### The Importance of Beginning with Your Organizational Profile

Your Organizational Profile is critically important because

- it is the most appropriate starting point for self-assessment and for writing an application;
- it helps you identify potential gaps in key information and focus on key performance requirements and results;
- it is used by the examiners and judges in application review, including the site visit, to understand your organization and what you consider important (you will be assessed using the Criteria requirements in relation to your organization's environment, relationships, influences, and challenges, as presented in your Organizational Profile); and
- it also may be used by itself for an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, it is possible that the Organizational Profile can serve as your complete assessment, and you can use these topics for action planning.
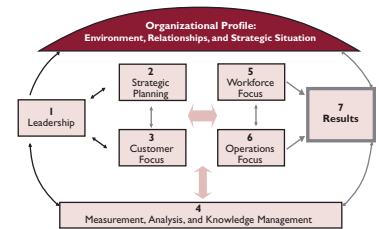
P Preface: Organizational Profile

The *Organizational Profile* is a snapshot of your organization, the KEY influences on HOW you operate, and the KEY challenges you face.

P.1 Organizational Description: What are your key organizational characteristics?

Describe your organization's operating environment and your KEY relationships with students, STAKEHOLDERS, suppliers, and PARTNERS.

Within your response, include answers to the following questions:

a. Organizational Environment
   (1) **EDUCATIONAL PROGRAMS AND SERVICES**   What are your organization's main EDUCATIONAL PROGRAMS AND SERVICES (see note 1 below)? What is the relative importance of each to your organizational success? What mechanisms do you use to deliver your EDUCATIONAL PROGRAMS AND SERVICES?

   (2) **VISION and MISSION**   What are the distinctive characteristics of your organizational culture? What are your stated PURPOSE, VISION, VALUES, and MISSION? What are your organization's CORE COMPETENCIES and their relationship to your MISSION?

   (3) **WORKFORCE Profile**   What is your WORKFORCE profile? What are your WORKFORCE or employee groups and SEGMENTS? What are their education levels? What are the KEY elements that engage them in accomplishing your MISSION AND VISION? What are your organization's WORKFORCE and job DIVERSITY, organized bargaining units, KEY WORKFORCE benefits, and special health and safety requirements?

   (4) **Assets**   What are your major facilities, technologies, and equipment?

   (5) **Regulatory Requirements**   What is the regulatory environment under which your organization operates? What are the applicable occupational health and safety regulations; accreditation, certification, or registration requirements; education standards; and environmental, financial, and EDUCATIONAL PROGRAM AND SERVICE regulations?

b. Organizational Relationships
   (1) **Organizational Structure**   What are your organizational structure and GOVERNANCE system? What are the reporting relationships among your GOVERNANCE board, SENIOR LEADERS, and parent organization, as appropriate?

   (2) **Customers**   What are your KEY market SEGMENTS and student and STAKEHOLDER groups, as appropriate? What are their KEY requirements and expectations for your EDUCATIONAL PROGRAMS AND SERVICES, student and STAKEHOLDER support services, and operations? What are the differences in these requirements and expectations among market SEGMENTS and student and STAKEHOLDER groups?

   (3) **Suppliers and PARTNERS**   What are your KEY types of suppliers, PARTNERS, and COLLABORATORS? What role do these suppliers, PARTNERS, and COLLABORATORS play in the production and delivery of your KEY EDUCATIONAL PROGRAMS AND SERVICES and student and STAKEHOLDER support services? What are your KEY mechanisms for communicating with suppliers, PARTNERS, and COLLABORATORS? What role, if any, do these organizations play in implementing INNOVATIONS in your organization? What are your KEY supply-chain requirements?

N1. "Educational programs and services" (P.1a[1]) may include courses (credit and noncredit), research, outreach, cooperative projects and programs, and supplemental educational services that your organization offers in the market. Mechanisms for delivery of educational programs and services to your students and stakeholders might be direct or through partners and collaborators.

N2. "Core competencies" (P.1a[2]) refers to your organization's areas of greatest expertise. Your organization's core competencies are those strategically important capabilities that are central to fulfilling your mission or provide an advantage in your market or service environment. Core competencies frequently are challenging for competitors or suppliers and partners to imitate. Also, core competencies frequently preserve your competitive advantage.

N3. Many education organizations rely heavily on volunteers to accomplish their work. These organizations should include volunteers in the discussion of their workforce (P.1a[3]).

N4. Workforce or employee groups and segments (including organized bargaining units; P.1a[3]) might be based on the type of employment or contract reporting relationship, location, work environment, family-friendly policies, or other factors.

