

OPAM



Organisational Performance Analysis Model

Sample Organisation

Performance Analysis Report

Project: P2015

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www.opamodel.com

ABOUT THIS REPORT

Organisational performance is the manifestation of the organisation capacity. A capable organisation is able to identify problems with respect to its mission, formulate effective policies to respond to these problems, design effective programs to reflect these policies, and manage their implementation in ways that optimise impact. Organisational performance improvement depends on the availability of people with appropriate skills; work environment and incentive systems that enable individuals to make productive use of those skills; and sets of systems that bring together individual efforts to make a joint impact.

Human Performance Technology (HPT) has been successful in resolving organisational issues and prompting a variety of business improvements. HPT is considered the newest technology being utilised to meet the needs of many types of organisations, including governmental agencies, corporate and private enterprises, and the military. The trend towards HPT continues to grow at an astonishing rate, as organisations realise the value of the development of human capital. In order to compete, HPT is a crucial and strategic necessity. It helps organisations become better and faster at achieving their business goals.

HPT is the systematic process of identifying and analysing the root causes of performance issues, and implementing big picture solutions across an organisation. This creates another challenge as how to assess various aspects of the organisation to obtain valid information about the organisation's performance and the factors those affect its performance.

This means that to better understand what organisations can change to improve their ability to perform, they should conduct organisational assessments. This diagnostic step can help organisations obtain useful data on their performance, identify important factors that aid or impede their achievement of results, and situate themselves with respect to competitors. An organisational assessment is the process for obtaining systematic information about the performance of an organisation and the factors that affect performance in order to diagnose areas of possible investments for change and/or to demonstrate competence.

OPAM system is based on Human Performance Technology (HPT) and Consensus-Based Assessment. OPAM adopted one of the most successful consensus-based assessment approaches, the participatory assessment method (PAM).

This report explores an organisational performance, preferences, needs and talents in nine critical work areas. The report was produced using OPAM system. It has been derived from the results of an assessment completed by the respondent, and reflects the responses they made.

OPAM SYSTEM

Introduction

OPAM (Organisational Performance Analysis Model) is an organisational performance assessment, analysis and development system designed and developed to measure and profile organisational performance and consensus levels in nine critical areas, and to assess the impact of these factors on organisational performance.

OPAM system is about improving performance at the individual, group, and organisation levels. It is about improving the organisation's ability to effectively respond to changes, and it's about increasing internal capabilities by ensuring the organisational structures, systems, functions, communication systems, and managerial practices fully harness human performance and help people function to their full potential.

OPAM was developed to improve performance by bringing staff together in cross-functional, cross-hierarchical groups for open exchange; to identify divergent viewpoints to foster growth; to create consensus around future organisational performance development activities; and, to select, implement and track organisational change and development strategies. The system combines an advanced proprietary human performance technology (HPT) model and Participatory Assessment Method (PAM) to produce the most objective and accurate results.

PAM assessment produces two kinds of measures, a performance score, which indicates how an organisation perceives its strengths and weaknesses with respect to the performance areas, and a consensus score, which indicates the degree to which assessment team members agree on their assessment of organisational performance.

The use of performance measures and consensus underscores a key principle: meaningful organisational development occurs at the intersection of two processes - identifying perceived organisational strengths and weaknesses and exploring differences of opinion regarding these perceptions.



OPAM combines an advanced proprietary human performance technology (HPT) model and consensus-based assessment methodology to produce the most objective and accurate results

OPAM's HPT Model

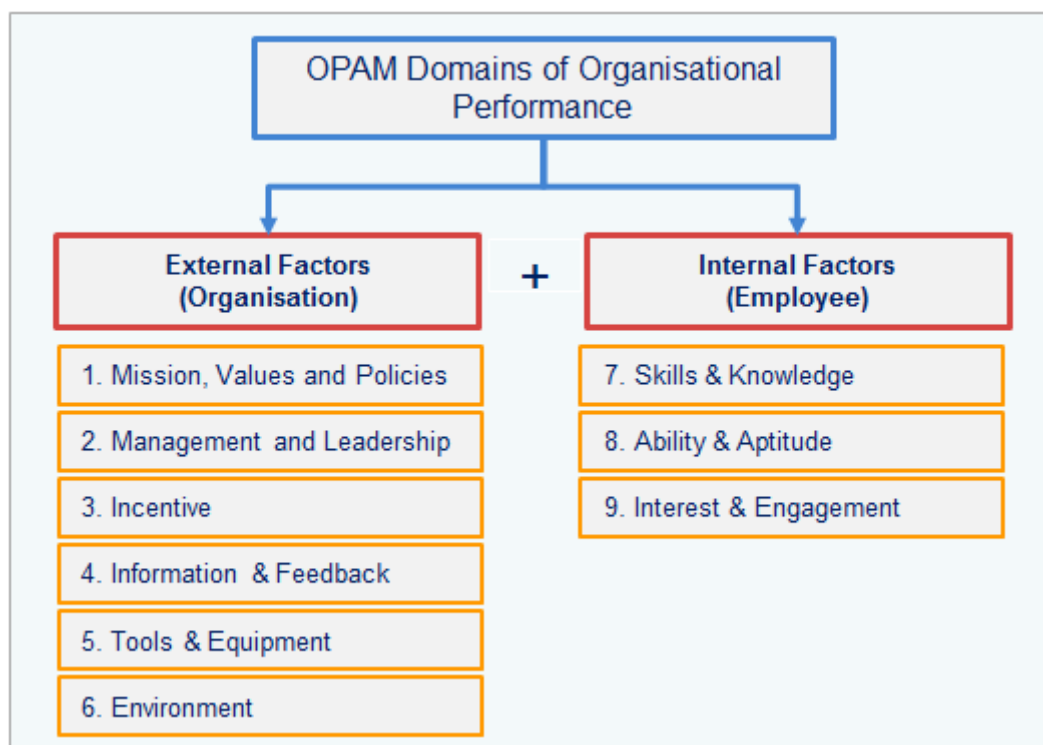
OPAM's HPT model comprises of nine key domain or improvement areas. These nine key success areas examined in the assessment make OPAM one of the most in-depth and comprehensive studies of an organisational performance analysis and assessment available today.

