Site visit subject card (to help you use simplified wording to explore the RADAR aspects)
- Site visit planning template for a session
- The feedback report template to capture findings

Non-acceptable behaviour includes
- Acting as an auditor. For instance, “show me” or “I do not believe until proven with strong evidence” are statements an EFQM Assessor should never use. An assessor asks open questions.
- Not respecting the timing as indicated in the plans.
- Confusing or discouraging the people interviewed.
- Failing to make RADAR based conclusion from each sessions on applicant specific topics.
- Focusing on “knowledge of the Model”, rather than understanding the organisation and their current level of maturity.
Task 3b - Consensus

Once the interviews have been completed, the Assessment Team needs to collate all the information they have gathered and arrive at a consensus regarding the relative strengths, areas for improvement and score for the applicant. One potential way of working for the consensus meeting is outlined below.

The owner for each criterion part presents an overview of their analysis, including:
- Their proposed strengths and areas for improvement
- Proposed scoring range
- Their view on the Key Themes
- Proposals for Good Practices they feel have been identified

The team discusses:
- Any omissions or errors in the analysis, based on evidence collected in other interviews
- Consensus score (the RADAR profile is key, the numbers less)
- Any changes required to clarify the feedback statements
- The proposed Good Practices

As outcome of the consensus meeting the scoring profiles are 100% ready.

Key deliverables & Expected outcome

Input
- Team findings across all 32 criteria
- 2-6 strengths and 2-6 AFIs for all criterion parts
- Related RADAR scoring profiles prepared by the criterion owners

Output
- Team is to arrive at a consensus on the organisations’ strengths and AFIs and the executive summary
- Team to produce value adding and actionable feedback report with scores that reflect the statements

Guidelines to respect

Good Practices & Tools
- Feedback report template
- Scoring template and/or spread-sheet
- Assign time keeper (Guideline: 32 * 15 min = 8 hours of focus)

Non-acceptable behaviour includes
- More than half an hour on 1 criterion-part
- Comparing scoring levels to own organisation or ‘personal’ rules
- Get into a number debate, no longer linked to content or topics of strategic importance for the applicant
Task 4 - Closing Meeting

The purpose of this task is to communicate the high level findings using the Fundamental Concepts or key themes as a framework. Whilst remaining on the high level findings the feedback should provide early actionable points to the applicant. The team needs to be 100% confident on the content of feedback provided.

Under no circumstances, should you provide the applicant with a scoring indication. Points are not part of this discussion.

Key deliverables & Expected outcome

**Input**
- Key focus
- High level findings

**Output**
- Team to present the key high level feedback
- Manage expectations and clarify next steps

**Guidelines to respect**

**Good Practices & Tools**
- Closing meeting template
  - Thank you for openness, co-operation, etc.
  - Reinforce consensus process and unanimity of team
  - Deliver high level feedback against the Fundamental Concepts
  - Reinforce willingness to answer questions for understanding
- Try to position this as the last site visit session, requesting feedback from the applicant on how they feel the site visit went.

**Non-acceptable behaviour includes**
- Communicate only the good messages, avoiding the difficult ones
- Only delivering a polite goodbye, failing to deliver any value-adding feedback
- Not all team members are willing to deliver the messages
Phase 4 - Feedback

Task 1 - Finalise Feedback Report

The purpose of the task is to finalise the feedback report that was drafted during the consensus meeting. The team will get feedback from the Process Support Person on the content of the report which needs to be taken into account before sending the final version to EFQM.

Key deliverables & Expected outcome

Input
- The slides used during the closing meeting
- The agreed Good Practices identified
- Criterion part feedback statements (by the respective criterion owners)
- Comments from Process Support Person regarding consistency of feedback & scoring

Output
- An executive summary which conveys the key business messages
- A value adding and actionable feedback report with scores that reflect the statements
- Completed templates for Good Practices identified
- Assessment Team Leader finalises the report and sends it to EFQM

Guidelines to respect

Good Practices & Tools
- Please refer to the appendix 1 of this document
- Feedback report template
- Good Practice template

Non-acceptable behaviour includes
- Ignoring the feedback and suggestions from the Process Support Person
- Strengths and areas for improvement formulated in a consultative manner. Bad examples can be found in annex.
- “Copy Paste” of general text from Executive Summary into Good Practice template
Task 2 – Deliver Inputs for Jury

The purpose of this task is to provide consistent information to the Jury enabling them to make robust and sound decisions on the final recognition levels.

