ENERGY'S QUALITY JOURNEY

Total Quality Management Implementation Guidelines

United States
Department of Energy
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MASTER

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From the Secretary

Together we have been forging a new direction for the Department to promote a more productive and competitive economy, improved environmental quality and a secure national defense. We will become a center of excellence respected for our scientific and technological leadership, customer focus and openness.

Now we are faced with the challenge of making the vision a reality. We have embraced Total Quality Management as the approach for responding to this challenge. Our pursuit of excellence requires continuous improvement in the way we do business.

The Energy Quality Council has developed this tool kit and road map for the quality journey. Each of us can apply these tools to enhance our daily interactions with each other and our customers and to develop our long range plans.

I'm asking you to help us meet this challenge. Working together we will be successful.

A handwritten signature in cursive script, reading "Hazel R. O'Leary". The signature is written in dark ink and is positioned to the right of the main text block.

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Preface

*"We are going
quality."*

Secretary Hazel R. O'Leary

These Guidelines were designed by the Energy Quality Council to help managers and supervisors in the Department of Energy Complex bring Total Quality Management to their organizations. Because the Department is composed of a rich mixture of diverse organizations, each with its own distinctive culture and "quality" history, these Guidelines are intended to be adapted by users to meet the particular needs of their organizations. For example, for organizations that are well along on their quality journeys and may already have achieved quality results, these Guidelines will provide a consistent methodology and terminology reference to foster their alignment with the overall Energy quality initiative. For organizations that are just beginning their quality journeys, these Guidelines will serve as a startup manual on quality principles applied in the Energy context. (Note that the terms "Department of Energy," "Department," "Energy," and "Energy Complex" are used interchangeably in this document; each refers to the totality of headquarters and field elements, including all federal employees and contractor personnel.)

A Little History^a

While Total Quality Management in the United States has taken root only during the last decade or so (and has only recently been officially embraced by the federal government), the quality movement dates at least to the 1920s when Walter Shewhart of Bell Laboratories developed a system for measuring variance in production systems, known as statistical process control. Statistical process control is still used to help monitor consistency and diagnose problems in work processes. Shewhart also created the Plan-Do-Check-Act cycle, which applies a systematic approach to improving work processes. When the Plan-Do-Check-Act cycle is applied on an ongoing basis, it results in continuous process improvement.

During World War II, the War Department hired W. Edwards Deming, a physicist and Census Bureau researcher, to teach statistical process control to the defense industry. Quality control and statistical methods were such critical elements in the war effort that they were classified as military secrets. However, after the war most U.S. companies stopped using them. While quality control and statistical methods had a brief resurgence in the 1950s and 1960s, companies that continued using them consigned them to quality control departments focusing on production quality and inspection.

Across the ocean, the U.S. occupation forces in Japan invited Deming to help Japan with their post-war census; he was also invited to lecture business leaders on statistical process control and quality. He ended up teaching the Japanese much more; his lectures became the genesis of the modern quality philosophy. The Japanese, like the Americans, had previously applied quality control methods only to production and inspection. Two other American experts, Joseph Juran and Armand Feigenbaum, also worked with the Japanese. Juran helped them expand the methods to all functions in an organization, and Feigenbaum stressed the need to

^a This historical perspective is taken primarily from *Excellence In Government* by David K. Carr and Ian D. Littman, Coopers and Lybrand, 1993.

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involve all departments of a company in the pursuit of quality, something he called "Total Quality Control." Juran also taught that quality should be defined as "fit for customer use." This concept changed the idea of quality from simply making products that conformed to certain technical specifications to looking at the entire product life cycle, focusing on meeting customer expectations.

The Japanese expanded Juran's customer concept to include internal customers, those people within the organization who depend on the output of other workers. Kaoru Ishikawa enlarged Feigenbaum's ideas to include all employees, not just department managers. The Japanese also began to study the work of American behavioral scientists such as Abraham Maslow (the hierarchy of needs) and Douglas McGregor (Theory X/Theory Y). Basing his work partly on McGregor's, Ishikawa helped to create Quality Circles: small teams of managers, supervisors, and workers trained in statistical process control, the Plan-Do-Check-Act cycle, and group problem solving. The Quality Circles were the original models for Process Improvement Teams.

The result of applying these techniques was a constant flow of new ideas for improvement coming from everyone in the organization, based on objective and scientific study, and all aimed at satisfying customers. This is the core of Total Quality Management. The Japanese added better and faster methods of product planning, and they redefined their relationships with their suppliers into what are called "vendor partnerships." By the 1970s, most large Japanese companies had adopted what Ishikawa called "company-wide quality control," the ultimate result of which was that the term "Made in Japan" became synonymous with world-class quality products.

The Japanese success caused American manufacturers to search for the secrets of that success, and they found Deming, Juran, and Feigenbaum. However, many companies were slow to adopt their ideas. As a former Ford executive recalls, "I distinctly remember some of Dr. Deming's first visits to Ford. We wanted to talk to him about quality, improvement tools, and what programs would work. He wanted to talk to us about management, culture change, and senior management's vision for the company. It took time for us to understand the profound cultural transformation he was proposing." Historians generally mark the latter half of the 1980s as the true start of the American quality renaissance. About 1986, people began to understand that Deming's "profound change" meant a comprehensive approach to quality.

In the federal government, numerous quality initiatives sprouted up at government agencies, including the Department of Energy, in the late 1980s. In 1988, the Federal Quality Institute was chartered by a board of directors of various agency heads to help federal agencies implement quality improvement programs and to administer the quality awards program in the federal government. In the Energy Complex, some notable successes have already been achieved:

- By reducing wait times and performing tasks concurrently rather than sequentially, the time for investigations of past hazardous substance releases by Westinghouse Idaho Nuclear Company (Idaho National Engineering Laboratory) was cut from 40 weeks to an average of 17 weeks, saving about \$17,000 on each report.

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- A pilot timekeeping process implemented by a Quality Improvement Team working closely with customers was recently installed at the Richland Operations Office. The time to process timecards for about 450 federal employees dropped from 16,235 clerical hours per year to about 5,411.
- The San Francisco Operations Office has introduced a process designed to significantly reduce turnaround time for approving contractor salary actions. Through identification of specific criteria to be included in all salary proposals as well as agreement on strategic goals for improving overall compensation systems, the process is designed to reduce local salary action approval time from the current thirty days to two days.

In 1993, with the endorsement of the National Performance Review and the leadership of Secretary Hazel R. O'Leary, expansion of Total Quality Management throughout all of the Energy Complex has become a priority. As one of its first steps, an Energy Mission Statement and Statement of Core Values were prepared and disseminated to all employees, and a Vision Statement has been drafted (see Appendix 8). A quality infrastructure has been created comprising a Leadership Group and a Quality Council, with Quality Coordinators being designated by all Departmental elements.

Further Information

The Energy Quality Council intends to provide additional information to support the Department's continuing quality journey by various means, one of which is to update these Guidelines periodically; the document has been printed in a format to ease this process. Also, to foster sharing of knowledge and experience among those working on quality initiatives across the Complex, contact information about key individuals involved in quality activities is listed in Appendix 2, which includes members of the Energy Leadership Group, the Energy Quality Council, Energy Quality Coordinators, and Office of Quality Management staff.

Questions about these Guidelines may be directed to the Energy Quality Council members listed in Appendix 2.

Reader Response Sheet

The Energy Quality Council is very interested in the comments and suggestions of those using these Guidelines and would appreciate readers filling out the Reader Response Sheet in Appendix 9 and returning it.

The Energy Quality Initiative

The Energy Quality Initiative consists of three components: strategic planning, personal behavior, and Total Quality Management initiatives. These three elements are depicted schematically in the diagram, which shows that when all three are operating together successfully, organizational excellence is the result.

Strategic Planning

Strategic planning aligns an organization with the future. The Department's strategic plan provides the overall policy, goals, and direction for all future activities. Its focus is on results, critical success factors, and measures of performance. Individual organization strategic plans that align with the Department's strategic plan will be created.

Personal Behavior

Organizations adopting Total Quality Management principles have found that achieving significant results generally requires changes in the prevailing culture of the organization, as evidenced by the way people treat each other, their customers, and suppliers. This is one of the most difficult aspects of implementing Total Quality Management in that it necessarily requires a change, albeit gradual, in the prevailing culture of the organization. It manifests itself most clearly in the way that people treat each other: managers and staff, fellow employees, customers, and suppliers. This change is usually unlike anything that has been experienced in the workplace and will never occur if top managers do not model the hoped-for behaviors themselves. The Department's Statement of Core Values defines its intended future culture; it is desired that these values be adopted by employees throughout the organization. To foster these important culture

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changes, the Department is encouraging managers, supervisors, and others to improve their interpersonal behavior skills and competencies to reinforce the core values by taking courses such as "Seven Habits of Highly Effective People."

Total Quality Management

Total Quality Management is a way of doing business which continuously improves products and services to achieve increasing levels of customer satisfaction. In the book *Excellence in Government*, it is described as

"... involving everyone in an organization in controlling and continuously improving how work is done in order to meet customer expectations of quality."

The principal elements of Total Quality Management are shown in the triangle diagram. Quality covers everything of value to a public service organization and its customers, including the physical quality of the products and services, productivity, efficiency, ethics, morale, safety, and wise use of resources. The remainder of this document focuses on Total Quality Management principles and their implementation in the Department of Energy.

Key Attributes of a Quality Organization

*"Begin with the end
in mind."*

Stephen Covey

Atttributes that describe an organization operating according to Total Quality Management principles may be found in the criteria for the widely recognized quality awards: the Malcolm Baldrige Award (awarded to private companies), the Presidential Award for Quality and the Quality Improvement Prototype Awards (the latter two awarded to government agencies).

The Presidential Award for Quality is designed for organizations with mature quality management efforts (of at least 3-6 years) and with at least 500 federal employees. The Quality Improvement Prototype Award, designed for organizations that have recently begun the quality transformation process, has less stringent requirements (e.g., a minimum of 100 federal employees). Energy organizations that have already begun the quality journey may be eligible to apply for the Quality Prototype Award, while contractors within the Complex with mature quality programs may be eligible to apply for the Baldrige Award.

Selection criteria for the Presidential Award for Quality and the Malcolm Baldrige Award are virtually the same. The attributes sought in both cases are summarized in this section, along with their relative weights, to show "what success looks like." They are a valuable tool for quantitatively measuring how well an organization is performing, and are recommended for use by Departmental elements which have made substantial progress on the quality journey. (Detailed criteria for the Quality Improvement Prototype Award are found in Appendix 7.)

Customer Focus and Satisfaction (25 percent) examines the organization's knowledge of external customer requirements and the way relationships with customers are established and maintained. It also examines the methods used to determine customer satisfaction and the trends and current levels of customer satisfaction.

Quality and Operational Results (18 percent) examines the organization's trends and quality levels for products and services, operational performance, business processes and support services, supplier and intermediary quality, and comparison/benchmark data.

Human Resource Development and Management (17 percent) examines how the entire work force is enabled to develop its full potential and to pursue quality and operational performance improvement goals. It also examines efforts to build and maintain an environment for work force excellence, which is conducive to increased involvement and personal and organizational development.

Management of Process Quality (14 percent) examines the systematic processes that the organization uses for continuous improvement of quality and operational performance improvement. It also examines the design and management of process quality for all work units, the management of internal customer-supplier relationships, supplier and intermediary quality, and quality assessment.

KEY ATTRIBUTES OF A QUALITY ORGANIZATION

Leadership (12.5 percent) examines executives' personal commitment and involvement in creating and sustaining an organizational vision and customer focus orientation as well as clear and visible quality values. It also examines the way the vision, values, and customer focus orientation are integrated into the management system, labor relations, and external partnerships and the way they are reflected in addressing public responsibilities.

Information and Analysis (7.5 percent) examines the scope, management, and use of data, information, and measures and how they are used to drive quality and operational performance improvement. It also examines the adequacy of the organization's data, information, and analysis system to support improvement of customer satisfaction, products, services, and processes.

Strategic Quality Planning (6 percent) examines the organization's planning process and how key quality requirements are integrated into overall planning. Both the organization's short- and longer-term plans are examined as well as how quality and operational performance improvement goals are deployed to all work units.

The Quality Journey

"Quality is not an act, it is a habit."

Aristotle

As in any journey, the quality journey must begin by determining the starting point, then defining the destination, and finally mapping the route. These Guidelines recognize that the quality journey's progress within the organizations and elements of the Department are at various stages. One way to characterize the maturity of the quality efforts is to define three phases for fully implementing a Total Quality Management environment and then baseline the organization to determine how much progress has been made in each category. The road map below (adapted from the Federal Quality Institute) illustrates the three phases and their components. As a general rule, Phase 1 could be completed within the first year; Phase 2 may take two or more years; and Phase 3 could take several more years to achieve fully (in reality, the process is never ending).

