

Topic	Manufacturing	Healthcare	Education	Retail
Operations Management				
<p><u>Introducing Modern Techniques</u></p> <p><i>Tests how well modern management techniques have been introduced</i></p>	<p>a) Can you describe the production process for me?</p> <p>b) What kinds of lean (modern) manufacturing processes have you introduced? How long has this practice been in place? Can you give me specific examples?</p> <p>c) How do you manage inventory levels? What is done to balance the line? What is the takt time of your manufacturing processes?</p>	<p>a) Can you briefly describe the patient journey or flow for a typical episode?</p> <p>b) How closely located are wards, theatres, diagnostics centres and consumables?</p> <p>c) How often do you run into problems with the current layout and pathway management?</p>		<p><i>Part I:</i></p> <p>a) Can you briefly describe your day-to-day store operations process?</p> <p>b) Do you have a to-do list? Do your employees?</p> <p>c) How do you manage your inventory? What system do you use for ordering products? How is your backroom organized?</p> <p>d) If I were an employee and a customer asked me for an item from the backroom, how long would it take to retrieve it?</p> <p><i>Part II:</i></p> <p>a) Can you briefly describe your day-to-day scheduling process?</p> <p>b) How do you choose how many people will be scheduled for each hour the store is open? How do you define roles within the staff?</p> <p>c) If I were assigned to merchandising (stocking) that day, would I perhaps have to run to cash if the store got busier?</p>
<p><u>Rationale for Introducing Modern Techniques</u></p> <p><i>Tests the motivation and impetus behind changes to operations and what change story was communicated</i></p>	<p>a) Can you take me through the rationale to introduce these processes?</p> <p>b) What factors led to the adoption of these lean (modern) management practices?</p>	<p>a) Can you take me through the rationale for making operational improvements to the management of patient pathway? Can you describe a recent example?</p> <p>b) How often do you challenge/streamline the patient pathway?</p> <p>c) What factors led to the adoption of these practices?</p> <p>d) Who typically drives these changes?</p>		<p>a) Can you take me through the rationale to introduce these changes?</p>
<p><u>Standardization</u></p> <p><i>Tests how well procedures are standardised, aligned, applied and monitored systematically</i></p>		<p>a) How standardised are the main clinical processes?</p> <p>b) How clear are clinical staff members about how the treatment of specific procedures should be carried out?</p> <p>c) What tools and resources does the clinical staff employ (e.g. checklists or patient bar-coding) to ensure that they have the correct patient and/ or conduct the appropriate procedure?</p> <p>d) How are managers able to monitor whether clinical staff are following established protocols?</p>	<p>a) How structured or standardized are the instructional planning processes across the school?</p> <p>b) What tools and resources are provided to teachers (e.g. standards-based lesson plans and textbooks) to ensure consistent level of quality in delivery across classrooms?</p> <p>c) What are the expectations for the use of these resources and techniques?</p> <p>d) How does the school leader monitor and ensure consistency in quality across classrooms?</p>	
<p><u>Good Use of Human Resources</u></p> <p><i>Tests whether staff are deployed to do what they are best qualified for, but</i></p>		<p>a) With respect to your staff, what happens when different hospital areas become busier than others?</p> <p>b) How do you know which tasks are best suited to different staff?</p> <p>c) What kind of procedures do you</p>		

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<i>nevertheless help out elsewhere when needed</i>		have in place to assist staff flow between areas; for example, is there one central person or centre which coordinates this process?		