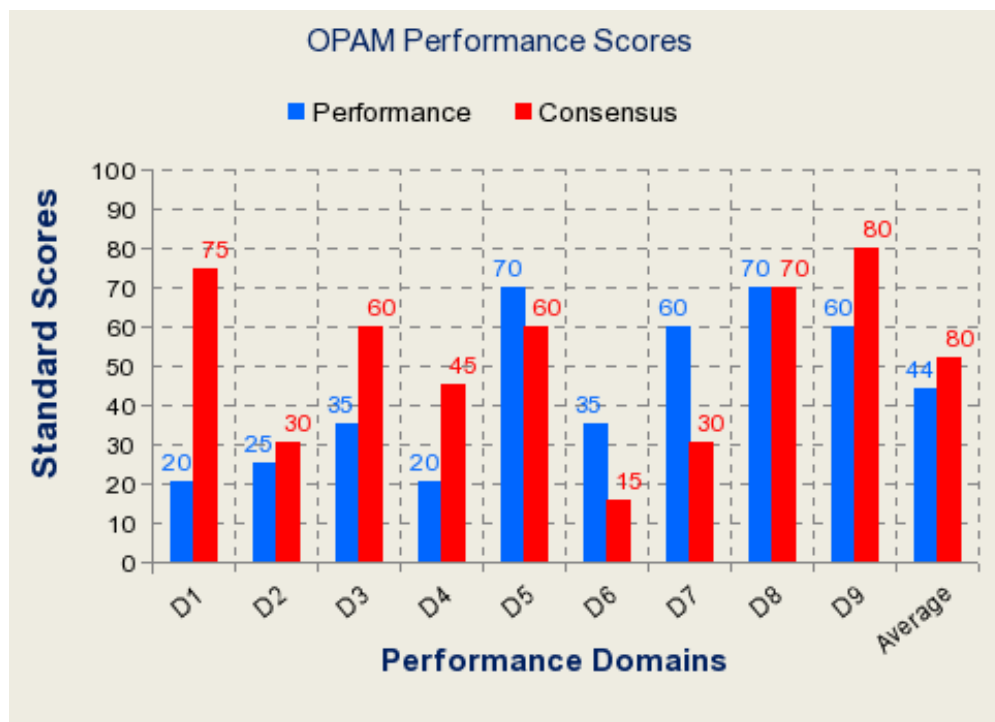
The external factors in OPAM's HPT are subdivided into the following six categories.

1. **Organisational System:** The role, purpose and strategic direction that summarises the work of the organisation and/or division being clear and appropriate, this includes elements such as mission, vision, values, strategies and policies.
2. **Management** and leadership, practices, support, communication and work relationship.
3. **Incentives** include financial compensation, rewards, and recognition and external motivation.
4. **Information** includes job expectation, performance feedback and access to information
5. **Tools** include job aids, tools, equipment, materials and work procedures (manuals, instruction books...)
6. **Environment:** includes three factors, physical (space, light, heat, noise... etc.), social surrounding (relationship with supervisors, peers, subordinates and others) and learning which means the opportunities to learn and develop.

The internal factors are subdivided into the following three categories

1. **Skills** and knowledge.
2. **Abilities** include natural abilities and inherited performance factors that cannot be changed. This include physical ability to perform (e.g. strong muscles), intelligence and emotional ability.
3. **Engagement** includes commitment, interest, desire to work and satisfaction.

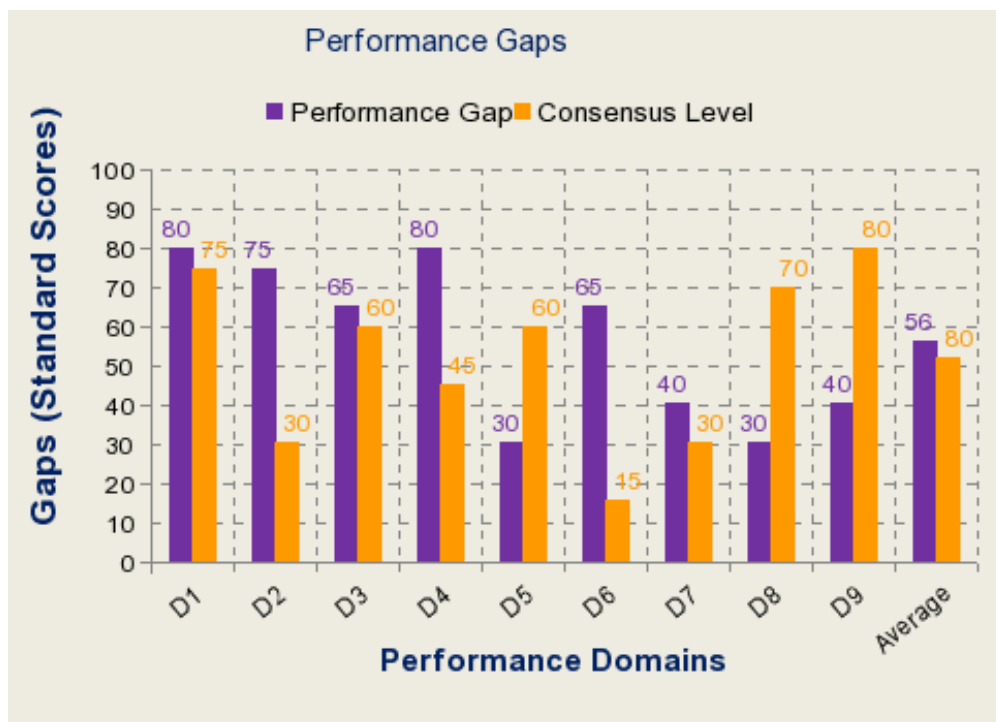




ID	Domain	SSPS	Level of Performance
D1	System	20	little or no capacity to perform
D2	Management	25	little or no capacity to perform
D3	Incentive	35	little or no capacity to perform
D4	Information	20	little or no capacity to perform
D5	Tools	70	acceptable performance
D6	Environment	35	little or no capacity to perform
D7	Skills	60	acceptable performance
D8	Ability	70	acceptable performance
D9	Engagement	60	acceptable performance

