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DEPARTMENT OF NATIONAL DEFENCE

OTTAWA

OPERATIONAL RESEARCH AND ANALYSIS ESTABLISHMENT

DIRECTORATE OF MANPOWER ANALYSIS

PROJECT REPORT NO. PR 196

AN ORGANIZATION ASSESSMENT APPROACH TO THE FURTHER  
DEVELOPMENT OF THE PERFORMANCE MEASUREMENT SYSTEM

BY

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OTTAWA, CANADA

JULY 1982

THIS DOCUMENT  
IS ISSUED UNDER

ORAE PROJECT 96428

AN ORGANIZATION ASSESSMENT APPROACH TO THE FURTHER  
DEVELOPMENT OF THE PERFORMANCE MEASUREMENT SYSTEM

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## ABSTRACT

After a short analysis of ADM(Per) Group Performance Measurement Reports pertaining to the reporting periods of 1981, the first impression is that generally only the end results and the effects side of the work of the Group are reported. The answers to such questions as: what has been done to cause such an effect, what the amount of work performed by each unit was, and how they can be compared with those of the previous period, are proposed as a better way to further develop the performance measurement reporting system. The practical, as opposed to theoretical, scope of performance measurement is enlarged to include the meaning of performance measurement to the unit managers themselves. The study attempts to highlight what PM offers commanders and unit managers by taking related excerpts from CFP-160 manual. Then, the analyses of an organizational unit and its external relationships are introduced to help managers in the assessment of their own units. In the last part of the study, the need for measurement of the amount of work performed, and for setting performance standards in advance of this measurement are emphasized. What is expected from and what are the normal performance standards for a person, as well as a unit, must be known or set before the appraisal or assessment phase begins. By this process a valid comparison and evaluation becomes possible.

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## 1. INTRODUCTION

1. DG Pers C has been tasked by ADM(Per) with the responsibility of developing a meaningful performance measurement system for the ADM(Per) Group which will, not only provide an indication of the Group's overall internal effectiveness, but will mesh into the overall departmental system being developed by C Prog/DDAPM. This task has been undertaken as a project which is to develop simple, meaningful, and quantifiable actual or surrogate measures of performance, along with a weighting system that will permit the effectiveness, and ultimately the efficiency, of the ADM(Per) Group activities in support of DND objectives to be measured.

2. This study has been undertaken to provide analytical support to the ADM(Per) Group Performance Measurement System Development Project. The aim of the study is to assist DG Pers C in the further development and refinement of a model which will facilitate the measurement of the ADM(Per) Group level of effectiveness, and ultimately efficiency, in meeting predefined DND performance levels. To this end, first performance measurement efforts in DND are overviewed. Then, the relevance and adequacy of the organizational assessment approach is examined. Finally, to help managers assess their units' performance two analyses are introduced. These include the setting of performance standards in advance, the measuring of the amount of work performed, and comparison with the actual achievements of previous periods.

## 2. PERFORMANCE MEASUREMENT IN DND

### A. PERFORMANCE MEASUREMENT CONCEPT

3. In general, Performance Measurement (PM) is a concept of

measuring the performance of government programs in meeting their objectives. It provides the framework for producing measures, on a regular basis, to aid in the review, and hence in improvements, to the performance of existing programs. In particular, performance measurement focuses on ways in which qualitative and quantitative performance information can be used to assist in the control and planning of resource allocation.

4. Performance Measurement in the Department of National Defence (DND) is concerned with the effectiveness and efficiency of the segments or activities of the Defence Services Program (DSP) and the degree to which the DSP meets departmental objectives.

#### B. DND PM POLICY

5. The complexity of DND activities prohibits the development and implementation of an ideal, single, uniform measuring system which encompasses all aspects of DND. Therefore, Performance Measurement Procedures (PMP) are to be developed in such a manner as to accommodate the individual requirements of each operational or support activity to criteria determined by the responsible commanders of commands, NDHQ group principals and NDHQ branch heads. This approach will permit the assembling of meaningful information that can support accountability management.

6. For good management practice, performance measurement must be considered an inherent and indispensable part of the decision-making process as the procedures provide the means by which a commander can

determine how well he is achieving his objectives. It is the commander's means, not Treasury Board's or anyone else's, which in terms meaningful to him provides the answer to the questions:

- How well is my organization running? And
- How well am I achieving my objectives?(1)

7. The following points provide the essence of performance measurement and what PM is:

- PM applies to all measurable activities and functions in DND in terms which are meaningful to commanders.
- PM should serve the needs of many levels of control within DND, however, priority must be reserved for senior Departmental officials.
- PM is not to be considered a yearly activity to support the Program Forecast. It is essentially a part of the command and control process involved in planning and resourcing and evaluating the DSP and its components.
- Like other management concepts, there is the possibility of performance measurement practitioners becoming too engrossed in the mechanics of the procedures and losing sight of the fundamental principles. The most important aspect of performance measurement is that it involves an introspective

1. CFP-160, p. 4-1

examination of the functions of an organization. It is this process of examination rather than a numerical performance index which tells the commander how well he is achieving his objectives.

8. From an assessment of the above excerpts taken from CFP-160 (actually A-LP-160-001/AF-000), it is obvious that PM concerns lower level of management as well as senior levels. The general terms "commanders" and "many levels of control" as used in CFP-160, are within the NDHQ context identified for purpose of this study as Group Principals and Branch Chiefs, Director Generals and Directors respectively. This permits us to interpret the guidelines of CFP-160 as it applies to NDHQ agencies and more specifically as it would apply to the ADM(Per) Group. Although not explicitly stated, what a commander should do for internal planning and control is implied by the statement that "the most important aspect of performance measurement is the process of introspective examination of the functions of his organization which tells how well a commander is achieving his objectives."

C. DEVELOPMENT OF PERFORMANCE MEASUREMENT PROCEDURES (PMP)

9. The development of PMP begins with a thorough examination of the responsibility, function, and operation of an organization. The aim of this examination is to seek answers to questions such as:

- What am I supposed to be doing?
- What does the organization actually do?
- Why is a particular thing done?



Does the work output have a bearing on the objectives and tasks of the Department in either a direct or supporting role?

10. When the responsible commander is satisfied that the organization is doing what it is supposed to be doing; and the results can be related to the Departmental objectives and tasks, the one remaining question must be asked: "How well am I accomplishing what I set out to do?" The answer to this question should be forthcoming from PMP (CFP-160 page 3-1).

11. Before the measurement of effectiveness can begin, the commander must be aware of the level of effectiveness he is expected to achieve. For this purpose, NDHQ has established Performance Levels (PLs) for the tasks the Department has been assigned.

### 3. WHAT IS ORGANIZATION ASSESSMENT?

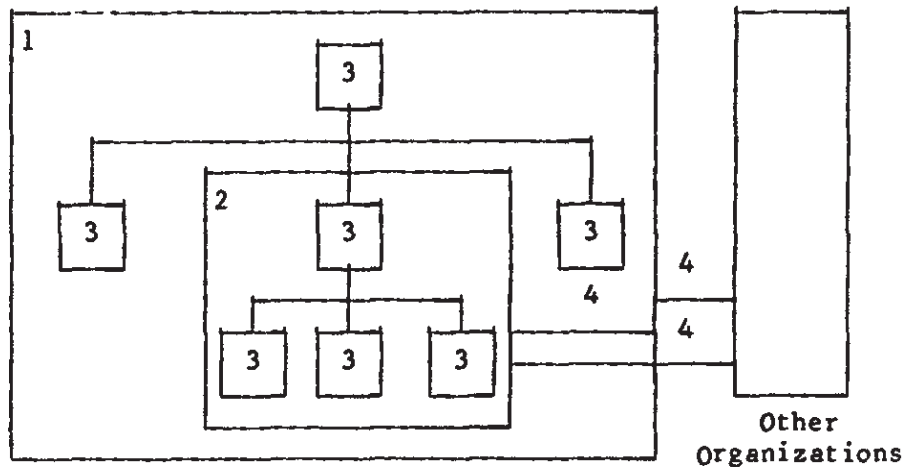
#### A. THEORY AND PRACTICE OF OA

12. The major goal of an Organization Assessment (OA) research program is to develop a framework, a set of measurement instruments, and a process that are scientifically valid and practically useful for assessing organizations on an ongoing basis.<sup>(2)</sup> The OA framework identifies the dimensions of context, structure, and behaviour to explain the performance of organizations, work groups, and individual jobs. The OA instruments consist of a set of questionnaires and survey procedures

2. Van de Fen, Ferry, "Measuring and Assessing Organizations", A Wiley-Interscience publication, new York, 1980, p. 4

for measuring the dimensions included in the OA framework. The OA process is concerned with developing ways to apply and use the OA framework and instruments within organizations.

