2012 Step-by-Step Instructions for CONSENSUS REVIEW

What has happened so far:

<table>
<tr><td>Planning call 1</td><td>Several weeks ago, your team leader held the first planning call to review the entire timeline, the details of the Consensus Review process, and the ground rules for working with the team. Your participation and buy-in on the timeline, process, and ground rules were essential to a successful process. You also uploaded a brief Baldrige bio to the Team Files area on BOSS.</td></tr>
<tr><td>Completion of the Independent Review (IR) Scorebook</td><td>You completed the IR Scorebook in BOSS as an input to Consensus Review. If you are a new examiner, you may have completed one-half of the IR Scorebook.</td></tr>
<tr><td>Moving to Consensus Review</td><td>At the end of Independent Review, the team leader
moved your team to the Consensus Review (CR) workspace in BOSS and completed the draft consensus Key Factors (KF) Worksheet there
notified you when the KFs were ready for feedback
reminded you about planning call 2
assigned your consensus roles in BOSS</td></tr>
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Where we are now:

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<tr><td>Your Team’s Goal</td><td>Overall: write a feedback report detailing areas of strength and opportunities for performance improvement that will help your team’s designated applicant move to the next level of performance excellence.

During Consensus Review: create a scorebook based on the requirements of the Criteria for Performance Excellence. This CR Scorebook, comprising comments and scores, represents the collective knowledge and analytical skills of a team of examiners using a systematic review process and is the basis for the feedback report.</td></tr>
<tr><td>Your Roles</td><td>As lead for one or more items, synthesize feedback from the entire team and develop comments.

As a backup, provide feedback to an item lead on one or more items.

As a team member, participate in discussions on all items to build consensus on the comments and scoring that the applicant ultimately receives.</td></tr>
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STEPS	ACTIONS
1. Log onto BOSS (https://www-s.nist.gov/boss/).	Become familiar with the CR workspace. This includes the *Overview* page, which displays notifications from your team leader or the BOSS administrator, and the *Scorebook Progress* page, which shows the items assigned to leads and backups as well as the status of the items.
2. Review the draft consensus KF Worksheet.	Carefully review this worksheet and recommend changes or additions through BOSS or during the second planning call.
3. Participate in planning call 2.	Your team leader will finalize consensus assignments, review and ask for feedback on the KFs, describe the consensus process, highlight next steps, and answer your questions.
4. Review the Criteria requirements for your assigned items.	Use the version of the Criteria for Performance Excellence (Business/Nonprofit, Education, or Health Care) that is appropriate for the application you received. **BOSS Tip:** To access the Criteria from your CR Worksheet in BOSS, click on the *Criteria* button at the top right of the worksheet pane. Toggle the Criteria off by clicking again. Within the Criteria, retrieve the definitions of key terms (shown in SMALL CAPS) by clicking on them.
5. Open the BOSS workspace for your assigned item.	Access the item from either the *Scorebook Progress* page or the list of items on the *CR Worksheets* tab.
6. Select the most relevant four to six KFs for the item.	Considering the Criteria requirements and the consensus KF Worksheet, determine the most relevant four to six KFs for this item. To increase relevance to the item, you may choose to include only a portion of a KF (e.g., one strategic challenge as opposed to the entire list). In BOSS, you may select a part or all of the KF. **BOSS Tip:** To select noncontiguous parts of a KF, select them as two separate KFs. You may select more than 6 KFs if it is necessary in order to obtain more KF specificity. *The KFs, considered in relation to the key Criteria requirements, should help guide your expectations in evaluating the applicant's response.*

