



IOWA RECOGNITION For PERFORMANCE EXCELLENCE

2018 Board of Examiners Registration Information

**An annual process to assess
public and private organizations in Iowa
and recognize those organizations that
excel in quality and performance**

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IRPE BOARD OF EXAMINERS

Board of Examiners and Examiner Role

The Iowa Recognition for Performance Excellence Board of Examiners is a volunteer body that reviews applications from organizations for the Iowa Recognition for Performance Excellence (IRPE), a program established in 1999 to recognize organizations for achievements in continuous improvement and organizational performance excellence. The Board of Examiners comprises professionals solicited from Iowa businesses, educational institutions, health care organizations, government agencies, trade and professional organizations, and not-for-profit organizations. The Board of Examiners are trained to be highly qualified at using the Criteria for Performance Excellence (Criteria) and their business experience to assess organizations and provide actionable feedback that will help those organizations move to a higher level of success and competitiveness.

The Board of Examiners includes Examiners, Lead Examiners, Master Examiners, Coaches, and a Panel of Judges.

- The Examiners, Lead Examiners, and Master Examiners review, comment on and score written applications; prepare written feedback reports; and, in some cases, participate in site visits to eligible applicants.
- Master Examiners have demonstrated skills necessary for leading and facilitating Examiner teams, mentoring new examiners, and helping ensure teams maintain ethical and confidentiality standards. They also demonstrate a higher level of understanding of the Criteria and the examination process. Master examiners hold National Baldrige experience or a minimum of 4 years state experience
- Lead Examiners have the added responsibility of leading and coordinating a specific Examiner Team. Lead Examiners are usually Master Examiners or Examiners with a desire to become a Master Examiner.
- Coaches support the Team Leaders and the Examiner Teams. They have in depth knowledge of the Criteria and the evaluation process. They provide coaching to ensure team members increase their skills and knowledge, ensure the team stays on track without taking short cuts, and ensures the team produces a quality feedback report. IRPE Judges can also fulfill the role of a Coach.
- The Panel of Judges has the responsibility of reviewing the written applications and the feedback reports from the Examiner teams; making recommendations on which applicants should advance in the process (to site visit, or award status); and helping ensure consistency and integrity of the IRPE evaluation and award process. The Judges are responsible for recommending the organizational achievements of individual applicants to the IRPE Executive Council for official approval.

All members of the Board of Examiners, including experienced Examiners, are expected to attend annual Examiner training. Training focuses on understanding the Criteria, the scoring system and the examination process, including development of comments that will be used later for the feedback report to an applicant organization. Board Members also help in promoting and encouraging participation in the IRPE process and in recruiting future Examiners.

Benefits of Participating on the Board of Examiners

Examiners receive training and experience in understanding and applying the Criteria for Performance Excellence for a variety of organizations. Members of the Board of Examiners:

- Strengthen their ability to apply the Criteria for organizational assessment and improvement.
- Develop analytical and consensus-building skills and a systems perspective that can be applied in their own organizations.
- Contribute to their personal development and expand opportunities to network with their peers.
- Are associated with an organization recognized for quality, customer value and performance results.
- Receive training that qualifies for some continuing education credits including recertification units with the American Society for Quality.
- Through the process and the education examiners are expected to gain in the qualities of leadership and the ability to see organizations from a systems perspective.

Board of Examiners Selection Process

Selection Process - Examiners

All examiners are accepted based on the completion of the registration form.

Prospective examiners are expected to review and to assess their own experience, knowledge, and skills in the following evaluation categories. This assessment information will be used in the formation of balanced examiner teams.

The following will be considered in making examiner assignments:

- Expertise and experience in Baldrige-based assessment in a national or state quality award program or quality management assessment experience in individual organizations.
- Expertise, depth and diversity of experience in business, education, government, health care, and not-for-profit organizational management processes and results.
- Breadth and degree of specialization of knowledge and length of experience in planning, implementing and assessing quality practices and improvement strategies. (Refers to having assessment experience that covers topics in most or all of the categories of the Criteria and extent to which they know and have applied quality and business improvement disciplines.)
- Writing skills to provide fully developed, clearly written comments and ability to integrate and organize comments into well-crafted written feedback reports.
- Leadership, interpersonal and team building skills to communicate as a spokesperson for the IRPE process, analytical skills to serve as a good examiner, and interpersonal skills to serve as a good team member.
- Education, training and special recognition.

