

**CERTIFIED PUBLIC MANAGER PROGRAM  
FLORIDA CENTER FOR PUBLIC  
MANAGEMENT  
THE FLORIDA STATE UNIVERSITY**

**LEVEL 5 ASSIGNMENT**

**IS YOUR UNIT READY FOR  
A PERFORMANCE AUDIT?**

**September, 2006**

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# INTRODUCTION

A major goal of performance auditing is to help decision-makers improve organizational effectiveness and efficiency by identifying needed changes and making necessary recommendations for their implementation. In contrast to audits of financial statements, which focus on compliance and verification, performance audits are essentially evaluations of management effectiveness: are resources being applied and managed to achieve desired results with minimum effort or cost?

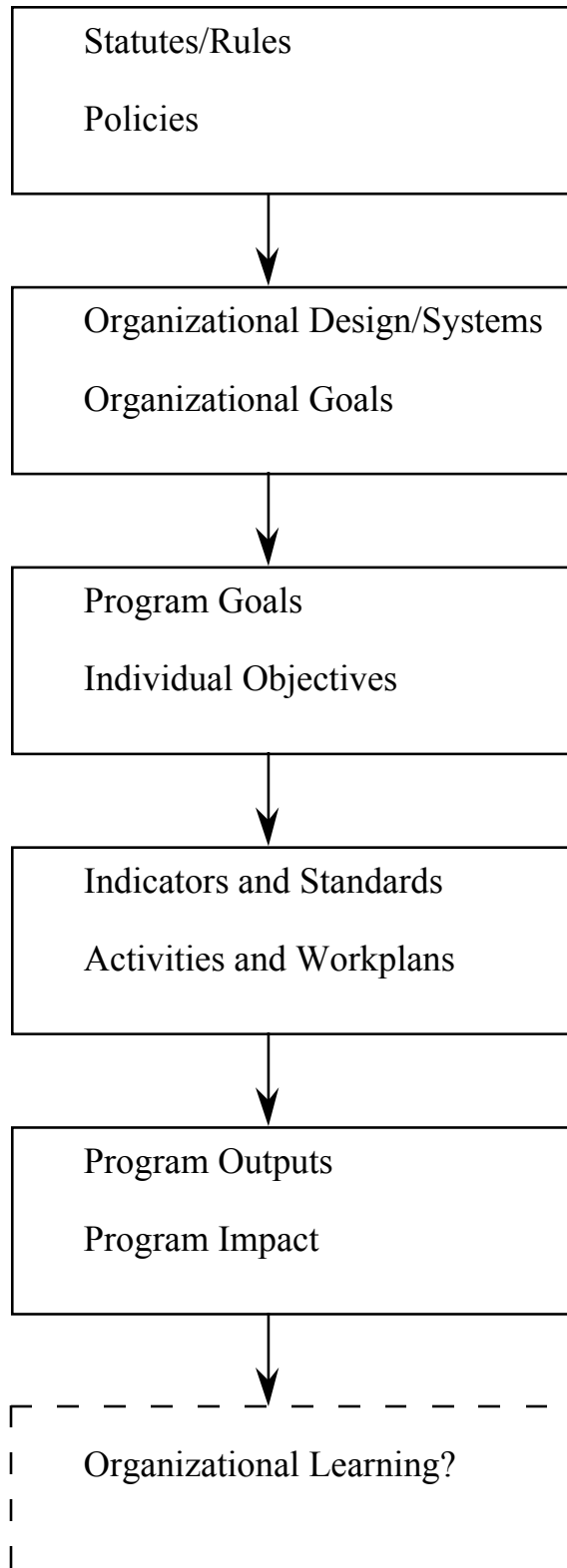
Whether conducted in state or local governmental organizations, performance audits assess management effectiveness in relation to clearly identified criteria. In the ideal case, these criteria are objective: legal documents containing statements of general goals or desired results, and financial and operating data recorded in relation to these goals. But more often than not, legal documents do not clearly specify goals or desired results, and financial and operating data are not recorded in relation to clearly defined goals or desired results. Thus performance auditing is necessarily based on a mix of objective and subjective criteria. In all cases, however, the criteria will be clearly identified by the auditor.

In a typical performance audit, criteria are identified in relation to the areas displayed in *Table 1, Typical Audit Trail*. When auditing a program or activity, the auditor will collect evidence regarding management practices by examining documents and other data in each of these areas, interviewing managers and workers, and observing activities. The auditor will be especially concerned with whether management systematically identifies areas needing attention and whether corrective actions are taken and results monitored.