13. A complex organization consists of many differentiated but interdependent subsystems, each of which has its own work program. These subsystems are linked together as an overall organizational system through information and resource flows. Therefore, a thorough assessment of a complex organization requires a methodology that cuts across and links the overall organization, unit, work group, and individual job levels of analyses. A comprehensive assessment of an organization must focus on the different levels of analyses as illustrated in Figure 1.(3)



Key to Numbers: 1 = Overall organization focus of analysis  
2 = Organizational unit focus of analysis  
3 = Individual job or position focus of analysis  
4 = Relations within and between units focus of analysis

Figure 1. Illustration of levels of analyses involved in conducting an in-depth organization assessment.

3. Ibid, p. 8

The four different levels of analyses are the overall organization, work groups or units, individual jobs, and relationships between jobs and units within the organization and with other organizations.

14. To conduct a comprehensive assessment of an organization, the various factors listed in Figure 2 are measured with five different modules:(4)

- A performance module, which consists of obtaining measures from organizational records on the performance efficiency and effectiveness of the total organization and its work units and jobs that are included in the assessment.
- A macroorganizational module, which focuses on the overall structural configuration of an organization, its history, scale of operations, and domain. These factors are measured with organization charts and records, interviews, and questionnaires.
- An organizational unit module, which uses questionnaires and existing organizational records to measure various characteristics of the task structure, and process of all organizational units or work groups.

4. Ibid, p. 9

## 1. OVERALL ORGANIZATION FOCUS OF ANALYSIS

### Macroorganization Context

1. Organization Demographics
  - History, Age, Growth Stage
2. Organizational Domain (Strategy)
  - Type, Uncertainty, Complexity, Restrictiveness
3. Projected Demand and Supply for Period
  - Production/Service Quota
  - Resources (budget, personnel). Available

### Macroorganization Design

1. Structural Configuration
  - Vertical, Horizontal, & Spacial Differentiation
  - Forms of Departmentation (by function, program, geography, matrix)
  - Administrative Intensity
2. Distribution of Power and Authority among Corporate Decision Makers

### Macroorganization Outcomes

- Value judgements on criteria used to evaluate the overall effectiveness of the organization. For example:
1. Attainment of Goals in Organization's Domain
  2. Market Share in Product Line
  3. Profitability, Return on Investment
  4. Impact on Society

## 2. ORGANIZATIONAL UNIT FOCUS OF ANALYSIS

### Organizational Unit (Department) Context

1. Macroorganization Context and Design
  - Functional Contribution of Unit to Organization (institutional, managerial, technical)
  - Vertical & Horizontal Location of Unit in Organization Chart
2. Nature of Work Performed by Unit
  - Task Difficulty and Variability
3. Size of Unit (number of personnel)

### Design of Organizational Units (Work Groups)

1. Unit Specialization
  - # Different Tasks Assigned Unit
  - # Different Job Titles in Unit
2. Personnel Composition
  - Heterogeneity of Personnel Skills
  - Interchangeability of Roles
3. Unit Standardization
  - Automation of Work Methods
  - # & Detail of Unit Rules, Procedures
4. Unit Decision Making
  - Centralization of Decisions in Spv.
  - Decision Strategies Used (computational, judgemental, bargaining, heuristic)
5. Unit Performance Norms & Standards
  - Quality/Quantity-Control Emphasis
  - Group/Individual-Based Incentives
  - Group Pressures to Conform (Soldiering)

### Organizational Unit Outcomes

- Value judgements on criteria used to evaluate effectiveness of organizational unit. For example:
1. Percentage of Unit Performance Goals Attained (MBO)
  2. Quantity of Unit Output
  3. Quality of Unit Output
  4. Unit Efficiency: cost per unit of output
  5. Unit Morale: cohesiveness of work group, turnover rate
  6. Unit Adaptiveness: responsiveness to changing demands

Figure 2 Dimensions examined in framework for organization assessment.

### 3. INDIVIDUAL JOB OR POSITION FOCUS OF ANALYSIS

Individual Jobs or Positions Context	Design of Individual Jobs or Positions	Individual Job or Position Outcomes
<p>1. Organization &amp; Unit Context &amp; Design</p> <ul style="list-style-type: none"><li>- Functional Role or Contribution of Job to Unit and Organization</li></ul>	<p>1. Job Specialization</p> <ul style="list-style-type: none"><li>- # Different Tasks Performed</li><li>- Scope of Tasks Performed</li></ul>	<p>- Value judgements on criteria used to evaluate effectiveness of individual jobs or positions. For example:</p> <ol style="list-style-type: none"><li>1. Percentage of Job Performance Goals Attained (MBO)</li><li>2. Quantity of Individual Output</li><li>3. Quality of Individual Output</li><li>4. Individual Productivity: cost per unit of output</li><li>5. Job Satisfaction</li><li>6. Work Motivation</li></ol>
<p>2. Characteristics of Person in Job</p> <ul style="list-style-type: none"><li>- Education and Job-Related Skills</li><li>- Job Tenure and Job Career History</li><li>- Growth Need Strength</li></ul>	<p>2. Job Expertise</p> <ul style="list-style-type: none"><li>- Education</li><li>- Length of Job-Entry Orientation</li><li>- Time in On-the-Job Training</li></ul> <p>3. Job Standardization</p> <ul style="list-style-type: none"><li>- Detail of Job Description</li><li>- # &amp; Detail of Job Rules, Procedures</li></ul> <p>4. Job Discretion</p> <ul style="list-style-type: none"><li>- Latitude in Making Job-Related Decisions</li><li>- Closeness of Supervision</li></ul> <p>5. Job Incentives</p> <ul style="list-style-type: none"><li>- Feedback from Work, Supervisor, Peers</li><li>- Job Contingent Rewards &amp; Sanctions</li></ul>	

### 4. RELATIONS WITHIN AND BETWEEN UNITS FOCUS OF ANALYSIS

Resource Flows (Work, Personnel, Money)	Information Flows (Impersonal, Personal, Group Communication Mechanisms)	Coordination and Control Outcomes
<p>1. Resource Dependence Pattern</p> <ul style="list-style-type: none"><li>- Directions and Amounts of Resource Flows within and between Organizational Units, Levels, and with other Organizations.</li></ul>	<p>1. Integration Pattern</p> <ul style="list-style-type: none"><li>- Direction and Frequency of Information Flows within and between Organizational Units, Levels, and with other Organizations</li></ul>	<p>- Value judgements on criteria used to evaluate effectiveness of coordination and control between jobs, units, levels and with other organizations. For example:</p> <ol style="list-style-type: none"><li>1. At interposition level, the perceived effectiveness of interpersonal relationships.</li><li>2. At interunit level, the degrees of suboptimization and competition among organizational units.</li><li>3. At macroorganizational level, the costs of managing transactions across units within organization relative to across organizations or the market.</li></ol>
<p>2. Routinization of Resource Flows</p> <ul style="list-style-type: none"><li>- Number of Exceptions Encountered in Resource Flows</li></ul>	<p>2. Distribution of Influence in Relations</p> <ul style="list-style-type: none"><li>- Amounts of Say on Relations by Parties</li><li>- Impact of Parties in Relationships</li></ul>	
<p>3. Perceived Dependence among Organizational units, levels, and positions.</p>	<p>3. Conflict &amp; Quality of Communications</p> <ul style="list-style-type: none"><li>- Frequency of Conflict</li><li>- Modes of Conflict Resolution</li></ul>	

Figure 2 Dimensions examined in framework for organization assessment.

- A job design module, which measures with questionnaires the way in which individual jobs or positions are structured, the background characteristics of job incumbents, the organization's technical and functional requirements of jobs, and employees' effective responses to their jobs.
  
- An interunit module, which provides an assessment of the structure of interdependence, coordination, and control among organizational units and positions. Questionnaires are used to measure various characteristics of the pair-wise relationships each organizational unit has with other units both within and outside of the organization.

