WORKSHOP #5

Knowledge Management and the Next Generation of Performance Indicators

Facilitated by Reed Early
(and Guy Leclerc in absentia)

CES National Conference 2001

The Odyssey Continues

May 20, 2001

Agenda
9 am - presentation, activities 1 & 2
10 am - presentation, activity 3,
10:30 am - break
11 am - presentation, activity 4, discussion
Knowledge Management and the Next Generation of Performance Indicators

1) Introductions
2) Participant statistics
   - Federal 17 68%
   - Provincial 5 20%
   - Municipal 1 4%
   - Agency or academic 2 8%
3) Overview (bridge what is known in two areas KM and PI)
4) The majority of organizations’ assets are knowledge
   a) Organizational learning is key (i.e. 5th discipline Senge)
   b) Organizational memory (sustaining learning, Dance of Change)
5) Knowledge – understanding patterns (Chart)
6) Activity 1- data, information, knowledge - finding patterns
7) Data Information Knowledge (Chart)
8) Knowledge Management – “the broad process of locating, transferring and using the information and expertise within the organization”. The overall knowledge management process is supported by these enablers,
   a) leadership
   b) culture
   c) technology
   d) measurement
   e) and communication – see box below

A thought...
...the organizational dilemma is: at the top one works on the right problems but with the wrong information, and at the bottom one works with the right information but on the wrong problems...
Arnold J. Meltsner

9) ??What are YOUR experiences with KM??
10) Domains of KM Effect (Chart)
   a) KM informs the 3 different management tasks
11) Two strategies for transference/continuation of knowledge
   a) Codification (classification
      i) Use IT to store the knowledge i.e.
         advanced MIS
      ii) Use people to enter and extract knowledge
   b) Vs. Personalization
      i) Knowledge stored in the minds
      ii) Use IT to transfer the knowledge (up AND down the chain)
      iii) The shorter the chain the easier it is to transfer the knowledge

12) Knowledge can be:
   a) explicit (stated best practices, conventional knowledge, management principles etc)
   b) tacit (grounded know how, good judgement, hunch, business sense)

13) Info/expertise/best practices (intellectual assets)
   a) Created
      i) Timely - As needed
      ii) Appropriately – fits the requirements
   b) Shared (get beyond knowledge hoarding)
      i) quickly and seamlessly
      ii) on demand by person requesting
      iii) regardless of source
   c) Adapted from existing
      i) as new technology arises
      ii) as new situations/factors arise

14) Caution - Danger of KM being another MBO, TQM, CQI fad

15) Activity 2 - Timely indicators

16) KM movement is supply side driven
   a) promoted by IT industry
   b) a “solution looking for a problem”
   c) KM will not progress until a need is articulated – such as the development of PI

17) KM Effect on Indicator Choice (Chart)

18) KM requires a change in the values surrounding knowledge
   a) Knowledge not be guarded – knowledge is not power over

A thought
   if all you have is a hammer...
   every problem becomes a nail

b) Sharing knowledge is encouraged
c) Knowledge increases in value when shared
d) Information becomes knowledge the more times it is handed on (timeless truths, history repeats itself)

19) Requires moving to a culture of shared efforts towards results from a culture of control
   a) Organize for results rather than organize for compliance
   b) Requires free flow of information to all those who need it
   c) Information from a larger sphere – including the environment, competition, other influences

20) **Activity 3 - Teamwork and communication**
   (30 min)

21) Three aspects of Knowledge (Chart)

22) KM is the new emerging paradigm in and out of government

23) Bridge to PI, future of PI will have to be developed within that paradigm
   a) PI presents an opportunity to use KM
   b) Indeed we need to develop a culture of both KM AND PI

24) Styles of Indicator Selection – Management, Strategic, Consultative vs KM-based generation of PI (Chart)