Key deliverables & Expected outcome

**Input**
- Executive summary
- Good Practices identified during the assessment
- Scores
- Comments or advises from the Process Support Person

**Output**
- Accurate information provided to the Jury
- Process Support Person checks for consistency
- Assessment Team Leader to send the complete set of information to EFQM

Guidelines to respect

**Good Practices & Tools**
- Jury information templates

**Non-acceptable behaviour includes:**
- Incomplete or late delivery of information
Task 3 - Face-to-Face Feedback

The purpose of this task is to close the assessment process. We strongly encourage this meeting to take place to give the applicant an opportunity to clarify any points or ask questions relating to the feedback report.

Please note; any of the topics below can be used in a positive way or a way to inform and give ideas to the applicant on what to improve.

Key deliverables & Expected outcome

Input
- Clarify any questions from the applicant
- Elaborate and clarify the key business “insights”
- Report back to EFQM any applicant concerns

Output
- Make sure that the applicant has understood, taken ownership of the feedback and is ready to continue their journey towards excellence.

Guidelines to respect

Good Practices & Tools
- Agree agenda for the meeting beforehand
- Agree on the discussion points prior to the meeting. This leaves the Assessment Team Leader the chance to get input from the team members (if necessary)

Non-acceptable behaviour includes
- Giving strong advise on what to do
- Discuss the scoring and recognition levels
Task 4 – Exchange Assessor Feedback

This phase is designed to provide feedback and learning to all Team Members, based on their performance during the assessment.

Key deliverables & Expected outcome

Input
- Survey will be sent via email by EFQM following the Site Visit
- Experience acquired during the assessment process

Output
- Individual feedback report

Guidelines to respect

Good Practices & Tools
- On-line survey from EFQM
- Constructive feedback that will help the individual improve their performance

Non-acceptable behaviour includes
- Not completing the survey
- Not giving open and honest feedback based on your experiences, whether positive or negative
- Giving feedback that is personal not constructive
Appendix 1: Feedback Statements

Basic Rules

- Ensure statements are expressed in clear, complete sentences, which are both tactful and accurate. Try to apply the 5Cs (Clear, Complete, Constructive, Comparative, Contextual).
- Ensure the Key Themes from the Executive Summary clear in the relevant criterion parts.
- Ensure Strengths and Areas for Improvement (and the number of each) complement the Scores and one another.
- Avoid using EFQM jargon. Where possible, use the organisation’s own language.
- Avoid being a consultant. Don’t tell the organisation what they should be doing or offer advice.
- Avoid using “It is unclear” statements. During the site visit, you should have been able to determine whether it is clear or not.

Enablers

For both the Strengths and Areas for Improvement we have given examples to demonstrate what we don’t want to see and how it could be expressed to give the applicant “value-adding” feedback.

Examples of poorly worded Strengths:

- The approaches to communications have improved.
- The balanced scorecard links to the Strategy Development Forum.
- Systems aligned to processes.

Examples of well worded Strengths:

- The approaches to communications are reviewed annually by the Communications Team and significant improvements have been made e.g. open plan offices, weekly informal lunch meetings, review of Intranet and monthly newsletter.
- There is a clear linkage between the output of the Strategy Development Forum and the objectives within the SMT’s balanced scorecard.
- The Organisation have aligned their systems with all their customer related processes, integrating customer data, product data and sales interfaces in a single technology framework.

Examples of poorly worded Areas for Improvement:

- No evidence of market research process being reviewed.
- No process to identify needs of potential customers.
- Limited evidence of learning within the HR Department.