**B. WHY ORGANIZATION ASSESSMENT**

15. At first glance the scope of OA seems something more than PM. In fact, there is no contradiction and there is no difference between these terms. OA is mostly referred and used in theory while PM is preferred in practice. The development of practical measurement techniques and processes that enable the collection of data about organizational functioning make it possible to assess how effective and efficient an organization is. The common concern about organizational effectiveness and efficiency within DND is the key element in understanding the similarity between OA and PM. Actually, there are several different orientations toward effectiveness reflected in the perspective from which one views organizations. One point of view is the societal perspective where the concern is how DND performs its functions and impacts on the larger system of which it is a part. A second view is the managerial perspective where senior managers are responsible to the ones who are concerned about how well DND identifies and solves its problems to

provide services and make best use of available resources. A third view is an individual perspective. Here effectiveness is the degree to which DND has a positive impact on the well being of individuals both inside and outside of DND. All of these concerns are already well stated in DND objectives and tasks. (See Figures 3 and 4)

16. Whatever the point of view is, the central issue is the organizational effectiveness and efficiency of DND. Since there is no one measure to give this, at first, many different indicators at all levels of DND were to be determined. Therefore, some sort of top-down "breaking up of objectives" process was needed and carried out to relate these indicators from the high levels down to the working levels. Hence, a simplification process was worked out, and DND tasks and DND performance levels were stated as well as the command performance levels. As it is easily seen from Figures 3, 4 and 5 this process now enables us to develop quantifiable measures for working levels so that, based upon them, an overall assessment of DND performance is possible. This is just like the system illustrated by the framework for evaluation of government programs (Figure 6). In short, measuring the organizational effectiveness and efficiency of DND, first, requires a top-down, then a bottom-up process. What must be done for the first part has been done now. The second part, going upward, requires not only sending over the quantifiable indicators but also assessment of each lower level units based upon these indicators.

17. The relationship between quantifiable indicators and PM can best be illustrated with an iceberg example. If we think of PM or OA as an iceberg, the part above the surface represents quantifiable measures and may be considered as the external portion. The main body below the surface, is qualitative and internal. The manager who assesses his

organization or measures its performance, although the main purpose for doing so is to further develop internal planning and control, must also report the effectiveness level of his organizational unit to senior levels. It should also be borne in mind that what is internal for one managerial level may be external for a lower level. Today there are some already developed techniques and instruments which are based on the theory of OA. The practice of PM is based on OA theory and can make use of these available instruments and techniques.



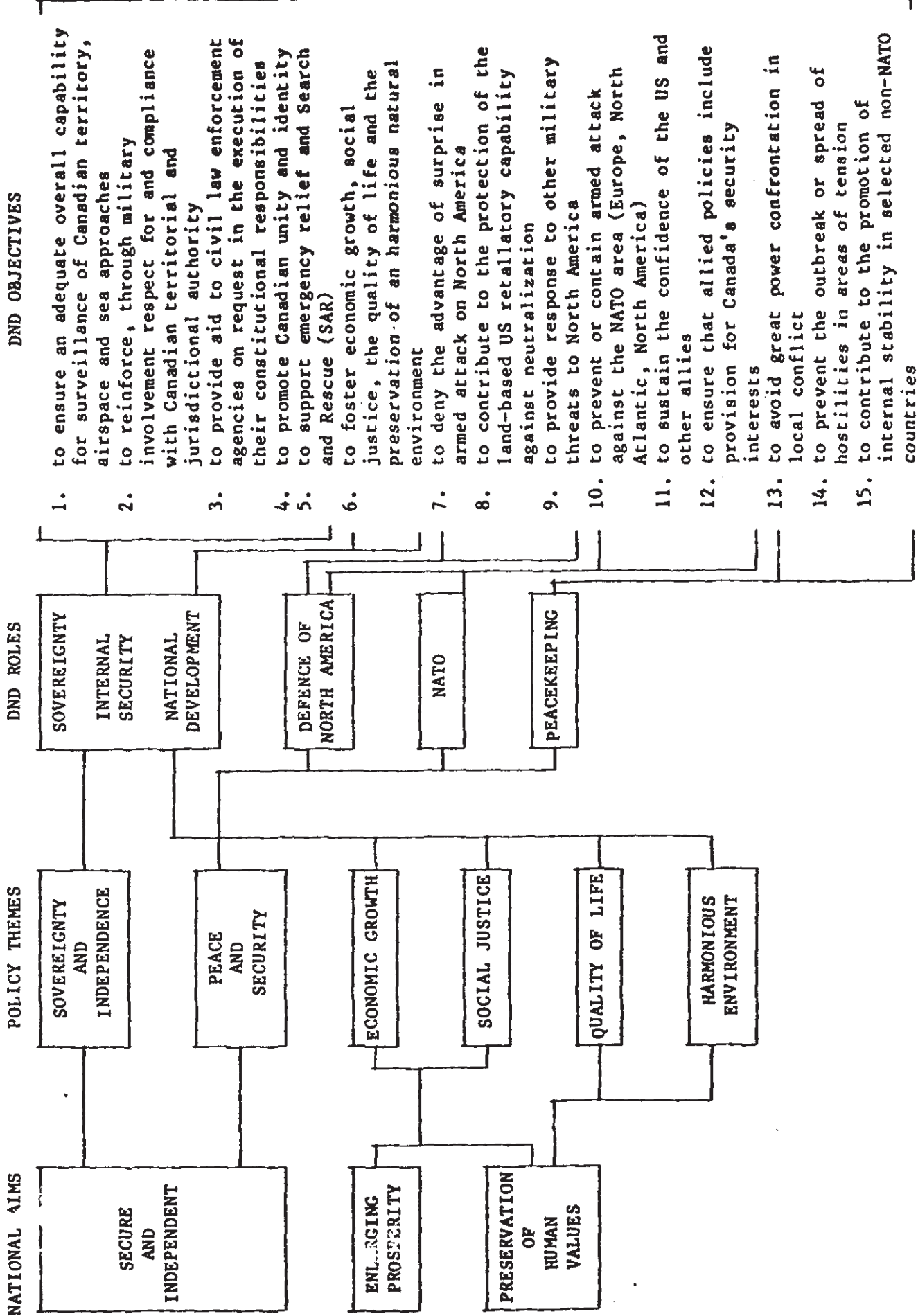


FIGURE 3

DND TASKS	DND PERFORMANCE LEVELS	INTER-COMMAND WEIGHT	COMMAND PERFORMANCE LEVELS	COMMAND PL WEIGHTS
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TO PROVIDE FOR ALL LEVELS OF TRAINING OF THE CF.

TO MAINTAIN AND ADVANCE CANADIAN SCIENTIFIC AND TECHNOLOGICAL KNOWLEDGE AND ANALYTICAL CAPABILITY FOR DEFENCE.

IN 1 To provide for command and control of the Canadian Armed Forces. IN 1.01 DODS PM Working Group to develop this PL. 100% IN 1.01.01 DODS - PM Working Group to develop. 100%

IN 2 To provide for policy development, planning, programming, and evaluation services. IN 2.01 To develop and interpret defence policy to provide overall direction for development planning and programming in the Department; and to provide evaluation services. ADM(Pol) 100% IN 2.01.01 ADM(Pol) - To be developed. 100%

IN 3 To provide personnel management service including recruiting, individual common training, and personnel development. IN 3.01 To coordinate the development of military and civilian personnel policies and provide guidance for their application and to provide personnel management services including recruiting, individual common training and personnel development. ADM(Per) 100% IN 3.01.01 ADM(Per) - Planning: In accordance with DND objectives to determine, budget and program the optimum flow of people required to maintain suitable personnel resource profiles for the Regular Force, Reserve Force and civilian component. TO COME  
 IN 3.01.02 ADM(Per) - Recruiting: To recruit and select men and women in the quantities and qualities required to meet DND objectives. TO COME

FIGURE 4

DND TASKS	DND PERFORMANCE LEVELS	INTER-COMMAND WEIGHT	COMMAND PERFORMANCE LEVELS	COMMAND PL WEIGHTS
IN 3.01.03	ADM(Per) - Developing: To produce by training and education qualified individuals to meet current and future DND requirements; and, to participate in government programs relating to training assistance or personnel development of foreign personnel.	TO COME		TO COME
IN 3.01.04	ADM(Per) - Utilizing: To employ personnel selectively to achieve the optimum match of individuals to jobs as determined by DND requirements.	TO COME		TO COME
IN 3.01.05	ADM(Per) - Sustaining: To provide individuals with meaningful career opportunities in conjunction with attractive compensation and benefits in order to enhance morale, improve retention and promote pride in DND.	TO COME		TO COME
IN 3.01.06	ADM(Per) - Terminating: To retire or selectively release personnel in order to maintain the Regular Force profile required to meet DND objectives.	TO COME		TO COME
IN 3.01.07	ADM(Per) - Administration: To plan, develop and implement an efficient and effective personnel management administrative system.	TO COME		TO COME