Some Energy organizations have already begun the quality journey and are close to achieving a quality management environment. The road is often filled with ruts and potholes. Most organizations encounter the rough spots, but the successful ones persevere despite the inevitable problems. Once a quality management environment is achieved, maintaining continuous improvement is a never-ending challenge.

The first step in using these Guidelines is to study the organization being analyzed in regard to the characteristics that are described in each phase. That qualitative baseline will help determine how best to use the information in these Guidelines.

A Road Map for Quality

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Phase 1: Introduction

- Commit to lead
- Create mission, vision, values and strategic plan
- Develop plan to guide change
- Establish quality infrastructure
- Train managers & workforce
- Identify customers & their expectations
- Establish performance measures
- Identify core processes, key success factors & initiate improvement
- Initiate employee involvement actions

Phase 1: Introduction

• **Commit to lead.** The key to success at the beginning and at all later stages of the quality journey is the leadership of the senior managers in each organization. Their commitment includes active participation and practice of the quality principles. The term "walk the talk" is a good description of the role of leadership—not only preach the quality doctrine but practice it every day.

• **Create a mission, a vision, values, and a strategic plan for the organization.** The mission, vision, and values should be aligned with those of the Department and should reflect the organization's unique culture.

- The mission statement should describe what the organization does, how it does it, and for whom.

- The vision should describe what the organization is striving to be in the future.

- The values should set forth how the people in the organization will treat each other, their customers, and their suppliers as they accomplish their mission.

- The strategic plan should define the direction and actions that the organization will take to fulfill its mission and vision. Using the Department's strategic plan as a point of departure, determine measurable goals and results-based strategies for the organization. The strategy should consist of a group of actions and associated schedules to achieve the desired goals.

• **Develop a plan to guide change.** The initiation of quality processes requires some forethought and planning. A written plan for change is also a communication tool for management and the work force. The planning process should involve participation from all elements in order to achieve a level of "buy-in."

• **Establish a quality infrastructure.** The plan for organizational quality should define the necessary infrastructure for the quality activities. Wide latitude exists in the configuration that works best for any organization, but some commitment of resources to the quality processes is necessary.

• **Train managers and the work force.** Training in quality principles should begin as soon as possible, starting with the leadership of the organization and ultimately cascading down to all employees.

• **Identify customers, define their needs and expectations, and develop feedback systems.** An essential element in delivering quality is to identify each internal and external customer's needs and expectations and provide feedback systems to guide the improvement process on an ongoing basis. In addition to such formal systems as customer and work force surveys, the internal quality system needs to include and make known to all staff a process for inputting feedback, innovative ideas, or system problems needing attention. Customer service advocates in each organization will receive training to assist in design and implementation in this area.

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- **Establish performance measures to track results.** Performance measures should be identified to monitor progress against the strategic plan, adjusted as necessary, based on ongoing results. They should be quantitative and should measure outcomes as well as outputs.
- **Identify core processes and key success factors.** Determine the key business processes and identify the suppliers providing input and customers receiving output from each process, with appropriate feedback. Analyze each schematic to determine points of vulnerability or likely improvements that identify key success factors. Some opportunities may only require management action to cause the beneficial change in specific processes. Others may require formation of an improvement team, but such items should focus initially on obvious opportunities to begin immediate improvement.
- **Initiate employee involvement actions.** As soon as possible, communicate regularly and openly with employees. Flag opportunities for participation. Champion teamwork for problem solving, making sure that timely team training is provided. Also, consider conducting an employee attitude survey to identify employee perceptions of problems in the workplace that need to be addressed and establish an open process for addressing and communicating action taken on such problems.

Phase 2: Development**Phase 2: Development**

- Simplify core processes
- Collect, analyze, & act on customer data
- Develop & link performance measures to strategic planning & decisions
- Expand employee involvement, training, and align with other HR systems
- Involve suppliers in TQM effort
- Integrate quality improvement info

- **Simplify the core processes.** Map core processes to identify current steps. Eliminate unnecessary steps. Think of alternative processes that are less complicated. This simplification will lead to maximum performance within existing resources.
- **Collect, analyze, and act on customer data.** Devise and implement additional improvement methods to identify customer needs and expectations. In some cases, anticipating future customer needs is essential. Satisfying the customer's needs is the central objective. Both internal and external customers need to be considered. Data collected on customers' needs and expectations should be analyzed to identify the greatest needs and opportunities for improvement, and to implement those improvements.
- **Develop and link performance measures to strategic planning and decisions.** Strategic plans describe what is important—performance measures should measure everything that is important, and only those things. The results of performance measurements should be used to guide subsequent strategic planning and decisions.
- **Expand employee involvement and training; align with other human resource systems.** Enable employees to perform their jobs more effectively by identifying and removing unnecessary obstacles. Train employees to work with reduced supervision and to work in teams when multiple skills are useful.

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- **Involve suppliers in the quality management effort.** Make sure that needs and expectations are clearly communicated to suppliers and let them know how well they are meeting your needs and expectations.

- **Integrate quality improvement into the strategic planning process.** The quality process should be incorporated into the strategic planning process and into the strategic plans resulting from the process, thus bringing about continuous improvement in all areas.

Phase 3: Integration**Phase 3: Integration**

- Consistently satisfy customer needs
- Build continuous improvement & learning into management systems
- Empower employees as their skills & experience grow
- Realize clear gains in all performance measures
- Infuse organization with system thinking

- **Consistently satisfy customer needs.** The objectives of the quality process are to satisfy customer needs every time, and on the customer's needed time schedule. Continuous improvement will allow the organization to keep getting closer to this goal.

- **Build continuous improvement and learning into management systems.** Continuous learning and improvement should become part of the way the organization does business, not a separate activity.

- **Enable or empower employees as their skills and experience grow.** As employees become more skilled, allow them to function in broader areas. Ownership by the employee increases, the need for supervision is reduced, and teamwork becomes more important.

- **Realize clear gains in all performance measures.** Managers should set goals they consider attainable in a specified time for every performance measure. All parts of the organization should use performance measures in Phase 3. Benchmark organizations that are "best in class" in a key process, and seek to meet or exceed the performance of these organizations.

- **Infuse organization with systems thinking.** Focus process improvements on the total organizational processes across lines of authority to avoid "sub-optimization" that may have a detrimental overall effect. Ensure that all activities are aligned with the organization's objectives.

In Phase 3, an organization might consider applying for an award such as the Presidential, Prototype, or Baldrige Quality Award, depending on whether the organization is part of the federal or private sector. The Presidential and Prototype Awards are applicable to federal organizations, while the Baldrige Award is applicable to organizations in the private sector. Before applying for one of these awards, it is suggested that a self-assessment be conducted using the applicable award criteria. [See Appendix 7 for a summary of the Quality Improvement Prototype Award criteria.]

The following sections focus on the key actions of a quality organization. Although the focus is on organizations that are beginning the quality journey, the topics covered define the actions needed at all stages.

Commit to Lead

"The job of management is not supervision, but leadership."

Dr. W. Edwards Deming

Strong leadership commitment is essential to successful quality management. Quality leadership involves articulating a mission, vision, values, strategies, and goals; aligning policies, practices, and business plans; improving processes; organizing and communicating; and living the core values themselves. It is imperative that top leaders be involved, do their part, and not delegate the strategic direction of the quality management process. Leaders need to model behavior that demonstrates their commitment. To model this behavior, leaders in Energy's quality initiative should

- provide strategic direction by defining roles and responsibilities and the organizational mission, vision, values, goals, strategies, and results measurement criteria;
- emphasize the importance of both quality management and technical training by implementing a plan for continuous training;
- communicate with employees about quality, quality activities, and quality results.
- involve themselves personally in the strategic planning process;
- stimulate involvement by all relevant internal elements, including the union where applicable;
- make the difficult choice of assigning the best staff to quality activities;
- measure staff members' commitment to quality by the way they use their time, resources, and people;
- champion the quality process by regularly reinforcing the vision, quality values, and customer focus;
- spend more time with customers and suppliers and guide the organization in developing mutually agreed-upon goals;
- encourage risk-taking;
- enable employees to assume responsibility after ensuring that proper skills and training are in place;
- reward, recognize, communicate, and celebrate team successes;
- live the core values both at work and in their communities;

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- designate a quality coordinator/contact in each organization and provide him or her the necessary time and resources for successful implementation;
- give ownership of work efforts and process improvements to staff directly involved;
- establish a culture in which mistakes are not punished but mark pathways for improvement;
- seek opportunities to speak on quality activities, describing the accomplishments and lessons learned; and
- link performance reviews to quality results.

Develop Your Organization's Mission, Vision & Strategic Plan

*"We cannot direct
the wind, but we can
adjust the sails."*

Anonymous

Develop a strategic plan that establishes the organization's mission, vision, and values and the way they relate to those of the Department. Clear goals, objectives, and strategies make it possible to manage change effectively and avoid crisis management. This approach, allows managers to better justify decisions by linking their proposed management actions to the organization's strategic directions. In this manner, quality management becomes an integral part of the way business is done.

Strategic planning and quality management are linked in two basic areas:

1. **Alignment**—Integration of all strategic plans to reflect the Secretary's priorities and concerns is the desired state. For example, the lack of alignment of the strategic planning efforts throughout the Complex results in organizational components' setting goals that prevent the Secretary from establishing Departmental priorities, influencing business plans, or assessing Departmental performance satisfactorily. Quality management is the "how to" methodology that offers management techniques to ensure that plans relate to the Department's mission and business priorities.
2. **Results**—Outcome-focused measures of performance are needed by the Secretary, the Administration, and Congress. Our stakeholders need to be able to see that near- and mid-term projects and programs are focused on what the Department considers to be the country's best interest. Quality management offers managers a wide array of measurement tools that can be used to identify, measure, and achieve the desired result.

To develop an effective strategic plan, managers should ensure the following elements are incorporated in the planning process:

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- Plans are aligned with the Department of Energy's mission, vision, and core values and demonstrate a customer orientation.
- Strategic planning is fully integrated with the budget process and is well documented to develop quality operational goals throughout the organization.
- Many types of quality, operational performance data, information, analyses (customer requirements, process capabilities, supplier data, benchmark data) are used in planning throughout the organization.
- Employees, customers, suppliers/intermediaries, and other partners are full participants in the planning process;
- Employees know how their work contributes to their organization's and the Department's goals.
- Managers and employees are held accountable for attaining major goals throughout the organization.
- Improvement goals are among the top priorities as shown by extensive resource allocation including education/training, personnel, capital equipment, software, and other investments.

While there are many approaches to strategic planning, each organization is free to adopt processes that seem expedient or appropriate to their organizational component. However, some crucial elements should be a part of every strategic plan. First, a process should be agreed upon; then a strategic plan should establish direction. Adjustments to the strategic plan should be made as change occurs. The common elements of strategic plans are as follows:

1. **Mission**—describes the reason for the organization's existence, **Why** do we do **what** for **whom** and **how**? There may be several in a given organization.
2. **Situation Analysis**—scans the organization's business environment relative to the mission, as-is status vs. the likely future, the customers, planning assumptions, strengths, weaknesses, trends that may affect the mission and opportunities, and the strategic issues.
3. **Vision and Strategic Objectives**—articulates the future of the organization using quality management principles. The strategic objectives set forth key performance indicators or critical success factors. These key performance indicators or critical success factors can be used to assess progress toward strategic objectives.
4. **Strategic Issues**—include priority issues and barriers or obstacles. The analysis of these strategic issues will lead to the development of strategic goals and implementation objectives to be worked on during the planning period.

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5. Strategies—are the courses of action to accomplish the vision, strategic goals, and objectives and to overcome the barriers to fulfilling these.

6. Program Planning—translates planning assumptions, strategic goals, objectives, and strategies into action plans, program plans, and performance measures. Action planning is vital to the overall process.

A number of organizations within the Complex have developed effective strategic plans that document the fundamental decisions and actions that shape and guide what their organization is, what it does, and why it does it. These organizations should ensure that their plan contains each of the six common elements outlined above. The Department is using the following process to develop its strategic plan as part of an effort to achieve organizational excellence.

DOE's Strategic Planning Architecture

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The relationship of the Department's Strategic Plan to various organizations' plans, budget, and implementation is depicted as follows:

Specific information on how to develop a strategic plan can be obtained from the Department of Energy, Office of Policy, Planning and Analysis DOE/PE-0099, *Guidelines for Strategic Planning*. Other references on the subject are in Appendix 3.

Develop Your Own Total Quality Management Plan

"Even if you're on the right track, you'll get run over if you just sit there."

Will Rogers

An important early step in the process of implementing quality is to develop a plan for the implementing steps. The appropriate activities depend on the extent to which quality activities are under way already. If an organization is just starting, the first phase activities are appropriate.

The implementation plan outlines the steps recommended to launch and sustain a quality management philosophy. The plan addresses the areas described in subsequent sections of this Guideline. Specifically, infrastructure definition, training, process analysis and improvement methodology, measurement of results with a customer focus, communication, and employee involvement mechanisms and awards should be addressed. Also, the Plan should strive to achieve partnerships with unions in accordance with Executive Order 12871, (dated 10/1/93).