Public managers cannot conduct performance audits in the strict sense since audits, by definition, must be conducted by an independent third party (i.e., someone independent of or separate from the performing manager). But managers can apply the performance audit concept to yield helpful information about “what they do,” and to institute systematic ways of tracking “what they do” and “what’s going on.”

In this Level 5 Assignment, we use the concept of performance auditing and key concepts developed in the Certified Public Manager program to create a “CPM Performance Audit.” In the CPM Performance Audit, criteria are identified in relation to the areas displayed in Table 2 (CPM Audit Trail) When auditing your own organizational unit, program, or activity, you will collect evidence regarding management practices.

**Table 1: The Typical Performance Audit Trail**



# GOALS

1. To apply the content of the Certified Public Manager Program to the workplace.
2. To develop an awareness and understanding of key concepts of CPM in your organization.

# PROCEDURES

1. Create a title page with your name, email address, mailing address, phone number, and date of submission.
2. Cut and past the numbered questions first, then type your answers to each question.
3. Select **three of the six** topics listed on Page 7 and answer the specific audit questions for those three topics.
4. **Upon completion, submit this assignment through our website: [www.fcpm.fsu.edu](http://www.fcpm.fsu.edu).**

A tutorial for submitting homework is on the homepage of our website and provides step by step instructions. Click on the “Submit Assignments” tab, which will bring up a log-on screen. Enter your email address on the first line. Your password is the last four digits of your Social Security Number. This will take you to your Transcript. Click on “Submit Assignment” for the particular assignment or exam you wish to submit. Click “Browse” and then locate the file on your hard drive (usually stored in “My Documents”), and click “Open.” If you are submitting a Group Assignment, you need to enter the names of all group members. Once you have attached the file, click “Submit File.”

Your submission will be automatically entered into the database. It will show on your transcript as “Being Graded.” You will also receive an automated email notifying you of that. If you have any questions or encounter problems submitting your homework, please ask your CPM instructor for help, or contact Shawn Baldwin at [sbaldwin@admin.fsu.edu](mailto:sbaldwin@admin.fsu.edu) or 850-644-8987.

Once your assignment is graded, you should receive an email showing the results. If your submission passes, the email will indicate that the assignment is “Completed.” If your submission does not pass, the email will indicate that you must “Resubmit” the assignment. You will be told what you need to do to make the assignment acceptable. Your work will be graded within 60 days, at the latest, although CPM instructors typically grade assignments sooner than that.

**If you do not have email, you should mail a hard copy to:**

Gayle Blankenship, CPM Program Registrar  
The Florida State University  
Florida Center for Public Management

2035 East Paul Dirac Drive  
102 Herb Morgan Building  
Tallahassee, FL 32306-2821

Our main number is 850-644-6460, or SUNCOM 284-6460.

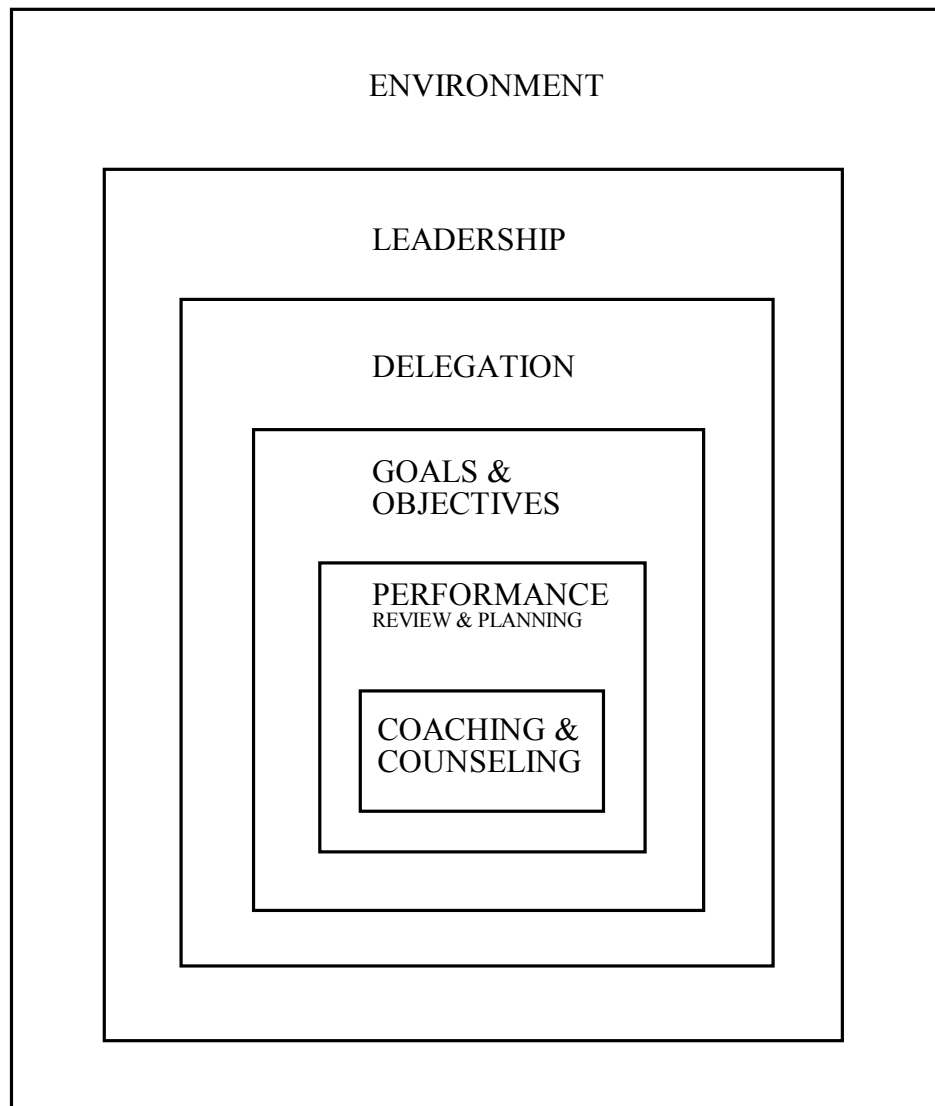
Projects submitted to the CPM Program Office will become a part of the permanent records of the CPM Program. Participants should keep a copy of their projects for their own files and future reference. A project is considered confidential and will be discussed only with the participant who submits it. .