Members of the Board of Examiners are not considered representatives of their employer's organization; they are considered representatives of the IRPE program. No prospect will be denied consideration or appointment as an Examiner on the grounds of race, creed, color, national origin, age, sex, or disability.

Selection Process - Lead Examiners

Lead Examiners are appointed by the IRPE office from the existing Examiner base, using the following criteria:

- Experience in leading teams
- Ability to facilitate a team to reach consensus
- Ability to take initiative
- Interest and desire to take on a larger role in the IRPE process, including the desire to become a Master Examiner.

Selection Process - Master Examiners

Master Examiners are appointed by the IRPE office from the existing Examiner base, using the following criteria:

- Experience as a National Baldrige Examiner or two or more consecutive years as IRPE or another Baldrige-based, state award process examiner
- Ability to construct a complete and effective feedback report
- Experience in leading teams including a minimum of one site visit
- Ability to facilitate a team to reach consensus
- Ability to participate as role model and mentor in the Examiner training process
- Ability to take initiative
- Interest and desire to take on a larger role in the IRPE process

Selection Process – Coaches

Team Coaches are expected to meet the criteria for Master Examiners and may be selected from the existing list of Master Examiners and the Panel of Judges. Coaches are selected based on their ability to use coaching skills to help examiner teams accomplish their tasks and have a rewarding experience. Coaches are expected to show the following:

- Ability to enhance the skills and knowledge of examiners
- Work with Team Leaders to ensure team members understand the Criteria and the evaluation process
- Ensure the team produces a quality feedback report for the applicant
- Give feedback that motivates the team and helps them accomplish their goals.

Selection Process – Panel of Judges

The Panel of Judges is appointed each year by the IRPE office and approved by the IRPE Executive Council. Candidates will be expert professionals in business, education, healthcare, government, trade / professional or not-for-profit organizations. A minimum of five Judges will be identified for the IRPE process. Judges are selected based on the following criteria:

- Minimum of three years' experience in the National Baldrige process or other Baldrige-based processes
- Role Model representative and promoter of the IRPE process
- Work well under stress
- Collectively provide a balanced representation of organizations
- Remain current with Baldrige Criteria and IRPE Process
- May be asked to assist in training the Examiners.

Terms and Conditions

Completion of Registration - All prospective Board of Examiner (Board) members are required to submit an Examiner Registration Form. Portions of the examiner registration can be submitted electronically.

Ethical Standards of Conduct - All Board members are expected to carry out their duties and responsibilities in the IRPE application and examination process in accordance with the IRPE process Code of Ethics and Rules of Conduct (pages 8-10)

Disclosure of Conflict of Interest - Board members must provide information regarding conflicts of interest with the applicant organization they are reviewing in the IRPE process. Conflict of interest includes employers, significant ownership, competition, suppliers, and client relationships with the applicant organization. Such information will be used only for purposes of Board assignments and will otherwise be kept confidential.

Term - All Board members serve as Examiners, Lead Examiners, or Master Examiners for one annual cycle of the IRPE process.

Time Commitment – Examiners, Lead Examiners, and Master Examiners must be able to commit approximately 120 hours of their time from August through November for completion of the application assessment process. This includes Examiner preparation and training, conducting the assessment process and developing feedback reports. The amount of time will vary, depending on the Tier level of application reviewed, participation on site visits and size of the organization reviewed. The following represents approximate time commitments for key activities:

- All Examiners participate in a one-day Orientation session to understand how to evaluate a written application including understanding the Criteria, writing feedback comments, and scoring. (see *Examiner Training* below)
- All Examiners review one written application. A single applicant review is estimated to require 30-40 hours.
- All Examiners participate in a 4-day *HELP* (Helping Examiners Learn & Prepare) Week session. During *HELP* Week, Examiners work in teams to develop a consensus assessment of their IRPE applicant. This session is a combination of training and applying the training. (see *Examiner Training* below)
- Some Examiners may participate in site visits to higher-scoring applicant organizations. This will require 3 to 4 days. They will also be required to update feedback reports as necessary to reflect discussion/findings from the site visits.