ID	Domain	SSCS	Level of Consensus
D1	System	75	high level of consensus
D2	Management	30	very low level of consensus
D3	Incentive	60	moderate level of consensus
D4	Information	45	low level of consensus
D5	Tools	60	moderate level of consensus
D6	Environment	15	
D7	Skills	30	very low level of consensus
D8	Ability	70	moderate level of consensus
D9	Engagement	80	high level of consensus

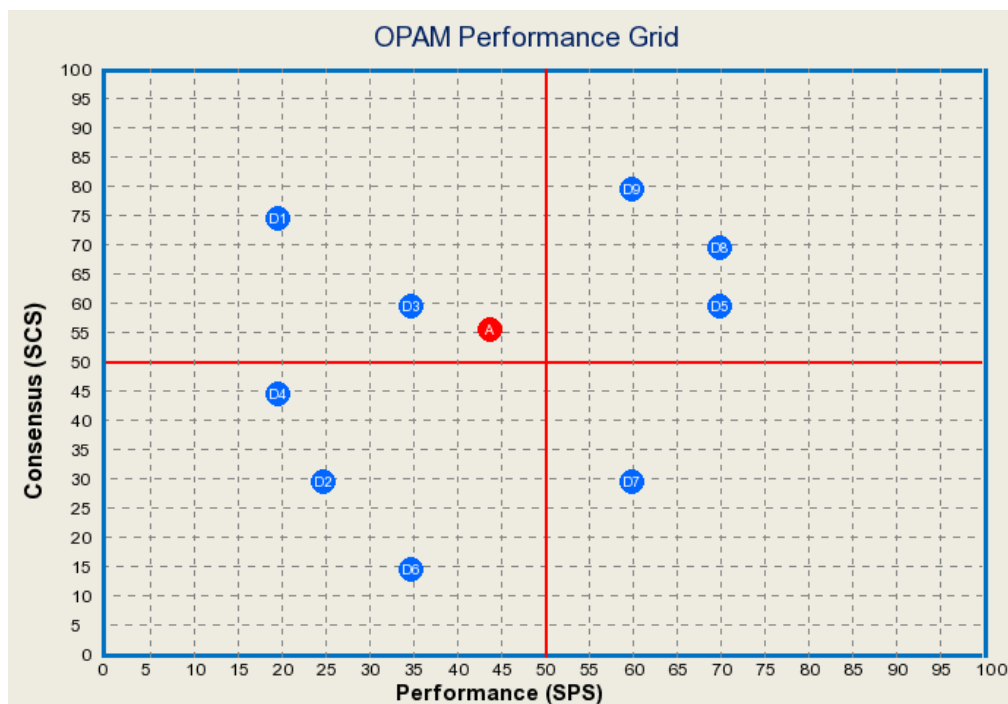
SSPS	Level of Performance	SSCS	Level of Consensus
20 - 39	little or no capacity to perform	20 - 39	very low level of consensus
40 - 59	below acceptable performance	40 - 59	low level of consensus
60 - 70	acceptable performance	60 - 70	moderate level of consensus
71 - 80	above acceptable performance	71 - 80	high level of consensus
81 - 100	far above acceptable performance	81 - 100	very high level of consensus



ID	Domain	Gap	Level of Performance Gap
D1	System	80	very big gap
D2	Management	75	very big gap
D3	Incentive	65	very big gap
D4	Information	80	very big gap
D5	Tools	30	moderate gap
D6	Environment	65	very big gap
D7	Skills	40	moderate gap
D8	Ability	30	moderate gap
D9	Engagement	40	moderate gap

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D6	Environment	15	
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D8	Ability	70	moderate level of consensus
D9	Engagement	80	high level of consensus

Gap	Level of Performance Gap	SSCS	Level of Consensus
61 - 80	very big gap	20 - 39	very low level of consensus
41 - 60	big gap	40 - 59	low level of consensus
30 - 40	moderate gap	60 - 70	moderate level of consensus
20 - 29	acceptable gap	71 - 80	high level of consensus
0 - 19	small gap	81 - 100	very high level of consensus



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GRID Analysis and Change Strategies

High Consensus

Quadrant 4

**Low Performance/ High Consensus
(Low-hanging Fruit)**

Where team members agree that there is a weakness and also tend to agree on the nature of the weakness.

The most highly leveraged change efforts are those that address issues of need and agreement. For performance areas that fall in this quadrant, team members agree that there is a problem and agree on the nature of the problem. Success in harvesting these "low hanging fruits" builds the confidence and abilities of team members while preparing them to address, over time, more challenging and contentious issues.

Organisations falling in this quadrant are likely to be prepared for organisation-wide change and thus should consider some change methods such as Coaching for Breakthroughs and TQM.

Quadrant 1

**High Performance/ High Consensus
(Setting New Standards)**

Where performance and consensus scores are both high, team members should make deliberate efforts to build on areas of strength and set new standards.

Performance areas that fall in this quadrant may be models of excellence that can be studied for clues as the team seeks to determine how best to address weaknesses.

These organisations are likely to be prepared for new challenges and initiatives. Attention should be given to reviewing performance standards. High consensus-high performance organisations must remember that established organisations are as likely to face a "turn around" period as emerging organisations and should therefore be prepared for the inevitability of a downturn caused by changes in the external environment. (TQM & SWOT)

Low Consensus

Quadrant 3

**Low Performance/ Low Consensus
(Solving the Puzzle)**

Where need for improvement is high but agreement is low and change can only come after the team reaches agreement on the nature of the problem to be addressed.

