Performance Excellence in Education

- Morning Session -

by
Dr Robin Mann

Structure of Morning Session

- Overview of COER
- Importance of Business Excellence
- Importance of Benchmarking
- Example of Benchmarking
- What is Benchmarking
- Benchmarking Maturity Assessment Exercise
- Challenges facing Higher Education
- Examples of Benchmarking in Higher Education
- Sources of Benchmarking Information in Higher Education
- Concluding Statement
Structure of Afternoon Session

- What is a Best Practice?
- Benchmarking and culture change
- Examples of benchmarking services
  - Website of benchmarks/best practices
  - Best practice sharing events
  - Best practice visits
  - Benchmarking training
  - Consortium projects
  - Awards
  - World-class performance club
- Establishing a Benchmarking Centre

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COER’s Headquarters in New Zealand
Partners Worldwide

Roadmap to business excellence, Musli Mohammad

Triggers of business excellence, Grant Regan

Impact of culture on quality, Juergan Wagner
COER advises countries on their national business excellence and benchmarking programmes. From 2009 Dr Robin Mann has served as the expert advisor to the Asian Productivity Organisation (20 member countries) and been the chairman of the Global Benchmarking Network (26 member countries) since 2006.

COER’s TRADE Best Practice Benchmarking Methodology is used by public and private sector organisations in countries around the world.
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• Overview of COER
• **Importance of Business Excellence**
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A study on the value and impact of Business Excellence in Asia was conducted, 2009/10

India, Japan, Singapore, Taiwan & Thailand

CEO Interviews

Survey

Discussion groups at workshops
The key components of a national business excellence strategy

**Development**
- Development process
- Framework design

**Deployment**
- Awareness process
- Application process
- Recognition process

**Cost to benefit ratio**
- $1 returns $207 (US study)

**Six Key Findings**

1. Business excellence has a major impact on competitiveness and performance.
2. While awards are important, they are for recognition and not the prime motivator for the majority of companies. The prime motivator is to "improve performance".
Surveyed companies, on average, improved their performance from average performance in their industry before their first BE assessment to above average performance (measured in terms of their business results).

Note: 0 = very poor, 2 = below average, 5 = average in industry, 8 = above average, 10 = world class

Six Key Findings

1. Business excellence has a major impact on competitiveness and performance.
2. While awards are important, they are for recognition and not the prime motivator for the majority of companies. The prime motivator is to “improve performance”.
3. Business excellence frameworks are relevant for long-term competitiveness and sustainability, and only minor changes to the design of the frameworks (if any) are needed.
What are the main current and emerging challenges facing companies in your country?

- Meeting requirements of multiple standards (country, regional and international) adds to our costs base. In many cases these standards could be integrated/reduced. (Japan)
- Demand reduction is facing Japan through a shrinking population and changing demographics (Japan)
- World financial crisis (Singapore)
- Cultural and social integration/harmony/race/nationalities/mobile workforce/aging population (Singapore)
- Diseases (Swine flu/epidemics) (India)
- Fraud/Money laundering (India)
- Cost of energy (Thailand)
- Lack of skilled workers (Thailand)
- Government Policy and trade tax (particularly with China) (Taiwan)
- Environmental issues (Green house effect, CO₂ eliminated, climate, green products, recycling)) (Taiwan)

Will BE help companies to meet these challenges? If not, how does the BE model or use of the model need to change?

Business excellence is appropriate for addressing all challenges as it helps companies to identify what are the main issues/problems they are facing so that they can then be addressed. The models provide an objective means to identify key challenges. (Japan)

Business excellence helps companies to address macro challenges at the micro level. Therefore Category 2, Strategic Planning helps to address the financial crisis, Category 4, People, helps to address cultural and social issues, Category 5, Processes, helps to address legal requirements and international standards, and Category 1.3, Leadership and social responsibility, helps to address environmental issues. (Singapore)

Yes, business excellence helps companies to address these challenges via prompting them to address such issues in their strategy. Business excellence is all encompassing (India)

The challenges are addressed through business excellence as it provides a strategic framework for addressing them. Through its emphasis on benchmarking it encourages best practices to be found to help companies to progress (Thailand)
Six Key Findings

1. Business excellence has a major impact on competitiveness and performance.
2. While awards are important, they are for recognition and not the prime motivator for the majority of companies. The prime motivator is to "improve performance".
3. Business excellence frameworks are relevant for long-term competitiveness and sustainability, and only minor changes to the design of the frameworks (if any) are needed.
4. Focus on implementing the core values and concepts of business excellence – the frameworks just assess where you are on your journey.