Examiner Training - All persons involved in the IRPE application review process attend a One-day Orientation class (August) followed by a four-day class of hands-on learning (September/October). The one-day Orientation class prepares all Examiners for evaluating an IRPE application based on the Performance Excellence Criteria. The Orientation includes a review of the Criteria, scoring system, evaluation process, consensus development, comment writing, and code of ethical standards. After the Orientation, Examiners are given approximately one month to complete an evaluation Scorebook on their assigned IRPE application. During the four-day class, Examiners will work closely with team members, coaches, and IRPE experts to gain in-depth understanding of the Performance Excellence Criteria and the evaluation process; they will also use team member's Scorebooks to produce a Consensus Scorebook/Feedback Report for the organization they are evaluating. Successful completion of this course work is required.

Adherence to IRPE Processes - All Board members are expected to meet all requirements associated with a fair and competent evaluation, including use of the Criteria and scoring system and all associated requirements and processes detailed in Examiner training. Good documentation and written communication are essential parts of the overall review process.

Compensation and Reimbursement - Members of the Board of Examiners volunteer their time to participate in the IRPE process. No honoraria are paid. However, direct expenses related to site visits will be reimbursed to participating Examiners.

Cost for Participation – The cost for participating examiners is \$475 for new examiners and \$275 for returning examiners. Included in this registration fee is a complementary registration to the Examiner Recognition Dinner preceding the Governor’s Recognition of Performance Excellence Celebration where all IRPE participants and award recipients will be recognized.

Examiners should set aside time on their calendars for the key critical dates or time frames shown on the following timeline. (Critical activities are shaded).

Applicants are asked to select the best dates for site visits should they qualify following the Examiner HELP week. Site visit dates are important for examiner team alignment with the applicant availability. Priority dates are indicated on the Eligibility Form.

Key Dates for the 2018 IRPE process

Date	Activity
June 4, 2018	Eligibility Forms due from applying organizations – all tiers
July 6, 2018	Board of Examiner Registrations due
July 17-18, 2018	Team Leader/Coach Training - Tentative
August 3, 2018	IRPE Applications due from applying organizations – All Tiers
August 9, 2018	Examiner Training / Orientation – Des Moines
September 17-20, 2018	HELP Week - Examiner Training – Des Moines
October 8 through November 5, 2018	Site Visits (3 ½ Days minimum)
December 6, 2018	Judges Meet to recommend Award Recipients (8:30-12:30) - Tentative
December 6, 2018	IRPE Board Meeting – Confirm Award Recipients (11:30 – 3:30 pm) -Tentative
December 6, 2018	Award Recipients notified
December 31, 2018	Feedback reports issued to the applicants
TBD in 2019	Governor’s Recognition of Performance Excellence Celebration,

**Code of Conduct for Panel of Judges, Board of Examiners,
and Iowa Quality Center/IRPE Staff,**

The Iowa Quality Center/Iowa Recognition for Performance Excellence was created to promote the highest standards of organizational excellence and service. Accordingly, it is imperative that the staff, Panel of Judges, and Board of Examiners associated with the program uphold these principles and adhere to the highest possible standards of conduct. This Code of Conduct was developed to define basic principles and guidelines for conduct and should not be taken as a set of absolute rules. As the avoidance of perception of conflict is as important as the avoidance of actual conflict, the final interpretation of this Code of Conduct is reserved exclusively for the Iowa Quality Center whose decisions shall be final.

All Members of the IQC (IRPE) staff, Panel of Judges, and Board of Examiners shall:

- 1) Conduct themselves professionally, with the highest level of integrity, accuracy, fairness, and responsibility to the public.

Notes: This is common sense. It provides the overall context for interpretation of the Code. If any activity does not pass this test, it isn't right even if it seems OK by the other elements of the Code.

- 2) Not represent conflicting or competing interests in the performance of their responsibilities for the administration of the IRPE process. The following are especially important:

- Not place themselves in such a position where their interests may be in conflict, or appear to be in conflict, with the purpose and administration of the IRPE process

Notes: This defines the real essence of personal integrity. It sets the standard for personal conduct by making it clear that it is the responsibility of the individual to avoid the conflict. The Code only works if it is self-policing. So this clause sets the standard for personal conduct.

- Notify the Iowa Quality Center, or their designated representative, of the existence of any conflict of interest, whether real or perceived, that may exist between the individual and any organization with which the IRPE process has a relationship, including Applicants, Vendors, and other Suppliers. Though not limited to these examples, this would require the full disclosure of any employment, contract, or investment interest as well as any potential conflict created by any public or private position of authority in relation to the organization.