# CPM Audit Procedures

## The CPM Audit

In the Level 5 Assignment, *Is Your Unit Ready for A Performance Audit*, you will complete a CPM Performance Audit on three of the six areas depicted in Table 2, below. Preface your project with a written response to the questions in the **Introduction** on page 9.

**Table 2: The CPM Performance Audit Trail**



In order to select the three areas that you want to examine, review the questions in the next section, *CPM Audit Questions*. To answer the questions and develop your audit, you will:

- Examine documents and other data relevant to the three areas you chose from Table 2
- Review self-assessments you have completed in CPM courses,
- Interview workers
- Observe activities.

You will be especially concerned with identifying needed changes and making recommendations for implementation.

When you have finished gathering information, answer the questions in the next section, *CPM Audit Questions*. As you work through the questions, think about what you do as a manager and about establishing a process for tracking what's going on in relation to what you have learned in previous CPM Levels.

# CPM AUDIT QUESTIONS

## Introduction

1. Define what you mean by:
  - The organization
  - The unit in that organization
  - The manager of the unit

It is not necessary to identify individuals by name. However, it must be clear to us what role you are assuming when answering the questions and what organization and unit you are referring to. Please include an organizational chart showing the structure of the unit as well as the unit's relationship to the total organization. The statement of definitions and the organizational chart must be included in the "Introduction" to your Project 1 report.

2. Number of employees in the organization.
3. Number of employees in the unit.

## Audit

### 1. Environment (Legal Authority)

- 1.1 Cite (and include a copy of, or a link to) the legal authority (*Florida Constitution, Florida Statutes, city or county charter or ordinances, etc.*) for your organization. If not clearly indicated, state what part(s) of this authority your unit is responsible for.
- 1.2 If there is an explicit statement of intent in the legal authority, summarize it and comment on the implications for your unit. (Note: "intent" may also be determined by reviewing historical information such as records of legislative hearings).
- 1.3 Summarize key policy statements from your top management to the membership of your organization which have an impact on the management of your unit and indicate where they are found.
- 1.4 State goals/desired results/performance criteria for your unit which are clearly identified in the legal authority. If clearly identified, give examples of inquiries an observer might make to determine whether or not these legal requirements were being met (that is, what questions are suggested to you by these legal requirements?).