The organisation may recognise that it has a weakness but isn't yet ready to address it because there is little consensus on the nature (and, hence, the causes) of this problem.

Reaching consensus on organisational strengths and weaknesses should be a prerequisite to long-term action planning. Organisations could begin with a simple analysis of organisational strengths, weaknesses, opportunities and threats (SWOT analysis) to review the major OPAM findings.

Quadrant 2

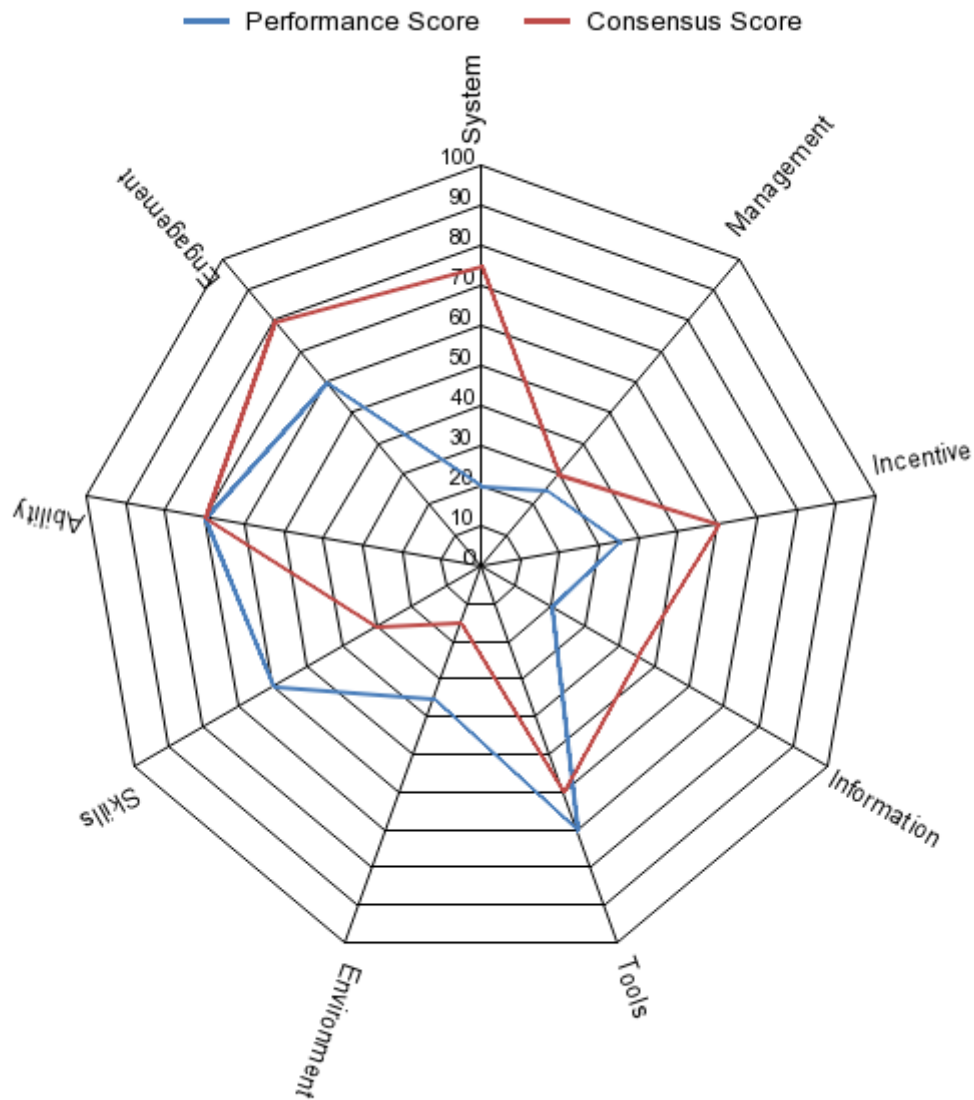
**High Performance/ Low Consensus
(Bridging the Gap)**

Where the need is low (relatively high performance) but agreement is low performance-improvement efforts should not be undertaken until greater agreement on the nature of the problems to be addressed is achieved. Low consensus may in part be due to "compartmentalisation" of information within the organisation. Some staff members may feel disenfranchised or underserved.

Work teams that cut across departmental functions should be explored. These organisations should be careful to select change methods that take into account organisational identity and vision. Reaching consensus on organisational strengths and weaknesses should be a prerequisite to long-term action planning. (SWOT analysis)