DND TASKS	DND PERFORMANCE LEVELS	INTER-COMMAND WEIGHT	COMMAND PERFORMANCE LEVELS	COMMAND PL WEIGHTS
<p>IN 4 To provide materiel management services including research, development, engineering, supply, maintenance and other logistic support activities.</p>	<p>IN 4.01 To provide an integrated logistics system to the Canadian Forces capable of meeting the requirements of NDHQ and the operational commanders; and, research, development and engineering.</p>	<p>ADM(Mat) 100%</p>	<p>IN 4.01.01 <u>ADM(Mat)</u> - To provide the technical management support to commands and units by the specialist assessment and correction of aircraft engineering and maintenance problems such that sufficient serviceable aircraft are available to meet the specified operational commitment. (DGAEM)</p>	<p>TO COME</p>
			<p>IN 4.01.02 <u>ADM(Mat)</u> - To provide an agreed level of operational readiness of all ordnance equipment to the Canadian Forces (DCLEM).</p>	<p>TO COME</p>
			<p>IN 4.01.03 <u>ADM(Mat)</u> - To provide engineering and technical support to Maritime Command and Chief of Supply by the specialist analysis and correction of engineering, maintenance, logistic and other support.</p>	<p>TO COME</p>

COMMAND/GROUP PRINCIPAL		REPORTING PERIOD	
DND ROLE		DND OBJECTIVE	
DND TASK		DND PERFORMANCE LEVEL (PL)	
COMMAND/GROUP PRINCIPAL PL		COMMAND/GROUP PRINCIPAL OPI	
PL STATEMENT	INDICATORS	EFFECTIVENESS (%)	COMD ASSESSMENT
OTHER DND PL'S SERVED		NOTES	

FIGURE 5



#### 4. SUMMARY OF OA AND PM

18. The theory behind the development of Performance Measurement Procedures (PMP) as a good management concept is equivalent to what is called in general Organizational Development (OD), or, used interchangeably, Organizational Assessment (OA). Since "effectiveness" is defined as producing a desired result, the basic questions to be answered are:

- What is the desired result?
- How does one measure the desired result?
- What produces or causes the desired result?

19. To conduct an organizational assessment, answers to these three questions are considered as necessary. Regarding effectiveness, the first question deals with the matter of values, and the second question deals with the matter of facts. The third question is not, generally, considered as necessary to conceptualize and measure organizational effectiveness. It is accepted that the answers to the first two questions provide this. Therefore, basically, both measuring the performance of an organization and assessing it are the same.

20. Although the indexes and ratios are provided mainly for the purpose of using them for the overall assessment of the whole organization, if they are demanded without being used for the internal evaluation of each lower level units by their managers themselves the scope of OA may seem different and larger than the application of PMP. This should not be the case especially for the ADM(Per) Group.

21. From a personnel and manpower point of view, the responsibility of the Group goes all the way along the vertical and horizontal lines of the organizational chart where personnel exist. It is a sort of "cause and effect" relationship that what is done by the ADM(Per) Group is the cause and the widespread outcome observed in every corner of DND is the effect. So, in order to be able to measure the amount of work performed by the Group in a specific period, and to compare it in quality and quantity with the work performed in the previous period, the answer to the third question is specially relevant and necessary for measuring the ADM(Per) Group performance.

22. As a result, the OA research program developed by Van de Ven and Ferry (1980), and its four different focuses of analysis together with five different modules introduced and discussed above can be considered as a firm base to develop further PM efforts. Since the scope of this study is limited to the ADM(Per) Group, level of performance measurement having an overall organization focus of analysis will not be examined. Furthermore, it may be fairly assumed that individual job or position focus of analysis is already being carried out by ADM(Per) units.

## 5. THE ANALYSIS OF ORGANIZATIONAL UNITS

### A. GENERAL

23. Every complex organization consists of many subsystems. Each subsystem makes a different contribution to the total system. So, every subsystem adopts a structure that is appropriate for performing its tasks and functions. From a DND level, the ADM(Per) Group may be considered as a subsystem different from ADM(Pol), ADM(Mat), and ADM(Fin). Bearing in mind that every system is a subsystem of a larger system, from the



ADM(Per) Group level, branches, divisions and directorates of the Group may be considered as the subsystem. Actually all complex organizations grow out of small and simple organizations. It is obvious that in the past there were not so many directorates as today in the Group. As some sort of differentiation is needed and as the amount of work performed increases, sections become directorates. Correspondingly, as the number of directorates increased new divisions were created. The regrouping of directorates into divisions was dependant upon how different the working groups were from each other and which ones were related closely to each other. The level of relatedness or differentiaton of each directorate as a different subsystem must be analyzed to measure the performance. This is necessary because, the organizational units may obstruct or inhibit the achievement of common goals or, alternatively, they may support and complement the overall purposes of the larger organization.

24. For the purpose of application of the theory behind the organizational assessment to the organizational units of the ADM(Per) Group, each branch, division and directorate will be considered as a different unit. The general framework of the analysis, (Figure 7) (5), consists of the nature of the work, the structure of the unit, and the work process within the unit.

5. Ibid p. 157

NATURE OF WORK UNDERTAKEN BY UNIT

Task Difficulty

- Predictability of Work
- Analyzability of Work

Task Variability

- No. of Exceptions Encountered.

STRUCTURE OF ORGANIZATIONAL UNIT

PROCESS WITHIN ORGANIZATIONAL UNIT

Specialization

- No. of Job Titles in Unit
- Interchangeability of Roles in Unit

Standardization

- Extent Rules, Policies, Procedures Established
- Detail of Rules, Policies, Procedures

Discretion

- Extent Role Occupants Are to Make Decisions
  - a. How work is to be done
  - b. How exceptions are to be handled
  - c. How well tasks are performed

Expertise (Professionalism)

- Education
- Length of Job-Entry Training
- Amount of On-the-Job Training

Interdependence

- Work Flow Pattern: pooled, sequential, reciprocal, team arrangements
- job Dependence on Supervisor and among Members at Input, Process, and Output Stages of Task Performance

Coordination

- Frequency of Information Flows in terms of:
  - a. Written reports and memos
  - b. Supervisor - Subordinate discussions
  - c. Discussions among unit employees
  - d. Unit or group meetings
- Frequency of Conflict among Unit Personnel
- Modes of Conflict Resolution Used:
  - a. Avoidance
  - b. Smoothing
  - c. Confrontation
  - d. Hierarchy

FIGURE 7 Framework for examining unit task, structure, and process in Organizational Assessment.

(1) Ibid p.157

**B. NATURE OF WORK OF A UNIT**

25. A unit's nature of work is determined by the difficulty and variability of its tasks. The degree to which work can be analyzed and its outcome predicted shows the task difficulty. This affects directly the amount of expertise, discretion, and mutual adjustments required to perform the tasks. Task variability, defined as the number of exceptions encountered in the characteristics of the work, affects the degree to which work processes can be structured in a specialized and standardized way. Furthermore, the structure of the unit and work programs depend upon the level of difficulty and variability of the unit's tasks.

26. In more specific terms, each unit in the ADM(Per) Group is tasked with different and specific objectives. Thus each unit has a different nature of work. For example, the nature of work of CPD is quite different than the nature of work of CPCS. The same thing also applies to the nature of work of DGPRD and DGRET. The predictability of outcomes and the uniformity of work performed in these units are different. The answers to such questions below may be quite different, even for divisions of the same branch:

- To what extent is there a 'clearly known way' to do the major types of work?
- How easily is it to 'know' whether work is done correctly?
- What percent of time can the outcome of work be predicted?
- How often do difficult problems arise for which solutions are not apparent?

- How similar are day-to-day situations or problems?
- How frequently do exceptions arise which require substantially different methods or procedures?
- How often are the same work methods or steps followed to do major tasks?
- What percent of the work is repetitive?

The first four of these questions are associated with difficulty of tasks while the last four with variability.

C. STRUCTURE OF A UNIT

27. The structure of a unit depends on the tasks assigned to the unit which represent cycles of activities carried out through time. Basic characteristics of a task concern specialization, standardization, discretion, and personnel expertise. The number of different tasks and activities performed and the interchangeability of tasks among personnel establishes the level of specialization which refers to the degree of functional differentiation within a unit. As the number of different jobs delegated to a unit increases, the degree of specialization within the unit decreases, and consequently, the functional differentiation increases. It is worth noting here that unit specialization is different from personnel specialization. In a unit with high personnel specialization, job rotation is very difficult because personnel roles are not interchangeable.

28. Standardization deals with the uniformity of methods for doing the work. It is defined as the degree to which work rules, policies, and procedures are formalized and followed in a unit. If the same kind of rules apply for performing the major tasks, standard operating procedures may be issued and followed by the personnel.

29. Discretion may be defined as the extent to which unit personnel are allowed to make work-related decisions during task execution. These decisions may be related to what, how, and how much work to do from day to day.

30. Finally, personnel expertise refers to the degree of professional skill of the people in the unit. The skills required of personnel can be obtained basically from three sources: formal school education, job-entry orientation and training, and on-the-job training and reading of materials necessary for maintaining job-related skills.