N5. Student and stakeholder groups (P.1b[2] might be based on common expectations, behaviors, preferences, or profiles. Within a group there may be student and stakeholder segments based on differences and commonalities. Your markets might be subdivided into market segments based on educational programs, services, or features; geography; volume; or other factors that your organization uses to define related market characteristics.

N6. Student segment, stakeholder group, and market segment requirements (P.1b[2]) might include special accommodation, customized curricula, safety, security, reduced class size, multilingual services, customized degree requirements, student advising, dropout recovery programs, administrative cost reductions, electronic communication, and distance learning. Stakeholder group requirements might include socially responsible behavior and community service.

N7. Communication mechanisms (P.1b[3]) should be two-way and in understandable language, and they might be in person, via e-mail, Web-based, or by telephone. For many organizations, these mechanisms may change as market, student, or stakeholder requirements change.

For additional description of this item, see page 33.

Information for Understanding All Criteria Items

For definitions of key terms presented throughout the Criteria and scoring guidelines text in SMALL CAPS, see the Glossary of Key Terms on pages 57–66.

Frequently, several questions are grouped under one number (e.g., P.1a[3]). These questions are related and do not require separate responses. These multiple questions serve as a guide in understanding the full meaning of the information being requested.

The items in the Baldrige Criteria are divided into three groups: the *Preface,* which defines your organizational environment; categories 1–6, which define your organization's *processes*; and category 7, which contains your *results* for your organization's processes. Only responses to the last two groups are scored during a Baldrige Award evaluation of an organization; the Organizational Profile items are used to provide context for the evaluation.

Item notes serve three purposes: (1) to clarify terms or requirements presented in an item, (2) to give instructions and examples for responding to the item requirements, and (3) to indicate key linkages to other items. In all cases, the intent is to help you respond to the item requirements.

P.2 Organizational Situation: What is your organization's strategic situation?

Describe your organization's competitive environment, your KEY STRATEGIC CHALLENGES **and** ADVANTAGES, **and your system for** PERFORMANCE **improvement.**

Within your response, include answers to the following questions:

a. Competitive Environment

   (1) **Competitive Position**   What is your competitive position? What are your relative size and growth in your education sector or markets served? What are the numbers and types of competitors for your organization?

   (2) **Competitiveness Changes**   What are any KEY changes taking place that affect your competitive situation, including opportunities for INNOVATION and collaboration, as appropriate?

   (3) **Comparative Data**   What are your KEY available sources of comparative and competitive data from within your education sector? What are your KEY available sources of comparative data from outside your education sector? What limitations, if any, affect your ability to obtain these data?

b. Strategic Context

   What are your KEY EDUCATIONAL PROGRAM AND SERVICE, operational, societal responsibility, and human resource STRATEGIC CHALLENGES and ADVANTAGES?

c. PERFORMANCE Improvement System

   What are the KEY elements of your PERFORMANCE improvement system, including your evaluation, organizational LEARNING, and INNOVATION PROCESSES?

Notes:

N1. Strategic challenges and advantages (P.2b) might relate to technology, educational programs and services, your operations, your suppliers and collaborators, your student and stakeholder support, your education sector, globalization; the value added by your community, stakeholders, partners, and collaborators; and people. Strategic advantages might include differentiators such as tuition and fees, instructional design and delivery services, reputation for program or service delivery, innovation rate, geographic proximity, and accessibility.

N2. Performance improvement (P.2c) through learning and integration is an assessment dimension used in the scoring system to evaluate the maturity of organizational approaches and deployment (see pages 68–72). This question is intended to help you and the Baldrige examiners set an overall context for your approach to performance improvement. Approaches to performance improvement that are compatible with the systems approach provided by the Baldrige framework should be related to your organization's needs and might include implementing Plan-Do-Study-Act improvement cycles; completing accreditation self-studies; applying nationally validated

systems to improve teaching performance; and performing independent institutional, departmental, or program assessments. It also might include using a Lean Enterprise System, applying Six Sigma methodology, using ISO standards (e.g., 9000 or 14000), or employing other process improvement and innovation tools. A growing number of organizations have implemented specific processes for meeting goals in program and service innovation.

N3. Education organizations frequently are in a highly competitive environment; aside from the direct competition for students, they often must compete with other organizations to secure financial, volunteer, and human resources. This competition may involve other education organizations, as in the competition for grant funding or the opportunity to provide supplemental services. In the case of public education organizations, competition may involve other public agencies or departments, as in the competition for scarce budget resources.

Page Limit

For the Baldrige Award applicants, the Organizational Profile is limited to five pages. These pages are not counted in the overall application page limit. Typing and formatting instructions for the Organizational Profile are the same as for the application. These instructions are given in the *Baldrige Award Application Forms,* which can be downloaded at http://www.nist.gov/baldrige/publications/award_application.cfm.