STEPS	ACTIONS
7. Review the inputs from your teammates' IR Worksheets, and begin to determine commonalities and note conflicts.	As you begin to work on the strengths or opportunities for improvement (OFIs), click on the *Show/Hide IR Inputs* button on the right side of the worksheet pane, just below the *Open for Feedback* button. At the bottom of the screen are the strengths and OFIs aggregated from your team's IR Worksheets for this item. Note which strengths or OFIs are doubled, signifying particular importance. Keeping the application, KFs, and Criteria in mind, look for multiple comments around the same area to address, and look for conflicts between strengths and OFIs. Also consider the outliers—those comments made by only one examiner—which sometimes provide significant insights into the applicant's performance.
8. Synthesize around six of the most relevant and important strengths and OFIs. Prioritize the strengths and OFIs. Complete the rationale field.	Determine the most important strengths and OFIs, around six in number. Note that more mature organizations may benefit from additional strengths and OFIs, while fewer strengths and OFIs may be more appropriate for less mature organizations. List the item reference(s) along with each one. If a strength or OFI is particularly significant in the evaluation of the applicant, mark it as a double. When you have completed the strengths and OFIs, use the green arrows in the field to the left of each one to rank them in order of importance to the applicant. In the rationale field, indicate why you included this strength or OFI in the worksheet (e.g., because it addresses a strategic challenge). Record the initials of the examiners who concurred. If there is a conflict among examiners, propose a resolution to the conflict and explain why you resolved it as you did. Remember that the rest of the members of the examiner team are the "customers" of the rationale field. Use the rationale box to document additional evidence and data that will be helpful to the team but not necessarily needed by the applicant in the comment. In the "Notes" field, record any **key** strengths or OFIs that you are not including in the "around six," along with the initials of the examiners who noted them. (Please do not list every comment not used.) *As you are determining the "around six" strengths and OFIs, consider where it is appropriate to give the applicant the benefit of doubt.*

STEPS	ACTIONS
9. Develop feedback-ready comments.	Record an actionable, feedback-ready comment for each strength and OFI on the CR Worksheet. In the first sentence of the comment, tell the applicant the "nugget" or main point of the feedback. Choose one or two examples that best support the main point, considering their relevance and importance to the applicant. For both strengths and OFIs, show relevance by tying the main point to one of the applicant's important KFs. You can also ask, "What evaluation factor is relevant to that strength or OFI?" Thinking this way may further help you focus the comment on the importance to the applicant (e.g., if the important element of the comment is deployment, there may be no need to add text on approach, learning, and integration). Limit the length of the comments to 75 words or 500 characters.
10. Finalize your comments using the Comment Guidelines.	Download the Comment Guidelines from the Consensus Toolkit in the Examiner Resource Center (*http://www.nist.gov/baldrige/examiners/resource_center/*). Review your comments against the guidelines, and modify them as needed.
11. Determine and record a scoring range and score for the item.	To score the item, start by reviewing the comments for the item, noting their balance and importance relative to the item requirements and KFs. On the *Scoring* page for the item, review the range descriptions in the Scoring Guidelines and choose the scoring range that is, overall, *most descriptive* of the organization's achievement level. *Remember that the applicant does not need to demonstrate all characteristics in the selected range; rather, the score is based on a holistic view of the characteristics. Keep in mind that the "approach" dimension should not be viewed as a "gatekeeper" when determining the scoring range. In other words, it should not constrain or inflate the scoring range. All evaluation factors are to be considered in the selection of the scoring range.* As a check, read the descriptions of the ranges above and below the selected range to determine where the applicant's score falls within that range. Complete the block that asks, "Why wasn't this score in the scoring range above or below?" to help the team understand your choice. Finally, determine a percentage score that is a multiple of 5 for the item. Select the percentage score at the lower right side of the *Scoring* page.
12. Follow the instructions for consensus.	Follow the process for consensus on the next page. Be sure to e-mail your team members when you open an item for feedback.