D. WORK PROCESS WITHIN A UNIT

31. Work process is viewed as the pattern of relationships among unit personnel. This pattern of relationships can best be analyzed by examining the interdependence of personnel to each other, and the coordination processes needed to perform the tasks. Interdependence is reflected in the flows of work among unit personnel and the extent to which they rely upon each other to receive work, perform individual tasks or send completed work on to others to complete a total job. Coordination is based on the way that unit personnel handle communications and resolve any possible conflicts. It is obvious that interdependence and coordination are positively interrelated.

32. Interdependence is a function of personnel specialization, expertise, task difficulty, and task variability. If personnel within a unit are not specialized and are trained to perform all the tasks encountered by the unit, each person can work independently. In such a case there is no need for individuals to interact within the unit. Each may follow the rules and standard operating procedures established to perform any or all of the tasks. However, if each person is a specialist and performs only a fraction of the unit's work, or if the work requires consultation among members of the group, then interdependence exists, and meetings or discussions are necessary to coordinate work activities. If the tasks are non varying meetings can be programmed through written plans in advance. Interdependence can be controlled and altered by changing the structure of a unit or by modifying its authority and responsibilities.

## 6. THE ANALYSIS OF EXTERNAL RELATIONSHIPS

33. For the purpose of assessing ADM(Per) Group performance alone, the group is considered as an NDHQ unit and its relationships with other units and/or organizations inside and outside DND are to be examined. The aim is to find out how the Group relates to its unique environments. For such a study the Group's relevant environment consists of other organizational units in DND and organizations outside DND.

### A. EXTERNAL WORK FLOWS

34. Work and information flows are to be considered the two basic links between ADM(Per) Group units and their relevant environments. For measuring the external work flows, direction, relative amount,

variability and dependence are the four major dimensions (Figure 8) (6). The direction dimension of the work flow identifies specific DND units and other organizations that a unit in ADM(Per) receives its incoming work from or sends its completed work to. The relative amount of dimension gives the percentage of a unit's total incoming work that is received from each source and sent to each destination upon completion. Variability is related to the degree of interruption to or problems encountered with the flows of that unit's work from each source and to each destination. Finally, the dependence aspect of the work flow identifies the extent to which unit personnel perceive that the input, process, and output of their work depend upon the activities performed in the other units, levels and organizations.

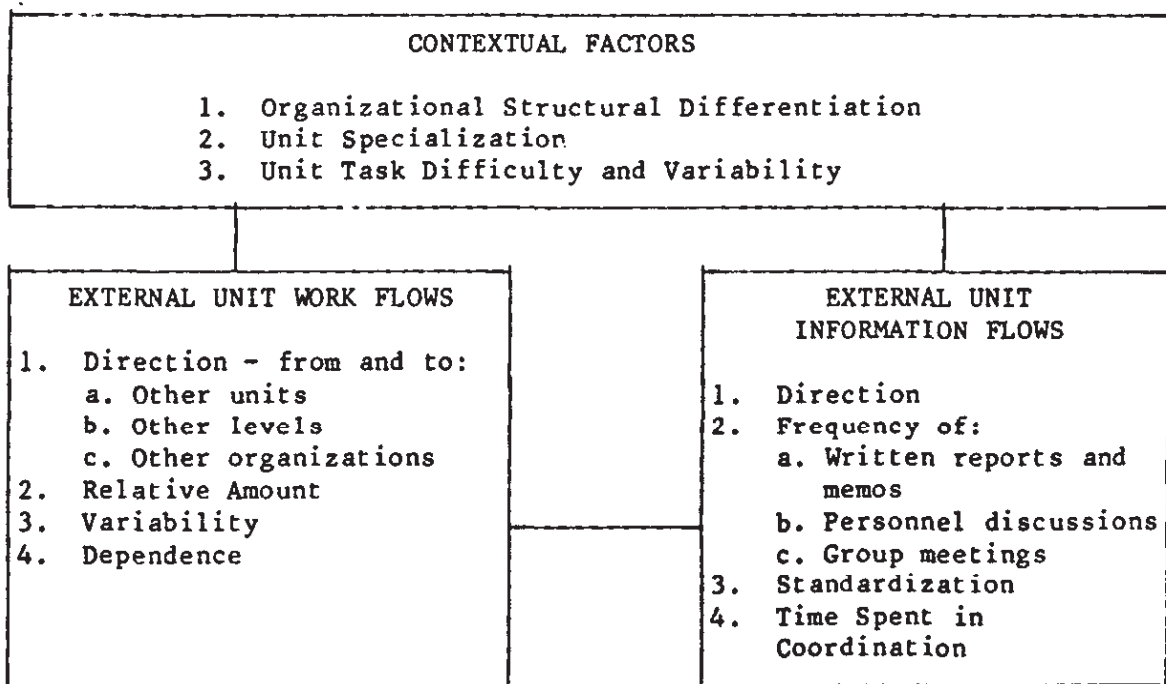


Figure 8. Framework for examining external unit relations with other units, levels, and organizations

6. Ibid. p. 243

**B. EXTERNAL INFORMATION FLOWS**

35. The information flow concept refers to any kind of communication related to work, and between people and units, through a variety of media such as signs, rules, reports, personnel discussion, and group or committee meetings. The dimensions of information flow, similarly, are direction, frequency, standardization and time. The direction of the information flow consists of the names of specific units, levels, and organizations to or from which unit personnel send or receive work-related messages. The number of times per day, week or month that unit personnel communicate with other units, levels and organizations through written reports and memos, one-to-one personal discussions, and group meetings identifies the frequency aspect. The standardization dimension of a flow is the degree to which the content of communications ranges from novel to routine and the extent to which rules, policies, and procedures are established to coordinate work activities with the other units, levels, and organizations. The time dimension is the average number of hours per day or week that unit personnel spend in coordinating work activities with the other units.

36. In any organization, work and information flows are the basic elements of process and the living functions of the organization. When measured over time these flows are considered to be interdependent and dynamic indications of system growth, adaptation, survival, and organizational effectiveness. The dimensions of work and information flows are important process indicators for linking the overall organization and work levels. For example, the centrality of communication channels, intensity of connections, and programming of relationships in every organization are closely related with information flow direction, frequency, time investment, and standardization, respectively.



## 7. SUMMARY OF ANALYSES

37. At a macro level, every organization is unique in the sense that no other organization has the same tasks, manager, or personnel. By analogy, it is also possible to say that every organizational unit is unique. So the management and the performance of an organization and an organizational unit are unique. In spite of this fact, common managerial skills are taught and developed, because management is both an art and a science. While managerial principles are taught their application is an art and thus a unique reflection of managers and the managed. While, there are many particular aspects of the performance measurement of an organizational unit which are essentially different, some aspects of measuring the performance of an organizational unit, as opposed to that of an individual, are common to all units.

38. The main objective of this dual-focused analysis of organizational units and external relationships is to help managers in their introspective examination of their units' functions. It helps them to understand how, why, and to what extent their units are different. The key points discussed above help in answering the question - what causes or produces the desired result? As an example, two samples of questions, one related with each focus of analysis, are provided in Annexes A and B.

## 8. SETTING PERFORMANCE STANDARDS

39. In a complex organization like DND, common organizational objectives are reached by means of achieving short-run common goals. To achieve common goals, yearly common programs are developed and

implemented. Nevertheless, to a great extent, each unit has some discretion in determining and performing the amount of work in the unit. Generally, a common work program is prepared to be carried out over a certain period of time. At first glance, the work load of a unit seems to be fixed once, a five year or yearly work program is developed. However, the process is not a totally one-sided, top-down activity, and a unit's annual work is not without some discretion. Moreover, during the development stage of a common work program, the capabilities as well as the objectives of a unit are taken into consideration. Hence, the preparation of programs is a bottom-up activity and in practice large programs are aggregates of units' programs. It is in these early stages of programmes that some sort of performance standards are introduced and set. During the next period of 6 months to a year, what a group and its units will be doing is determined by the units and groups themselves. Usually, after the development of the first program it becomes a feedback system. In this way, as goals are achieved new achievable goals are set. For example, the Defence Services Program (DSP) is first prepared by taking into consideration the objectives and capabilities of all the units, then developed by a feedback mechanism based on the achievements of the units reported through lines of command. Hence, DSP goals are achieved through the achievement of all the units' goals individually.