<p><u>Data Driven Planning and Student Transition</u></p> <p><i>School specific: Tests if schools use assessment to verify learning outcomes at critical stages, make data easily available and adapt student strategies accordingly</i></p>			<p>a) Is data used to inform planning and strategies? If so how is it used – especially in regards to student transitions through grades/ levels?</p> <p>b) What drove the move towards more data-driven planning/ tracking?</p>	
<p><u>Personalization of Instruction and Learning</u></p> <p><i>School specific: Tests for flexibility in teaching methods and student involvement ensuring all individuals can master the learning objectives</i></p>			<p>a) How much does the school attempt to identify individual student needs? How are these needs accommodated for within in the classroom?</p> <p>b) How do you as a school leader ensure that teachers are effective in personalizing instruction in each classroom across the school?</p> <p>c) What about students, how does the school ensure they are engaged in their own learning? How are parents incorporated in this process?</p>	
<p><u>Adopting Best Practices</u></p> <p><i>Tests how well the organization incorporates best practices and the sharing of these resources across the organization</i></p>			<p>a) How does the school encourage incorporating new teaching practices into classroom?</p> <p>b) How are these learning or new teaching practices shared across teachers? What about across grades or subject? How does sharing happen across schools (community, state-wide etc), if at all?</p> <p>c) How does the school ensure that teachers are utilizing these new practices in the classroom? How often does this happen?</p>	
Performance Monitoring				
<p><u>Process Documentation and Continuous Improvement</u></p> <p><i>Tests processes for and attitudes to continuous improvement and whether learnings are captured/ documented</i></p>	<p>a) How do problems typically get exposed and fixed?</p> <p>b) Talk me through the process for a recent problem.</p> <p>c) How can the staff suggest process improvements?</p>	<p>a) How do problems typically get exposed and fixed?</p> <p>b) Can you talk me through the process for a recent problem that you faced?</p> <p>c) When processes do change, what is the main driver of change?</p> <p>d) Who within the hospital typically gets involved in changing or improving? How do/ can different staff groups get involved in this process? Can you think of any examples?</p>	<p>a) When problems (e.g. within school/ teaching tactics/ etc.) do occur, how do they typically get exposed and fixed?</p> <p>b) Can you talk me through the process for a recent problem that you faced?</p> <p>c) Who within the school gets involved in changing or improving process? How do the different staff groups get involved in this?</p> <p>d) Do the staffs ever suggest process improvements?</p>	<p>a) How do problems typically get exposed?</p> <p>b) Talk me through the process for a recent problem.</p> <p>c) How can the staff suggest process improvements?</p>

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<p><u>Performance Tracking</u></p> <p><i>Tests whether performance is tracked using meaningful metrics and with appropriate regularity</i></p>	<p>a) What kind of KPIs would you use for performance tracking? b) How frequently are these measured? Who gets to see this KPI data? c) If I were to walk through your factory could I tell how you were doing against your KPIs?</p>	<p>a) What kind of performance or quality indicators would you use for performance tracking? b) How frequently are these measured? c) Who gets to see these data? d) If I were to walk through your hospital wards and surgical rooms, could I tell how you were doing against your performance goals?</p>	<p>a) What kind of main indicators do you use to track school performance? What sources of information are used to inform this tracking? b) How frequently are these measured? Who gets to see this performance data? c) If I were to walk through your school, how could I tell how it was doing against these main indicators?</p>	<p>a) What kind of KPI's would you use for performance tracking? b) How frequently are these measured? Who gets to see this KPI data? c) If I were to walk around your store backroom and offices could I tell how you were doing against your KPI's?</p>
<p><u>Performance Review</u></p> <p><i>Tests whether performance is reviewed with appropriate frequency and communicated to staff</i></p>	<p>a) How do you review your KPIs? b) Tell me about a recent meeting. c) Who is involved in these meetings? Who gets to see the results of this review? d) What is the follow up plan?</p>	<p>a) How do you review your main performance indicators? b) Can you tell me about a recent review meeting? c) Who is involved in these meetings? Who gets to see the results of this review? d) What is a typical follow-up plan that results from these meetings?</p>	<p>a) How often do you review (School) performance --formally or informally-- with teachers and staff? b) Could you walk me through the steps you go through in a process review? c) Who is involved in these meetings? Who gets to see the results of this review? d) What sort of follow up plan would you leave these meetings with?</p>	<p>a) How do you review your KPI's? b) Tell me about a recent meeting. c) Who is involved in these meetings? Who gets to see the results of this review? d) What is the follow up plan</p>