The content of the plan is less important than the process used to assemble it. The inputs from quality coordinators, quality councils, managers, and employees should be sought and incorporated. This effort cannot be delegated to a consultant; it must match the needs and culture of the organization. The ultimate value is in communicating the process to the organization and measuring progress against the planned outcomes.

Establish Your Own Total Quality Infrastructure

"There is nothing so useless as doing efficiently that which should not be done at all."

Peter F. Drucker

Very near the beginning of the quality journey, develop an organizational infrastructure, with guidance from top management to help manage the change. This infrastructure will institute, sustain, and facilitate expansion of the organization's mission, vision, and core values.

Guidance

Each quality team should have guidance documentation such as these Guidelines and resources to direct the team's efforts. At the present time, implementation of Total Quality Management does not alter existing requirements to follow quality-related directives.

Support Resources

Organizations that include Quality (Assurance) Specialists should consider them valuable team members in the quality management process. They may be asked to assist others in learning how to use data, statistical process control tools, and various other techniques in problem solving.

Funding and basic logistics within the infrastructure must be considered necessary ingredients to make the entire process function properly.

The Quality Management Organization

The purpose of this guidance is to explain infrastructural components and alternatives. Within the infrastructure, what each group is called is insignificant. Successful quality initiatives are those in which the organization tailored its infrastructure to its unique mission and culture and to the talents and experience of its people. All organizations are requested to select a quality coordinator and report his or her name to the Department of Energy's Office of Quality Management.

All teams need to be trained in team building skills in order to function effectively. The methods to be used in setting up the teams; their charters, roles, and responsibilities; and the criteria for selection of processes should be clearly stated for maximum effectiveness. A facilitator should be used to help teams perform effectively and efficiently. However, the functions of the groups or teams should duplicate the generic descriptions described below to ensure that communication is comprehensive throughout the organization. See the Team Checklist in Appendix 5 for more details. Successful examples of other infrastructures should also be considered, such as those developed by elements of the Department of Navy and the Department of Veterans Affairs, which are presented in Section 2 of the Federal Quality Management Handbook, *How To Get Started*. The Department of Energy's

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infrastructure is described below. More examples are available from the Department of Energy's Office of Quality Management.

Infrastructure Examples

Vertical linking, horizontal linking (cross-functional), or linchpin relationships all offer advantages, depending on the needs of the organization. While these are just a few, choose any structure that works for the specific organization.

Depending on the characteristics of the organization, including its size and complexity, the infrastructures shown may be modified. The concept of a linchpin-type organization has proven to be successful. In this type infrastructure, a member of each team also serves on the next tier team.

Management Team. Virtually every organization that has successfully introduced Total Quality Management into its culture has begun with the formation of an executive team of top managers designated and chaired by the head of the organization. The management team

- models, by example, behavior reflecting the core values of the Department;
- provides leadership and guidance for the quality process;
- defines the organization's mission, vision, and values;
- develops strategic quality goals and objectives;
- determines sequence and timetable for quality implementation;
- develops partnerships with unions on quality issues;
- provides support and resources for training;
- provides recognition and rewards;
- evaluates the effectiveness, value, and priorities of recommendations, and may select the initial processes for improvement teams.

At the Department of Energy, this group is called the Leadership Group; it is chaired by the Secretary and is composed of senior managers from across the Department. See Appendix 4 for the Department's Leadership Group charter.

Implementation Group. Large organizations often have a team that provides advice to the executive change management team. In some organizations the management team and the implementation group are the same group. The implementation group has the following functions:

- models, by example, behavior reflecting the core values of the Department;
- develops guidelines for transition to a Total Quality Management environment;
- recognizes unions as partners in structuring quality activities;
- develops training recommendations for quality initiatives implementation;

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- charters teams;
- supports the resolution of strategic and tactical quality issues;
- develops communication and deployment recommendations for quality implementation;
- assists in the integration of transition planning into strategic planning;
- monitors progress of the quality initiatives.

In the Department of Energy, the implementation group is called the Quality Council. It is composed of a cross section of the department with diverse representation from contractor and federal employees of various grade levels, quality experience and expertise. See Appendix 4 for the Department's Quality Council charter.

Quality Coordinators. The Quality Coordinator oversees and monitors implementation. This person should never be perceived as being in charge of or responsible for the quality improvement process; that is management's role. However, the coordinator can be the focus for encouraging coordination with or integration of related activities and for maintaining linkage with related programs. In addition the coordinators will perform the following functions:

- help the senior managers in the organization develop a quality implementation plan;
- assist in the formation of process improvement teams by providing process consultation, team building, and meeting management and facilitation;
- consult with and take guidance from the organization's implementation group;
- work with any subcontracted Total Quality Management consultant and manage the contract for quality implementation services and training;
- serve as the organization's liaison with the Office of Quality Management and other external offices on quality issues and communicate information about the organization's quality activities;
- serve as the source of information on quality matters, such as training opportunities, conferences, resource materials, and status tracking of effectiveness of quality improvements;
- pair with union quality representatives in implementing activities; and
- report to top management.

Teams. Total Quality Management focuses on teamwork and processes. Teams are a principal mechanism for solving problems and initiating process improvements. All quality improvement teams need to be chartered.

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Teams. Total Quality Management focuses on teamwork and processes. Teams are a principal mechanism for solving problems and initiating process improvements. All quality improvement teams need to be chartered.

Everyone within the organization may suggest activities that can be given to team processes, but management should make the final selection. Processes for improvement are identified by the management structure or by the local quality leadership or quality council; they are generally cross-cutting in nature and affect work processes that involve multiple work units. Other team activities may be initiated by the natural work groups within the organization. The makeup of teams will depend upon the scope of the problems. In general, teams are most effective when a trained facilitator leads the team meetings.

Efforts with a high probability of success that can be seen and measured quickly and easily should be selected first. It is important in these efforts to involve team members from a wide range of cross-department elements who are involved in the process or are customers or suppliers to the process.

Leaders should provide guidelines for the team's activities, remove barriers to its success, and champion their achievements. Expectations of team members are the following:

- be coached and encouraged to contribute their time, ideas, talents, and

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In addition to the Leadership Group and Quality Council, the Department utilizes a "Quality Staff" (the Office of Quality Management) and process action teams. The first Departmental teams have been established along the lines of the critical success factors in Energy's strategic plan. Cross-functional and work-unit process action teams will begin to be chartered in the near future.

The Department of Energy and the National Treasury Employees Union (NTEU) have started discussions to develop a "Quality Partnership" at the Headquarters level. This partnership agreement will establish cooperative efforts by Energy management and the NTEU in all quality activities.

The Leadership Group. Virtually every organization that has successfully introduced total quality management into its culture has begun with the formation of an executive change management group during the early stages of implementation. If the organization operates under labor union agreements, a member of union leadership should serve on the team. This group of top managers is generally responsible for these functions:

- defining the organization's mission, vision, and values;
- deciding on a sequence and timetable for implementation;
- ensuring support and resources for training, recognition and rewards, human resource development, and changes emerging from the improvement process;
- selecting the processes for action, based upon value, visibility, and likelihood of success; and
- setting strategic quality goals and objectives.

A copy of the Energy Leadership Group charter is provided in Appendix 4. The membership of the Leadership Group is presented in Appendix 2.

Energy Quality Council. The Quality Council is the implementation group for the Department of Energy. This group is responsible for:

- launching, coordinating, and overseeing the quality improvement effort;
- proposing and coordinating human resource policies and goals;
- monitoring progress;
- chartering and serving on Process Improvement Teams;
- partnering with other groups, such as unions, to enhance the quality effort;
- recognizing achievement; and
- assessing the organization's quality initiative.

Energy Quality Council members were selected by top management from a slate of volunteers who were invited to submit a statement of interest and qualifications; however, members of an organization's Implementation Group could also be

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selected by a democratic process set up by the organization. It is important that volunteers have the consent of their supervisor. Inviting volunteers helps ensure the dedication and commitment of the Council.

A copy of the Energy Quality Council charter is provided in Appendix 4. The membership of the Quality Council is presented in Appendix 2.

Process Action Teams. Total Quality Management focuses on teamwork and processes. Teams are the mechanism for solving problems and initiating process improvements. Different types of teams may be chartered:

- broad, cross-functional process action teams operate on functions that cross organizational lines;
- major functional processes may be middle-management initiatives and
- work unit teams seek to improve work unit processes.

Whatever their origins, the goals of process action teams should follow the organization's priorities and strategies; therefore, they should be sanctioned by top management: the head of the organization, the change management team, or the implementation group. Additional guidance on team operation is provided in Appendix 5.

Quality Coordinator(s) and Staff. The Quality Management Staff for the Department of Energy is the Office of Quality Management. Depending on the size of the organization, an equivalent organization may be established, but as a minimum, an organization should designate a Quality Coordinator and report that designation to the Office of Quality Management. The Quality Coordinator is the organization's point of contact on matters related to the quality initiative and is responsible for these functions:

- serving as the organization's liaison with the Office of Quality Management and other Energy Quality Coordinators;
- assisting in the formation and operation of process action teams by consulting on team building, meeting management, and facilitation;
- helping in the development of the organization's quality implementation plan and;
- serving as the source of information on quality matters, such as training opportunities, conferences, resource materials, and status tracking of quality improvement effectiveness.

Customer Focus Advocate. Executive Order 12862, "Setting Customer Service Standards", signed by President Clinton on September 11, 1993, requires that each federal agency establish and implement customer service standards to carry out the principles of the National Performance Review. Each agency is required to identify its customers and survey them to determine the kind and quality of services they want and their level of satisfaction with existing services; post service standards and

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measure results against them; benchmark customer service performance against the best in business; survey front-line employees on barriers to, and ideas for, matching the best in business; provide customers with choices in the sources of service and the means of delivery; make information, services and complaint systems readily accessible; and provide means to address customer complaints.

To comply with this order, the Assistant Secretary for Human Resources and Administration has been asked by the Secretary to champion the customer focus effort, to integrate customer satisfaction into our daily operations, provide customer focus awareness training and make Energy a leader in meeting the requirements of the order. Each Energy organization has been asked to designate at least one Customer Focus Advocate who will:

- work with management and staff to identify customers,
- develop an organization-specific customer service plan,
- manage the customer survey process,
- benchmark the organization's customer satisfaction processes against "best in class", and
- play a key role in providing training.

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Train Your People

*"Good enough is
never good
enough...the status
is never quo."*

G. Rex Bryce

Total Quality Management training typically begins with awareness training conducted by qualified trainers and aimed at senior managers, quality coordinators, and in-house trainers and facilitators, if they already exist. Awareness training encompasses the basic concepts of Total Quality Management as well as strategic planning and customer service and satisfaction.

After awareness training, managers should receive "train-the-trainer" training to enable them to train their direct-reports, who, in turn, should be similarly trained until all employees in the organization have learned the basic concepts and principles of Total Quality Management, strategic planning, and customer service and satisfaction. This in-house approach, called "cascading training," has been used by organizations that have successfully implemented quality management in their organizations.

The cascading training approach is not only cost-effective but is also a good way to demonstrate leadership commitment and to encourage "buy-in" to quality principles. Newly trained managers are encouraged to take advantage of opportunities within their own organizations to apply quality management principles and concepts before they train their staff members so that they will be able to draw on real-life experiences and lessons learned and demonstrate commitment.

These Guidelines recommend use of the cascading training approach; however, managers may use other alternatives. For example, managers may hire qualified trainers to provide all of the training.

Additional training in various other quality topics and specific techniques is given to employees on an as-needed basis. For example, training in team skills (e.g., leadership, teamwork, group dynamics, meeting management, and planning) should be provided when a team has been formed and is ready to begin work. If a team is examining processes, members should be trained in applicable process measurement tools and evaluation skills. Training on an as-needed basis is called "just-in-time" training.

Training Needs Analysis

A training plan should consider the number of people to be trained, the types of training required, the desired timetable, and required resources. It should be coordinated with partnering unions. Generally speaking, an extensive analysis of staff training needs may not be necessary, but this determination should be based on reliable information such as employee attitude surveys, customer feedback, or management evaluation combined with "hard" data derived from reviews of documentation and records.

Training requirements derive from individuals' needs to develop, enhance, and adjust skills. Each organization's Total Quality Management training needs are different, depending on how far the organization has progressed on its quality journey. Training phases are summarized as follows.

Deciding Whether To Implement Total Quality Management. At this point, top executives are actively considering whether to embark on a Total Quality Management effort. Typical education and training needs are Total Quality Management, strategic planning, customer service and satisfaction awareness training for top management, reading and video viewing, and attendance at conferences and external training seminars.