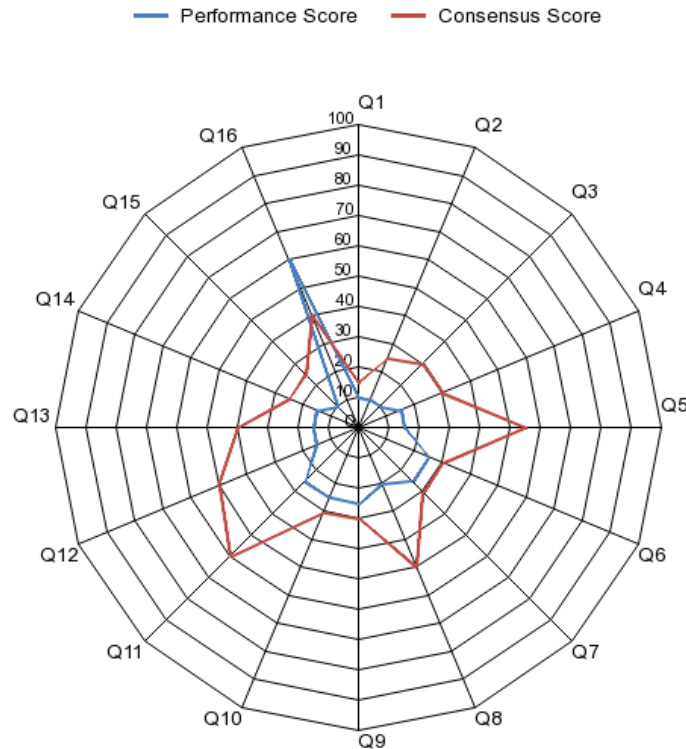
Low Performance

High Performance



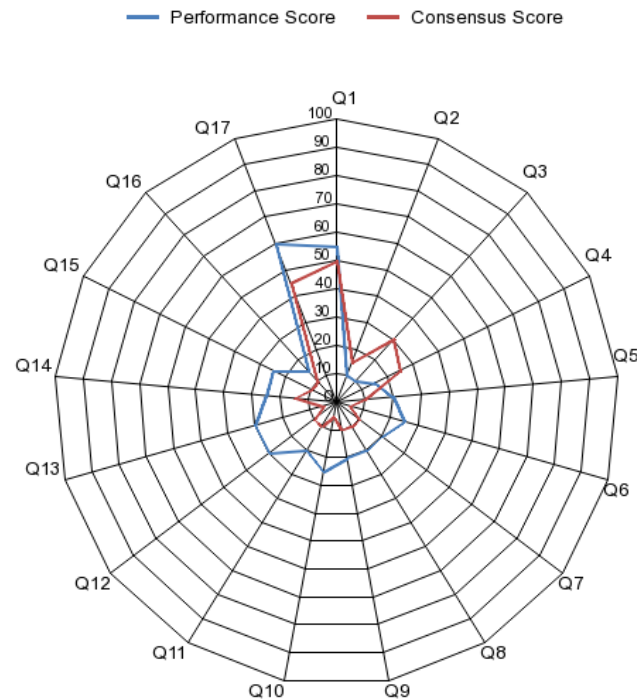
	Performance Score	Consensus Score
System	20	75
Management	25	30
Incentive	35	60
Information	20	45
Tools	70	60
Environment	35	15
Skills	60	30
Ability	70	70
Engagement	60	80

D1: System



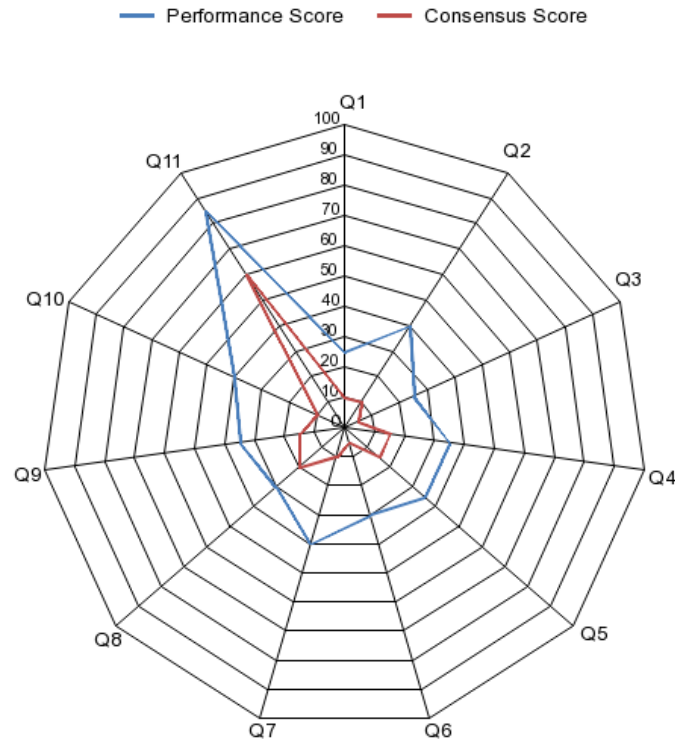
Q1	Work units know how their products/services relate to the organisation's mission
Q2	We routinely track progress in achieving our strategic objectives
Q3	We are familiar with and understand the organisation's strategic goals.
Q4	The organisation mission drives all major decisions.
Q5	Our organisation have a clear strategy and set of goals
Q6	Employees have a good understanding of the mission and the goals of this organisation.
Q7	Work unit managers and supervisors are informed about how their work units stand in relation to goals, objectives, or standards.
Q8	We have opportunities to innovate and work on our initiative.
Q9	The organisation's policies for promotion and advancement are always fair.
Q10	The accountability policy treat people with fairness, honesty, and respect
Q11	Employees are encouraged to learn from their mistakes.
Q12	This organisation respects its employees.
Q13	The organisation values the contribution we make.
Q14	Senior executives in the organisation set examples of quality performance
Q15	Good role models of behavior are present in our organisation
Q16	Everybody is treated fairly in this organisation.