Examples of well worded Areas for Improvement:

- There is no evidence to suggest that The Organisation has reviewed the frequency (currently annually) with which they collect and analyse market information and data in the light of the speed with which the market is now evolving.
- The product development approach focuses on existing customers, and no process exists to identify the needs of potential customers. This is specifically relevant given the growth strategy and sales targets.
- Given the current levels of unwanted employee turnover, there is a lack of information being collected to understand why people are leaving The Organisation.
Results
For both the Strengths and Areas for Improvement we have given examples to demonstrate what we don’t want to see and how it could be expressed to give the applicant “value-adding” feedback.

Examples of poorly worded Strengths:
- Positive trends for more than 3 years.
- In most cases, targets are appropriate and met.
- Results achieved linked to approaches adopted.

Examples of well worded Strengths:
- Over the past 5 years, The Organisation has demonstrated significant improvements in a number of key result areas, including turnover, profit and market share.
- The growth objectives set in the strategic plan, which were agreed with the key shareholders, have been met in 4 of the last 5 years.
- The improved performance can be clearly linked to the actions outlined in the strategic plan.

Examples of poorly worded Areas for Improvement:
- Only four new ideas per employee is too low.
- The company does not measure Society Perception.
- Limited evidence of benchmarking with “best in class” organisations.

Examples of well worded Areas for Improvement:
- The targets set for new ideas generated, which were key to the success of the Innovation Strategy, have not been met for the last 3 years.
- The Organisation has invested significantly in reducing noise pollution from their site but they are not measuring the perceived benefits of this for the local community.
- Although performance has improved significantly in a number of the key results, without relevant benchmarks it is not possible to determine The Organisation’s progress towards their goal of being the market leader.
Appendix 2: Good Practice Example

Impact on performance
- GWP’s core activities, and the measures they use to monitor performance, reflect a balanced view of the long and short term requirements of all their stakeholders. This is a direct result of the insights delivered through the PESTEL and subsequent SWOT analysis, which form the basis of their annual planning process.
- With reference to the strategy review, a dedicated Business Development Support (BDS) organisation was set up in 2008 to identify product innovations as well as customer and business requirements. BDS acts today as regional competence centre in CRM for the Grundfos Group and has developed a “business plan light” that is used by all sales companies in the Group to identify business potentials in a structured way.
- Based on the evidence available onsite, the Assessor Team have few doubts that GWP will be able to sustain, and even exceed, their current level of performance into the future.

Approach
- GWP has implemented a well-established process of gathering and understanding the needs of their stakeholders. Through PESTEL analysis, stakeholder mapping, SWOT analysis and the confrontation matrix used to analyse and understand all indicators, GWP can develop and review their strategy and supporting policies. A comprehensive analysis is performed to identify strategic key objectives needed to face opportunities and threats for strategy development and achieving desired results.

Deployment
- GWP deploys its strategy and supporting policies in a very systematic manner. From the Target Letter, issued by the Grundfos Group, GWP achieves the desired set of results, balancing short and long-term objectives. This is integrated into the GWP strategy, which base on a strategy map and related game plans for each area and department.
- In line with the strategic goal of being the preferred group supplier for advanced solutions in Europe, a dedicated Business Development Support (BDS) department is in place to systematically collect and use information & knowledge for innovation and opportunities. Through the use of the BDS and related CRM processes, and the introduction of a “Business Plan Light”, GWP captures market requirements and new business opportunities. In addition a bi-annual customer satisfaction survey is done to gather and review information and feedback with respect to the strategic and business orientated items.
- The planned transition from Production Company towards a customer solution company is a strategic decision based on a comprehensive understanding of the changing market place and expectations of customers and other stakeholders.

Assessment and Refinement
- GWP uses a balanced set of results to review their progress, providing a view of long and short-term priorities for the key stakeholders. GWP has also identified the “cause and effect” relationships. A well-established reporting and controlling system provides GWP with accurate and sufficient information to support effective and timely decision making and to effectively predict the future performance of the organisation.
- The Assessor Team felt that the thoroughness of this analysis and the insights it gives GWP’s strategy development was truly exceptional.