Assessment Tool for a Problem-Solving (Proposal) A3

Directions

Items Assessed by Direct Review of the Proposal A3

Items numbered 1-23 can be assessed without knowing the actual situation. Most items reflect descriptive content suggested in the accompanying A3 template.

Rating these items. For each item, review the A3 and assess the item using one of the four rating options. *Include information in adjacent sections when assessing items – information on the left side or on the right side may be in a different order/location on a specific A3.* Record the "points" (0 to 3) associated with the rating option to the right under "Item Rating."

Overall mean rating for these items. At the end, add the item "points" to calculate the overall total rating "points." Calculate the overall mean item rating by dividing the total rating points by 23, the total number of items. (If completed on a computer, calculations are performed automatically – see below.)

Items That Require Knowledge of the Actual Situation

Unnumbered items (noted with ">") address how well an A3 reflects the actual situation. Only individuals who are somewhat familiar with the specific context (beyond description in the A3) can assess these ten items. When these items can be rated, they assess the A3's accuracy in representing the actual situation.

Rating these items. For each item, review the A3 and:

- If you have adequate knowledge of the actual situation, assess the item using one of the four rating options.
- If you are not familiar (or not adequately familiar) with the current situation, indicate "Cannot assess."

These items are not included in aggregated mean ratings because not all raters will be familiar with the problem.

Providing Feedback

Provide feedback to A3 authors using the item ratings, comment box for each section, and overall ratings. For "Problem Solving" A3s in development, feedback provides important formative assessments. For finished A3s, feedback explains summative/final assessments.

Functions When Completing on a Computer

The assessment tool is a PDF fillable form that performs two functions when completed on a computer.

"Hover" for rating explanations. "Hover" your pointer over a rating option and a more detailed explanation will appear.

Entering ratings and calculating scores. Use the dropdown menu for each answer box to enter the score. For the numbered items, the total and the mean for the 23 numbered items will be calculated and appear at the end. (*If numbered items are not answered, they are scored as zero in calculating the total and mean scores.*)

Assessment Tool for a Problem-Solving (Proposal) A3

| Background Why is the page 1. Negative consequences consequence of the problem 0. Not addressed 2. Individuals/groups impage | oroblem important? (e.g., harm, frustration em? 1. Unclear | on, waste): how specific is the condition of the conditio | ale | Rating |
|--|---|--|--|------------|
| Negative consequences consequence of the proble O. Not addressed Individuals/groups impacted clearest statement identification. | (e.g., harm, frustrati em? 1. Unclear | 2. General (eg, "harm," | clearest statement of a negative | |
| consequence of the probl 0. Not addressed 2. Individuals/groups impactlearest statement identif | <u>em?</u> 1. Unclear | 2. General (eg, "harm," | clearest statement of a negative | |
| Not addressed Individuals/groups impaction clearest statement identification. | 1. Unclear | | | |
| clearest statement identif | cted by the negative | announces, waste) | 3. Specific type of consequence | : |
| clearest statement identif | olou by life liegalive | consequences (e.g., harm, frus | stration, waste): how specific is the | |
| 0. Not addressed | | lividual, group/unit, or organizat | | |
| | 1. Unclear | General (eg, "staff," or "patients," but not which) | Specific individual, group, or organizational unit | |
| 3. Severity of the negative of | onsequences (e.g., l | harm, frustration, waste): how s | pecific is the clearest statement of | <u>the</u> |
| severity (e.g., extent/amo | unt) of at least one n | negative consequence? | | |
| 0. Not addressed | 1. Unclear | General (eg, significant harm) | 3. Specific extent/amount | |
| | | | v specific is clearest statement of th | <u>ne</u> |
| | • | e negative consequence? | | |
| Not addressed | 1. Unclear | 2. General (eg, rare, often) | Specific frequency (eg, events per unit of time) | S |
| Extent to which important | | nces (e.g., harm, frustration, wa | | |
| None | Inadequate | Adequate Thorough | Cannot assess | |
| Current Situation Wha 5. Current level of performan | <u>ice</u> | | | |
| 0. Not addressed | General words, but no data | 2. Some data | Thorough and robust data | |
| 6. How is work done (proces | | | | |
| Not addressed | Addressed, but unclear | Illustration/ description somewhat clear | Illustration/ description very clear | |
| 7. Clear identification of who | | | | |
| Not addressed | 1. Unclear | 2. Somewhat clear | 3. Very clear | |
| Performance problem/gap 0. Not addressed | <u>9?</u> 1. Unclear | 2. Partially specified | 3. Clearly specified/quantified | |
| Extent to which the A3 au | ıthor demonstrates d | lirect observation of the work pro | ocess? | |
| Not observed | A little | Some All | Cannot assess | |
| | | people involved in the process? | | |
| None | A little | Some All | Cannot assess | |
| Current Situation – reviewer | comments: | | | |