Baldrige Criteria for Performance Excellence
Baldrige core values and concepts represented pictorially

Six Key Findings

1. Business excellence has a major impact on competitiveness and performance.
2. While awards are important, they are for recognition and not the prime motivator for the majority of companies. The prime motivator is to “improve performance”.
3. Business excellence frameworks are relevant for long-term competitiveness and sustainability, and only minor changes to the design of the frameworks (if any) are needed.
4. Focus on implementing the core values and concepts of business excellence – the frameworks just assess where you are on your journey.
5. Business excellence frameworks are over-arching frameworks within which other initiatives/quality tools fit.
"I think where organizations get off track is when they think Baldrige is just an initiative, rather than a model for organizing and managing the enterprise and all its initiatives. If Baldrige is reduced to an initiative, rather than an overall model and a way of thinking, then organizations can say they have done it and moved on. We see this all the time. But in organizations that embrace the Baldrige Framework as an overarching model, they never move beyond it. This includes very high-performing organizations, including our Award recipients."

Jamie Ambrosi, Deputy Director, Baldrige Program
Six key findings on business excellence

1. Business excellence has a major impact on competitiveness and performance.
2. While awards are important, they are for recognition and not the prime motivator for the majority of companies. The prime motivator is to “improve performance”.
3. Business excellence frameworks are relevant for long-term competitiveness and sustainability, and only minor changes to the design of the frameworks (if any) are needed.
4. Business excellence frameworks are over-arching frameworks within which other initiatives/quality tools fit.
5. Focus on implementing the core values and concepts of business excellence – the frameworks just assess where you are on your journey.
6. Organisations want increased assistance with benchmarking and learning from best practices.

So what has been the impact of the study?

- A Centre of Excellence for Business Excellence has been created in Singapore to help the 20 member countries of the Asian Productivity Organisation increase their focus on business excellence.
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1. Loser – has major problems, in or near bankruptcy
2. Poor – has problems and is losing money
3. Average – average in industry
4. Good – above average in industry
5. Very good – one of the best in the industry
6. Best in industry in country
7. Best in country
8. World class

Through Benchmarking Rank Xerox moved from a “Crisis” point to “World-class” in 8 years

Singapore is No.1 in the world for customer service in the public sector

**Leadership in Customer Service**

This ranking assesses governments’ customer service under 3 components – service maturity, customer service maturity and closeness.

<table>
<thead>
<tr>
<th>Country</th>
<th>Leadership in Customer Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>75%</td>
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<tr>
<td>Canada</td>
<td>71%</td>
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<tr>
<td>United States</td>
<td>70%</td>
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<tr>
<td>Denmark</td>
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<tr>
<td>Sweden</td>
<td>64%</td>
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<tr>
<td>Norway</td>
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<td>Australia</td>
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<td>Brazil</td>
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<td>Poland</td>
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<tr>
<td>South Africa</td>
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### Singapore is No.1 for Ease of Doing Business

<table>
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<tr>
<th>Economy</th>
<th>Ease of Doing Business Rank</th>
<th>Starting a Business</th>
<th>Dealing with Construction Permits</th>
<th>Registering Property</th>
<th>Getting Credit</th>
<th>Protecting Investors</th>
<th>Paying Taxes</th>
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<td>Georgia</td>
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<td>7</td>
<td>2</td>
<td>15</td>
<td>20</td>
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### Singapore is No.3 in the world for Global Competitiveness