25) PI should:
   a) Measure results, short range (outcomes)
   b) as well as long range (impacts) (increasing emphasis on these)
   c) Measure outputs, process, delivery (or how else will we know what caused the outcome to shift)
   d) Measure elements of a “theory of change” i.e. the determinants of success
   e) Assess capacity (but remember the existence of “capacity” does not guarantee success)

26) Ultimately success will only be found “outside the bureaucracy” says Guy Leclerc
   a) Success Measures Proximity - Outside the organization (Chart)
   b) field of influence – at the juncture of the limits of measurability, but beyond the walls of the org/bureaucracy
   c) After the program (beware of police with quota’s to fill)
27) KM Effect in Sharing of measures (Chart)
28) 10 Knowledge Management Principles
29) Performance Indicators – Some everyday examples
   a) Light bulb - brightness
   b) Paint and shingles - durability
   c) Business - profit
   d) Quit Smoking class – did they quit?
   e) Grade 12 Graduates - employed or university
30) Indicators in Continuing Education (Chart)
   a) Reach
   b) Relevance
   c) Educational Results
   d) Financial Results
31) Health examples (Chart)
   a) Immunization rate
   b) Infant mortality rate
   c) Hospital acquired infections
   d) Inpatient mortality rate
   e) Cost per bed/day
32) Social Services examples (Chart)
   a) Child Behavior Checklist CBCL
   b) Early unmarried childbearing
   c) School attendance
   d) High school graduation rate
   e) Children in families below poverty line
   f) Youth unemployment
   g) Cost per child in care
33) Industry Strategic Indicators (Chart)
   1. The value added per cubic metre of wood fibre consumed
   2. Increased sales, especially from sales of new designs and product development
   3. Cost savings to industry as a results of reduced training and lessened down time
   4. Increased market share and geographic penetration within and outside province
34) Learning Organizations examples (Lassey)
   a) Process
      i) Recognition of abilities of all employees
      ii) Provides personal and professional development for employees
iii) Acceptance of difference learning styles  
iv) Encouragement of learning, innovation  
    and contributions  
b) Results  
i) Increased motivation and therefore  
   productivity  
ii) Increased competence and fewer  
    mistakes  
iii) Improved work practices leading to  
    lower operating costs  
iv) Happier employees leading to less  
    turnover  
35) Performance Indicators in Government  
    examples  
a) Management measures  
b) Key Ministry Measures  
c) Core Measures  
d) your examples here  
e)  
f)  
36) Types of indicators  
a) Analog and continuous  
b) Digital and Logical  
c) Qualitative and Spacial  
d) Ratio and Rates
There are many ways of classifying performance indicators to cover the range of government activities:

- **financial performance**: appropriation mechanism, source and application of funds, prudence, diligence, probity, integrity and financial accounting and reporting;

- **legal compliance and its fairness, equity and probity**: the extent to which government has met its legislative requirements and its standards of conduct (such as human rights, employment equity, and conflict of interest guidelines);

- **operational performance**: achievement of outputs targets, delivery systems for the goods and services produced in an economical, efficient and cost-effective manner;

- **organizational performance**: overall capability of the organization and the interactions among strategic planning, management structures and processes, human, material and financial resources, all in relation to the mission and goal and the demands of the external environment. Management direction, working environment, appropriate control systems, monitoring and reporting systems (on inputs, and outputs);

- **program performance**: information on policy intent, on the continued relevance, appropriateness and responsiveness of programs to the policy (clear objectives, clear goals, outputs, acceptance, intended and unintended outcomes, results, impacts); cost-effectiveness;

- **institutional performance**: the ability of the organization, to have reached its purposes, to have fulfilled its mission, to have succeeded, in effect;

Then we have some people-related performance: board performance, executive committee performance, management performance, administrative performance, team performance, and employee performance.