40. When programs are implemented, it is always at the working level that work is performed and resources are used. This performance, i.e. the use of resources and the implementation of the program segment within the unit, is subject to the internal and external environmental conditions at the working level. At a macro level the relationship between the units and the program is such that they are normally in accordance with each other. However, at a micro organizational unit level, it may sometimes be difficult to determine the work load share of

a specific unit. In order to determine the performance standards of a specific unit for a certain period of time this difficulty must be overcome. For those managers of units having a very general component of the program, setting unit performance standards is mostly subjective and depends upon a value judgement. Preset performance standards for these units may be based on:

- the work that is reported to be fed into the program, which is generally based on the objectives of the unit, and the policies or guidelines issued in advance;
- the assessment of whether or not this previously reported work has been changed or modified during the integration of work plans at senior levels;
- the assessment of any change in internal and external environmental conditions (e.g. due to change in policies or work shares of other units);
- the information obtained at the meetings held periodically (e.g. especially from the ones held at the beginning and end of 6 months intervals).

#### 9. MEASURING THE AMOUNT OF WORK PERFORMED

41. The identification of flows of work and information helps measure the amount of work in a unit. It is mentioned earlier that every unit is a subsystem and has its own external environment. Furthermore, every unit has an internal environment which is comprised of interrelated activities. For such a differentiated unit an "input-process-output"

analysis may be applied. In a certain period of time, what came into a unit and what went out of the unit can be determined by analysing the work and information flows. On the other hand, what is expected from a unit is given generally by the unit's objectives and how the work is performed, what is the nature of work can be analysed in as much detail as preferred. At the end, the amount of work performed in a unit, in a specific period of time, is assessed as a value judgement. However, for indicators of this amount of work sometimes inputs, sometimes outputs or sometimes the process in the unit are used. These indicators differ according to the unit's internal or external unique environments. Depending upon the flow of work and/or work patterns, the aggregate amount of work for a unit is composed of the work of individuals or the work of a group of individuals. Again, in turn, the indicators of this aggregate amount of work are chosen according to the unit's internal or external flows or both. By basing the amount of work and its indicators on the work and information flows, and on the internal and external relationships of the units, a level of standardization is achieved among the units of a higher level of management. For example, the amount of work performed by DPIS may be indicated by information in flows which determine, in turn, the amount of work to process this information. On the other hand, however, the amount of work performed in D Man A may best be indicated by the out flow rather than the in flow of projects to be undertaken.

#### 10. CONCLUDING REMARKS

42. Performance Measurement of an organization is basically a function of the personnel, the tasks, the resources allocated, and the environmental conditions of the organization under consideration. Hence, PM carries all the characteristics of these major factors, and that is

why it is dynamic in nature, periodic in time. PM is quantitative because the number of personnel and the amount of money allocated are limited, and it is qualitative because of the quality aspects of the personnel and the quality aspects of the work. The scope of PM is as wide as the range from working levels to the senior levels of the organization. To be useful, PM must be understood by the officers who will use it, and senior officials, in particular, must participate in the development process if the measures are to meet their needs.

Within the limited scope of this study, it is intended to further develop the existing PM system, particularly for ADM(Per) Group by:

- discussing the meaning of PM for lower levels of management;
- introducing organizational unit level of analyses;
- emphasizing the importance of:
  - (1) setting performance standards for organizational units in advance,
  - (2) measuring the amount of work performed by the units in a certain period of time,
  - (3) comparing the work performed with:
    - the standards set as objectives,
    - the performance achieved, in previous periods of time, by the same unit.

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SAMPLE QUESTIONS  
FOR ANALYSIS OF ORGANIZATIONAL UNITS

ABOUT TASK DIFFICULTY:

1. To what extent is there a clearly known way to do the major types of work you normally encounter?
  - a. No extent
  - b. Little extent
  - c. Some extent
  - d. Great extent
  - e. Very great extent
  
2. How easy is it for you to know whether you do your work correctly?
  - a. Very difficult
  - b. Quite difficult
  - c. Somewhat easy
  - d. Quite easy
  - e. Very easy
  
3. What percent of the time are you generally sure of what the outcome of your work effort will be?
  - a. 40% or less
  - b. 41-60%
  - c. 61-75%
  - d. 76-90%
  - e. 91% or more

.../A-2

ANNEX A

4. In the past 6 months, how often did difficult problems arise in your work for which there were no immediate or apparent solutions?
  - a. Once a week or less
  - b. About 2-4 times a week
  - c. About once a day
  - d. About 2-4 times a day
  - e. 5 times or more a day
  
5. About how much time did you spend solving these work problems?
  - a. Less than 1 hr/week
  - b. About 1-4 hrs/week
  - c. About 1 hr/day
  - d. About 2-3 hrs/day
  - e. 4 hrs or more per day

ABOUT TASK VARIABILITY:

6. How similar are day-to-day situations, problems, or issues you encounter in performing your major tasks?
  - a. Very much the same
  - b. Mostly the same
  - c. Quite a bit different
  - d. Very much different
  - e. Completely different

.../A-3



ANNEX A

7. How many of these tasks are the same from day-to-day?
  - a. Almost all my tasks are the same
  - b. Many of my tasks are the same
  - c. About half my tasks are the same
  - d. Some of my tasks are the same
  - e. Almost no tasks are the same
  
8. During a normal week, how frequently do exceptions arise in your work which require substantially different methods or procedures for doing it?
  - a. Very rarely
  - b. Occasionally
  - c. Quite often
  - d. Very often
  - e. Constantly
  
9. How often do you follow about the same work methods or steps for doing your major tasks from day-to-day?
  - a. Very seldom
  - b. Sometimes
  - c. About half the time
  - d. Quite often
  - e. Very often

.../A-4

ABOUT UNIT STANDARDIZATION:

10. How many written rules and procedures exist for doing your major tasks?
  - a. Very few if any
  - b. A small number
  - c. A moderate number
  - d. A large number
  - e. A great number
  
11. How precisely do these rules and procedures specify how your major tasks are to be done?
  - a. Very general
  - b. Mostly general
  - c. Somewhat specific
  - d. Quite specific
  - e. Very specific
  
12. To what extent did you follow standard operating procedures or practices to do your major tasks during the past 6 months?
  - a. To no extent
  - b. Little extent
  - c. Some extent
  - d. Great extent
  - e. Very great extent

.../A-5

ANNEX A

13. When considering the various situations that arise in performing your work, what percent of the time do you have written or unwritten procedures for dealing with them?

- a. 0-20%
- b. 21-40%
- c. 41-60%
- d. 61-80%
- e. 81-100%

ABOUT PERSONNEL EXPERTISE:

14. How many hours per week on or off the job do you spend in some kind of reading or training to keep current in the skills needed to do your job?

- a. Less than 1 hr/wk
- b. About 1-3 hrs/wk
- c. About 4-6 hrs/wk
- d. About 7-9 hrs/wk
- e. About 10 hrs/wk or more

15. When you began working in this unit, how long a period of orientation and training that was directly related to your tasks in this unit did you receive?

- a. A few hours or less
- b. About a day
- c. About a week
- d. About a month
- e. More than a month

.../A-6

ANNEX A

16. What is the highest educational level you attained in school?
- a. Grade School Diploma
  - b. High School Diploma
  - c. Attended college after high school
  - d. College's Bachelor's degree
  - e. Master's degree or higher

ABOUT PERSONNEL SPECIALIZATION OR ROLE INTERCHANGEABILITY:

17. During the past 6 months, how many members of your unit performed the same basic tasks, or did each perform a different task?
- a. No one performed the same tasks
  - b. Only a few performed the same tasks
  - c. About half performed the same tasks
  - d. Many performed the same tasks
  - e. All performed the same basic tasks
18. How many members of your unit are qualified to do one another's job?
- a. No one
  - b. Only a few
  - c. About half
  - d. Many
  - e. All

.../A-7

ANNEX A

19. How easy would it be to rotate the jobs of members, so that each can do a good job performing the other's tasks?
- a. Very difficult, most members would need extensive retraining
  - b. Quite difficult, some members would need extensive retraining
  - c. Somewhat difficult, a few members would need retraining
  - d. Quite easy, some members would need minor retraining
  - e. Very easy, no members would need retraining
20. During the past 6 months, how often did the members of your unit rotate their jobs by performing one another's work?
- a. Not once
  - b. About every month
  - c. About every week
  - d. About every day
  - e. About every hour

.../A-8

## ANNEX A

ABOUT EMPLOYEE DISCRETION:

How much influence do you have in making each of the following decisions about your work?	AMOUNT OF INFLUENCE I HAVE IN EACH DECISION				
	NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
21. Determining what tasks I will perform from day-to-day?	1	2	3	4	5
22. Setting quotas on how much work I have to complete?	1	2	3	4	5
23. Establishing rules and procedures about how my work is to be done?	1	2	3	4	5
24. Determining how work exceptions are to be handled?	1	2	3	4	5

ABOUT SUPERVISORY DISCRETION:

Indicate how much influence your immediate supervisor has in making each decision about your work.	AMOUNT OF INFLUENCE MY IMMEDIATE SUPERVISOR HAS IN FINAL DECISION				
	NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
25. Determining what tasks I will perform from day-to-day?	1	2	3	4	5
26. Setting quotas on how much work I will complete?	1	2	3	4	5
27. Establishing rules and procedures about how my work is to be done?	1	2	3	4	5
28. Determining how work exceptions are to be handled?	1	2	3	4	5

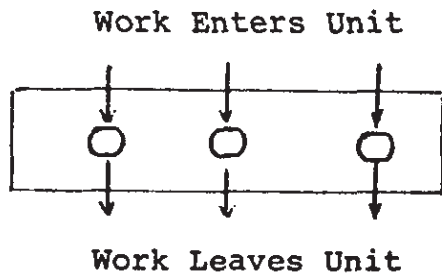
.../A-9

ABOUT WORK FLOW INTERDEPENDENCE:

The next four questions are about the internal flow of work between your immediate subordinates. Listed and diagrammed below are four common ways that the work performed in your unit can flow between your immediate subordinates. (You, as the unit supervisor, should consider yourself outside the boxes below.)