- 1.5 Write (or attach a current copy of) the mission of your organization and your unit's goals. Review these statements for consistency with the legal authority, and write a statement of your findings. Should the mission statement be rewritten in light of your review? How?
- 1.6 Have any recent performance audits, program evaluations, or management reviews been conducted regarding unit activities or performance? List those for the past three years, and give a brief synopsis (for each) of the major findings with significance to unit management.
- 1.7 In the past year, have there been any outstanding judicial or administrative rulings affecting the unit with important implications for unit management? If so, list and give a brief synopsis (for each) of the implications for unit management.
- 1.8 Apart from the above (laws/opinions/rulings/audits/evaluations) how do you, as a manager, determine you are acting in the public interest? Is there a code of ethics for your profession or your organization (provide a copy)? If not, should there be?
- 1.9 Describe the basic operating rules, policies, and procedures used to control the activities of your unit. How precisely do these (rules, policies and procedures) specify how work activities are to be coordinated and controlled? How strictly are these operating rules, policies, and procedures enforced in the unit?
- 1.10 What is your overall assessment of the basic operating rules, policies, and procedures in your unit? What are some needed changes that could or should realistically be implemented?

## 2. Leadership

- 2.1 Describe your own management style by synthesizing your profiles on the management inventories in CPM Levels 1-4 (e.g., **Personal Style Inventory, Lead-Self, Thomas-Kilmann Conflict Mode Instrument, and Teleometrics Instrument**). Do you believe these inventories accurately describe your management style? Why or why not?
- 2.2 Ask your supervisor and some of the people you supervise to react to your management style as conveyed by the Lead Self Instrument in Level 1, Module 2. Were your perceptions of your management style shared by employees in your unit? By your supervisor? Describe the key differences between your perceptions of yourself and the way others perceive you.
- 2.3 Assess the appropriateness of your management style to your organization. Would you like your style to change? How do you plan to change?
- 2.4 Describe your perception of your supervisor's management style. How does this perception affect your relationships with your supervisor?

- 2.5 Describe your perception of the personal styles of the employees in your unit. Identify these employees as Employee A,B,C,D, etc.
- How do these perceptions affect your relationships (such as delegation patterns, motivation) with employees?
- 2.6 Describe your perception of the personal styles of your key associates or colleagues in your organization. Identify these colleagues as Colleague A,B,C,D, etc.
- How do your perceptions of their styles affect your relationships with these individuals?
- 2.7 Using the ideas developed in Hersey and Blanchard's Situational Leadership Model, describe the general maturity level of those you supervise. How does their maturity affect your management style in general and the way you supervise each of the key employees in your unit?
- 2.8 Identify specific management difficulties that are caused by differences in styles and conflicting perceptions of styles. Do you believe these differences should be confronted or left alone (that is, how do you manage these differences)?

### **3. Delegation**

- 3.1 What aspects of your organization's goals have been delegated to your unit? Is this delegation explicit? Include authority documents or other references supporting your answer.
- 3.2 What aspects of your unit's goals have been delegated to employees in the unit? Or to you? Has this delegation been done by objectives? If not, how?
- 3.3 Does each employee in your unit feel (s)he has sufficient authority to accomplish existing delegations? What specific concerns do employees have regarding authority issues? Do delegations of authority in the unit meet the other requirements listed in Section 6 ("Authority In Delegation") of Level 1, Module 3?)
- 3.4 In Level 1, Module 3, review the definition of delegation in Section 1 ("What Is Delegation") and the delegation model in Section 2 ("Delegation Model"). Then, using Section 12 ("Some Thoughts About Delegation") as a guide, analyze your delegation practices and patterns. What tasks do you tend to delegate? To whom? How?
- 3.5 Which aspect of delegation causes you the most difficulty? Why? How could you improve your delegation in each area of the model?
- 3.6 What are the needed changes in delegation practices in your unit (or by you) that could realistically be implemented?

- 3.7. Section 8 (“Some Typical Excuses For Not Delegating”) in Level 1, Module 3 lists typical excuses for not delegating. Do any of these phrases describe difficulties you have had or now have in delegating? Explain your answer and include examples.
- 3.8. Examine the reasons employees resist delegation. Do you resist delegation for these reasons or for other reasons? Do your employees resist delegation for these reasons or for other reasons? Explain your answers.
- 3.9. Review Section 11 (“The General Steps of Delegation”) and outline your approach to each of those.

#### 4. Goals and Objectives

- 4.1 Write a statement or prepare a list of Key Results Areas for your unit.

Key Results Areas, as discussed in Level I, Module 5:

- identify major areas within which the manager invests time, energy, talent and other resources
- include managerial and operational responsibilities of the manager
- cover normal work output, innovations, or improvement efforts
- include “soft,” difficult-to-measure (e.g. staff development), as well as “hard,” tangible areas (e.g. cost control, productivity)
- will not represent activities, but areas within which activities and results occur

Sample Key Results Areas are: strategic planning, operational planning, productivity, quality control, cost control, product/service design, staff development, self-development.