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Getting Started. Top leadership has made a formal decision to embark on a quality effort and is moving to create a quality infrastructure, a strategic plan, and vision and related statements. Leaders are assessing the organization's readiness and culture, developing training and quality implementation plans, and starting initial education and training. Assuming top managers have already been trained in basic awareness, they should receive additional training in change management, leadership, and behavior. Mid-level managers, supervisors, and non-management employees should receive training in change management and Total Quality Management, strategic planning, and customer service and satisfaction awareness. Also useful are site visits to exemplary organizations; in-depth training for the Quality Coordinator; training for managers and supervisors to conduct awareness training for the work force; and training for internal trainers, facilitators, and team leaders. In addition, customer advocates should be trained in customer service and satisfaction.

Implementation. Some specific results are being realized, such as formal establishment of quality teams, identification of internal and external customers, analysis of systems and processes to streamline operations, and adoption of significant new policies designed to further quality management principles. In this phase, training needs will include Total Quality Management, strategic planning, and customer service and satisfaction awareness training for the entire work force; leadership, change management, and behavior training for managers, supervisors, and union leaders; team leader and team member training; continued training of internal trainers and facilitators; and limited training in advanced subjects such as benchmarking, quality deployment, and statistical process control. In addition, customer advocates should be trained in customer service and satisfaction.

Achieving Widespread Results. In this phase, the organization is beginning to realize systemic, cross-functional, and organization-wide achievements. Training needs include advanced statistical analysis of complex processes; business process re-engineering; and more widespread training in planning, benchmarking, quality deployment, and integration of quality concepts in all supervisor and leadership training.

Selecting Suppliers

Many organizations, both public and private, provide training, facilitation, and implementation support for quality activities, and available suppliers and offerings change often. Within the Energy complex, the following organizations and individuals maintain a current awareness of this information: the Office of Quality Management, the Office of Training, Quality Coordinators, and members of the Energy Leadership Group and the Energy Quality Council. In addition, Energy organizations that are currently in the process of implementing quality initiatives may be a good source of information on suppliers and offerings. Some of these people are listed in Appendix 2, and additional information about training suppliers is found in Appendix 6, along with a description of planned offerings from the Office of Quality Management.

Creating a Training Plan

An organization may need to develop a training plan in the startup phase of its quality journey. A typical training plan is shown below.

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TRAINING PLAN

COURSE TITLE AND PURPOSE	AUDIENCE	LENGTH	DELIVERY
Quality Awareness [Specifically designed for getting started on the quality journey]	Senior managers and their immediate staffs	One day [Morning session can be given as a Total Quality Management overview]	Office of Quality Management (OQM) or contractor personnel for initial session; designed so that internal managers can present to lower organizational levels. OQM personnel trains managers.
Strategic Plan/Quality Awareness [Combines understanding an organization's strategic plan with an overview of Total Quality Management; shows the relationship between strategic planning and quality. Designed specifically for cascading these two critical pieces of information throughout an organization]	All employees within a first-tier organization	One day	Should be given by managers throughout their own organizations. Office of Quality Management train managers to present this course
Customer Training [Covers the fundamentals of customer service, including defining customers, establishing and maintaining feedback mechanisms, forming partnerships, dealing with complaints; stresses the importance of customers to the organization]	Customer advocates and managers -- Very important for customer advocates	To be determined	Contractor
Basic Quality Training [Provides a more comprehensive understanding of both the analytical and behavioral aspects of quality--explains Plan-Do- Check-Act cycle and basic process improvement, provides an overview of analytical and planning tools, and explores new behaviors required for success]	Managers, quality coordinators, customer advocates, facilitators -- Very important for quality coordinators and candidates for facilitator training.	Two to three days	Contractor provided or in-house
Behavioral Training [Fosters the personal behaviors that allow managers to understand and be successful in an open, interactive quality culture]	All senior executives and managers	Four days	In-house Facilitators and Contractor Personnel
Leadership Training [Defines the role of leaders in the quality culture]	Very important for all senior executives and managers	Three to four days but could be delivered in shorter modules	In-house course initially delivered by contractors teamed with managers of Office of Quality Management staff; also can be delivered by contractor personnel.

COURSE TITLE AND PURPOSE	AUDIENCE	LENGTH	DELIVERY
Managing Change [Explains the dynamics of organizations and individuals in a changing environment]	Targeted to senior executives and managers but open to everyone	One to two days	Contractor personnel
Team Training [Explains team dynamics, process improvement, process design, problem solving, and analytical and planning tools]	All teams - Very important	Not applicable	Just-in-time by the facilitator. Contents should be site specific.
Facilitator Training. [Trains in-house personnel to be facilitators for meetings and teams]	Potential facilitators - Very important	Three to six days	Contractor or in-house personnel.
Performance Measurement [Differentiates between performance measures and activity measures; describes process and program performance measures]	All managers and quality coordinators, and others needing to understand performance measurement.	Two to four hours	Contractor personnel

Evaluating Training Results

When the training plan has been developed and the training has been delivered, results should be evaluated on an on-going basis.

Organizations should decide which methods to use to evaluate the effectiveness and extent of product and service quality as a result of the related education and training. The following questions may prove helpful:

Was the curriculum simple and tailored?

Did managers serve as trainers?

Was on-the-job application included?

Did the training set forth the agency vision, values, goals, team-building process, problem-solving tools, and specialized applications?

Are training plans fully integrated into the overall strategy and planning for quality?

Did the training meet the needs of the customer?

Did the training add value?

Has the training enhanced the effectiveness of the work force?

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Manage Process Quality

"All work is process."

Dr. W. Edwards Deming

A good outcome starts with a good process. Process improvement involves people working together to understand how a process is performed now and to suggest ways to do it better (i.e., more to the customer's liking).

Participants in Process Improvement

Managers

- Direct improvement effort from beginning to end
- Identify processes to be reviewed
- Solicit input from employees
- Identify customers (internal and external)
- Routinely solicit input from all customers

Employees/Teams

- Assist in decision making
- Support management efforts
- Share information and skills
- Assess customers' reactions to organization's products
- Work cooperatively with customers to identify and chart processes

Customers

- Identify expectations
- Make suggestions
- Provide data

Continuous Improvement

A basic difference between traditional management and quality management systems is that improvement is continuous. The continuous improvement cycle is a basic structure for quality improvement. It includes four steps: *plan, do, check, and act*. Before the plan-do-check-act cycle is implemented, the process should be defined.

Define the Process. Before improvement is possible, understanding must be reached of the current method [process] and detailed results (establish a baseline). Flowcharting the process and investigating the "who, what, when, where, why, and how" of process performance are critical steps. The following questions can then be asked: What does the customer expect? Do all steps add value? Can parallel steps replace series steps? Which steps consume the most time?

Collect Data. Data collection entails deciding on what kinds of information are needed so as to determine how the process is performing **now** and how it can be improved. Data are gathered according to a specific plan, based on measurements of process results.

Chart Process Performance. Process performance is a measure of the way a process works and how effective it is. Utilizing performance analysis measures, based on process results, determine how the process is currently performing. Benchmarking provides a standard by which an organization can measure its own products, services, and practices against the "best in class."

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Analyze for Improvement. The team should analyze root causes of problems in order to identify lasting improvements. Finding these correct solutions requires a combination of creative free thinking and disciplined analysis.

The Plan-Do-Check-Act Cycle

The cycle is the scientific method applied to improving processes. To achieve continuous improvement in a process, the cycle is repeated on different problems or opportunities, usually in order of their importance. The following are the elements of the Plan-Do-Check-Act Cycle:

Plan—Define the steps by which a process will be executed. Incorporate lessons learned from past results.

Do—Conduct the process to obtain the desired results.

Check—Measure the important attributes of the product or service resulting from execution of the plan.

Act—Analyze the results of the measurements compared to the desired results. Use this information to generate concepts for further modifications to the plan. If appropriate, conduct pilot measurements to verify the feasibility of the proposed modifications.

In true continuous improvement, the results of the cycle lead to further ideas for refinement of the process.

Focus on Results

A fundamental difference between traditional management and quality management is in identifying and tracking the results of an organization's business. The goals identified in the strategic planning process include performance measures for the continuous evaluation of organizational and program effectiveness. This emphasis has been reinforced through the enactment of Public Law 103-62, "Government Performance and Results Act of 1993." Because the Department of Energy is requesting to be a pilot agency under the Act, there is a sense of urgency to switch to a results-oriented way of doing business. The results orientation can be translated from strategic goals to the detail-level work processes in an organization. For example, how efficiently is a small purchase request processed?

Without quantifiable information, translating and evaluating the achievement of results are difficult. Information on the outcomes of processes provides the mechanism to determine the effects, either positive or negative, of changes in work processes. Measurements fulfill two fundamental needs of organizations: they assess progress as well as organizational success in meeting mission objectives and customer expectations.

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*"If you don't keep
score, you're only
practicing."*

Tom Malone,
President, Milliken Co.

Why Measure?

Data derived from measurements are key to successful implementation of Total Quality Management because they pinpoint where progress is being made and where improvement is needed. This evaluation applies to all types of work processes from research to administration and to all organizational levels. Measurement results should be communicated to employees and customers so that they can see the results of their efforts. Measurements should lead to quantitative assessments of the following quality goals.

Gains in customer satisfaction:

- improved timeliness of service,
- greater accuracy and responsiveness,
- willingness to listen and solve problems,
- increased consultation and improved relationships,
- less need for follow-up inquiries, and
- fewer complaints.

Gains in organizational performance:

- reduced costs of non-quality,
- reduced cycle time,
- greater output with reduced resources,
- elimination of non-value-added work,
- improved program effectiveness and credibility,
- greater innovation in work processes, and
- broad-based systems for providing rewards and recognition at all levels.

Gains in workforce excellence:

- increased employee involvement (sharing talents and expertise, showing dedication to total quality performance),
- improved employee morale and trust,
- greater skill levels,
- enhanced decisionmaking, and
- reduced absenteeism.

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Each process should be reviewed continuously to determine ways it can be performed more effectively and efficiently. The Plan-Do-Check-Act Cycle should be applied to process improvement based on the measurements that are used to baseline the process and measure the results after changes are made.

How to Implement Measurements

When implementing a measurement program, the following steps are important:

- Use measurements to promote improvement, not to identify poor performers or penalize them.
- Give control over implementing changes and designing the measurements to those held responsible for performance and improvement.
- Train employees in elementary statistical methods to acquaint them with what measurements are, what they mean, and how they relate to customer requirements.

Types of Measurements

Many types of measurements may be used. Examples include the following:

- **Customer satisfaction, expectations, and feedback**
 - Identify internal and external customers and define their expectations.
 - Measure the extent of satisfaction of customers, using instruments such as surveys, feedback sessions, and focus groups.
 - Note that care must be taken as customers often say what they think a person wants to hear, not what they think.
- **Cost of quality (in terms of money, time, and other resources used)**
 - Required costs—what it costs to accomplish the task
 - Prevention costs—what it costs to prevent defects in the work product
 - Inspection costs—what it costs to inspect output for conformance
 - Failure costs—what it costs to rework a failure

Note: prevention costs should be lower than inspection and failure costs, leading to the observation that "quality is free."

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- **Baselining**

- Determine the current status of the organization or process in enough detail to quantitatively evaluate the effect of changes.

- **Work process measurements**

- Applied at lowest work-process level.
- Measure process "as is" before making changes.
- Should be simple and understandable to those involved in the process.
- Few in number.
- Generated by those who will use them.
- Designed to show improvement, not just that process is under control.
- Should focus on reducing the cost of nonconformance.
- Must be visible.

- **Benchmarking against "best in class"**

- Used on process/system level (for example, L. L. Bean currently is a model for warehouse operations).
- Should be done after an organization has started the journey to allow best use to be made of the results.

- **Progress toward quality awards**

- Use the Presidential or Baldrige Award Self-Assessment Guide to assess progress.

- **Organizational culture surveys**

- Provide baseline for evaluation of progress.
- Provide guidance for areas of emphasis.

A list of sources providing more detailed information can be found in Appendix 3. The references on measurement are extensive, and the "how to do it" should be learned in detail.

Publicize, Communicate and Celebrate Your Successes

"The legacy I want to leave is one of unleashed potential and creativity."

Secretary Hazel O'Leary

Successful quality programs keep both employees and customers informed and involved on a continuous basis, communicating and celebrating all efforts and positive results. The concept of "celebration" is key—small improvements and large efforts motivate the team to take time to recognize and communicate to others their achievements. Celebrations produce high motivation, reinforce the organization's employee involvement objectives, stimulate employee participation, and encourage managers to involve employees. For employees, the knowledge of progress made, new initiatives undertaken, or opportunities for continuous learning leads to greater process ownership in the organization. For customers, feedback opportunities lead to increased customer satisfaction through a heightened awareness of the level of service provided and a sense of being part of the team. Involvement, recognition, and communication activities should be directed to group successes whenever possible and utilize a wide variety of resources.