<p><u>Performance Dialogue</u></p> <p><i>Tests the quality of review conversations</i></p>	<p>a) How are these meetings structured? Tell me about your most recent meeting. b) How would the agenda for the meeting be determined? c) What type of feedback occurs in these meetings? d) For a given problem, how would you identify the root cause?</p>	<p>a) How are these meetings structured? How is the agenda determined? b) During these meetings do you find that you generally have enough information for review? c) How useful do you find these meetings? What type of feedback occurs in these meetings? d) For a given problem, how do you generally identify the root cause?</p>	<p>a) How are these reviewing meetings structured? b) Do you generally feel that you do have enough data for a fact-based review? c) What type of feedback occurs during these meetings?</p>	<p>a) How are these meetings structured? Tell me about your most recent meeting. b) How would the agenda for the meeting be determined? c) What type of feedback occurs in these meetings? d) For a given problem, how would you identify the root cause?</p>
<p><u>Consequence Management</u></p> <p><i>Tests whether differing levels of performance (not personal but plan/ process based) lead to different consequences</i></p>	<p>a) Let's say you've agreed to a follow up plan at one of your meetings, what would happen if the plan weren't enacted? b) How long is it between when a problem is identified to when it is solved? Can you give me a recent example? c) How do you deal with repeated failures in a specific business segment?</p>	<p>a) Let's say you've agreed to a follow up plan at one of your meetings, what would happen if the plan weren't enacted? b) How long is it between when a problem is identified to when it is solved? Can you give me a recent example? c) How do you deal with repeated failures in a specific sub-specialty or cost area?</p>	<p>a) Let's say you've agreed to a follow up plan at one of your meetings, what would happen if the plan was not enacted? b) How long does it typically go between when a problem is identified to when it is solved? Can you give me a recent example? c) How do you deal with repeated failures in a specific department or area of process?</p>	<p>a) Let's say you've agreed to a follow up plan at one of your meetings, what would happen if the plan weren't enacted? b) How long is it between when a problem is identified to when it is solved? Can you give me a recent example? c) How do you deal with repeated failures in a specific business segment?</p>
Target Setting				
<p><u>Types and Balance of Targets</u></p> <p><i>Tests whether targets cover a sufficiently broad set of metrics and whether financial and non-financial targets are balanced</i></p>	<p>a) What types of targets are set for the company? What are the goals for your plant? b) Tell me about the non-financial goals?</p>	<p>a) What types of targets are set for the hospital? What are the goals for your specialty? b) Tell me about goals that are not set externally (e.g. by the government, regulators)?</p>	<p>a) What types of targets are set for the school to improve student outcomes? Which staff levels are held accountable to achieving these stated goals? b) How much are these targets determined by external factors? Can you tell me about goals that are not externally set for the school (e.g. by the government or regulators)?</p>	<p>a) What types of targets are set for the company? What are the goals for your store/region? b) Tell me about the non-financial goals?</p>

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<p><u>Interconnection of Targets</u></p> <p><i>Tests whether targets are tied the organization's objectives and how well they cascade down the organisation</i></p>	<p>a) What is the motivation behind your goals? b) How are these goals cascaded down to the individual workers? c) How are your targets linked to company performance and their goals?</p>	<p>a) What is the motivation behind these goals? b) How are these goals cascaded down to the different staff groups or to individual staff members? c) How are your unit targets linked to overall hospital performance and its goals?</p>	<p>a) How are these goals cascaded down to the different staff groups or to individual staff members? b) How are your targets linked to system/ corporation performance and its goals?</p>	<p>a) What is the motivation behind your goals? b) How are these goals cascaded down to the individual workers? c) How are your targets linked to company performance and their goals?</p>