D2: Management



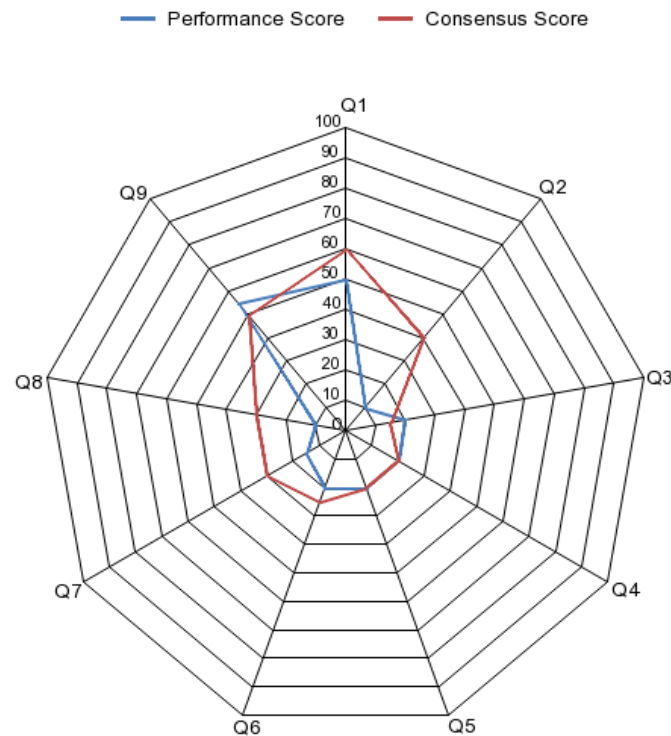
Q1	Supervisors provide us regular information about the mission and the goals of this organisation.
Q2	Senior management communicates well with the rest of the organisation.
Q3	Management keeps us informed about what is going on.
Q4	Effective communication channels exist between work units in the organisation.
Q5	Clear and measurable performance standards are communicated so that people know how well they are supposed to perform
Q6	We are very satisfied with our managers
Q7	There are good working relationships between work units in the organisation.
Q8	Managers treat all their employees fairly.
Q9	Managers always treat employees with respect.
Q10	Managers and supervisors in the work unit ask people for their opinions and ideas about their work.
Q11	Work units are structured to support each other.
Q12	Senior executives in the organisation follow up on suggestions for improvement.
Q13	People in the work unit know that their managers and supervisors will help them find answers to problems they may be having.
Q14	Managers value our talents and the contribution we make.
Q15	Managers listen to what employees are saying.
Q16	Managers encourage and supports employees' development.
Q17	Managers do a good job of sharing information.

D3: Incentive



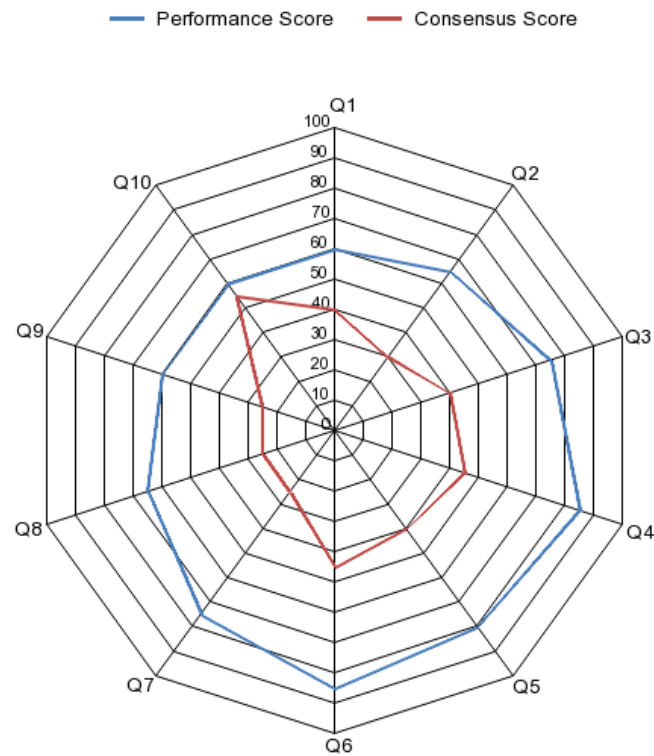
Q1	We are satisfied with our benefit packages.
Q2	The pay scale for organisational members is fair.
Q3	We are satisfied with our benefit packages.
Q4	Our salaries are competitive with similar jobs we might find elsewhere.
Q5	There is quick recognition of people for outstanding performance.
Q6	There are non-monetary incentives (such as recognition) for good performance based on results and behavior
Q7	Attempts are made to promote people who do good work.
Q8	There are significant bonuses or raises based on good performance
Q9	The rewards used by the organisation are worth the effort it takes for a person to achieve one.
Q10	The organisation rewards people for taking calculated risks.
Q11	People who do outstanding work can expect to be rewarded.

D4: Information



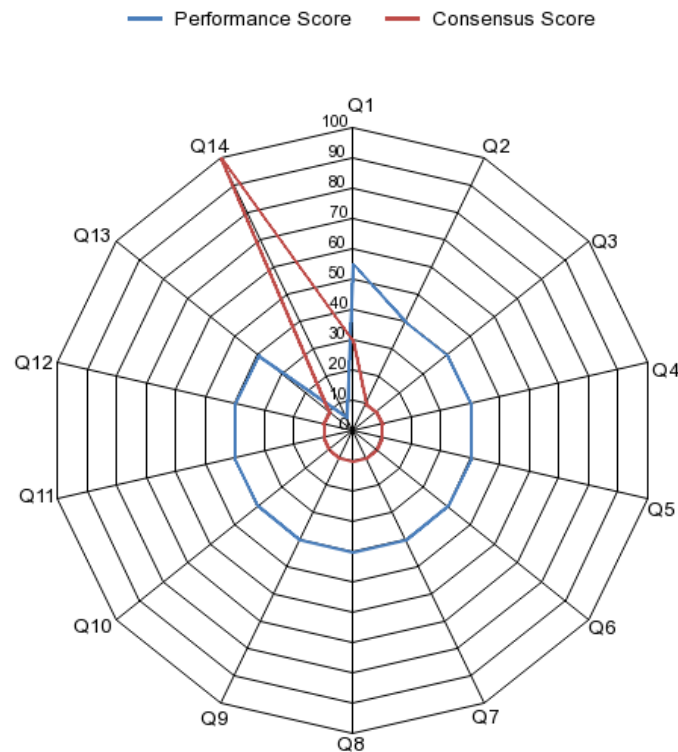
Q1	We have all the information we need to do our job effectively.
Q2	The facts and information needed to do a good job are available to people in the work unit.
Q3	Information and knowledge are shared openly within this organisation
Q4	The performance management system guides employee performance and development
Q5	Job goals, objectives, roles, and responsibilities are clear
Q6	The feedback educational, positive, and constructive so that people learn something from it
Q7	Employees are informed about how their work units stand in relation to goals, objectives, or standards.
Q8	Feedback is immediate and frequent enough to help employees remember what they did well or need to improve
Q9	Employees are given relevant and frequent feedback about the adequacy of performance