Public Affairs Communication Plan

A Total Quality Management approach should include a public affairs plan with two-way communications to address both employee and customer needs, using a variety of resources. Elements of the plan may include

- articles written for community and local newspapers, community media coverage of quality events, and press releases;
- articles written for Department newsletters to celebrate team successes, new quality initiatives, quality training programs, and human interest stories;
- advertisements placed on Department electronic and stationary bulletin boards to raise awareness of Total Quality Management (include names of quality council members, quality coordinators, and team members);
- a "Total Quality Management" library of tapes and books;
- a Public Affairs information booth;
- "Town Hall" meetings to solicit employee input for quality initiatives and teams;
- meetings involving all employees to report on the progress of quality initiatives, and the status of process improvement teams, to share basic information, and to recognize employees;

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- an annual or semi-annual Quality Day;
- participation in National Quality Month (in October) activities;
- participation in local and national productivity awards programs;
- quality improvement workshops and seminars;
- quality "partnerships" with the corporate sector, school districts, nonprofit organizations, unions and other government agencies;
- videos and visual aids tailored to the organization;
- focus groups;
- inclusion of quality concerns in every meeting chaired by senior managers; and
- formal feedback systems for employees and customers.

Employee Involvement

Managers should develop a strategy for involving and enabling the work force. This method should be tied to quality goals and objectives in the strategic plan. Managers should choose an approach that best matches the nature of the organization. One key element is creating an environment that supports employee contributions, teamwork, trust, and mutual respect. People who work in organizations with a high degree of employee involvement tend to be enthusiastic and positive about changes. The ideal situation is to encourage people who are working directly with customers to make more decisions for themselves and work as a team. Three principles of quality to build on are to focus on achieving customer satisfaction, to seek continuous improvement, and to involve the entire work force fully.

An "involving organization" comprises a work force in cross-functional teams and natural working groups. They share information, knowledge, skills, abilities, rewards, recognition, authority, and accountability at every level of the structure. Organizations planning to introduce employee involvement techniques offer training for managers to explain their changing roles and to secure their commitment to share all relevant information with employees. Results from these efforts can be evaluated by these elements:

- increased employee involvement;
- expectations being met;
- periodic assessments that help managers measure progress toward desired states or outcomes;

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- better communication, which introduces greater degrees of employee involvement and makes leadership capabilities more apparent;
- higher morale;
- improved products and services;
- reduced cost;
- greater efficiency and timeliness;
- meaningful results in areas of labor management relations and productivity; and
- The Presidential/Baldrige Award for Quality.

Employee Recognition

Rewards and other forms of recognition provide powerful positive feedback and extrinsic motivation, helping employees see the direct connection between their contributions and the effectiveness of their organization. Two elements of reward systems are performance-based and skill-based awards.

Performance-based rewards reflect performance results and recognize individuals and teams (e.g., rewards for suggestions if implemented; rewards based on cost savings; bonuses, certificates, promotions, money).

Skill-based rewards recognizes individuals' knowledge, skills, and abilities and are tied to expanded capability and flexibility. Added skills and abilities can be in such areas as technical, interpersonal, problem solving, and decision making.

Recognition programs support the expansion of employee involvement by motivating and recognizing the enhancement of skill and performance at any level of the organization by groups or individuals. Management should express awareness of and appreciation for the individual or group's effort toward fostering Total Quality Management. Ways should be sought to set up "win-win" situations, in which everyone feels appreciated. This concept can be carried into the Performance Appraisal Process as well.

The following are examples of the components of a recognition system:

- **Co-Worker Recognition (Thanks! You Made a Difference!)** recognition is presented by an individual or group of co-workers at the recipient's work area. The employee being recognized receives a standing ovation, a certificate commending the performance, a cluster of balloons, a photograph of the event, and a Recognition Store gift certificate.
- **A "Thank You" Award Program** implemented by the Richland Operations Office allows all employees to recognize and thank other employees for a special effort or contribution. The awards are modest, ranging in value from \$5 to \$50, and

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are available through the "Thank You" store for immediate presentation to the recipient. The program is funded from the Incentive Awards budget, with each office or division receiving its own allocation based on a dollar amount per employee. A "Thank You" nomination form is filled out, signed by the nominator's supervisor, and submitted for same-day pick-up and presentation.

- **The Supervisor to Employee Recognition (Good Work! You Made Our Job Easier!)** certificate is given whenever individual or group performs a task in an exceptional manner, is creative or innovative, or uses quality management methods to improve a process. All those recognized receive a Recognition Sweat Certificate. Thank you cards may also be issued when employees do a good job. Articles about employees doing exceptional work may appear in a newsletter.

- **The Unsung Hero Award** recognition is given by a work group to recognize the accomplishments of an individual who might not otherwise be recognized. This recognition is designed for people in positions that ordinarily provide them little visibility or chance to be recognized. The Unsung Hero Award certificate is presented during an organization-wide ceremony. Recipients are given a Recognition Store gift certificate, and their names are inscribed on a plaque.

- **Semi-Annual Group/Team Recognition** acknowledges a group's special efforts in satisfying internal customers and suppliers. Groups recognize others outside their departments, and the winners are announced on Recognition Day.

Lessons Learned

*"The only things
worth learning are
the things you learn
after you know it all."*

Harry S. Truman

Dozens of government agencies and thousands of private companies (several in the Energy Complex) have implemented quality initiatives in the last few years; their experience is invaluable to those just starting out on the journey. Many of the suggestions presented in this document reflect their "lessons learned," and many more sources of experiential information are listed in Appendix 3, References. This section summarizes some federal experience in the areas of employee involvement, training, culture change and infrastructure that is applicable to both federal and contractor organizations.

Employee Involvement

Based on their experiences in introducing increased employee involvement, about three dozen federal agencies recently documented their "lessons learned" at the request of the Federal Quality Institute, and many also participated in a 1992 General Accounting Office study on quality management implementation. Four employee involvement techniques were found in virtually all organizations reviewed: information sharing, participation groups (e.g., Quality Councils and Process Action Teams), employee surveys and feedback, and employee suggestion programs. While terminology varied along with percentages of employees involved, these four techniques may be viewed as core elements of employee involvement in government today.

The implementing organizations provided many suggestions to help prepare managers for the transition to greater employee involvement, which are summarized here:

"Most significant employee involvement lesson: NEVER develop expectations of someone you haven't had real conversations with. I have been amazed at the significant contributions from people that I wouldn't have guessed."

"Support for mid-level managers is vital. Top-level and first-line support was good, but middle managers have fears of the coach/mentor role. Can't emphasize enough the need to train middle managers and make expectations clear."

"Top management must support and give teams time to develop common language and knowledge base. Managers must learn to listen to workers at all levels."

"Make sure there is buy-in first by managers and supervisors to the concept of employee involvement. Unfreezing managers and supervisors so they are receptive to employee involvement and empowerment is essential."

"Management resists more than employees . . . most critical is management understanding/support before much employee involvement is introduced. Make sure managers are fully trained."

LESSONS LEARNED

"Can't tell employees they are empowered - that you want them to be involved - without first changing management behavior and management systems and structure."

"First change management systems: appraisals, communication, personnel classification."

"You must be sincere about employee involvement. Can't get any real level of empowerment without relinquishing some control. Need right leadership style that expects this, celebrates it. Key ingredient is leadership."

"In the beginning, management took too much of a hands-off approach to teams. Management learned that teams need a lot of guidance and support. Difficult to know in advance how to provide enough guidance without directing them."

"Get team leaders together to talk about how it's going; use newsletters. All of this is very important."

"If I were to do it over, we would make sure that quality awareness training was provided before action teams were established."

"Keep team administration as simple as possible. Don't ask for employee involvement and then place a large administrative, reporting burden on them so management can oversee what they are doing."

"Start out with strategic planning. In our case, we came to strategic planning after a lot of efforts were underway. Planning is crucial."

"Change the performance appraisal system to require involvement."

"The shake-out period can include what appears to be floundering and even chaos at times. The natural evolution to the concept of self-managing teams is where the faith and investment in staff pays off."

Training

The need for continuing training at all stages of the quality journey is a basic premise of Total Quality Management. The following are stumbling blocks:

"Middle managers will be less of a barrier to success if they are brought into the training process at the earliest stages."

LESSONS LEARNED

"Training too far in advance of its application will be a waste. "Just-in-time" training is the term used to describe providing training in skills just ahead of the time a person will employ them. If there is a time lag, the skills will decay rapidly unless used."

"It is important that people understand that the implementation of Total Quality Management implies a culture change and training to support behavior growth and core values adoption is just as important as skills training."

"To save costs in training, many organizations train in-house staff to be trainers for the remaining staff. In addition to keeping costs down, the experience encourages "buy-in" to quality principles by those doing the training. This is one way to hasten the attitude shifts required of many managers and employees."

Culture Change

One of the most difficult aspects of implementing Total Quality Management is that it necessarily requires a change, albeit gradual, in the prevailing culture of the organization. It manifests itself most clearly in the way that people treat each other: managers and staff, fellow employees, customers, and suppliers. This change is usually unlike anything that has been experienced in the workplace and will never occur if top managers do not model the hoped-for behaviors themselves. The following are barriers to be overcome and suggestions for achieving cultural change:

The skepticism and cynicism of those who do not believe the process will work and who hope to "wait it out." This is overcome by continued, diligent and sincere adherence to the principles by the leaders of the organization, over a period of years if necessary. There is no other way.

Competing priorities from "normal duties." This is overcome by managers' reassigning tasks to free up people to work on "quality" activities. It may mean dropping certain activities which provide the least value-added for customers.

The inherent nature of people to resist change and the fear of the unknown. Many people, especially managers, may feel that changes will "put them out of a job." This fear is not easily overcome, but can be reduced by involving them directly in the change process, considering their recommendations seriously, aggressively looking for opportunities to better utilize and enhance their basic skills, and communicating these objectives on an ongoing basis. In the final analysis, many people's concerns come down to their fear of not being able to perform new tasks and the accompanying fear that they ultimately will lose income. Managers must work hard with those so afflicted to ensure that it never happens.

LESSONS LEARNED

"There Is No Silver Bullet, no panacea." There is no single perfect action management can take that will successfully implement quality in their organization. Success is achieved by taking one step at a time along many frontiers. Pursuing the superstition that a panacea must exist somewhere will only delay real progress and lead to frustration for everyone. The "fad of the minute" is usually a placebo at best, and often this tampering has negative value added.

Infrastructure

Developing an organizational structure that will institute, sustain, and facilitate expansion of the quality improvement effort is an essential element for success. The structure is the vehicle for focusing the energy and resources of the organization toward one common goal—continuous improvement of products and services. The following is a list of barriers to be overcome and suggestions for organizing to institute, sustain, and facilitate expansion of the quality improvement effort:

Clear linkage among infrastructure elements is critical to an effective quality management initiative.

Vertical linkage is accomplished by having at least one member of each quality organization be a member (or serve as chairperson) of the next lower level quality organization or team.

Horizontal linkage is accomplished by having members of different functional departments serve together on cross-functional teams.

Linkage with all organizational elements, grade levels, socioeconomic classes, technical areas, union representatives and terms of service should be a major factor in selecting representation in groups and teams which are a part of the quality infrastructure representation, to assure the maximum coverage of processes and issues, as well as the maximum potential for innovation and "changing the paradigm."

Facilitation should be included in quality organization operations. Whether called "groups" or "councils," all quality organizations are "teams," and the need to facilitate team dynamics for productive and efficient team operations is critical to effective team operations.

Group members should have a natural stake in the outcome, and sufficient knowledge of the product/process.

Appendix 1--Terminology

Accountability: Responsibility for an activity, accompanied by rewards and recognition for good performance, and adverse consequences for performance that is unreasonably poor.

Activity: Actions taken by a program or an organization to achieve its objectives.

Alignment: The degree of agreement, conformance, and consistency among organizational purpose, vision and values; structures, systems, and processes; and individual skills and behaviors.

Baseline: The current level of performance at which an organization, process, or function is operating.

Benchmarking: Measuring an organization's products or services against the best existing products or services of the same type; the benchmark defines the 100 percent mark on the measurement scale.

Best in Class: The organization having the highest quality level for a particular activity.

Bottoms up: Starting with input from the people who actually do the work and consolidating that input through successively higher levels of management.

Buy-in: A state of mind, or process of achieving that state, in which individuals believe in what is being done (as opposed to tolerating it because it is required).

Cascaded down: Starting with a top level of management, communicated to successively lower levels of management and employees.

Change Management Group: A senior management team charged with leading organization-wide change efforts, including implementation of Quality Management. The Leadership Group fulfills this function in the Department of Energy.

Continuous Improvement: The unending betterment of a process based on constant measurement and analysis of results produced by the process, and use of that analysis to modify the process.

Core Processes: The processes by which organizations carry out their primary mission and provide customer service.

Core Values: Basic principles guiding all actions by an organization.

Critical Success Factor: Key organizational system (human resources; environment, safety, and health; communications and trust; business practices; business priorities) that is defined by the Department of Energy and must be aligned with organizational goals to achieve those goals.

Cross-cutting: Involving two or more different disciplines or competencies; this term is generally applied to team activities involving representatives from different organizations.

Cross-functional: Used synonymously with cross-cutting.