| Goal What target condition of | or specific performance is | desired? By wh | an? | | revised 1/17/20 |
|---|--|---|---|---|-----------------|
| - | n specific performance is | desired: by with | ien: | | |
| 9. <u>How specific is the goal?</u> 0. Not addressed | 1. Vague | 2. Somewha | at specific | 3. Very specific | |
| 10. <u>Is the goal measurable?</u>0. Not addressed | 1. Not measurable | 2. May be m | neasurable | 3. Clearly measurable | |
| How achievable is the go Not achievable | <u>oal?</u> Unlikely | Possibly | Probably | Cannot assess | |
| 11. <u>How relevant is the goal</u> | to addressing the pro | blem? | | | |
| 0. Not addressed | 1. Not relevant | 2. Somewha | at relevant | 3. Very relevant | |
| 12. <u>How time-bound (clear t</u> 0. Not addressed Goal – reviewer comments: | 1. Unclear | shment) is the 2. Somewha relative tir | at clear (eg, | 3. Very clear (eg, date s | pecified) |
| sear reviews commence | | | | | |
| Analysis What is contribut | | | | | |
| Is the display of method tree diagram, Pareto chart Not displayed | (s) for analyzing root c) 1. Not understandabl | • | | 3. Easy to understand | /root cause |
| How clear are the identiful 0. Not addressed | fied root causes? 1. Unclear | 2. Somewha | at clear | 3. Very clear | |
| Extent to which importan None Inade Analysis – reviewer commen | equate Adec | tified? quate | Thorough | Cannot assess | |
| Countermeasures wh | | | What countermeas | ures/strategies are proposed | ? |
| 0. None | 1. One | 2. Two | | 3. Three or more | |
| 16. Identify the strongest co | untermeasure conside | red. How stro | na is it? | | |
| No counter- measures | Weak (e.g., policy change, education and training) | standard v in-time rei | | Strong (e.g., "forcing that ensures work dor | |
| No counter- measures | change, education and training) sed countermeasures a | standard vin-time rel visual/cog are linked to identify in the Analysis | iate (e.g., work/roles, just- minders, or gnitive aids) entified root caus | that ensures work dor | e right way) |
| No countermeasures 17. How many of the propose and see if it addresses a 0. None linked to | change, education and training) sed countermeasures a root cause identified in 1. Minority linked to causes termeasures feasible to | standard vin-time rei visual/cog are linked to ide n the Analysis 2. Majority | iate (e.g., work/roles, just- minders, or gnitive aids) entified root caus Section.) | that ensures work dor | e right way) |
| O. No countermeasures 17. How many of the propose and see if it addresses a O. None linked to causes To what extent are countermeasures | change, education and training) sed countermeasures a root cause identified in 1. Minority linked to causes termeasures feasible to Unlikely passures result in achie | standard vin-time reivisual/cog are linked to iden the Analysis 2. Majority | iate (e.g., work/roles, just- minders, or gnitive aids) entified root caus Section.) linked to causes | that ensures work dor ses? (Review each count 3. All linked to causes | e right way) |