<p><u>Time Horizon of Targets</u></p> <p><i>Tests whether organization has a '3 horizons' approach to planning and targets</i></p>	<p>a) What kind of time scale are you looking at with your targets? b) Which goals receive the most emphasis? c) Are long term and short term goals set independently? d) Could you meet all your short-run goals but miss your long-run goals?</p>	<p>a) What kind of time scale are you looking at with your targets? b) Which goals receive the most emphasis? c) Are the long term and short term goals set independently? d) Could you meet all your short-run goals but miss your long-run goals?</p>	<p>a) What kind of time scale are you looking at with your targets? b) Which goals receive the most emphasis? c) Are the long term and short term goals set independently? d) Could you meet all your short-run goals but miss your long-run goals?</p>	<p>a) What kind of time scale are you looking at with your targets? b) Which goals receive the most emphasis? c) Are long term and short term goals set independently? d) Could you meet all your short-run goals but miss your long-run goals?</p>
<p><u>Target Stretch</u></p> <p><i>Tests whether targets are based on a solid rationale and are appropriately difficult to achieve</i></p>	<p>a) How tough are your targets? Do you feel pushed by them? b) On average, how often would you say that you meet your targets? c) Do you feel that all groups receive the same degree of difficulty, in terms of targets? Do some groups get easy targets? d) What is the rationale behind the targets?</p>	<p>a) How tough are your targets? Do you feel pushed by them? b) On average, how often would you say that you meet your targets? How are your targets benchmarked? c) Do you feel all specialties; departments or staff groups receive the same degree of difficulty in terms on targets? Do some groups perhaps have easier targets?</p>	<p>a) How tough are your targets? Do you feel pushed by them? b) On average, how often would you say that you and your school meet its targets? How are your targets benchmarked? c) Do you feel that on targets all departments/ areas receive the same degree of difficulty? Do some departments/ areas get easier targets?</p>	<p>a) How tough are your targets? Do you feel pushed by them? b) On average, how often would you say that you meet your targets? c) Do you feel that all groups receive the same degree of difficulty, in terms of targets? Do some groups get easy targets? d) What is the rationale behind the targets?</p>
<p><u>Clarity and Comparability of Goals</u></p> <p><i>Tests how easily understandable performance measures are and whether performance is openly communicated to staff</i></p>	<p>a) If I asked your staff directly about individual targets what would they tell me? b) Does anyone complain that the targets are too complex? c) How do people know about their own performance compared to other people's performance?</p>	<p>a) If I asked someone on your staff directly about individual targets, what would he or she tell me? b) Does anyone complain that the targets are too complex? c) How do people know how their own performance compares to other people's performance? Is this published or posted in any way?</p>	<p>a) If I asked one of your staff members directly about individual targets, what would they tell me? b) Does anyone complain that the targets are too complex? Could every person in this school tell me what they are responsible for and how that will be assessed? c) How do people know about their own performance compared to other people's performance?</p>	<p>a) If I asked your staff directly about individual targets, what would they tell me? b) Does anyone complain that the targets are too complex? c) How do people know about their own performance compared to other people's performance?</p>
Leadership				
<p><u>Leadership Vision</u></p> <p><i>Tests whether leaders have an understanding of the broader set of challenges that their organization, system and key actors face and the right mindset to address them</i></p>			<p>a) What is the school's vision for the next five years? Do teachers/ staff know and understand the vision? b) Who does your school consider to be your key stakeholders? How is this vision communicated to the overall school community? c) Who is involved in setting this vision/ strategies? When there is disagreement, how does the school leader build alignment?</p>	