Culture: The basic attitudes, beliefs, customs, value systems, behavioral norms, and ways of doing things that set a general pattern for organizational activities and actions.

Customer: One who directly benefits (or should benefit) from a product or service; the individual may be external or internal to an organization. Related terms are "stakeholder" and "surrogate."

Department of Energy: The complex managed by the Secretary of Energy, including its Federal employees, the National Laboratories, and Management and Operating contractors.

Empowerment: Granting people the direction, power, training, information, and rewards that they need to meet their assigned goals and satisfy their customers.

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Facilitator: A person trained to guide and focus group or team interaction and decision-making processes.

Federal Quality Institute (FQI): The organization whose mission is to promote excellence throughout the Federal Government by providing information, training, and recognition of successes.

Feedback: Analyzed measurements of a process result, used to determine appropriate modifications of the process.

Goal: The result that a program or organization aims to accomplish.

Guidance team: A group that assists others in reaching goals and objectives; within the Department of Energy Quality initiative, the Quality Council serves this purpose.

Horizontal linkage: A direct relationship between individuals or groups within an organization without the existence of a supervisor-subordinate relationship between them.

Individual Development Plan: A plan identifying training and other developmental activities that are expected to lead to increased competence and responsibility of an individual in an organization.

Just-in-time training: The process of providing information to an individual or group immediately before a task is undertaken that will require the information provided in the training.

Leadership Group: Within the Department of Energy, the team appointed by the Secretary of Energy to manage the implementation of the Quality Initiative throughout the Department; the "change management group" for Energy.

Measurement: A quantitative parameter used to ascertain the degree of performance; also called a "metric." Also, the process of applying a measurement or metric.

Metric: A term used synonymously with measurement.

Mission statement: A statement describing the key functions of an organization.

Natural work team: A group of employees whose collective efforts are applied to complete a task in the normal work environment; such a group with an enhanced level of involvement and autonomy.

Office of Quality Management: Within the Department of Energy, the organization in the Office of the Assistant Secretary for Human Resources responsible for coordinating and supporting the Energy Quality Initiative.

Outcome measure: Assessment of the results of a program activity compared to its intended purpose.

Output: Program products resulting from program activities.

Output measure: Tabulation, calculation, or recording of program products or effort, expressed in a quantitative or qualitative manner.

Ownership: The acceptance of direct responsibility for achieving the successful and timely outcome of an activity.

Paradigm: The framework within which one perceives reality.

Partnership Agreement: An agreement between organizations to work cooperatively to improve quality.

PDCA: An acronym for the Plan-Do-Check-Act cycle, see below.

Performance based: Associated with the outcome, rather than the process.

Performance goal: Target level of outcomes expressed as a tangible, measurable objective against which actual achievement can be compared.

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Performance indicator: A parameter useful for determining the degree to which an organization has achieved its goals.

Performance measures: Quantitative results used to gauge the degree to which an organization has achieved its goals.

Plan-Do-Check-Act: A closed, iterative loop for continuous improvement in which an activity is first designed (Plan), then executed according to the design (Do), then evaluated to identify opportunities for improvement (Check), and then modified so that the design incorporates the improvements (Act).

Process Action Team: A team established to study and modify a process to improve the functioning of the process itself or to improve the product or results of the process.

Process Enhancement Team: Synonymous with process action team.

Process Improvement Team: Synonymous with process action team.

Process Owner: Usually the manager with responsibility for the key process outputs.

Program Evaluation: Assessment of how efficiently and effectively the program is meeting its objectives.

Program Planning: Determination of how the program will meet its objectives through activities, systems and resource use.

Quality Awareness Training: Basic level understanding of the broad concepts of quality management.

Quality Coordinator: Within the Department of Energy, one or more person(s) identified as the contact(s) within an organization with whom other organizations should communicate on matters involving the Quality initiative. Within an organization, person(s) who coordinate and facilitate quality activities.

Quality Council: Within the Department of Energy, a team comprised of members representing diversity in individual characteristics, organizational levels, and organizations; the team represents the entire Department of Energy in recommending the implementation processes for the Energy Quality initiative. The Quality Council serves in an advisory role to the Leadership Group.

Quality Improvement Team: Synonymous with process action team.

Quality Journey: The process of striving for ever-increasing excellence. The term "journey" connotes a long time period and a lack of prescriptiveness.

Quality Management: The management of a process to maximize customer satisfaction at the lowest cost.

Self-Assessment: A systematic evaluation of an organization's performance, with the objectives of finding opportunities for improvement and exceptional practices; normally performed by the people involved in the activity, but may also be performed by others within the organization with an arms-length relationship to the work processes.

Situation analysis: Assessment of trends, strengths, weaknesses, opportunities, and threats, giving a picture of the organization's internal and external environment to determine the opportunities or obstacles to achieving organizational goals; performed in preparation for strategic planning efforts.

Stakeholder: Any group or individual who is affected by or who can affect the future of an organization--customers, employees, suppliers, owners, other agencies, Congress, and critics. See also "customer" and "surrogate."

Stakeholder analysis: Assessment of the needs and expectations of stakeholders in the results of an organization's or program's activities.

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Statistical process control: The modification, as needed, of a process based upon a statistical analysis of results of that process.

Strategic issue: Problem or opportunity affecting the realization of an organization's vision.

Strategic planning: A process for helping an organization envision what it hopes to accomplish in the future, identify and understand obstacles and opportunities that affect the organization's ability to achieve that vision, and set forth the plan of activities and resource use that will best enable the achievement of the goals and objectives.

Strategic Quality Planning: A disciplined effort to define the purpose of the organization and how it will achieve performance results that lead to customer satisfaction. Within the Department of Energy, this process includes integration of the Department's vision, mission, core values, quality review team strategic planning, program and laboratory strategic planning, and critical success factors.

Strategies: Courses of action that will lead in the direction of achieving objectives.

Suboptimization: Pursuit of local process improvement goals to the detriment of the overall goals of the organization.

Supplier: One who provides good or services to another.

Surrogate: One who acts on behalf of a customer, stakeholder, or supplier. See also "customer" and "stakeholder."

Task team: See process action team.

Team: Two or more people cooperating to achieve an objective.

Top down: Starting with the highest level of management in an organization and propagating through successively lower levels of the organization.

Total Quality Management: A management philosophy that involves everyone in an organization in controlling and continuously improving how work is done in order to meet customer expectations of quality.

Trivial many: The vast majority of problem causes, which collectively produce a relatively small percentage of the problems in an organization or process.

Vertical linkage: A relationship between two groups within an organization in which communications flow is enhanced by common membership of an individual in the hierarchy on successively lower groups.

Vision statement: A statement of what the organization hopes to be like and to accomplish in the future.

Vital few: The small minority of problem causes, which collectively produce a dominant percentage of the problems in an organization or process.

Walk the talk: Operate in a manner consistent with the manner in which one professes to operate and in which others are asked to operate.

Win-lose: An interaction between two parties that is to the advantage of one and the detriment of the other.

Win-win: An interaction between two parties in which both parties receive net benefit.

Appendix 2--Contacts

Leadership Group

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Secretary	Hazel R. O'Leary
Deputy Secretary	Bill White
Under Secretary	
Human Resources and Administration	Arch Durham
Field Management	Don Pearman
Quality Management	Nancy Weidenfeller
Policy, Planning,/Program Evaluation	Sue Tierney
Environment, Safety and Health	Tom Rollow
Energy Programs	Robert L. San Martin
Science and Technology Programs	Anne Davies Terry Cornwell Rumsey
Weapons/Waste Cleanup Programs	Tom Grumbly Vic Reis
Public Affairs	Carol Drury
Laboratory - Multi-Program	Al Narath
Laboratory - Single Program	Duane Sunderman
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Quality Council

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APPENDIX 2--CONTACTS

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Bruce Kirschner	Western Area Power Administration P.O. Box 3402, ATTN: A2400 Golden, CO 80401	(303)-231-7571	(303)-231-1632
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Notes: (1) The list of Contractor Quality Coordinators will be provided in future editions.

(2) Please let the Quality Council know of any changes that should be made to these lists.

Appendix 3--Recommended Reading

Total Quality Management Implementation Strategy:

Carr, David K. and Littman, Ian D. *Excellence in Government: Total Quality Management in the 1990's*. Washington, D.C.: Coopers & Lybrand 1993.

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King, William R. and Cleland, David I. *Strategic Planning and Policy*. New York: Van Nostrand Reinhold Co., 1978.

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APPENDIX 3--RECOMMENDED READING

Ohmae, Kenichi. *The Mind of the Strategist*. New York: Penguin Books, 1983.

Bryson, John M. *Strategic Planning for Public and Nonprofit Organizations*. San Francisco, Calif.: Jossey-Bass Publishers, 1990.

Wilcox Jr., William J. *An Introduction to Strategic Planning*., Martin Marietta Energy Systems, Inc., Y-12 Plant, YAD-599, Oak Ridge, Tenn., 1989.

Pfeiffer, J. William, Goodstein, Leonard D., and Nolan, Timothy M. *Shaping Strategic Planning*. (in association with University Associates, Inc., San Diego, Calif.) Glenview, Ill.: Scott, Foresman, and Co., 1989.

Appendix 4--Leadership Group & Quality Council Charters

Leadership Group Charter

OBJECTIVES:

The leadership group has been chartered to champion the quality effort throughout the Department of Energy. Its objective is to serve as the "Board of Directors" responsible for Departmental Quality Initiatives.

MEMBERSHIP

Nonrotating Members:

Secretary of Energy: Chair

Assistant Secretary for Human Resources and Administration: Vice Chair

Deputy Secretary

Under Secretary

Associate Deputy Secretary for Field Management

Director, Office of Quality Management—Technical Advisor/Coordinator

Rotating Members:

Policy, Planning and Program Evaluation

Environment, Safety and Health

Energy Programs

Science and Technology Programs

Weapons/Waste Cleanup Programs

Public Affairs

Laboratory - Multi-Program

Laboratory - Single Program

Operations Management

Other Field

M & O Contractor

The rotating members will have staggered two year terms. As members rotate off, the Leadership Group will consider the balance between career and noncareer, Headquarters and the Field, and programatic clusters in recommending replacements to the Secretary.

APPENDIX 4--LEADERSHIP GROUP & QUALITY COUNCIL CHARTERS**RESPONSIBILITIES:**

The Leadership Group will work closely with the Department's Quality Council to help facilitate the Department's transformation to a quality culture. The Leadership Group's specific responsibilities include:

- championing the Department's transformation to a quality ethic as it pursues its new strategic direction;
- ensuring that the required resources are committed to the process of quality improvement, customer satisfaction, and workforce empowerment;
- making policy in support of quality and process improvement initiatives;
- overseeing the activities of the Department's Quality Council, evaluating and approving implementation proposals, recommending activities, and providing leadership support to its efforts;
- championing the process for the development of performance measures Department-wide;
- modeling the Department's core values in all aspects of its work;
- coordinating the implementation activities of cross-cutting quality activities within the Department such as the National Performance Review and Reinventing DOE Teams; and
- supporting Department-wide efforts to establish measurable goals, develop reliable and relevant measurements of performance, and to develop a quality audit capability.

Quality Council Charter**OBJECTIVE:**

The Quality Council's objective is to design the approach for the implementation of the Department of Energy's quality initiative. The Quality Council will establish the conceptual framework and become a driving force for quality improvement leading towards the designation of the Department of Energy as "best in class."

MEMBERSHIP:

Assistant Secretary for Human Resources and Administration—Chair

Director, Office of Quality Management—Technical advisor who provides staff support to the Council.

Council membership reflects a diagonal crosssection of the Department of Energy's

APPENDIX 4--LEADERSHIP GROUP & QUALITY COUNCIL CHARTERS

employees; members and offices will rotate to ensure full representation of all program and field elements; subteams will be established as needed to include other employees of the Department.

For the purposes of the work of the Quality Council, the term "Department of Energy" includes the employees of all Department of Energy facilities, that are operated by the Department and its Managing and Operating contractors.

RESPONSIBILITIES:

The Quality Council is a diverse group consisting of employees at all levels of the Department of Energy. Its responsibilities will be to set and guide the direction and approach of Energy's quality initiatives. The group's specific areas of responsibility include:

- Incorporate the Department's vision and core values in the quality implementation process, and model the core values in all aspects of our work.
- Serve as advisors to the Leadership Group and make recommendations.
- Develop the Department's quality implementation strategy and plan, and define the Department's approach towards the development of a quality culture.
- Ensure that data from measurements is incorporated into the development of the approach and the implementation plan.
- Develop a knowledge base in quality principles and tools by studying current thought and literature addressing quality, empowerment, and process improvement, and facilitate cross-organizational exchanges of quality opportunities, ideas, and implementation approaches.
- Develop a framework for the quality of training.
- Coordinate with Departmental organizations that have initiated quality implementation activities.
- Facilitate the development of performance measures and benchmarks.
- Recommend coordination and integration of activities that the Council believes are linked to the quality effort
- Charter teams to address the Department's quality improvement infrastructures for training, planning, communication and others as needed.