Guy Leclerc: Keynote CESBC Annual Conference

37) Performance Indicators Criteria
   a) Measurable (i.e. trust level?) scale of 1-10
   b) Authoritative (i.e. speedometer)
   c) Economical – only the ones needed (don’t need all the instruments of a 747)
   d) Manageable - suggest 10 at a time and no more than 40 overall
   e) Visible/accessible like a car dashboard - (i.e. beware gas gauge on the gas tank)
   f) Timely - (i.e. instant readout of gas economy versus computed mpg, conversions etc)
   g) Feasible – are they possible (beware of assessing safe sex practices)
   h) Ethical (i.e. child safety concern cannot be “monitored”)

Guy Leclerc: Keynote CESBC Annual Conference
A thought
If it can't be measured, it can't be managed
Frustrated manager

38) Dashboard (Chart)
39) PI should include
   a) Process measures
   b) Short range indicators
   c) Long range indicators
   d) Need a hierarchy of indicators
40) Value added by KM
   a) Smarter indicators
   b) Appropriateness
   c) Consensus (collected knowledge)
   d) Speed of development
   e) Convenience
41) How PI are developed
   a) Measures come from critical success factors
      (see Don Cummings, Ernst and Young)
   b) Balanced Scorecard model – Financial,
      Internal, Innovation and Customer

A thought
Our best effort should be spent on finding out what
funders, clients and other stakeholders define as
success.
Guv Leclerc

42) ??How do YOU develop Performance
   Indicators??
43) Performance Measurement Systems
   a) a human and computer based system to
      measure indicators i.e. HOMES
b) client based indicators
c) community results based indicators
d) the above should not be confused with forms of audit – such as ISO9000, CARF, COA, etc

44) Eleven Deadliest Sins of Knowledge Management – Fahey (Chart)
a) Not developing a working definition of knowledge
b) Emphasizing knowledge stock rather than knowledge flow
c) Viewing knowledge as predominantly outside the heads of individuals
d) Forgetting fundamental intermediate purpose of KM is to create a shared context
e) Paying little heed to role and importance of tacit knowledge
f) Artificially separating knowledge from its uses
g) Downplaying thinking and reasoning
h) Focusing on past and present rather than future
i) Failing to recognize importance of experimentation
j) Substituting technological contact for human interface
k) Mistaking knowledge as an end (not a means) (using direct measures of knowledge)

45) Is Performance Measurement Missing the Point?

46) Criteria for Conducting Outcome Evaluation
a) ✓ Sincere desire to know
b) ✓ Program logic/theory is defined (sufficiently matured (Bill Trochim)
c) ✓ Monitoring of implementation is being done
d) ✓ Impact can be compared to something
e) ✓ Some possible additions to indicators

47) When NOT to do Performance Measures
a) ✗ Low dosage - program too weak
b) ✗ Immature - program continuously evolving
c) ✗ Amorphous - no explicit or credible logic/theory
d) ✗ The good cause - program with no goals
e) ✗ Impact is already well known
f) ✗ Poor delivery model

h) ✗ Nothing to compare to

i) ✗ A negative finding cannot be accepted

j) ✗ A ridiculous waste of time

48) Lessons learned

a) ✔ Try to get good indicators

b) ✔ Make sure indicator is not driving performance

c) ✔ Don’t sacrifice Meaning for Measurability (Relevance for Rigor)

d) ✔ Remember - indicators may need revision

e) ✔ Use 2+ indicators for anything important

f) ✔ Enrich indicators by discussing limitations

49) Traps to avoid in Success Indicators

a) ✗ Teaching the test (indicator abuse, Scriven)

b) ✗ Indicator becomes the mission

c) ✗ Indicator displaces the problem

d) ✗ Watch for letting IT drive the choice of indicators (putting cart before horse)

e) ✗ Doing it because its popular

f) ✗ Quick and dirty evaluation

50) Conference indicators of success

a) Citations to conference

b) Publications from conference

c) Delayed effects (outside)

d) Sleeper effects

e) Diffusion of benefits

51) Activity 4 - Choosing indicators for this conference (20 min)