<table>
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<th>Country/Economy</th>
<th>Global Competitiveness Rank</th>
<th>Score</th>
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<tr>
<td>Singapore</td>
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<td>5.48</td>
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<tr>
<td>United States</td>
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<td>5.43</td>
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<td>Germany</td>
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<td>Japan</td>
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<td>5.32</td>
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<tr>
<td>Canada</td>
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<td>5.30</td>
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<td>Hong Kong SAR</td>
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<tr>
<td>United Kingdom</td>
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<td>5.25</td>
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<tr>
<td>Taiwan, China</td>
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<tr>
<td>Norway</td>
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<td>5.14</td>
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<tr>
<td>France</td>
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<tr>
<td>Australia</td>
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<tr>
<td>Qatar</td>
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<td>Saudi Arabia</td>
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<td>Korea, Rep.</td>
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<td>4.93</td>
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<tr>
<td>New Zealand</td>
<td>23</td>
<td>4.92</td>
</tr>
</tbody>
</table>
Singapore’s education system is in the top 3

OECD, PISA 2009 database

All countries need to grow their percentage of “top talent” – how can this be achieved? (top talent = level 5-6)

OECD, PISA 2009 database
Singapore helps schools to improve through providing stepping stones to excellence from “Singapore Quality Class” to “Singapore Quality Award” winners.

This has been achieved even though Singapore spends less on education than 27 out of 30 OECD countries!

Thailand needs to learn from the best for Reading, Mathematics and Science.

### Ranking of Middle East Countries in Comparison to 65 Participating Countries for Competency Scores

<table>
<thead>
<tr>
<th>Country</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shanghai - China</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>Korea</td>
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<tr>
<td>Finland</td>
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<tr>
<td>Hong Kong - China</td>
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<tr>
<td>Singapore</td>
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<td>5</td>
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<tr>
<td>Chinese Taipei</td>
<td>5</td>
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<tr>
<td>Japan</td>
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<tr>
<td>Thailand</td>
<td>51</td>
<td>52</td>
<td>49</td>
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</tbody>
</table>

OECD, PISA 2009 database
### Thailand is No. 40 in the world for Ease of Doing Business and 3rd in East Asia/Pacific

<table>
<thead>
<tr>
<th>Economy</th>
<th>Ease of Doing Business Rank</th>
<th>Starting a Business</th>
<th>Dealing with Construction Permits</th>
<th>Registering Property</th>
<th>Securing Credit</th>
<th>Protecting Investors</th>
<th>Resolving Insolvency</th>
<th>Trading Across Borders</th>
<th>Contract Enforcement</th>
<th>Owing a Business</th>
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<tr>
<td>Singapore</td>
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<tr>
<td>Hong Kong SAR China</td>
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<td>Papua New Guinea</td>
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### Thailand is No.38 in the World for Global Competitiveness

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<th>Country Name</th>
<th>GCI 2019 Rank</th>
<th>GCI 2010 Score</th>
<th>GCI 2009 Rank</th>
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<td>37</td>
<td>4.54</td>
<td>38</td>
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<tr>
<td>Thailand</td>
<td>38</td>
<td>4.51</td>
<td>35</td>
</tr>
<tr>
<td>Poland</td>
<td>39</td>
<td>4.51</td>
<td>48</td>
</tr>
</tbody>
</table>
The focus on benchmarking will continue to increase as the world is getting smaller...

Faster communication...
Faster travel...
People are becoming more global than national

More and more benchmarking will be undertaken at a national level.

Global competitiveness index, Quality of Life Index, Control of Corruption, Political Stability, Government Effectiveness, Customer Service in the Public Sector, Ease of Doing Business, Registering Property, Obtaining Construction Permits, Paying Taxes.

There will be more benchmarking of public services between countries

<table>
<thead>
<tr>
<th>Ontario Municipality Service Standards</th>
</tr>
</thead>
</table>

5 to 9 minutes
The maximum time to wait in any lineup at a government office.

2 people
The maximum number of people you should have to deal with in order to get service at a government office.

15 minutes
A reasonable amount of time to spend travelling to a government office, one way.

30 seconds
An acceptable amount of time to wait on hold on the phone before you speak to a person.

2 people
The maximum number of people you should have to deal with in order to get the service on the telephone.

Same day
When you should receive a reply to a voice mail or email, if you leave your voice mail or email at 10:00 AM.

1 to 2 weeks
The acceptable length of time to wait from the day you send the letter until the day you receive a reply by mail.
More and more benchmarking will be undertaken at an organisational level.

*Internal benchmarking*
- *If only we knew what we know...*

*External benchmarking*
- *Learning from other organisations*

**Structure of Morning Session**

- Overview of COER
- Importance of Business Excellence
- Importance of Benchmarking
- **Example of Benchmarking**
  - What is Benchmarking
  - Benchmarking Maturity Assessment Exercise
  - Challenges facing Higher Education
  - Examples of Benchmarking in Higher Education
  - Sources of Benchmarking Information in Higher Education
- Concluding Statement
Health Care – *the problem*

Great Ormond Street Hospital for Children were concerned at the amount of time it took, and problems that occurred when transferring patients from the operation theatre to the intensive care unit (ICU).
Transferring from operating theatre equipment to portable equipment to intensive care systems is an accident waiting to happen...

Not only can equipment transfer go wrong but also information transfer..
What is the solution?

In F1 pit-stop a 20-member crew changed the tyres, filled the fuel, cleared the air intakes and sent it off in only 7 seconds.
The key to a successful pit stop

- The routine in the pit stop is taken seriously.
- What happens in the pit stop is predictable, so problems can be anticipated and procedures can be standardized.
- Crews practice those procedures until they can perform them perfectly.
- Everyone knows their job, but one person is always in charge.

Pre-planning, training and practice is required for a successful pit stop

<table>
<thead>
<tr>
<th>Item/Function</th>
<th>Potential Failure Modes</th>
<th>Failure Mode Effects</th>
<th>S E V</th>
<th>Potential Failure Causes</th>
<th>P F</th>
<th>Current Controls</th>
<th>DET</th>
<th>R P N</th>
<th>Actions Required</th>
<th>Owner/Target Date</th>
<th>Actions Taken</th>
<th>D E T</th>
<th>R P N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The solution

The result

70% reduction in equipment and information changeover errors!
Benchmarking changes the culture to an “anything is possible” culture

“This is great, but we can do even better!”
McLaren driver Lewis Hamilton with Matthew who benefited from the new process

Key learning points

- Even if you are in a highly regulated industry such as healthcare you can still do benchmarking.

- Benchmarking primarily is a strong learning tool and not just a data exchange tool.

- If you are happy with your performance you must be comparing yourself to the wrong organisation.
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**What is benchmarking?**

**Benchmarking is learning from the experience of others**
Informal benchmarking is the most common type of benchmarking

- learning from experts or colleagues
- learning by networking
- learning from websites & reading

There are two types of formal benchmarking

- Performance Benchmarking
- Best Practice Benchmarking
What is Performance Benchmarking?

“The comparison of performance data that has been obtained from studying similar processes or activities”.

*It is useful for identifying strengths and opportunities for improvement.*

Performance benchmarking is used for comparing financial and non-financial performance

Financial measures:

Expenditure, cost of labour, cost of buildings/equipment, cost of energy use, adherence to budget, cash flow, revenue collected.

Non-financial measures:

Absenteeism, staff turnover, % of admin staff to front-line staff, budget processing time, complaints, environmental impact, call centre performance.
What is Best Practice Benchmarking?

“the comparison of performance data that has been obtained from studying similar processes or activities and identifying, adapting, and implementing the practices that produced the best performance results”.

It is useful for “learning from the experience of others” and achieving breakthrough improvements in performance.

Best Practice Benchmarking is the most powerful type of benchmarking

TRADE focuses on the exchange (or “trade”) of information and best practices to improve the performance of processes, goods and services.
Structure of Morning Session

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• Concluding Statement

---

**Exercise**

- **Benchmarking maturity**

- How mature is your organisation?
Informal sharing of practices internally

Informal sharing of practices externally

Performance benchmarking
Informal sharing of practices externally

Best practice benchmarking (facilitated by consultants)

Best practice benchmarking (internal expertise)

Increasing resources

Benchmarking innocence

Benchmarking maturity

Increasing benefits

Use a benchmarking methodology

- Proven approach
- Flexible – short and long projects
- Easy to communicate
- Step by step approach
- Rigorous planning
- Strong likelihood of success
- Delivers results
Certification has been introduced to increase the professionalism of benchmarking

Certification Levels

Workshop 10/11
March, Bangkok

TRADE Resources

• TRADE Project Management System in Excel
  – Terms of Reference Worksheet
  – 5 x Worksheets (for each stage of TRADE)
  – Additional Worksheets

• Training Manual
  - Detailed notes on how to undertake each Stage and Step of TRADE
  - Over 30 template forms to assist benchmarking projects
Example of a Terms of Reference Form

Project aim: To reverse declining customer satisfaction trends and improve call centre staff turnover.

Scope: Focus on customer satisfaction levels and staff turnover related activities solely in the Call Centre. (Project report recommending best practice actions needs to be completed within 6 months. Maximum investment in project to be $20,000 or man-hours unless otherwise approved). Further $23,600 approved capital expenditure on Call Centre system upgrades.

Background: During 2004 it was noted that customer satisfaction trends within the call centre had declined steadily for the past 4 years. Over the same time period staff turnover had increased and was close to 100% per year.

Project Objectives:
1. To identify and implement better practices by 1 October 2005 that will reduce customer complaints by at least 50% by 1 December 2005.
2. To identify and implement better practices by 1 October 2005 that will reduce staff turnover by at least 50% by 1 December 2005.

Expected Benefits:
- Improve knowledge of relationship between staff turnover and customer satisfaction.
- At least 50% reduction in customer complaints by 30 Nov 2005.
- At least 50% reduction in staff turnover by 30 Nov 2005.
- At least 50% saving in call centre operator time by 30 Nov 2005.

Expected Costs:

<table>
<thead>
<tr>
<th>Description of resources</th>
<th>Description of cost of project excluding Deploy stage</th>
<th>Description of cost of Deploy stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour – Project team</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Expenses - Travel, accommodation</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
</tbody>
</table>

Having a project management system increases the likelihood of success

<table>
<thead>
<tr>
<th>Steps</th>
<th>Tasks</th>
<th>Expected Costs</th>
<th>Risk, L, M, H</th>
<th>Person Responsible</th>
<th>Planned Start Date</th>
<th>Planned Finish Date</th>
<th>Actual Finish Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Description</td>
<td>Expenses</td>
<td>Capital</td>
<td></td>
<td></td>
<td></td>
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<td>1.1</td>
<td>Determine area of focus for benchmarking project</td>
<td>Team to discuss</td>
<td>N.A.</td>
<td>0</td>
<td>L</td>
<td>Garvin</td>
<td>12-Sep-07</td>
</tr>
<tr>
<td>1.2</td>
<td>Develop project brief</td>
<td>Garvin supplied</td>
<td>N.A.</td>
<td>0</td>
<td>L</td>
<td>Garvin</td>
<td>12-Sep-07</td>
</tr>
<tr>
<td>1.3</td>
<td>Form project team</td>
<td>Garvin supplied</td>
<td>N.A.</td>
<td>0</td>
<td>L</td>
<td>Garvin</td>
<td>12-Sep-07</td>
</tr>
<tr>
<td>1.4</td>
<td>Train project team</td>
<td>Garvin supplied</td>
<td>N.A.</td>
<td>0</td>
<td>L</td>
<td>Garvin</td>
<td>12-Sep-07</td>
</tr>
<tr>
<td>1.5</td>
<td>Understand benchmarking code of conduct</td>
<td>Organise team to understand and sign code of conduct</td>
<td>N.A.</td>
<td>0</td>
<td>L</td>
<td>Garvin</td>
<td>12-Sep-07</td>
</tr>
<tr>
<td>1.6</td>
<td>Prepare Terms of Reference</td>
<td>Draft Terms of Reference and tasks involved</td>
<td>Preparing Term of Reference (Planning Stage)</td>
<td>0</td>
<td>0</td>
<td>L</td>
<td>Garvin</td>
</tr>
</tbody>
</table>
Examples of TRADE Benchmarking projects

- To increase the success rate of engineering projects - cost & delivery on time.
- To identify best practices in customer satisfaction to reduce customer complaints.
- To identify best practices in managing customer relationships with a client from another culture.
- To enhance the effectiveness of our supplier qualification criteria and its deployment.
- To identify best practices in evaluating and improving education outcomes for schools.
- To reduce cycle time in servicing customers with our products/services.

Recommended organisational structure for benchmarking

[Diagram showing the organizational structure with CEO at the top, Benchmarking Unit in the middle, and three Directors below.]
Organisational structure if buy-in from all divisions/directors is not forthcoming

CEO

Director

Director

Director

Benchmarking Unit

Benchmarking Unit
(Benchmarking Manager)
Oversee benchmarking projects/initiatives

Project Steering Group
(CEO/Directors)
Sponsor benchmarking projects
Oversee Benchmarking Unit activities

Project 1
Team leader
Administrator
Team members
Facilitated or have access to a Benchmarking Champion

Project 2

Project 3
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Challenges for the sector

- Globalisation
- Clash between performance management and the traditional collegial and democratic cultures
- Rising expectations of stakeholders: the student, the employer, the government and funding providers
- Organisational effectiveness and value for money
- E-learning agenda
- Growth in education market
- Building management capacity and capability
- Quality assurance and accreditation
Questions we should be asking..

• Higher Education Institutions (HEIs) help students to learn but are they learning and improving their own performance?

• Do HIEs learn from each other?

• Do HIEs learn from the experiences of the private sector?

• What systems are in place to capture best practices and implement them?

• From year to year do HIEs objectively assess whether they are improving?

Chancellor’s vision statement

It is time for change at Berkeley. We need to examine all aspects of how we conduct our business with the aim of streamlining decision making and infusing our campus community with a service orientation. We must make certain that the same ethos of excellence that marks our teaching and research permeates our entire organisation. Organisational effectiveness is everyone’s responsibility.

Chancellor Berdahl, 2003
Benchmarking not understood in Higher Education

• Most use performance benchmarking when they should be using best practice benchmarking
• Performance benchmarks used to represent reputation and competitive positioning rather than for improvement
• Benchmarks weak in hard data and data questionable

*Australian University Quality Agency Report, 2007*

AUQA says universities are not asking the right questions

They should be asking:

• How good do we want to be?
• How good can we get?
• Who is doing the best?
• How can we adapt what they are doing to our institution?
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### Example 1 – Benchmarking Education programmes – University of Central Florida

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Top Tier</th>
<th>Second Tier</th>
<th>Peers</th>
<th>No Delineation</th>
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<tbody>
<tr>
<td>Counselor Education</td>
<td>U Minnesota</td>
<td>Indiana U</td>
<td>UNC Greensboro</td>
<td>U of MD College Park</td>
</tr>
<tr>
<td></td>
<td>U South Carolina</td>
<td>Kent State</td>
<td>Portland State</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>U Louisville</td>
<td>Michigan State</td>
<td>SUNY Albany</td>
<td>Cal State LB</td>
</tr>
<tr>
<td></td>
<td>Rutgers U</td>
<td>Georgia State</td>
<td>U Cincinnati</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Red -Top Tier; Pink-Second Tier; Green-Peers; Blue –No delineation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optics</td>
<td>Stanford U</td>
<td>MIT</td>
<td>UC Berkeley</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K-8 Math/Science Ed</td>
<td>UC Berkeley</td>
<td>U Wisconsin Madison</td>
<td>Ohio State</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Clemson</td>
<td>Oregon State</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hofstra</td>
<td>George Mason</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>San Diego State</td>
<td></td>
</tr>
<tr>
<td>Human Factors</td>
<td>U Ill. Urbana Champaign</td>
<td>Georgia Mason</td>
<td>U Cincinnati</td>
<td>New Mexico State</td>
</tr>
<tr>
<td></td>
<td>Red -Top Tier; Pink-Second Tier; Green-Peers; Blue –No delineation</td>
<td></td>
<td></td>
<td></td>
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<td>UC Berkeley</td>
<td>UCLA</td>
<td>NYU</td>
<td>Columbia U</td>
</tr>
<tr>
<td></td>
<td>Duke U</td>
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<td></td>
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</tr>
<tr>
<td>Environmental Engineering</td>
<td>Stanford U</td>
<td>UC Berkeley</td>
<td>Georgia Tech</td>
<td>UT Austin</td>
</tr>
<tr>
<td></td>
<td>U Michigan</td>
<td>U Ill. Urbana Champaign</td>
<td>Cal Tech</td>
<td>U Florida</td>
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<td>NC State</td>
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<tr>
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<td>UNC Chapel Hill</td>
<td>Ohio State</td>
<td>U Kansas</td>
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<td>U Kentucky</td>
<td>Arizona State</td>
<td>U Florida</td>
<td>Georgia State</td>
</tr>
<tr>
<td></td>
<td>U North Dakota</td>
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</tr>
</tbody>
</table>
Sample Benchmark Measures

- Faculty characteristics
  - # of faculty
  - # of society fellows
  - # of national awards
  - # of publications
  - # of faculty publishing
  - # of faculty with research support
  - Amount of external and federal funding

- Student characteristics
  - # of students
  - # of minority students
  - # of international students
  - GRE scores
  - # of students supported (GTAs, GRAs)
  - # of national fellowships (other fellowships)

- Program characteristics
  - # of degrees awarded
  - Amount of lab space

Example 2 – Australian National Higher Education Procurement Benchmarking Programme 2006 to 2009

Benchmarking of

- Office supplies
- Laboratory Supplies
- Agency Temporary Staff
- Travel Management Costs
- Transaction Banking
- Telecommunications
- PCs and Laptops
- Printing
- Advertising
- Professional services
Substantial savings resulted from the benchmarking project

- Several universities reported office supplies savings in 1st year of:
  - $60,000
  - $673,000 ($20,000 on toner cartridges)
  - $380,000
  - $108,000
- Savings in Temporary Staff Contracts: $75,000
- One university: Travel savings $500,000 per year.
- One university: Process improvement will save around $2M over two years.

The Irish Universities Quality Board has produced a number of best practice guides

- Good Practice in the Organisation of PhD Programmes in Irish Higher Education
  Published by JUCB in June 2009. This Good Practice Guide (No. 5) succeeds the National Guidelines of Good Practice in the Organisation of PhD Programmes in Irish Universities (No. 1).

- National Guidelines of Good Practice in Strategic Planning for Academic Units in Irish Universities
  Published by JUCB in June 2008

- National Guidelines of Good Practice for Institutional Research in Irish Higher Education
  Published by JUCB in June 2008

- National Guidelines of Good Practice in the Organisation of Student Support Services
  Published by JUCB in April 2016
One project was to produce “National guidelines on good practice in the organisation of PhD programmes in Irish universities”

Steps 1 and 2 of the project

1. Appointment of project leader

2. Use of an expert panel (representing a number of Irish Universities, international experts from the UK, United States and France and other stakeholders such as the Student Association and Research/Grant Award bodies
Step 3 of the project

3. Questionnaire issued to Institutes of Technology, Universities and Colleges.

The questionnaire covered the lifecycle of the student – including institutional organisation, preliminary arrangements, the supervisor(s), the courses, the student, the project, induction and professional development, monitoring progress and feedback, the dissertation and the examination.

Step 4 of the project

4. Focus Group Discussions

Seven Universities, two Institutes of Technology and the Dublin Institute of Technology hosted focus group discussions with their students, supervisors and administrators and support staff.

Over 300 stakeholders were met during the course of 30 discussion groups with numbers equally distributed between the three stakeholder groups.
Steps 5 to 7 and closure of the project

5. Drafting of the Updated PhD Guidelines
6. Pre-publication consultation
7. Final report

Result

• Guidelines were produced that cover the whole life cycle of PhD programmes from enrolment to graduation.
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Universities or Colleges that have won business excellence awards are likely to be more willing to share information and/or it might be possible to obtain case studies on their best practices

<table>
<thead>
<tr>
<th>Year</th>
<th>University</th>
<th>Award</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Stavropol State Agrarian University (Russia)</td>
<td>EFQM</td>
<td>Winner</td>
</tr>
<tr>
<td>2010</td>
<td>Liverpool John Moores University (UK)</td>
<td>EFQM</td>
<td>Finalist</td>
</tr>
<tr>
<td>2010</td>
<td>Edith Cown University</td>
<td>Australian Business Excellence</td>
<td>Winner</td>
</tr>
<tr>
<td>2009</td>
<td>Liverpool John Moores University (UK)</td>
<td>EFQM</td>
<td>Finalist</td>
</tr>
<tr>
<td>2008</td>
<td>Stavropol State Agrarian University (Russia)</td>
<td>EFQM</td>
<td>Finalist</td>
</tr>
<tr>
<td>2008</td>
<td>Bedford College</td>
<td>UK Excellence Award</td>
<td>Finalist</td>
</tr>
<tr>
<td>2005</td>
<td>Richland College</td>
<td>Baldrige</td>
<td>Winner</td>
</tr>
<tr>
<td>2001</td>
<td>University of Wisconsin-Stout</td>
<td>Baldrige</td>
<td>Winner</td>
</tr>
<tr>
<td>2001</td>
<td>University of Wollongong (UOW) Library</td>
<td>Australian Business Excellence</td>
<td>Foundation Award</td>
</tr>
<tr>
<td>2000</td>
<td>Marmara University ? Faculty of Engineering (Turkey)</td>
<td>EFQM</td>
<td>Finalist</td>
</tr>
<tr>
<td>2000</td>
<td>City Technology College, Kingshurst</td>
<td>UK Excellence Award</td>
<td>Finalist</td>
</tr>
</tbody>
</table>
Benchmarking groups/associations for higher education

- Association of Commonwealth Universities (ACU) - UK
  http://www.acu.ac.uk

- Consortium for Higher Education Benchmarking Analysis (CHEBA) - USA
  http://www.cheba.com

- Benchmarking in European Higher Education - Europe
  http://www.education-benchmarking.org

- National Association of College and University Business Officers (NACUBO) - USA
  NACUBO Online Benchmarking Tool
  http://www.nacubo.org

Benchmarking groups/associations for higher education

- Canadian Association of University Business Officers (CAUBO) - Canada
  http://www.caubo.ca

- European Centre for Strategic Management of Universities - Europe
  DEAN & HUMANE Networks

- ET Higher Education Benchmarking System - Australia
  http://www.acpet.edu.au/industry-advocacy/higher-education-benchmarking

- Australian Universities Quality Agency (AUQA) - Australia
  http://www.auqa.edu.au
Other useful links..

- Centre for Integral Excellence – Sheffield Hallam University
  [http://www.shu.ac.uk/research/integralexcellence/index.html](http://www.shu.ac.uk/research/integralexcellence/index.html)

- Criteria for Performance Excellence – Education Criteria

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Use all types of benchmarking to achieve business excellence

Informal Benchmarking
for everyone, use for all processes

Performance Benchmarking
only do if you are going to act on the data, use for many processes if data is readily available

Best Practice Benchmarking
use for key opportunities for improvement

Through benchmarking...

Rank Xerox took 8 years to become world class in the 1980’s

Boeing Aerospace Support took 3 years to become world class 2000 to 2003
Benchmarking between business units leads to Boeing Aerospace Support achieving world-class status in three years.

Boeing Aerospace Support’s Revenue Performance

<table>
<thead>
<tr>
<th>Year</th>
<th>PLAN</th>
<th>ACTUALS</th>
<th>AVG GROWTH</th>
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<tr>
<td>2003</td>
<td></td>
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</tbody>
</table>
Benchmarking is an essential tool for today’s and tomorrow’s world....
Dr Robin Mann, Director, Centre for Organisational Excellence Research (COER) www.coer.org.nz, R.S.Mann@massey.ac.nz, +64 6 326 7377 +64 21 142 6531

COER - Developers of the www.BPIR.com - the most comprehensive and informative website worldwide on benchmarking, best practices, performance measurement, business excellence and general performance improvement.