| Countermeasures – review | ver comments: | | | | |
|--|--|--|--|---|--------------|
| | | | | | |
| Action Plan To pilot & ii | mplement the selected co | ountermeasures. | : what, who, when? | | |
| 8. For the action plan on t | the A3, how clearly are | | scribed (i.e. "what" what clear | is to be done)? 3. Very clear | |
| | | | | · | |
| Are individuals identifie Not addressed | 1. For the minority | | | 3. For all | |
| 0. Are estimated completi | on dates identified for | each action ite | em (i.e. "when")? | | |
| 0. Not addressed | 1. For the minority | 2. For the | e majority | 3. For all | |
| How clear is the plan for whom, when)? | or monitoring the imple | ementation of a | actions in 18-20 ab | ove (what will be mo | onitored, by |
| 0. Not addressed | Plan unclear (no minority of action monitored – wha who, when) | ns (majori | artially clear ty of actions red – what, who, | 3. Plan clear (all a monitored – wh | |
| How adequate is the ac Not adequate | | Probably | Very likely | Cannot assess | |
| action plan – reviewer com | • | i Tobably | very likely | Carriot assess | |
| - | | | | | |
| - | | ent of the des 2. Plan pa f of "wha | | at will be measured, l 3. Plan clear "(wh | |
| 2. <u>Is follow-up planned to</u> 0. Not addressed | measure achieveme 1. Plan unclear (no more than one o | ent of the des 2. Plan pa f of "wha | sired goal(s) (wha artially clear (two | | |
| 2. Is follow-up planned to 0. Not addressed Across A3 Sections | measure achieveme 1. Plan unclear (no more than one o "what, who, whe | ent of the des 2. Plan part f of "what n") | sired goal(s) (wha artially clear (two at, who, when") | | |
| Across A3 Sections 3. How clearly does the ti 0. No title How often does the logi | measure achieveme 1. Plan unclear (no more than one o "what, who, when the identify the problem 1. Unclear flow clearly from one identify the more than the identify the problem is flow clearly from one identify the problem one identify the problem identifies the problem | ent of the desorber 2. Plan point of "what n") 1 to be addressed 2. Somewas section of the | sired goal(s) (wha artially clear (two at, who, when") sed? what clear e A3 to the next se | 3. Plan clear "(wh 3. Very clear ction? | |
| 22. Is follow-up planned to 0. Not addressed Across A3 Sections 13. How clearly does the ti 0. No title How often does the loginal Not at all | measure achieveme 1. Plan unclear (no more than one o "what, who, whe tle identify the problem 1. Unclear c flow clearly from one Occasionally | ent of the deson 2. Plan point of "what n") n to be addressed 2. Someway a section of the Majority | sired goal(s) (wha artially clear (two at, who, when") sed? what clear | Plan clear "(wh Very clear | |
| 22. Is follow-up planned to 0. Not addressed Across A3 Sections 3. How clearly does the ti 0. No title How often does the logi Not at all In general, how informa None used or not | measure achieveme 1. Plan unclear (no more than one o "what, who, when the identify the problem 1. Unclear 1. Unclear 1. Control of the identify the problem one occasionally tive are the visual illustive are the visua | ent of the desonation 2. Plan point of "what no be addressed 2. Somewas section of the Majority strations? | sired goal(s) (what artially clear (two at, who, when") sed? what clear e A3 to the next se Always | 3. Plan clear "(wh 3. Very clear ction? | |
| 2. Is follow-up planned to 0. Not addressed Across A3 Sections 3. How clearly does the ti 0. No title How often does the logi Not at all In general, how informa None used or not informative | measure achieveme 1. Plan unclear (no more than one o "what, who, when the identify the problem 1. Unclear occasionally tive are the visual illus Not very informative | ent of the desorber 2. Plan point of "what no be addressed 2. Somewas section of the Majority | sired goal(s) (wha artially clear (two at, who, when") sed? what clear a A3 to the next se Always | 3. Plan clear "(wh 3. Very clear ction? Cannot assess | |