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<p><u>Clearly Defined Accountability for Leadership</u></p> <p><i>Tests whether there is formal accountability among leaders for delivery of the organization targets and objectives</i></p>		<p>a) Can you tell me about the role that clinicians have in improving performance and achieving targets?</p> <p>b) How are individual clinicians responsible for delivery of targets? Does this apply to cost targets as well as quality targets?</p> <p>c) How do clinicians take on roles to deliver cost improvements? Are they selected for this role or do they volunteer? Can you think of examples?</p>	<p>a) Who is accountable for delivering on school targets?</p> <p>b) How are individual school leaders held responsible for delivery of targets? Does this apply to equity and cost targets as well as quality targets?</p> <p>c) What authority do you have to impact factors that would allow them to meet those targets (e.g. budgetary authority, hiring & firing)? Is this sufficient?</p>	
<p><u>Clearly Defined Leadership and Staff Roles</u></p> <p><i>Tests how clearly the roles, responsibilities and required attributes of staff are defined with the organization</i></p>			<p>a) How are the roles and responsibilities of the school leader defined? How are they linked to student outcomes/ performance?</p> <p>b) How are leadership responsibilities distributed across individuals and teams within the school?</p> <p>c) How are the roles and responsibilities of the teachers defined? How clearly are required teaching competences defined and communicated?</p> <p>d) How are these linked to student outcomes/ performance?</p>	
Talent Management				
<p><u>Instilling a talent mindset/ Managing Talent</u></p> <p><i>Tests what emphasis is out on overall talent management within the organization</i></p>	<p>a) How do senior managers show that attracting and developing talent is a top priority?</p> <p>b) Do senior managers get any rewards for bringing in and keeping talented people in the company?</p>	<p>a) How do you ensure you have enough staff/ nurses of the right type in the hospital?</p> <p>b) How do senior managers show that attracting talented individuals and developing their skills is a top priority?</p> <p>c) Do senior staff members get any rewards for bringing in and keeping talented people in the hospital?</p>	<p>a) How do school leaders show that attracting talented individuals and developing their skills is a top priority?</p> <p>b) How do you ensure you have enough teachers of the right type in the school?</p> <p>c) Where do you seek out and source teachers?</p> <p>d) What hiring criteria do you use?</p>	<p>a) How do senior managers show that attracting and developing talent is a top priority?</p> <p>b) Do senior managers get any rewards for bringing in and keeping talented people in the company?</p>
<p><u>Building a High-Performance Culture through Incentives and Appraisals</u></p> <p><i>Tests whether there is a systematic approach to identifying good and bad performers and rewarding them proportionately</i></p>	<p>a) How does your appraisal system work? Tell me about the most recent round?</p> <p>b) How does the bonus system work?</p> <p>c) Are there any non-financial rewards for top performers?</p> <p>d) How does your reward system compare to your competitors?</p>	<p>a) How does your appraisal/ review system work? Can you tell me about your most recent round?</p> <p>b) How does your staff's pay relate to the results of this review? How does the bonus system work?</p> <p>c) Are there non-financial rewards for the best performers across all staff groups?</p> <p>d) How does your reward system compare to that at other comparable hospitals?</p>	<p>a) How does your evaluation system work? What proportion of your employees' pay is related to the results of this review?</p> <p>b) Are there any non-financial or financial bonuses/ rewards for the best performers across all staff groups? How does the bonus system work (for staff and teachers)?</p> <p>c) How does your reward system compare to that of other schools?</p>	<p>a) How does your appraisal system work? Tell me about the most recent round?</p> <p>b) How does the bonus system work?</p> <p>c) Are there any non-financial rewards for top performers?</p> <p>d) How does your reward system compare to your competitors?</p>

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<p><u>Removing Poor Performers/ Making Room for Talent</u></p> <p><i>Tests how well the organization is able to deal with underperformers</i></p>	<p>a) If you had a worker who could not do his job what would you do? Could you give me a recent example?</p> <p>b) How long would underperformance be tolerated?</p> <p>c) Do you find any workers who lead a sort of charmed life? Do some individuals always just manage to avoid being fixed/fired?</p>	<p>a) If you had a clinician or a nurse who could not do his job, what would you do? Could you give me a recent example?</p> <p>b) How long is under-performance tolerated? How difficult is it to terminate a nurse/ clinician?</p> <p>c) Do you find staff members who lead a sort of charmed life? Do some individuals always just manage to avoid being fixed/ fired?</p>	<p>a) If you had a teacher who was struggling or who could not do his/ her job, what would you do? Can you give me a recent example?</p> <p>b) How long is under-performance tolerated? How difficult is it to terminate a teacher?</p> <p>c) Do you find staff members/ teachers who lead a soft or charmed life? Do some individuals always just manage to avoid being/ fired?</p>	<p>a) If you had a worker who could not do his job what would you do? Could you give me a recent example?</p> <p>b) How long would underperformance be tolerated?</p> <p>c) Do you find any workers who lead a sort of charmed life? Do some individuals always just manage to avoid being fixed/fired?</p>