52) Resources

53) Indicator and Outcome Internet Sites – alphabetical

54) Internet Sites – categorized including Listserves

55) Conclusion

a) Knowledge management is the emerging paradigm

b) Performance Indicators are an opportunity to utilize KM

c) Defining and refining indicators as well as measuring
Abstract: / outline of content: In the rush towards Knowledge Management it is sometimes forgotten why an organization engages in this process. If information is to be gathered and converted into knowledge then let it be useful information. KM, like evaluation, has to be utilization focussed, or it risks being yet another fad. A very real potential of this movement is the development of more meaningful performance indicators. Consider the possibilities of an organization using performance indicators, powered by KM, to propel it towards improvement. The harnessing of information to promote a culture of results and performance can only be achieved as a result of conscious choice of performance indicators, and their accurate measurement and analysis.

Professional Development Objective(s): Primary audience is evaluators of government. To expand thinking on Knowledge Management. The setting and purpose for KM will be outlined, participants will grasp the linkage between (KM) and performance measurement; the rationale for KM will be discussed; the utility of performance indicators will be discussed in light of this.

Expected benefits to participants: KM is intended to put to work the collective knowledge, experience and brain-power of the organization. When it does that there is the possibility of developing indicators of performance of a variety much broader than the traditional set which largely rely on individual management, administrators, or consultants. Participants will receive a conceptual rationale for choosing the right performance indicators, enhancing their capacity for meaningful organizational change and continuous learning. They will work in small groups to map a sample organization in terms of KM potential and to develop a first set of performance indicators.
Workshop Activities

Activity 1. - Brief activity on data, information, knowledge - finding patterns (2 min)

1. Pick some social characteristic of yourself (data), write it on the card.

2. Think of its relation to the same characteristic of attendees at this conference, (information – ie. extract the data from its context).

3. Think of the pattern of that characteristic for all attendees over 20 years at CES (even more removed from its context). Think of that characteristic at Conferences like CES, and the implications for marketing this conference.

4. Understanding that characteristic, and the predictable pattern of attendance (trend) is the beginning of knowledge.

Activity 2 - Brief activity on need for timely indicators - absence of feedback (3-4 min)

1. On back of card write you name using your non-dominant hand (new task)

2. Do it again on same card (below) with eyes closed (no visual feedback)

3. Form pairs (A and B). B closes eyes. A gives card to B and verbally instructs B how to repeat what A wrote (example of following imperfect model, indirect instruction).

4. A provides lengthy written instructions to B (writes Policy and Procedure Manuals) awkward communication channel – indirect) (this item is a joke!)
Activity 3 - Teamwork and communication – feedback (30 min)

1. Pass out name tag, same colours on a team, team mates work in different locations – one Expert (remains in office/hallway), one Runner (building site to doorway), one builder (at table shop/classroom). Each team gets a color. (wear name tags i.e. Blue Team - Runner etc)

2. Team task to reconstruct the model of colored rods – sight unseen by Builder or Runner

3. Experts use their senses and recording tools provided to convey message via Runner to Builder. Tools are provided in the package. Two teams use text messages (lined paper – “email”). Two teams use spoken messages (no tools - “word of mouth”). One team uses voice recorder (“voice mail”). One teams draws pictures (coloured pencils and blank paper provided) One team uses hands on - modeling clay). There are three quality control agents (clipboard) and three government inspectors (photo).

4. Team must build a replica approved by inspectors. Class task is to get them all done! May innovate and use other items available. See what happens. Remember the task.