Notes: Disclosure is the surest way to avoid conflict. If there is even a hint of a problem, disclosure will often resolve it. If not, this will allow changes to be made before problems exist and before people and organizations are harmed. Disclosure extends not just to oneself but to ones peers. Disclosure should be seen as a positive act to prevent problems. Where one person may not see a problem, another may. If any reasonable person may see a potential problem, it should be evaluated. There cannot be any negative impact of over reporting!

- Not serve as an Examiner or Judge for an Applicant that is a primary or direct competitor, customer, or supplier of any company or business unit that he/she is employed by or of which a consulting arrangement is in effect or anticipated.

Notes: This should be self-explanatory. Don't serve as an examiner, and excuse oneself from all information and discussions as a Judge, in such cases. The problem may be in the "or anticipated" clause, but the Code

is intended to be self-policing so all individuals should look at their situations closely. Failure to report such problems could be construed as in conflict with the first two primary clauses of this Code. All IQC members, IQC staff, IRPE Examiners, and IRPE Judges must disclose these situations when they exist.

- 3) Safeguard all of the confidences, including the identities, of all present or former applicants and not use their knowledge of the identity of any Applicants gained in the performance of their duties for any purposes other than the administration of the IRPE process, including, but not limited to, the solicitation of a business relationship for themselves or any third party.

Notes: This starts with the basic rules. First and foremost is the confidentiality and trust of the Applicants. All of their confidences, including their identity as an Applicant, must be maintained for the integrity of the IRPE process. Specific mention is made to the solicitation of future relationships as it is inappropriate to do so on the basis of knowledge of the Applicant's identity. It does not prohibit solicitation, but it does make it the responsibility of the individual to ensure that they can demonstrate that the contact was NOT made on the basis of their knowledge through the IRPE process.

- 4) Not solicit or accept any financial remuneration, or non-financial remuneration of more than nominal value, from:
 - any Applicant during the IRPE process if they serve in any capacity in which the identities of the Applicants are known to them;
 - any Applicant during the IRPE process or for a period of three years after the date of the application if they serve in any capacity in which they have access to the confidential information of the Applicant as presented in the Application or materials provided in the course of a Site Visit.

Notes: This is the next most obvious rule. Soliciting or accepting unsolicited rewards of anything more than nominal value is clearly inappropriate. Nominal value might include items like lunch or dinner on site, but even nominal items cannot be solicited. The goal here is to not embarrass the Applicant if a small token is offered, but not to encourage or solicit such gifts. To be clear, knowledge of the Applicant's identity prohibits such contact during the Award process in which the Application is active, but no further. However, the previous rule may also prohibit future activities! The knowledge of any confidential information invokes the 3-year exclusion rule that is clearly in force for all IQC staff members, Examiners (for their Applicant) and for Judges who have access to the same information.

- 5) Not use any confidential information received from any Applicant for any purposes other than the administration of the award. This specifically includes, but is not limited to, decisions to make any financial investments for their benefit or the benefit of others.

Notes: The purpose of this should also be clear. The information is provided for one purpose, and only for that purpose, and the integrity of the IRPE process is seriously compromised if the information is permitted to be used for ANY other purpose. Of special note, the possession of such knowledge may also create criminal or civil liability under the law if used for trading in public securities markets!

- 6) Not intentionally communicate false or misleading information which may compromise the integrity of the IRPE process or decisions therein and shall immediately disclose to the Iowa Quality Center, or their designee, the knowledge that any such information is being communicated by a third party. Tradition of the IRPE process is to bring the Executive Director a bag of Peanut M&Ms to the first orientation session.

Notes: This clause is intended to create a true and trustful environment in the public for all information coming from the IRPE process and to ensure the integrity of all information disseminated by all parties. As the Code is self-policing, it is as much of a problem to ignore someone else's transgressions and permit such information to be disseminated as to do it oneself.

- 7) Not use the IRPE logo, or other identification material or slogans, without the express permission of the Iowa Quality Center. To insure that such identification of IRPE is not used in such a way as to imply to further their or anyone else's personal interests or to represent any position, programs, or materials that are not approved by the Iowa Quality Center or their designee.

Notes: This is necessary to protect the integrity of the logo and identification of IRPE and the Award.

- 8) Accept only those duties and responsibilities that they feel they are fully prepared to complete, specifically including a position as a member of the Board of Examiners. Where such obligations cannot be fully met, to notify the Iowa Quality Center, or their designee, immediately upon knowledge of inability to meet such obligations and to cooperate in assisting others in the completion of their obligations.