Appendix 5--Team Checklist

Things to Do Before Beginning Process Improvement

Clarify the project mission.

- What problem or process are we studying?
- What data do we have to characterize the process?
- What is the charter of this team?
- How much power and authority do we have as a team?
- What decisions can we make on our own?
- What does our Sponsoring Manager expect of us?
- What would we like as our team name?

Discuss benefits and rewards of participation and potential outcomes.

- What are the expected outcomes?
- What do we gain from doing this?
- How will we be rewarded and recognized for our hard work?

Clarify roles.

- Who does what?
 - Team Leader
 - Sponsoring Manager
 - Facilitator
 - Team Member
 - Scribe/Recorder

Identify and discuss concerns, expectations, and hopes for the project.

- What does each member want from this project?
- What are the fears and concerns?

Discuss time lines.

- How often will we meet?
- For how long?
- Where?
- What is our target completion date?
- How does this fit in with other priorities?
- How will we communicate?
- Agendas
- Minutes
- Record-keeping procedures
- Presentations (when, to whom, how often?)

Determine necessary support resources and service.

- Where do we go for help?
- Secretarial support?
- Computer?
- Technical services?
- Printing services?

APPENDIX 5--TEAM CHECKLIST

Identify ground rules, behavioral and operating norms.

- How do we want to interact?
- What do we expect of each other?
- How will we handle decision-making?
- How will we handle differences in opinions?
- What happens when members miss a meeting?
- How will we ensure the completion of work?

Some suggested norms:

- attendance is high priority
- full participation
- listen for possibility
- all points of view equal and valuable
- diversity and differences of opinion encouraged
- straight talk
- questions welcome
- decision-making by consensus
- stay on track—stick to the agenda
- honor time and promptness (start and end on time)

•one conversation at a time (watch interruptions and side conversations)

•get closure on all items

•shared responsibility for all tasks and assignments

•honor assignments

•scribe/recorder role - rotated each meeting

•minutes distributed within two days after each meeting

•evaluation at end of each meeting

Determine evaluation methods

•How will we determine how we are doing both in our problem-solving and in our team efforts? ("What" we are working on as well as "how" we are working.)

Clarify commitment level

•Does each member still choose to participate in light of the previous information?

•Where will this fit with members' other priorities?

Appendix 6--Training Suppliers

Department of Energy

The Office of Quality Management, within the Office of Human Resources and Administration, is the focal point for quality activities within the Department of Energy. The Office of Quality Management is a good place to start to obtain information about Total Quality Management in general and about training programs in particular. The training courses being offered by the Office of Quality Management are summarized at the end of this Appendix.

The Office of Training under the Assistant Secretary for Human Resources and Administration operates a Total Quality Management training program for Department of Energy staff. Currently, it offers awareness sessions and some more advanced Total Quality Management training.

The Office of Quality Management can identify other Department of Energy organizations that have implemented Total Quality Management programs. For example, several Operations Offices and Laboratories have developed quality improvement programs in recent years, and their experience may be of direct value in helping others formulate their Total Quality Management plans. These involve both government and contractor activities.

Federal Quality Institute

The Federal Quality Institute was chartered in 1988 by a Board of Directors of various agency heads (Internal Revenue Service, Veterans Administration, Social Security Administration, Office of Management and Budget, Office of Personnel Management, and Forest Service) to help federal agencies implement quality improvement programs and to administer the quality awards program in the Federal Government. The Federal Quality Institute is staffed by about a dozen permanent staff and an additional two dozen executives on loan from other federal agencies. For a fee, the Federal Quality Institute provides quality consulting facilitation and training to Senior Executives in government agencies. The Federal Quality Institute has an extensive Total Quality Management library and publishes reports on various aspects of Total Quality Management. An excellent source of information related to getting started in Total Quality Management training is the Federal Quality Institute report: *Education and Training for Total Quality Management In the Federal Government, Federal Total Quality Management Handbook, Volume 3, May 1992*. Due to its relatively small size, Federal Quality Institute limits its training and facilitation activities to the most senior people in Departments and Agencies.

Other Federal Sources

Many other federal agencies operate their own Total Quality Management training programs. The most well-known are those operated by the Department of Agriculture Graduate School, General Services Administration and Office of Personnel Management. The Department of Agriculture maintains an active Total Quality Management curriculum, structuring their courses around the "Planning and Introducing Total Quality Management Certificate Program," the "Maintaining Total Quality Management Momentum Certificate Program," and the "On-Site Organizational Developmental Series." General Services Administration also operates a number of Total Quality Management training courses

APPENDIX 6--TRAINING SUPPLIERS

available to federal subscribers, and various Office of Personnel Management regional offices offer Total Quality Management training programs conducted by experienced OPM or contract instructors. In its yearly "Federal Quality Management Documents Catalog and Database Users Guide," (Federal Quality Institute Information Network, July 1993) Federal Quality Institute lists reports written about Total Quality Management training conducted by federal agencies, federal unions and contractors. The reports cited in the July 1993 edition include those written by the Department of Defense, Air Force, Navy, Army, National Institute of Standards and Technology, National Treasury Employees Union, Department of Health and Human Services, Environmental Protection Agency and the Employment Standards Administration.

Vendors

A schedule has been completed to list vendors who supply quality management training and services to federal agencies. A new schedule is due to be announced January 1, 1994, and will be administered by the General Services Administration (GSA). Those in the federal sector wishing to order from this schedule should call the GSA Services Acquisition Center, Agency Support Branch, Room 600, Crystal City Mall, Building 4, Arlington, VA 22202, (703) 305-7233. Although use of the schedule as a procurement vehicle is restricted to federal organizations, private sector organizations wishing to avail themselves of the services of the vendors on the list should call the GSA Services Acquisition Center to obtain information regarding the vendors on the list. Federal organizations are not limited to the vendors on the schedule and may procure the services of other vendors through the normal procurement process.

Because of the proliferation of quality training vendors in recent years, it is helpful for organizations just starting out on their quality journey to supplement vendor-provided information on offerings and capabilities with first-hand information obtained from those who have actually taken particular courses.

Universities

Numerous universities now offer Total Quality Management courses. Those planning Total Quality Management training should check with the universities in their area to determine if the courses are suitable to their needs. Several universities have productivity centers that offer assistance. The Office of Quality Management and the Federal Quality Institute can also provide information about university Total Quality Management courses.

Conferences and Seminars

In addition to formal training programs, there are numerous Total Quality Management conferences and seminars held throughout the year all around the country which often provide intensive exposure to Total Quality Management concepts compressed into a short timeframe. In many cases, some of the authentic Total Quality Management pioneers conduct seminars and interact with attendees. The Office of Quality Management in the Department of Energy, and the Federal Quality Institute are good sources of information on these conferences.

OFFICE OF QUALITY MANAGEMENT TOTAL QUALITY MANAGEMENT ESSENTIAL TRAINING NEAR TERM OFFERINGS

QUALITY AWARENESS

Need:	A course specifically designed for getting started on the quality journey. Includes a "getting started" module in the afternoon.
Audience:	Senior managers, their immediate staffs, quality coordinators and customer focus advocates.
Length:	One day. Morning session can be given separately as a TQM overview.
Delivery:	Office of Quality Management or contractor personnel for initial session. Designed so that internal managers can present to lower organizational levels. OQM personnel will train managers.
Availability:	November 1993
Outcome:	Senior managers will have an introductory knowledge of TQM. A course which is designed so that senior managers can "cascade" it down through their own organization. An entire DOE population with TQM awareness training done by DOE managers at minimal cost.

STRATEGIC PLAN/QUALITY AWARENESS

Need:	Combines understanding an organization's strategic plan with a overview of total quality management. Shows the relationship between strategic planning and quality. Designed specifically for cascading these two critical pieces of information throughout an organization.
Audience:	All employees within a first tier organization.
Length:	One day.
Delivery:	Specifically designed to be given by managers throughout their own organization. Office of Quality Management will train managers to present this course; interactive workshop format.
Availability:	January 1994
Outcome:	Program offices with internal specific strategic plans have staffs trained by their own managers on their strategic plans and TQM awareness. Program staffs will understand the relationship between their strategic plans and quality management.

BASIC QUALITY TRAINING

- Need:** To provide a more comprehensive understanding of the both the analytical and behavioral aspects of quality. Will explain PDCA, basic process improvement, provide an overview of analytical and planning tools, and explore new behaviors required for success.
- Audience:** Managers, quality coordinators, customer service advocates, facilitators.
Mandatory for quality coordinators and those wishing to take facilitator training.
- Length:** Three days.
- Delivery:** Contractor provided initially.
- Availability:** Late January 1994
- Outcome:** Quality Coordinators grounded in the fundamentals of quality management ready to assist their management along the quality journey.
Facilitators need this course in quality fundamentals to be ready to take facilitator training which will prepare them to teach teams quality processes and tools.
Customer Advocates able to use this foundation in quality principles to integrate their customer service plans effectively into the overall quality effort in their organizations.
Managers trained in quality fundamentals that understand how to use teams in the quality journey, how to use the data teams produce to make better decisions, and how to foster the new quality culture in their organization.

7 HABITS OF HIGHLY EFFECTIVE PEOPLE

- Need:** To foster the personal behaviors which will allow managers to understand and be successful in an open, interactive, quality culture.
- Audience:** All SES's and managers
- Length:** Four days
- Delivery:** In-house facilitators certified by Covey Leadership Center.
- Availability:** November 1993 at Headquarters
Also available at some field sites.
- Outcome:** Managers with personal skills and competencies which will allow them to be successful in the quality environment.

LEADERSHIP TRAINING

Need:	To answer the question what is the role of leaders in the quality culture.
Audience:	All SES's and managers — required
Length:	Three to four days but could be delivered in shorter modules.
Delivery:	Contractor assisted by DOE managers and/or OQM staff.
Availability:	February 1994.
Outcome:	Leaders which understand the requirements of the new culture, how to nurture their employees, satisfy their customers, and succeed in an open interactive environment.

MANAGING CHANGE

Need:	To understand and be able to manage the dynamics of organizations and individuals in a changing environment.
Audience:	Target to SES's and managers but open to everyone.
Length:	One to two days.
Delivery:	Contractor delivered.
Availability:	February 1994
Outcome:	Quality Coordinators and Customer Advocates that understand the dynamics of change on organizations and individuals and are able to manage these as they foster change within their own organizations. Managers that understand the dynamics of change within organizations and on individuals and understand how to manage them to minimize the negative impact and maximize the positive impact.

PERFORMANCE MEASUREMENT

Need:	To understand the difference between performance measures and activity measures and the different approaches to measurement both for process measures and program performance measures. This is a "what is it?" course, not a "how to" course.
Audience:	All managers and quality coordinators and anyone needing to understand performance measurement.
Length:	Two to four hours
Delivery:	Contractor delivered
Availability:	January 1994
Outcome:	Managers, Quality Coordinators, Customer Advocates and employees who understand the basic theory of macro and micro performance measures.

TEAM TRAINING

Need:	To provide teams with an understanding of team dynamics, process improvement, process design, problem solving, and analytical and planning tools.
Audience:	All teams – mandatory
Length:	Not applicable
Delivery:	Just-in-time by the team facilitator. Contents to be site specific.
Availability:	Now
Outcome:	Teams that properly use quality processes and tools to solve process and organizational problems.

FACILITATOR TRAINING

Need:	To train in-house personnel to be facilitators for meetings and teams.
Audience:	Potential facilitators – mandatory
Length:	Three to six days
Delivery:	Contractor
Availability:	Now
Outcome:	Employees who are able to facilitate all types of teams.

CUSTOMER TRAINING

Need:	To understand the fundamentals of customer service, including defining customers, establishing and maintaining feedback mechanisms, forming partnerships, dealing with complaints. To understand the importance of customers to the organization.
Audience:	Customer Advocates and Managers Mandatory for customer advocates
Length:	Ten days
Delivery:	Kaset will deliver in two sessions offsite.
Availability:	January 1994
Outcome:	Customer Advocates with a well grounded knowledge of the fundamentals of customer service. Customer Advocates will leave training with a plan of what they will do next. Customer Advocates will leave training with a two hour presentation which they will assist their management in giving to all employees.

CUSTOMER AWARENESS TRAINING

- Need:** To give all employees an awareness of customer service and the new approach to customers which the Department is beginning.
- Audience:** All employees.
- Length:** Two to three hours
- Delivery:** Management and customer advocates will deliver to their own employees.
- Availability:** January 1994
- Outcome:** All employees will understand the customer service plans being developed in their organizations and why they are needed.