Please indicate how much of the normal work in your unit flows between your immediate subordinates in a manner as described by each of the following cases:	HOW MUCH WORK NORMALLY FLOWS BETWEEN MY IMMEDIATE SUBORDINATES IN THIS MANNER				
	ALMOST NONE OF THE WORK	LITTLE	ALMOST 50% OF THE WORK	A LOT	ALMOST ALL OF THE WORK

29. Independent Work Flow Case, where work and activities are performed by your immediate subordinates separately and do not flow between them?



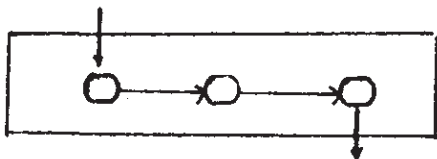
1            2            3            4            5

ANNEX A

ALMOST NONE OF THE WORK	LITTLE	ALMOST 50% OF THE WORK	A LOT	ALMOST ALL OF THE WORK
----------------------------------	--------	---------------------------------	-------	---------------------------------

30. Sequential Work Flow Case, where work and activities flow between your immediate subordinates, but mostly in only one direction?

Work Enters

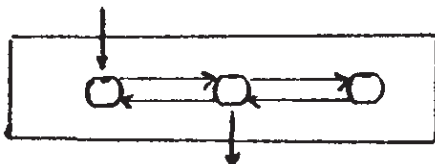


Work Leaves

1            2            3            4            5

31. Reciprocal Work Flow Case, where work and activities flow between your immediate subordinates in a back-and-forth manner over a period of time?

Work Enters



Work Leaves

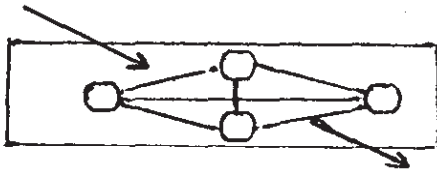
1            2            3            4            5



ALMOST NONE OF THE WORK	LITTLE	ALMOST 50% OF THE WORK	A LOT	ALMOST ALL OF THE WORK
----------------------------------	--------	---------------------------------	-------	---------------------------------

32. Team Work Flow Case, where work and activities come into your unit and your immediate subordinates diagnose, problem solve, and collaborate as a group at the same time in meetings to deal with the work.

Work Enters



Work Leaves

1                      2                      3                      4                      5

ABOUT JOB DEPENDENCE:

How much do you have to depend on each of the following people to obtain the materials, clients, or information needed to do your work?

DEPENDENCE UPON OTHER PEOPLE TO GET MATERIALS, CLIENTS, OR INFORMATION NEEDED TO DO MY MAJOR TASKS

	NOT AT ALL	A LITTLE	SOME	QUITE A BIT	VERY MUCH
33. Your unit supervisor?	1	2	3	4	5
34. Other people in your unit?	1	2	3	4	5

.../A-12

ANNEX A

How often does your job require that you check with the following people while doing your major tasks?

HOW OFTEN JOB REQUIRES CHECKING WITH OTHERS WHILE DOING MY TASKS

	NO CHECKING REQUIRED	MONTHLY OR LESS OFTEN	ABOUT ONCE A WEEK	ABOUT ONCE A DAY	EVERY HOUR OR MORE
35. Your unit supervisor?	1	2	3	4	5
36. Other people in your unit?	1	2	3	4	5

After you finish your part of the job how much do you have to rely on each of the following people to perform the next steps in the process before the total task or service is completed?

RELIANCE UPON OTHER PEOPLE TO DO NEXT WORK STEPS AFTER I COMPLETE MY PART

	NOT AT ALL	A LITTLE	SOME	QUITE A BIT	VERY MUCH
37. Your unit supervisor?	1	2	3	4	5
38. Other people in your unit?	1	2	3	4	5

.../A-13

ABOUT INFORMATION FLOWS:

During the past 6 months how often did you receive or send written reports or memos related to your work from or to each of the following:	<u>HOW OFTEN RECEIVED OR SENT WRITTEN REPORTS OR MEMOS IN PAST 6 MONTHS</u>				
	NOT ONCE	ABOUT 1-3 TIMES A MONTH	ABOUT 1-3 TIMES A WEEK	ABOUT 1-3 TIMES A DAY	ABOUT EVERY HOUR
39. Your unit supervisor?	1	2	3	4	5
40. Other people in your unit?	1	2	3	4	5

During the past 6 months how often did you have work-related discussions, (face-to-face or by telephone), with each of the following on a one-to-one basis:	<u>HOW OFTEN HAD WORK DISCUSSIONS IN PAST 6 MONTHS</u>				
	NOT ONCE	ABOUT 1-3 TIMES A MONTH	ABOUT 1-3 TIMES A WEEK	ABOUT 1-3 TIMES A DAY	ABOUT EVERY HOUR
41. Your unit supervisor?	1	2	3	4	5
42. Other individuals in your unit?	1	2	3	4	5

43. During the past 6 months, how often were you involved in work-related problem solving meetings with two or more other people in your immediate unit?	<u>HOW OFTEN INVOLVED IN PROBLEM SOLVING MEETING IN PAST 6 MONTHS</u>				
	NOT ONCE	ABOUT ONCE A MONTH	ABOUT EVERY 2 WEEKS	ABOUT ONCE A -WEEK	SEVERAL TIMES A WEEK
	1	2	3	4	5

## ANNEX A

ABOUT MODES OF CONFLICT RESOLUTION:

When disagreements or disputes occur among members, how frequently are they resolved in each of the following ways:	<u>HOW OFTEN DISPUTES RESOLVED THIS WAY</u>				
	ALMOST NEVER	SELDOM	ABOUT HALF THE TIME	OFTEN	VERY OFTEN
44. By ignoring or avoiding the issues?	1	2	3	4	5
45. By smoothing over the issues?	1	2	3	4	5
46. By bringing the issues out in the open and working them out among the parties involved?	1	2	3	4	5
47. By having the unit supervisor resolve the issues between unit members?	1	2	3	4	5

SAMPLE QUESTIONS  
FOR ANALYSIS OF EXTERNAL UNIT RELATIONS

ABOUT DIRECTION AND RELATIVE AMOUNT OF EXTERNAL UNIT WORK FLOWS:

WORK FLOW is defined as receiving and sending work materials or clients into and out of your unit. By WORK we mean task assignments, referring applicants or claimants to certain places, sending claims cards, job orders, and applicant records for computer input, sending training contracts and written determinations for further processing, etc. It is assumed that work comes to or goes from your unit, mostly, through the office of your immediate supervisor, or through one of the units at the same level, or directly to and from outside units. You may either write the names of the units in appropriate columns or make a list of the units first and then mark the amount of work in appropriate columns. Write on a separate piece of paper if the list is long.

Please keep these in mind as you answer the next set of questions about the flow of work INTO and OUT OF your unit. By "Administrative Office" we mean "Office of your immediate supervisor". By "Office" we mean your Branch, Division or Directorate. So that, accordingly, by "Other Units in this office" we mean other units in your Division, Directorate or Section respectively.

.../B-2

During the past 6 months, from where did your unit obtain its work? Please indicate two things:

HOW MUCH of the total work that flows INTO your unit came from each of the following places?

AMOUNT OF TOTAL WORK COMPLETED BY MY UNIT THAT WAS SENT TO THIS PLACE DURING THE PAST 6 MONTHS

Where asked, WRITE the NAME of the specific units from which your unit received its work.

NONE OR VERY LITTLE	SOME	ABOUT 50% OF ALL UNIT'S WORK	A LOT	MOST OF UNIT'S WORK
---------------------	------	------------------------------	-------	---------------------

1. Amount of work received from other units in this office and then sent to your unit?

1	2	3	4	5
---	---	---	---	---

- Name specific units:

2. Amount of work received from the Administrative Office?

1	2	3	4	5
---	---	---	---	---

- Name specific units in Administrative Office, if any.

3. Amount of work received directly from other organizations or agencies?

1	2	3	4	5
---	---	---	---	---

- Name specific organizations and agencies

ANNEX B

During the past 6 months, where did your unit SEND its completed work? Please indicate two things:

HOW MUCH of the total work that was completed by your unit was sent to each of the following places? AMOUNT OF TOTAL WORK COMPLETED BY MY UNIT THAT WAS SENT TO THIS PLACE DURING THE PAST 6 MONTHS

Where asked, WRITE the NAME of the specific units to which your unit sent its completed work.

NONE OR VERY LITTLE	SOME	ABOUT 50% OF ALL UNIT'S WORK	A LOT	MOST OF UNIT'S WORK
---------------------	------	------------------------------	-------	---------------------

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 4. Amount of work or clients sent to other units in this office?<br>- Name specific units                                    | 1 | 2 | 3 | 4 | 5 |
| 5. Amount of work sent to the Administrative Office?<br>- Name specific units in the Administrative Office, if any           | 1 | 2 | 3 | 4 | 5 |
| 6. Amount of work or client referrals sent to other organizations or agencies?<br>- Name specific organizations and agencies | 1 | 2 | 3 | 4 | 5 |

.../B-4

ABOUT WORK DEPENDENCE ON OTHER UNITS, LEVELS AND AGENCIES:

Work dependence was measured in terms of input, transformation, and output, using the following questions:

How much do you have to depend on each of the following people to obtain the materials, clients, or information needed to do your work?	DEPENDENCE UPON OTHER PEOPLE TO GET MATERIALS, CLIENTS, OR INFORMATION NEEDED TO DO MY TASKS				
	NOT AT ALL	A LITTLE	SOME	QUITE A BIT	VERY MUCH
7. People in other units of this office?	1	2	3	4	5
8. The Administrative Office?	1	2	3	4	5
9. People in other organizations or agencies?	1	2	3	4	5

.../B-5



ANNEX B

After you finish your part of the job how much do you have to rely on each of the following people to perform the next steps in the process before the total task or service is completed?

RELIANCE UPON OTHER PEOPLE  
TO DO NEXT WORK STEPS AFTER I  
COMPLETE MY PART

	NOT AT ALL	A LITTLE	SOME	QUITE A BIT	VERY MUCH
--	------------	----------	------	-------------	-----------

10. People in other units of this office?	1	2	3	4	5
---	---	---	---	---	---

11. People in the Administrative Office?	1	2	3	4	5
--	---	---	---	---	---

12. People in other organizations or agencies?	1	2	3	4	5
--	---	---	---	---	---

How often does your job require that you check with the following people while doing your major tasks?

HOW OFTEN JOB REQUIRES CHECKING  
WITH OTHERS WHILE DOING MY TASKS

	NO CHECKING OR LESS REQUIRED	MONTHLY OR LESS OFTEN	ABOUT ONCE A WEEK	ABOUT ONCE A DAY	EVERY HOUR OR MORE
--	------------------------------	-----------------------	-------------------	------------------	--------------------

13. People in other units in this office?	1	2	3	4	5
---	---	---	---	---	---

14. People in the Administrative Office?	1	2	3	4	5
--	---	---	---	---	---

15. People in other organizations or agencies?	1	2	3	4	5
--	---	---	---	---	---

.../B-6

ABOUT THE VARIABILITY OF WORK FLOWS:

During the past 6 months to what extent did your unit encounter interruptions, delays to the normal flow of work from each of the following:

EXTENT OF INTERRUPTIONS  
OCCURRING IN PAST 6 MONTHS

	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	GREAT EXTENT	VERY GREAT EXTENT
16. Other units in this office?	1	2	3	4	5
17. The Administrative Office?	1	2	3	4	5
18. Other organizations or agencies?	1	2	3	4	5

During the past 6 months, to what extent did you encounter problems in coordinating your work with each of the following:

EXTENT ENCOUNTERED PROBLEMS IN  
COORDINATING MY WORK WITH OTHERS

	N/A	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	GREAT EXTENT	VERY GREAT EXTENT
19. People in other units in this office?	0	1	2	3	4	5
20. People in the Administrative Office?	0	1	2	3	4	5
21. People in other organizations and agencies?	0	1	2	3	4	5

.../B-7

## ANNEX B

ABOUT THE DIRECTION AND FREQUENCY OF INFORMATION FLOWS:

During the past 6 months, how often did you receive or send written reports or memos from or to each of the following to coordinate the work of your unit:	<u>HOW OFTEN RECEIVED OR SENT WRITTEN REPORTS OR MEMOS IN PAST 6 MONTHS</u>				
	NOT ONCE	ABOUT 1-3 TIMES A MONTH	ABOUT 1-3 TIMES A WEEK	ABOUT 1-3 TIMES A DAY	ABOUT EVERY HOUR
22. People in other units of this office?	1	2	3	4	5
23. People in the Administrative Office?	1	2	3	4	5
24. People in other organizations or agencies?	1	2	3	4	5
During the past 6 months, how often did you have work-related discussions, (face-to-face or by telephone) with each of the following on a one-to-one basis:	NOT ONCE	ABOUT 1-3 TIMES A MONTH	ABOUT 1-3 TIMES A WEEK	ABOUT 1-3 TIMES A DAY	ABOUT EVERY HOUR
25. Individuals in other units of this office?	1	2	3	4	5
26. Individuals in the Administrative Office?	1	2	3	4	5
27. Individuals in other organizations?	1	2	3	4	5

.../B-8

ANNEX B

During the past 6 months, how often were you involved in work-related problem-solving meetings with the following:	HOW OFTEN INVOLVED IN PROBLEM-SOLVING MEETINGS IN PAST 6 MONTHS					
	NOT ONCE	ABOUT ONCE A MONTH	ABOUT EVERY 2 WEEKS	ABOUT ONCE A WEEK	ABOUT 2-4 TIMES A WEEK	ONCE A DAY OR MORE
28. Two or more people from other units in this office?	1	2	3	4	5	6
29. Two or more people from the Administrative Office?	1	2	3	4	5	6
30. Two or more people from other organizations or agencies?	1	2	3	4	5	6

.../B-9

ANNEX B

ABOUT THE STANDARDIZATION OF COORDINATION:

To what extent are written or unwritten rules and procedures established to coordinate your work with each of the following?	EXTENT RULES AND PROCEDURES ESTABLISHED TO COORDINATE MY WORK WITH OTHERS					
	N/A	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	GREAT EXTENT	VERY GREAT EXTENT
31. People in other units in this office?	0	1	2	3	4	5
32. People in the Administrative Office?	0	1	2	3	4	5
33. People in other organizations and agencies?	0	1	2	3	4	5

.../B-10

ANNEX B

When you check with each of these people while doing your work, what kinds of issues are you mainly communicating about:	MAIN KINDS OF ISSUES COMMUNICATED ABOUT			
	NO CHECKING REQUIRED	MOSTLY STANDARD INFORMATION MATTERS	MOSTLY OLD RECURRING PROBLEMS OR MISTAKES	MOSTLY NEW PROBLEMS REQUIRING NOVEL SOLUTIONS
34. People in other units in this office?	1	2	3	4
35. People in the Administrative Office?	1	2	3	4
36. People in other organizations?	1	2	3	4

ABOUT THE TIME SPENT IN COORDINATION:

We realize that your activities may vary a great deal from day to day. However, during the past month, on the average how many hours per day did you normally spend in each of the following activities? (Your answers do not need to add up to normal daily work hours.)

HOURS PER DAY  
I NORMALLY SPENT  
DOING THIS IN THE  
PAST MONTH

37. Keeping track of my work activities and recording them (e.g., on Time Distribution Reports and on performance records).

\_\_\_\_\_ HR/DAY

ANNEX B

HOURS PER DAY  
I NORMALLY SPENT  
DOING THIS IN THE  
PAST MONTH

38. Talking informally to people, taking coffee breaks, and taking care of personal matters (exclude lunch hour). \_\_\_\_\_ HR/DAY
39. Coordinating work with other units in this office, discussing and solving work problems encountered with other units, performing office-wide projects and activities. \_\_\_\_\_ HR/DAY
40. Coordinating work activities with people from the Administrative Office, issuing requests, responding to directives, and working out issues with the Administrative Office. \_\_\_\_\_ HR/DAY
41. Coordinating activities with other organizations, developing and maintaining manpower services and programs with other agencies, obtaining resources. \_\_\_\_\_ HR/DAY
42. Providing direct services to applicants, claimants. \_\_\_\_\_ HR/DAY

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