Notes: Directly relating to personal integrity, the inter-relationships of the IRPE volunteer network rely upon everyone "pulling their own weight". No judgment is made as to what each person may be able to contribute, as all levels of participation are encouraged. The principle here is to NOT take on any responsibility that cannot be completely finished. And to help transition it to others if outside influences prohibit continuing (ie: changed employment). Reliance on personal contribution is critical, so failure to live up to such obligations makes it impossible to work with others in this environment. This is a critical commitment.

- 9) Not represent any affiliation with IRPE unless authorized by the Iowa Quality Center.

Notes: This is a direct corollary of several earlier clauses. It is specifically stated here because the affiliation for marketing or resume purposes is a valuable asset to the individual, but the proper representation is critical to the IRPE process. Typical examples include, Examiners cannot identify themselves as such until approved to do so (accepted for training is not enough) and only for the year(s) in which they serve. And Judges can only identify as such for the years in which they serve. "Former" participants must identify themselves as such. Officers and Members of the Iowa Quality Center may use their titles, but only while in such office (or using the term "former" after leaving such office). And so forth.

- 10) Endeavor to aid the professional development and advancement of the Iowa Recognition for Performance Excellence as it serves to stimulate any and all Iowa organizations to improve quality and productivity through improved quality management.

Notes: Participation and support of the mission of the IRPE is critical. This is another "general principle" as many other things may happen, but if this is violated then the basic purposes of the IRPE process have been violated. Participation is key.

IRPE Examiner Acceptance Agreement

Code of Conduct

Having read and had the opportunity to discuss and ask questions regarding this Code of Conduct, I hereby accept this Code of Conduct and agree to be bound by its terms. If any questions are raised about the conduct of any individual, including myself, I agree to cooperate fully and completely with the investigation and evaluation of such conduct. If the Iowa Quality Center should determine that this Code of Conduct has been violated, I agree to support and abide by any such determination of the Iowa Quality Center as final and binding.

I further understand and agree that these terms remain in effect regardless of future affiliation with the IRPE process or the reason for departure and that any such determination may be enforced in any court of competent jurisdiction, including but not limited to injunctive relief.

Time Commitment

I understand the time commitment for being an examiner and am willing to commit approximately 120 hours of my time to the IRPE process from August through November. I understand that this includes participation in the Orientation session, Independent Review, HELP Week, and site visit (if appropriate)

Cost

I understand that the cost for participating in the Examiner process is \$475 for new examiners and \$275 for returning examiners.

Name (please print)

Signature

Date

REGISTRATION FORM

2018 IRPE Board of Examiners

Registrants for the Board of Examiners must complete all portions of this form.

Your completed package should be submitted **no later than July 6, 2018**. Only one copy of the required materials should be sent. The Examiner Acceptance Agreement (page 11) should be signed and forwarded to the IRPE office via mail or fax. Send your registration package via e-mail or mail to:

e-mail: jjohnson@iowaqc.org

Mail: Iowa Recognition for Performance Excellence Office
Iowa Quality Center
1204 Dina Court
Hiawatha, Iowa 52233

Please type (*Tab between fields or select a field with cursor; then type response*):

Last Name	First	MI	Salutation (Mr., Ms., Mrs., Dr., etc.)
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Employer/Company Name

Your Title

Preferred contact information:

Address -- Street City, State, Zip

Phone:

E-mail Address:

I am a: New Examiner Returning Examiner

I am applying to be a: Master Examiner Examiner

I am interested in being a Team Leader Yes No

Preferred name for course certificate:

Preferred name for course name tag:

EXAMINER BACKGROUND INFORMATION

Skills/Experience Self-Assessment

Complete the following self-assessment. Your answers are used to help establish balanced teams and to determine skill level and training needs.

Please assess your experience for evaluating an organization in these categories (Click on a box to select or de-select)					
	Don't Know	None	Minimal	Average	Outstanding
1. Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strategic Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Customer and Market Focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Measurement, Analysis, and Knowledge Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Workforce Focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Operations Focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please assess your skill level in the following areas:					
	Don't Know	None	Minimal	Average	Outstanding
1. Analytical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Written Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Leadership Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Consensus/Facilitation Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Education or Training Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Use of Baldrige-type assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your experience in these sectors:					
	None	1-2 yrs	3-5 yrs	6-8 yrs	9+ yrs
1. Manufacturing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Health Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Public Sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Not-For-Profit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Business - Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>