D5: Tools



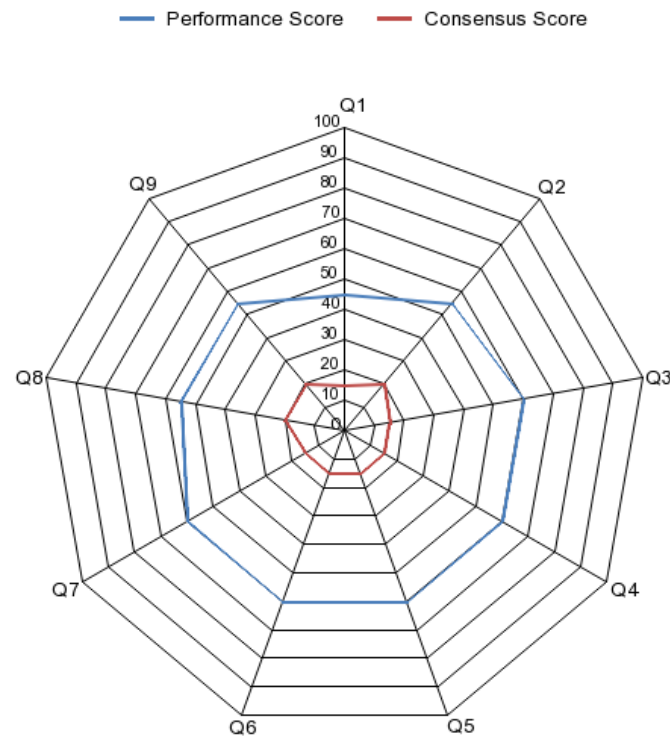
Q1	We have all the materials and equipment we need to do our best every day.
Q2	Tools and/or equipment in the organisation are maintained and operated at peak efficiency.
Q3	The organisation's equipment, materials, supplies, and/or outside support services meet quality specifications.
Q4	There is a clearly defined process through which employees can follow in their work.
Q5	Task goals or objectives are attainable as directed by procedures.
Q6	Processes and procedures are clearly defined and enhance individual performance if followed.
Q7	Good job aids are available in the workplace.
Q8	Clear and relevant guides are used to describe the work process.
Q9	Tools are reliable, efficient and safe
Q10	The right tools, equipment, and materials are available in the work unit to get the job done.

D6: Environment



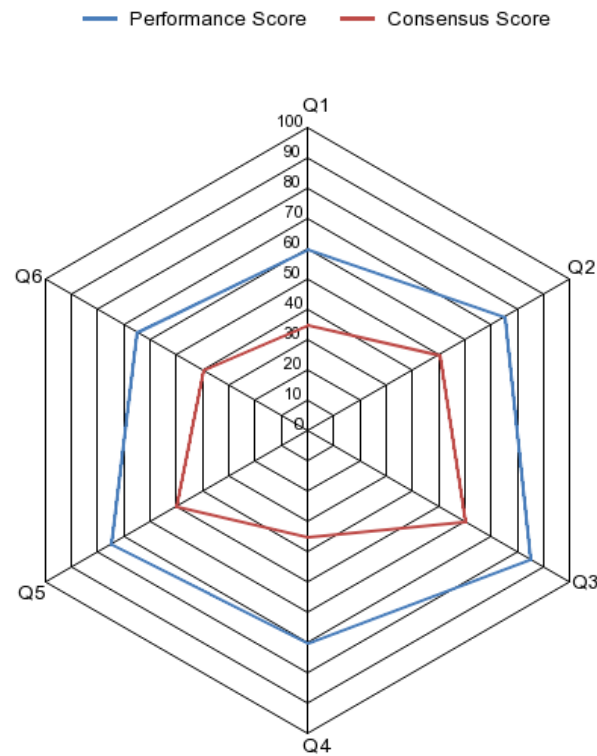
Q1	We routinely have staff training
Q2	We receive the training we need to do our job well.
Q3	Training in work improvement is easily available to those who require it.
Q4	The training offered by our organisation meets our needs
Q5	Employees are cross-trained to understand each other's roles.
Q6	Working conditions (noise, heat, light, cleanliness, safety) in the organisation are excellent.
Q7	Work facilities (restrooms, cafeterias, conference rooms, etc.) in the organisation are excellent
Q8	Our workplace is well maintained.
Q9	Our work environment allows us to be highly productive
Q10	The corporate environment is one of trust and respect.
Q11	Team members readily offer constructive feedback or propose new solutions.
Q12	People in the work unit are friendly with one another.
Q13	Our coworkers care about each other as persons.
Q14	A spirit of cooperation and teamwork exists in the organisation.