| 2. Is follow-up planned to 0. Not addressed Across A3 Sections 3. How clearly does the ti 0. No title How often does the logi Not at all In general, how informa None used or not informative | measure achieveme 1. Plan unclear (no more than one o "what, who, when the identify the problem 1. Unclear occasionally tive are the visual illus Not very informative | ent of the desonation 2. Plan point of "what no be addressed 2. Somewas section of the Majority strations? | sired goal(s) (what artially clear (two at, who, when") sed? what clear e A3 to the next se Always | 3. Plan clear "(wh 3. Very clear ction? Cannot assess | |
| 22. Is follow-up planned to 0. Not addressed Across A3 Sections 3. How clearly does the ti 0. No title How often does the logi Not at all In general, how informa None used or not | measure achieveme 1. Plan unclear (no more than one o "what, who, when the identify the problem 1. Unclear occasionally tive are the visual illus Not very informative | ent of the desonation 2. Plan point of "what no be addressed 2. Somewas section of the Majority strations? | sired goal(s) (what artially clear (two at, who, when") sed? what clear e A3 to the next se Always | 3. Plan clear "(wh 3. Very clear ction? Cannot assess | |
| 22. Is follow-up planned to 0. Not addressed Across A3 Sections 23. How clearly does the ti 0. No title How often does the logi Not at all In general, how informa None used or not informative | measure achieveme 1. Plan unclear (no more than one o "what, who, when the identify the problem 1. Unclear occasionally tive are the visual illus Not very informative | ent of the desonation 2. Plan point of "what no be addressed 2. Somewas section of the Majority strations? | sired goal(s) (what artially clear (two at, who, when") sed? what clear e A3 to the next se Always | 3. Plan clear "(wh 3. Very clear ction? Cannot assess | |
| 22. Is follow-up planned to 0. Not addressed Across A3 Sections 23. How clearly does the ti 0. No title How often does the logi Not at all In general, how informa None used or not informative | measure achieveme 1. Plan unclear (no more than one o "what, who, when the identify the problem of the identify the problem occasionally tive are the visual illusty informative the identify the problem occasionally the identify informative the identify the problem occasionally informative the identify informative the identify informative the identification of the identif | ent of the desonation 2. Plan point of "what no be addressed 2. Somewas section of the Majority strations? | sired goal(s) (what artially clear (two at, who, when") sed? what clear e A3 to the next se Always | 3. Plan clear "(wh 3. Very clear ction? Cannot assess | |
| 22. Is follow-up planned to 0. Not addressed Across A3 Sections 23. How clearly does the ti 0. No title How often does the loginate Not at all In general, how informative Across A3 Sections – revieur | measure achieveme 1. Plan unclear (no more than one o "what, who, when the identify the problem of the identify the problem occasionally tive are the visual illusty informative the identify the problem occasionally the identify informative the identify the problem occasionally informative the identify informative the identify informative the identification of the identif | ent of the desonation 2. Plan point of "what no be addressed 2. Somewas section of the Majority strations? | sired goal(s) (what artially clear (two at, who, when") sed? what clear e A3 to the next se Always | 3. Plan clear "(wh 3. Very clear ction? Cannot assess | |
| 22. Is follow-up planned to 0. Not addressed Across A3 Sections 23. How clearly does the ti 0. No title How often does the logic Not at all In general, how informative informative Across A3 Sections – review | measure achieveme 1. Plan unclear (no more than one o "what, who, when the identify the problem 1. Unclear occasionally tive are the visual illus Not very informative ewer comments: ms 1 – 23) | ent of the desonation 2. Plan point of "what no be addressed 2. Somewas section of the Majority strations? | sired goal(s) (what artially clear (two at, who, when") sed? what clear e A3 to the next se Always | 3. Plan clear "(wh 3. Very clear ction? Cannot assess | |