<p><u>Developing Talent and Promoting High-Performers</u></p> <p><i>Tests whether promotion is performance based and whether talent is developed within the organization</i></p>	<p>a) Tell me about your promotion system.</p> <p>b) What about poor performers? What happens with them? Are there any examples you can think of?</p> <p>c) How would you identify and develop your star performers?</p> <p>d) If two people both joined the company 5 years ago and one was much better than the other what job opportunities would he/she have in the company?</p>	<p>a) Can you tell me about your career progression/ promotion system?</p> <p>b) How do you identify and develop your star performers? What types of professional development opportunities are provided?</p> <p>c) How do you make decisions about promotions/ progressions within the unit/ hospital?</p> <p>d) Are better performers likely to be promoted faster or are promotions given on the basis of tenure/ seniority?</p>	<p>a) Can you tell me about your career progression/ promotion system?</p> <p>b) How do you identify and develop your star performers?</p> <p>c) What types of professional development opportunities are provided? How are these opportunities personalized to meet individual teacher needs?</p> <p>d) How do you make decisions about promotion/ progression and additional opportunities within the school, such as performance, tenure, other? Are better performers likely to be promoted faster or are promotions given on the basis of tenure/ seniority?</p>	<p>a) Tell me about your promotion system.</p> <p>b) What about poor performers? What happens with them? Are there any examples you can think of?</p> <p>c) How would you identify and develop your star performers?</p> <p>d) If two people both joined the company 5 years ago and one was much better than the other what job opportunities would he/she have in the company?</p>
<p><u>Distinctive Employee Value Proposition</u></p> <p><i>Tests the strength of the employee value proposition</i></p>	<p>a) What makes it distinctive to work at your company as opposed to your competitors?</p> <p>b) If you were trying to sell your firm to me how would you do this (get them to try to do this)?</p> <p>c) What don't people like about working in your firm?</p>	<p>a) What makes it distinctive to work at your hospital, as opposed to other similar hospitals?</p> <p>b) If I were a top nurse or clinician and you wanted to persuade me to work at your hospital, how would you do this?</p> <p>c) What do you think people may not like about working at your hospital?</p>	<p>a) What makes it distinctive to teach at your school, as opposed to your other similar schools? If you were to ask the last three candidates would they agree? Why?</p> <p>b) How do you monitor how effectively you communicate your value proposition and the following recruitment process</p>	<p>a) What makes it distinctive to work at your company as opposed to your competitors?</p> <p>b) If you were trying to sell your firm to me how would you do this (get them to try to do this)?</p> <p>c) What don't people like about working in your firm?</p>
<p><u>Retaining Talent</u></p> <p><i>Tests whether the organization will go out of its way to keep its top talent</i></p>	<p>a) If you had a star performer who wanted to leave what would the company do?</p> <p>b) Could you give me an example of a star performers being persuaded to stay after wanting to leave?</p> <p>c) Could you give me an example of a star performer who left the company without anyone trying to keep them?</p>	<p>a) If you had a top performing manager, nurse or clinician that wanted to leave, what would the hospital do?</p> <p>b) Could you give me an example of a star performer being persuaded to stay after wanting to leave?</p> <p>c) Could you give me an example of a star performer who left the hospital without anyone trying to keep them?</p>	<p>a) If you had a top performing teacher who wanted to leave, what would the school do?</p> <p>b) Could you give me an example of a star performer being persuaded to stay after wanting to leave?</p> <p>c) Could you give me an example of a star performer who left the school without anyone trying to keep him?</p>	<p>a) If you had a star performer who wanted to leave what would the company do?</p> <p>b) Could you give me an example of a star performers being persuaded to stay after wanting to leave?</p> <p>c) Could you give me an example of a star performer who left the company without anyone trying to keep them?</p>