Activity 4 Choosing the right variety of indicators for evaluating this conference – (20 min)

1. Provided – blanks sheets of dashboard instruments, quantitative measures (gauges and dials) as well as qualitative measures (picture frames, comment/memo fields)

2. Task - Teams of 3 design a dashboard to evaluate this CES conference

3. One person from program/content comm., one conf organizers/physical, one promotions/adverts

4. Use Knowledge Management approaches of principles of sharing, best practices, tapping expertise

5. Each person design “4 –5 dashboard instruments”, 12-20 per team

6. Determine feedback channel and regularity (how often is dashboard updated/shown

7. Compare and discuss with other teams
**Expert**

Task: build exact replica of model  
Territory: from the model site to the doorway  
Tools: those provided in the package  
Time: is money  
Trouble: Does not see replica, does not know builder, limited feedback, no time

**Runner**

Task: build exact replica of model  
Territory: from the building site to the doorway  
Tools: those provided in the package  
Time: is money  
Trouble: Does not have access to model, does not touch replica, no time

**Builder**

Task: build exact replica of model  
Territory: seated at the building site  
Tools: those provided in the package  
Time: is money  
Trouble: does not see model, does not know expert, does not get good information, no time
Quality Control

Task: observe the teams, make suggestions
Territory: anywhere
Tools: clipboard
Inspector

Task: observe the builders, notify teams of their errors
Territory: in classroom
Tools: photo (official use only)
Industry Performance Indicators (Strategic)

1. The value added per cubic metre of wood fibre consumed
2. Increased sales, especially from sales of new designs and product development
3. Cost savings to industry as a result of reduced training and lessened down time
4. Increased market share and geographic penetration within and outside province

Program Performance Indicators (Strategic)

<table>
<thead>
<tr>
<th>Issues</th>
<th>Performance Indicators</th>
</tr>
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<tbody>
<tr>
<td>Recruitment and Retention</td>
<td>Enrollment in Program (#)</td>
</tr>
<tr>
<td></td>
<td>Promotion units (# and type)</td>
</tr>
<tr>
<td></td>
<td>Re-enrollment rate in second year</td>
</tr>
<tr>
<td>Curriculum, Program Goals and</td>
<td>Curriculum units delivered per semester (# and type)</td>
</tr>
<tr>
<td>Objectives</td>
<td>Student skill levels (standardized achievement level)</td>
</tr>
<tr>
<td></td>
<td>Review and revise goals and objectives (done/not done)</td>
</tr>
<tr>
<td>Program Resources</td>
<td>Space for 1st, 2nd, and 3rd year woodworking shops (M²)</td>
</tr>
<tr>
<td></td>
<td>Total value of computerized woodworking equipment</td>
</tr>
<tr>
<td></td>
<td>Total Program revenues</td>
</tr>
<tr>
<td></td>
<td>In-kind donations by industry and others</td>
</tr>
<tr>
<td>Exchanges</td>
<td>Student exchanges to/from other institutions (#)</td>
</tr>
<tr>
<td></td>
<td>Staff (guest presenter) exchanges to/from other institutions (#)</td>
</tr>
<tr>
<td>Success of Graduates</td>
<td>Graduates (#)</td>
</tr>
<tr>
<td></td>
<td>Graduates employed/self employed/contracting in industry (%)</td>
</tr>
<tr>
<td>Student Practical Experience</td>
<td>Summer work placements (#)</td>
</tr>
<tr>
<td></td>
<td>Student industry projects (#)</td>
</tr>
<tr>
<td></td>
<td>Student employment contracts (#)</td>
</tr>
<tr>
<td>Awareness Among Industry</td>
<td>Industry presentations (#)</td>
</tr>
<tr>
<td></td>
<td>Field Trips and Shows (# and location)</td>
</tr>
<tr>
<td></td>
<td>Appeals to industry (#)</td>
</tr>
<tr>
<td></td>
<td>Graduate employing companies satisfaction with new employees</td>
</tr>
</tbody>
</table>
Resources


Devenport, Thomas (no date). Some Principles of Knowledge Management. Internet. www.bus.utexas.edu/kman/kmprin.htm


KM Sites
http://www.brint.com/
http://www.bus.utexas.edu/kman/kmprin.htm
Indicators and Outcome Sites - Alphabetical

http://cbae.nmsu.edu/~dboje/jocm.html
http://ctn.nrc.ca/ctn/ctn.html
http://ericae.net/
http://ericae.net/pare/
http://it.usu.edu/itrs/AEA/index.html
http://www.aud.gov.bc.ca/
http://www.bc.ed.gov.bc.ca/accountability/
http://www.benchnet.com/
http://www.bja.evaluationwebsite.org/
http://www.capacity.ca/
http://www.capacity.org/2/level3editorial.html
http://www.ccsd.ca/lp.html
http://www.ecdc.gov/eval/resources.htm#logic
http://www.ceiss.org/outcomes/intro.htm
http://www.clearlake.ibm.com/Alliance/clusters/op/overview.6a.html
http://www.ed.uiuc.edu/sped/eval/tri/evalwkshp.htm
http://www.fantaproject.org
http://www.fetzer.org/programs/sc_spir.html
http://www.gpsi.com/lo.html
http://www.hmrp.net/
http://www.iaf.gov
http://www.innonet.org/
http://www.itpolicy.gsa.gov/perfmeas
http://www.leeds.ac.uk/nuffield/infoservices/UKCH/home.html
http://www.measureprogram.org/
http://www.nasmhpd.org/ntac/topics/performanceIndicators.html
http://www.ncqa.org/
http://www.parinc.com/
http://www.parrotsoftware.com/demo.htm
http://www.pfeiffer.com/
http://www.pire.org/
http://www.pmn.net/scorecard/index.html
http://www.sao.state.tx.us/perf.htm
http://www.ssrv.gov.bc.ca/library/topics/sub020.html
http://www.ualberta.ca/~abeaulne
http://www.unitedway.org/outcomes/
http://www.unl.edu/buros/
http://www.ualberta.ca/academic/med/epid/sld002.htm
http://www.wmich.edu/evalctr/ess.html
**Internet sites - categorized**

a. Outcomes
   i. American United Way website on outcomes for Community agencies http://www.unitedway.org/outcomes/
   vii. Health Plan Employer Data and Information Set (HEDIS 3.0), collection of some 70 standardized performance measures... http://www.ncqa.org/

b. General
   iii. Bill Trochim's Research and Evaluation site including many useful tools http://trochim.human.cornell.edu/
   iv. Education and Assessment Tools - the site for education testing measures http://www.cua.edu/www/eric_ae/intass.html
   v. Empowerment Evaluation – Fetterman's evaluation approaches that give power to participants http://www-lerland.stanford.edu/~davidd/empowermentevaluation.htm
   vi. International Quality and Productivity Centre - corporate measurement tools and training (800) 882-8684 (201)256-0211 http://www.iqpc.com email: info@iqpc.com
   viii. EVALTALK - email listserver group provided by the American Evaluation Association. To subscribe send message subscribe evaltalk to listserv@au1vm.ua.edu
   ix. GOVTEVAL - email listserver group for Public Sector Evaluation provided from Malaysia. To subscribe send message subscribe govteval to majordomo@nasionet.net

c. Health Care - Performance Measures
   ii. Mental Health - Performance Measures National Technical Assistance Centre (NTAC) http://www.nasmhp.org/ntac/perfrmta.htm
   iii. Networks list of performance measurement siteS. also have email listserver group at christine.diaz@nasmhp.org
   iv. Human Services Research Institute has lists related to several topics including mental health outcomes OUTCOMETEN, legal issues LEGALTEN, and evaluation issues EVALTEN - To subscribe send message subscribe OUTCOMETEN your name to listserv@sjuvm.stjohns.edu

d. Social Services - Performance Measures
   i. Harvard Family Research Project - very useful outcome measures articles for family services http://hugse1.harvard.edu/~hfrp/
   ii. Evaluate Community Programs is a listserver group. Send message subscribe evalcomm to the address majordomo@mailhost.tcs.tulane.edu
Knowledge Management

and the Next Generation of Performance Indicators
Knowledge is understanding patterns