Review	Steps	Team Member Involvement Item Lead (IL) | Item Backup (IBU) | Team Members (TMs)
Review 1	Item lead: • Prepare a first draft of the CR Worksheet, synthesizing the inputs from all team members' IR Worksheets and documenting your rationale for each comment. • By e-mail, tell the item backup and team leader (TL) that the CR Worksheet is open for feedback.	IL IBU TM TM TM ● ○ ○ ○ ○
Review 2	Item backup: • Using the Item Backup Comment and Scoring Checklist as a guide, provide feedback to the item lead. Item lead: • Integrate changes as appropriate. E-mail all team members and invite feedback on the worksheet. *The lead and backup may discuss the item on the telephone.*	IL IBU TM TM TM ● ● ○ ○ ○
Planning Call 3	TL: • Hold the third planning call to reinforce the preparation for the consensus calls.	TL IL IBU TM TM TM ● ● ● ● ● ●
Draft KTs	Key theme (KT) lead: • Use the CR Worksheets to develop an initial list of KTs. Complete the draft, and e-mail all team members and invite feedback on the KTs.	(KT lead only)TM TM TM ● ○ ○ ○ ○
Review 3	Team members: • Review and provide feedback for each CR Worksheet and the draft KTs. Item lead: • Integrate changes as appropriate.	IL IBU TM TM TM ● ● ● ● ●
Consensus Call	Item leads and KT lead: • Develop a script to help you present the item during the call. Team members: • Prepare for the consensus call by reviewing all CR Worksheets. Participate in the consensus calls. Take notes on items you are backing up.	IL IBU TM TM TM ● ● ● ● ●
Post–Consensus Call: Review 4 and Final Edits	Item lead and KT lead: • Integrate changes into the CR and KT Worksheets, based on the team's inputs. Scorebook Editor/TL • Review and edit the CR Scorebook to meet content and style guidelines.	IL IBU TM TM TM ● ● ● ● ●

STEPS	ACTIONS
13. As part of the reviews in Step 12, all team members provide feedback on CR Worksheets.	Provide feedback on all items and KTs for which you are not the lead. **BOSS Tip:** For any item that is marked *Invite Feedback,* use the *Show/Hide Feedback* button to toggle the feedback pane open and closed. You can sort the feedback by examiner as well as print a copy of the feedback. Include the item reference in the feedback area for the strength or OFI to which you are referring, such as "a(1) S" or "b(2) O." For the items you lead, review the feedback and revise comments as appropriate. The item lead modifies the rationale to indicate which feedback was used.
14. Team Leader: post the agenda for the consensus calls on BOSS.	Sample agenda: • Welcome • Agenda review • Round-robin process for the team to use in capturing feedback on all items • KTs • Review of item scores • Next steps
15. Item leads: prepare to present items.	Prepare to review the Criteria requirements and KFs and to clarify any areas of disagreement. This will get the team ready to discuss the item. Be prepared to serve in additional assigned roles (e.g., Criteria cop, scorekeeper) and to provide specific points and recommendations on other items.
16. Participate in the consensus call: the team covers all items, including their scoring, and reviews and updates the KT Worksheet.	**ALL team members must be present or the call cannot proceed.** ***Team members***: Listen for changes that may impact or conflict with other item- or KT-level comments, and bring them to the team's attention. ***Item leads***: Ensure that changes in your CR Worksheets are correctly reflected in the KT Worksheet. ***Item backups***: Take notes for item leads. At the end of each topic, you may want to restate what you have heard. ***Item leads***: Confirm that all team members agree on each item score and that the score is recorded correctly on each CR Worksheet.

STEPS	ACTIONS
17. Review scoring.	***Scorekeeper***: Ensure that the scores on the Score Summary Worksheet document are consistent with the scores agreed on during the consensus calls. Upload document to BOSS after final confirmation of all scores at the end of the call. ***Team leader:*** Confirm scoring bands on the Score Summary Worksheet. If the score is on the margin of two bands (within 10 points) and the team does not agree with BOSS's automatic selection, change the band in BOSS and send an e-mail to the Award Process hotline (bossmail@nist.gov) saying that the team has selected the other band. The feedback report will reflect the band chosen by the team.
18. Item and KT leads: revise comments to reflect consensus decisions.	***Item backups***: Review the item lead's CR Worksheet to help ensure that the revised comments and scores accurately represent the consensus discussion. ***Team leader***: Review the KTs to ensure that all changes or updates have been made.
19. Complete the scorebook by the deadline.	***Item leads:*** Finalize the CR Worksheets on BOSS. ***Team leader***: Review and edit the final CR Scorebook and inform the Award Process hotline (bossmail@nist.gov) that the scorebook is final.