EXECUTIVE OVERVIEW ON CUSTOMER RELATIONS

- Need:** All senior managers need an introduction to customer relations in order to have some context for what the customer advocates will be doing when they return from their training.
- Audience:** Mandatory for all SES's
- Length:** Eight hours
- Delivery:** Contractor
- Availability:** January 1994

MANAGING EXTRAORDINARY CUSTOMER RELATIONS

- Need:** Managers need to understand the fundamentals of customer service, including defining customers, establishing and maintaining feedback mechanisms, forming partnerships, and dealing with complaints.
- Audience:** All managers
- Length:** Three days.
- Delivery:** In-house instructors certified by Kaset.
- Availability:** April 1994
- Outcome:** Managers that understand customers and are able to manage their organizations to effectively meet the expectations of their customers.
- Managers that understand the importance of customers and are able to assist the customer advocates in initiating processes that positively impact customer relations.

ACHIEVING EXTRAORDINARY CUSTOMER RELATIONS

Need:	For all employees to understand the concept of customers, setting customer service standards, and establishing communication mechanisms with customers.
Audience:	All employees.
Length:	Two days.
Delivery:	Inhouse instructors certified by Kaset.
Availability:	May 1994
Outcome:	An employee population which understands customers, customer service standards, and feedback mechanisms.

Appendix 7--Quality Improvement Prototype Award Criteria

The Federal Quality Institute administers the Presidential Award for Quality and the Quality Improvement Prototype Award, which were created in 1988. The Presidential Award, designed for organizations that have mature quality efforts and are well advanced in the quality transformation process, may be given to as many as two organizations each year. (Its selection criteria are summarized in the Guidelines in the section "Key Attributes of a Successful Organization".)

The Quality Improvement Prototype Award is designed for organizations that have recently begun the quality transformation process. The selection criteria are similar to the Presidential criteria, but do not include some of the more advanced concepts. Applicants must be a part of the Federal Government and have at least 100 federal employees. The Quality Improvement Prototype Award may be given to as many as six organizations each year. The principal selection criteria are summarized here.

1. Top Management Leadership and Support

- Top executives are directly, visibly, and actively involved in quality related activities
- Senior management is accessible and has routine contact with employees, customers, suppliers
- Senior managers continuously update their quality management knowledge
- Each organization's policy is that quality improvement is their number one priority, their key to success; effective strategies are used to involve all managers, supervisors in quality
- Senior management's commitment is long-term; no short-term compromises are adopted that work counter to quality
- "Ownership" of the quality effort is evident, assessed, and reinforced across organization at all levels
- Accountability for improving systems/processes, products/ services is established throughout organization
- Senior managers communicate their organization's quality vision, values; actions across the organization reflect quality values
- The environment created by management results in innovation, pride in work, trust; belief in continuous improvement permeates organization
- Senior management ensures open communication (vertically, horizontally); information-sharing and cooperation is evident across departments
- Senior management has developed effective strategy for gaining union support, cooperation, participation
- Quality policies reflect our commitment to public health, safety, environment protection, ethical conduct; improvement efforts across the organization reflect this commitment.

APPENDIX 7-- QUALITY IMPROVEMENT PROTOTYPE AWARD

2. Strategic Quality Planning

- Operational plans, strategic goals, and plans for quality improvement that are established across organization relate directly to the Department's mission, vision and values; goals require each organization to "stretch"
- Operational plans at sub-organizational levels provide clear details for the strategic plan; managers held accountable for attaining objectives
- Strategic planning and the budgeting process are formally used to develop quality improvement goals throughout organization
- Senior management is actively, personally involved in the development of the strategic plan
- Employees, customers and suppliers are full participants in planning process
- Principal types of quality data, information, analyses (customer requirements, process capabilities, supplier data, benchmark data) are used in planning throughout organization

3. Customer Focus

- A variety of effective, innovative methods are used to obtain knowledge of internal and external customer requirements/ expectations for all products, services and practices
- Methods used to obtain knowledge of internal and external customer requirements/ expectations elicit important quality information for all products, services and practices
- Effective, well-defined systems are in place linking internal and external customer feedback to groups that can act on this information
- Products, services and practices requiring improvement (based on customer feedback) receive priority attention; corrective action plans are developed, implemented and measured for effectiveness
- Service standards are aimed at exceeding internal and external customer expectations; performance relative to standards is tracked and used to ensure customer needs are met
- Internal and external customer service standards are reviewed regularly and revised as needed
- Management actively seeks ways to ensure that all employees are aware of internal and external customer needs and expectations, that all understand and fulfill customer service standards
- Systematic customer interface practices are used across the organization; technology and logistics support are provided to assist customer-contact employees
- Training designed for customer-contact employees produces desired attitudes, behaviors

APPENDIX 7-- QUALITY IMPROVEMENT PROTOTYPE AWARD**4. Training and Recognition**

- Each organization has implemented a systematic, documented education and training strategy that supports quality objectives; each strategy is fully integrated into organization-wide strategic quality plans
- The education and training strategy is based on comprehensive, systematic needs analysis conducted across the organization
- Nearly everyone is provided quality training in support of organization's vision, goals; the training is focused on continuous improvement; technical skills are continuously upgraded
- A formal process is used to evaluate, recognize and reward employee contributions; this process is evaluated and improved continuously
- A reward/recognition system is tied to each organization's quality goals and objectives, is broad-based and innovative and includes peer recognition; the system encompass all levels of organization
- Managers personally, regularly and visibly recognize individuals, teams and groups for contributions
- There exists an increased emphasis on recognition of teamwork; a balance is achieved between individual, team and group recognition
- There are consistently favorable trends regarding the percent of employees and managers recognized for individual, team, group, contributions

5. Employee Empowerment and Teamwork

- An innovative, effective strategy for involving and empowering the entire workforce is in place; the strategy is tied to quality goals and objectives put forth in the in strategic plan
- The organization's quality strategy leads to an environment that supports employee contributions, teamwork, trust, respect between management, employees
- A variety of effective, innovative approaches are used to enhance employee empowerment
- Teams/groups feel a strong sense of empowerment and ownership of the work processes across the organization; individuals feel ownership of quality improvement efforts and exhibit personal pride in the quality of their work

APPENDIX 7-- QUALITY IMPROVEMENT PROTOTYPE AWARD

- A variety of effective, innovative means are employed across the organization to involve the workforce, including cross-functional teams and natural work groups
- Positive trends are documented that indicate a history of individual, team and group involvement for both managers and employees

6. Measurement and Analysis

- Senior management is actively and personally involved in development of macro measures relating to organization's goals and objectives for mission performance; a process is used to develop other product, service and practice process measures that are integrated with and support macro measures
- Macro measures relating to organization's goals, objectives for mission performance exist; other product, service or process measures that are integrated with and support macro measures exist Comprehensive quality, timeliness, and productivity data are available for all products and services and most processes; information is collected from internal and external customers and suppliers
- Processes and technologies used across the organization ensure that information collected is complete, timely, accurate, valid and useful; data is collected by the process owners
- Employees across the organization analyze the data and translate it into actionable information to support continuous quality improvement
- The organization is analyzed to determine priorities for benchmarking comparative data collected from recognized leaders in the field; comparisons are made for priority products and services and for internal processes; systematic improvements are made

7. Quality Assurance

- New, improved products, services, practices and processes are designed to meet or exceed customer requirements
- Methods of process optimization are used routinely
- Processes are controlled across the organization to meet design plans and customer requirements
- Appropriate analytic tools are used across the organization to identify and solve problems that disrupt processes

APPENDIX 7-- QUALITY IMPROVEMENT PROTOTYPE AWARD

- Methodologies are used across the organization to continuously improve processes by reducing statistical variability
- Comprehensive assessments of quality are performed at regular intervals across the organization; findings are translated into improvements and prevention of problems
- Quality assurance systems across the organization are updated to keep pace with changes in technology, quality improvement practices and techniques
- Systematic approaches are used across the organization to assure, assess, and improve the quality of externally provided materials, components, information and services
- Quality is a major consideration when selecting all suppliers

8. Quality and Productivity Results

- Most of the significant measures of mission performance demonstrate a history of exceptional results
- Customer satisfaction shows a history of exceptional results
- Exceptional results are achieved in organizational quality timeliness, productivity over time; exceptional results with in-process and end-item measures are evident across the organization for a long period of time
- The quality performance of major suppliers improves over time

Appendix 8--

Department of Energy

Mission, Vision & Core Values

A mission statement describes an organization's key functions and core values describe how people will treat each other, their customers and suppliers, as they conduct their business. A vision statement describes what the organization hopes to be and accomplish in the future.

In the spring of 1993, representatives of many elements of the Department collaborated in the development of draft mission and core values statements that were widely disseminated to all employees for review and acceptance. The circulated mission statement was subsequently expanded and the current version appears below; the core values shown below are the same as originally circulated. A vision statement has been recently drafted and it also appears below. It is expected that all these statements will be continuously improved as Energy progresses along its quality journey.

Energy Mission Statement

The Department of Energy is entrusted to contribute to the welfare of the Nation by providing the scientific and educational foundation, technology, policy and institutional leadership necessary to achieve efficiency in energy use, diversity in energy sources, and access to technical information required for a more productive and competitive economy, improved environmental quality, and a secure national defense.

Energy Vision Statement

By the turn of the century, the Department of Energy will be:

- a major partner in world class science and technology through its national laboratories and research centers, and its educational programs,*
- a world leader in environmental restoration and waste management,*
- a key contributor in ensuring that the United States leads the world in developing, using and exporting sustainable, clean and economically competitive energy options and uses.*
- an operations showplace for safety and environmental responsibility at all of its facilities,*
- a vital contributor to reducing the global nuclear danger through its national security and nonproliferation activities,*
- a key contributor in maintaining United States global economic leadership in industrial and environmental technology, and*
- a rewarding workplace that nurtures creativity, rewards achievement, is results-oriented and fun.*

APPENDIX 8--DEPARTMENT OF ENERGY MISSION & CORE VALUES

Energy Core Values

1. We are customer-oriented.

- *Our decisions and actions are responsive to the customer's needs.*
- *We foster a participatory manner of doing business where the opinions and input of diverse stakeholders are sought and considered early in the decision-making process.*
- *Programs and solutions to major issues are developed in a proactive way with our customers and stakeholders.*

2. People are our most important resource.

- *We value the needs of individuals*
- *We are committed to improving the knowledge, skills, and abilities of our employees by providing opportunities for professional development and achievement.*
- *We are committed to providing a safe and healthy workplace for all our employees.*
- *We value the richness, experience, and imaginative ideas contributed by a diverse workforce.*
- *We share credit with all contributors.*
- *We value listening as an essential tool in learning from others.*
- *Employees are forthright in sharing their experiences so that we can learn from each other.*

3. Creativity and innovation are valued.

- *We are committed to a flexible operating environment that facilitates the pursuit of new technologies, processes, programmatic approaches, and ideas that challenge the status quo.*
- *We seek out, nurture and reward innovation in daily activities, ranging from the routine to the complex.*
- *Employees are empowered to pursue creative solutions.*
- *Resourcefulness, efficiency, and effectiveness are recognized and rewarded.*
- *Adaptable, entrepreneurial approaches that can respond quickly to the rapidly changing world business and political environment are essential.*

4. We are committed to excellence.

- *Quality and continuous improvement are essential to our success.*
- *We are committed to excellence in everything we do.*
- *Through scientific excellence, we are committed to enhancing the nation's ability to compete globally.*

APPENDIX 8--DEPARTMENT OF ENERGY MISSION & CORE VALUES

5. DOE works as a team and advocates teamwork.

- *We reinforce the notion of a common or greater Departmental good and encourage interdepartmental teamwork to achieve this goal.*
- *We value teamwork, participation, and pursuit of win/win solutions as essential elements of our operating style.*
- *We work as a team with other Federal agencies, government organizations, and external stakeholders in pursuing broader national goals.*
- *We recognize the needs of others for information and communicate knowledge and information in an open and candid manner.*

6. We respect the environment.

- *We recognize our leadership role and responsibility to improve the quality of the environment for future generations.*
- *We recognize the importance of the environmental impacts of our operations and develop and employ processes and technologies to reduce or eliminate waste production and pollution in these operations.*
- *We place high priority on the protection of public health and safety and restoration of the environment through cleanup and environmental damage cause by past operations.*

7. Leadership, empowerment and accountability are essential.

- *We are visionary in our everyday activities.*
- *Leaders trust and support individuals to make informed decisions about the processes that they own.*
- *We are effective stewards of the taxpayer's interest.*
- *Our actions are results-oriented.*

8. We pursue the highest standards of ethical behavior.

- *We maintain a personal commitment to professionalism and integrity.*
- *We assure conformance with applicable laws, regulations, and responsible business practices.*
- *We keep our commitments.*
- *We are objective and fair.*

Appendix 9--Reader Response Sheet

The Energy Quality Council is very interested in the comments and suggestions of those using this document. Please take a few minutes to complete this sheet and send it to:

Roni Parham (HR-9)
Room 7B-192
Forrestal Building
1000 Independence Avenue, SW
Washington, D.C. 10585

The things I liked most about the document were:

The things I liked least about the document were:

In the next update, the things I would like to see added or changed are:

Other comments, suggestions and corrections:

Respondent's Name, Title, Phone Number (optional):

Date of Response: