Efficiency Assessment™

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Abstract
Efficiency Assessment™ juxtaposes internal elements of ‘action proposals’ (e.g. plans, policies, strategies) to figure out their effectiveness (Z–Z'), fulfilment of outcome (Y–Z'), and overall efficiency (Z–X–Z'), which facilitates their comprehension and application.

1 Professional value

Efficiency, whether in its down-to-earth meaning of ‘well, fast, and cheap’ or its ethereal meaning of ‘simplicity, elegance, and goodness’ — as well as its ‘performance’ variant, relating to ‘success’ — require references for their assessment. As all references for comparisons and subsequent value judgements, these can be either subjective (i.e. belong to the judge’s experience or preferences) or objective (i.e. common for all to see). It is assumed that the latter kind is generally preferred.

Efficiency Assessment™ refers to efficiency (or performance) in contexts where action is sought — for instance, in planning and management circumstances — and uses as references the elements of the planning problem (XYZ) as well as their relations (e.g. fulfilment of purpose, intelligence of conception). Efficiency Maps™ accompany the flow of the planning problem, and efficiency is appreciated for what it manages to achieve in the various parts of problem-solving.

2 Workflow

![Workflow Diagram](image)

**Figure 1** The work to be carried out over four (4) hours; a number of ‘loop’ iterations may be necessary to achieve a satisfactory efficiency assessments
3 Programme

INTRODUCTION (1H)
- The problem in an ‘XYZ’ form (Figure 4)
- Efficiency assessments (Figure 5)
- Benchmarks/ criteria and cut-off points

WORK SESSION (4H)
- Work in groups (2–4 people)
- Interactive assistance

PRESENTATION, DISCUSSION, AND CONCLUSION (1H)
- Shared experiences
- Applicability issues

4 Technical notes

METHODS\textsuperscript{a}
- XYZ problem definition — XPD\textsubscript{M} (Figure 4)
- Efficiency assessment — EFI\textsubscript{M} (Figure 5)

TECHNIQUES\textsuperscript{b}
- Text mark-up — TMU\textsubscript{T}
- Reverse blueprints — RBP\textsubscript{T} (Figure 2)
- Concise process diagrams — CPD\textsubscript{T} (Figure 3)
- Descriptive causal diagrams — DCD\textsubscript{T} (Figure 4)

AUDIENCE
- Project managers — project (process)
- Administrators — enterprise (system); operation (process)
- Scientists — protocol (process); object (system)
- Artists — argument/ process

COMPETENCES\textsuperscript{c}
- Identify and get to know the elements of a problem
- Identify these in formal documents (e.g. plans, strategies, policies)
- Identify and get to know causal relationships between these elements
- Think clearly and explain how selected elements relate to the others
- Distinguish between ‘physical’ and ‘logical’ causality
- Think of the limits or boundaries/ scope of the problem
- Think of efficiency in the planning process
- Idem for effectiveness of the planning process
- Think of the fulfilment of the purpose of the planning operation

\textsuperscript{a} v. Perdicoúlis, 2014b
\textsuperscript{b} v. Perdicoúlis, 2014a
\textsuperscript{c} Required to some extent; to be reinforced in the workshop
5 Protocols

**Figure 2** Generic Reverse Blueprint (RBP) representing a *balancing* feedback loop

**Figure 3** Generic Concise Process Diagram (CPD)

**Figure 4** Generic Descriptive Causal Diagram (DCD); XYZ problem definition (XPD)

**Figure 5** Efficiency Assessment (EFI) map
6 Materials and preparation

**Case-study / Work material** Participants should bring their own material (e.g. stories, accounts) in (human) memory or documentation (e.g. digital or printed media).

**Software** Systems Planning diagramming can be carried out manually, with pencil and paper. Optionally, participants are welcome to use their own diagramming software, such as Graphviz, LibreOffice Draw, OmniGraffle, or Visio.

References and further reading