D7: Skills



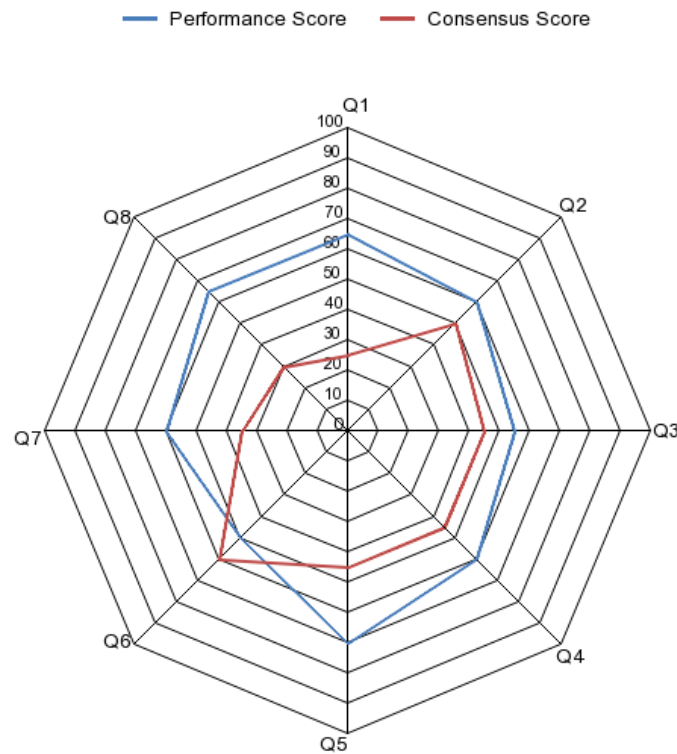
Q1	Employees possess experience and proficiency to perform the task unsupervised
Q2	Employees are qualified for the assigned task
Q3	Employees with the necessary knowledge are properly placed to use and share what they know.
Q4	Employees have the necessary knowledge to do the desired job
Q5	We have the appropriate staff skills to achieve our mission.
Q6	Organisational members are well- trained.
Q7	Employees take on roles that are a good fit for their skills or preferences.
Q8	Employees' skills are effectively used on the job
Q9	Employees have sufficient specialized skills

D8: Ability



Q1	The work unit has appropriate personnel to get the job done properly.
Q2	Employees have the ability to perform the task with accuracy and speed
Q3	Employees are recruited and selected to match the realities of the work situation.
Q4	Employees are free of emotional limitations that would interfere with their performance.
Q5	We have sufficient strength and skill to learn to do the job well
Q6	Employees have the capacity to learn and do what is needed to perform successfully.

D9: Engagement



Q1	People are highly committed to their organisation.
Q2	People in the work unit take pride in their work.
Q3	If given a choice, most organisational members would choose to stay with the organisation.
Q4	Employees seem engaged in their work and put forth their best effort.
Q5	Absenteeism in the organisation is at a minimum.
Q6	Work expectations for people in the work unit are fair.
Q7	People in the work unit look for ways to improve their work.
Q8	Organisational members rarely complain about their jobs being stressful.

INTERVENTION

OPAM's approach to human performance improvement is composed of five distinct phases:

1. Performance Analysis
2. Cause Analysis
3. Intervention(s) Selection, Design & Development
4. Intervention Implementation and Change Management
5. Evaluation - continuous improvement

Performance analysis is the first step in the OPAM process. It involves identifying and comparing desired performance to current performance. The difference that exists between "how it is now" and "how it should be" is considered the performance gap. Cause analysis clarifies whether the identified gap is rooted in environmental or individual factors.

Based on the conclusions of these two phases, a list of potential interventions is drawn up. Describing the root causes in terms of missing performance factors, certain interventions will naturally suggest themselves.

Intervention(s) Selection

An Intervention is a solution or solution component specifically designed to bridge the gap between actual and desired state. While many interventions may be possible, the selection process requires further refinement. Potential interventions need to be examined for:

- Appropriateness (Will it help close the gap internally and smoothly integrate with other departmental activities and conditions?),
- Economics (Can we afford it?),
- Feasibility (Can it be done within constraints?) and
- Acceptability (Will the client organisation and target groups accept/implement the intervention?).

The goal is to select interventions that will close the performance gaps identified during the previous stages. Through collaborative analysis and discussion interventions are selected which will lead to desired performance results.

Intervention Design and Development

Develop a detailed intervention design based on chosen strategies. The intervention selection and design phase requires an understanding of the organisational culture and ongoing evaluation and feedback from key stakeholders. This is the phase where planners choose and develop activities, products, messages, materials, supporting services, and so forth to put the improvement strategy to work.

Intervention Implementation and Change Management

Implementing performance interventions is about change. Understanding and managing the impact these changes have on the work and the workers within an organisation is key to the successful implementation of any intervention.

Evaluation - Continuous Improvement

The evaluation and continual improvement components of OPAM include activities to analyse the results of the Intervention program, determine whether goals and objectives are being met, identify what has been successful and what still may need improvement, and provide information for future decision-making.

Action Plan

Have you finished your assessment, and now is the time to think about writing an action plan! The task is to bring everything together into a coherent program of practices that will address its identified needs and facilitate the improvement process. Having a clear and comprehensive action plan helps ensure the effectiveness and efficiency of a organisation's improvement efforts.

Developing an effective Action Plan

Action Plans are central to every Continuous Improvement effort as they provide clarity, visibility and a level of commitment and responsibility necessary to get things done. Performance Improvement initiatives rely heavily on Action Plans to define important tasks for implementation. This charts the way forward by crucially defining who does what, and by when.

An action plan takes far-off goals and hard changes and breaks them down into steps you can keep track of and complete. An action plan has three major elements (1) Specific tasks: what will be done and by whom. (2) Time horizon: when will it be done. (3) Resource allocation.

Having all improvement-related information in one complete document provides a clear picture of the entire improvement endeavour, its goals, and how all practices and support activities are intended to fit together in moving the school toward those goals. This helps prevent fragmentation of effort and, over time, makes it easier to identify areas of weakness or inconsistency. Having one comprehensive document also makes updating information and keeping track of implementation activities much easier.

It's common to use a team for writing action plans. You may do this work with the same team that did your assessment. Or you may set up a different team to write and carry out your action plan.

Action Plan					
Objective:			Department/Unit:	Prepared by:	Date:
Indicator	Weakness Identified	Action Needed to address weakness	By Whom (Responsible Person)	By When Now/Soon/Later	Resource Required

Once Action Plans have been prepared and approved, the implementation process needs to be carefully monitored and assessed.

Accountability is one of the most crucial ingredients when implementing Action Plans. Without accountability for implementing each Action Plan, little or no organisational change will occur. You can monitor and quantify the progress and success of your Action Plan by measuring employee perceptions of the changes within the organisation.