- 4.2 Write or submit a copy of objectives for your unit. (See Level 1, Module 5).
- 4.3 Review the mission/goals/objectives in relation to the legal authority for your organization/unit and write a brief statement of your feelings. In particular, assess:
  - consistency (Are stated mission/goals/objectives within the parameters set by the authority?)
  - coverage/scope (Do stated mission/goals/objectives adequately reflect what is required explicitly? Implicitly?)
  - specific requirement (If specific responsibilities or reports are required, are they reflected explicitly?)

- 4.5 Identify standards that are included (or should be included) in the objectives defined in 4.2. (See Level 1, Module 5).
- 4.6 Looking at your system of objectives, assess how well they help you to accomplish the three purposes of: (1) Learning, (2) motivating, and (3) controlling. (See Level 1, Module 5, Section 13) Also include an assessment of the degree of balance among these three purposes.
- 4.7 As a manager, how do you ensure commitment to objectives (i.e., a fusion of goals of the individual and goals of the organization)? How do you provide for re-negotiation when the situation changes? (See Level 1, Module 5, Section 12: “When should we write objectives?”).
- 4.8 When objectives are difficult to measure directly, what type of indirect measurement do you use? (See Level 1, Module 5, Section 10).
- 4.9 Looking at the goal setting process used in your organization, what are some needed changes? Can they realistically be implemented.

## **5. Performance Planning and Review**

- 5.1 Enclose a copy of the performance appraisal form (a blank) used in your organization. Is this an example of a trait, an activities, or an objectives and results form? (See Level 1, Module 6, Section 2).
- 5.2 If the performance appraisal form is not optimal, indicate areas where it could be improved. (See Level 1, Module 6).
- 5.3 How often do you conduct performance reviews? What support documents do you prepare (memos, letters, critical incident files) to help you review fairly over the full appraisal period?
- 5.4 What guidelines are available (enclose copies) from your organization’s personnel office to help you conduct performance appraisals or reviews?
- 5.5 How do your co-workers feel about the performance planning/review/ appraisal system in your organization? Do they have suggestions to improve it? List three. (Review Level 1, Module 6, Section 11).
- 5.6 Review the past appraisal period. What problems did you have with appraisals/reviews? Did employees understand criteria on which they were appraised? Were there any surprises in the interviews? Were there disagreements about performance?
- 5.7 Indicate how you prepare for a performance review session? Do you have a checklist or other guidelines you use to help you with this process (if so, enclose samples)? (See Level 1, Module 6, Sections 13).

- 5.8 What does performance management accomplish for you, your employees, and your organization (See Level 1, Module 6, Sections 1 and 11). How well does it help you to:
- Manage
  - Counsel employees
  - Gain commitment of employees to organizational goals
  - Develop better relationships with employees
- 5.9 Review Level 1, Module 6, Section 8 (“Hidden Bias in Evaluation”). Were you guilty of either the “horns” or “halo” effects in the last appraisal period? If yes, how much was due to you and how much was due to the form(s) used? Explain your answer.
- 5.10 Review Level 1, Module 6, Section 17 (“Traditional Performance Appraisal: Deming Critique”). Reflect on the requirements of a good performance management system (planning, review, and feedback). Comment on what requirements are most difficult to realize in your organizational setting and how those difficulties might be overcome.

## **6. Coaching and Counseling**

- 6.1 At three points in the management process (delegating, monitoring, and appraising) job coaching is particularly useful. Provide a personal example of how you use coaching at each of these three points.
- 6.2 Describe how you use the following (or other) resources when coaching:
- Printed materials
  - Training programs
  - Other people
- 6.3 How do you use the following (or other) techniques when doing job coaching?
- Redesigning tasks
  - Team coordination
  - Process clarification
- 6.4 Describe how the following are used in your coaching or counseling activities:
- Workplans or activities
  - Performance Measurement
  - Managing Antecedents or Consequences
- 6.5 In coaching, how do you use the following concepts developed in CPM?:
- Motivational bases

- Personal styles
  - Conflict management
- 6.6 Provide copies of (or a link to) discipline guidelines or rules followed by your organization. Relate recent disciplinary events in your unit (or organization) to the principles of positive/negative discipline as developed in Level 1, Module 7, Section 1.
- 6.7 What kind of employee problems do you refer to other professionals for counseling? Do you have an established procedure for doing this? If yes, describe the procedure. If no, how are these problems handled?
- 6.8 Provide copies of (or a link to) guidelines for counseling or coaching interviews, and discuss these guidelines in relation to Section 5 (“Guidelines For Giving and Receiving Feedback”) in Level 1, Module 7.