Gene Bellinger, www.outsights.com
Data - Information - Knowledge

Context independence

I am married & a CES member

not wise to have CES Conf May long weekend

# of married CES members who take family holidays

Understanding

patterns

Understanding relations

Context bound
little understanding

Understanding
Domains of KM Effect

Policy making and Strategic Planning

Delivery of programs and Services

leadership, culture, technology, measurement, communication

Evaluation of success and Choosing Indicators
KM Effect in Indicator Choice

Evaluation of success and Choosing Indicators

External knowledge

Internal knowledge

Politics

Labour force

Environment

Market
Three aspects of Knowledge

Dissemination
(teaching)

Development
(research)

Application
(practice)
Management Choice of Indicators

Goals = = > Objectives = > Indicators

Strategic Choice of Indicators

Strategies = = > Targets = > Indicators

Consultative Choice of Indicators

Data Collection = = > Analysis = > Indicators

Knowledge Management Choice of Indicators

Best Practices = > Shared and evaluated = > Indicators
Success Measures Proximity

Distant Environment

Beyond the sphere of influence

Ultimate measures of success

Program/Service Environment

Immediate measures of success

Organization

Beyond attribution
KM Effect in Sharing of Measures

General knowledge

Specific knowledge

Feedback on Indicators
1. Knowledge management is expensive (but so is stupidity!)
2. KM requires hybrid solutions of people & technology
3. KM is highly political
4. KM requires knowledge managers
5. KM benefits more from maps than models
6. Sharing & using knowledge are often unnatural acts
7. KM means improving knowledge work processes
8. Knowledge access is only the beginning
9. KM never ends
10. KM requires a knowledge contract
Eleven Deadliest Sins of Knowledge Management (Fahey)

1. Not developing a working definition
2. Emphasizing knowledge stock rather than flow
3. Viewing knowledge as outside heads of individuals
4. Forgetting KM is to create a shared context
5. Paying little heed to role of tacit knowledge
6. Artificially separating knowledge from its uses
7. Downplaying thinking and reasoning
8. Focusing on past and present rather than future
9. Failing to recognize importance of experimentation
10. Substituting technological contact for human
11. Mistaking knowledge as an end (not a means)
Indicators in Continuing Educ

Educational

Financial

Effectiveness Ratios

Reach

Relevance

Efficiency Ratios

Efficiency Ratios

Staffing

Overhead

Inputs
Health Measures

- Immunization rate
- Infant mortality rate
- Hospital acquired infections
- Inpatient mortality rate
- Cost per bed/day
Social Services Measures

- Child Behavior Checklist CBCL
- Early unmarried childbearing
- School attendance
- High school graduation rate
- Children in families below poverty line
- Youth unemployment
- Cost per child in care
Industry Performance Indicators (Strategic eg.)

- The value added per cubic metre of wood fibre consumed
- Increased sales, especially from sales of new designs and product development
- Cost savings to industry as a result of reduced training and lessened down time
- Increased market share and geographic penetration within and outside province
Alberta Gov’t Measures

- Government Business Plan
- Partnership Agreement between the Government and Electorate
- Key Ministry Measures
- Management Measures
- Ministry Annual Reports
- Internal Reports
- Measuring Up

* Includes third parties such as school boards, universities and regional health authorities.
Analog and Continuous Measures
Digital and Logical Measures
Qualitative and Spacial
Ratio and Rate Measures
Performance Dashboard (Senge)

Success Indicators for CES Conf 2001, Banff
Activity 4

Conference Indicators

- Concerns of:
  - Program/content Committee
  - Conference Organizers/physical facilities
  - Promotions/advertising

- Select Indicators:
  - Analog & continuous
  - Digital & logical
  - Qualitative & spacial
  - Ratio and Rates
Conclusion

- Knowledge management is the emerging paradigm
- Performance Indicators are an opportunity to utilize KM
- Defining and refining indicators as well as measuring