

2010 Manufacturing Survey Instrument

Interview Details	Company and Manager's Information
Company ID: _____	a) Position: _____
Company Name: _____	b) Tenure in post (<i>number of years</i>): _____
Interviewer Name: _____	c) Tenure in company (<i>number of years</i>): _____
Date (DD/MM/YY): _____	d) When was your factory built (<i>number of years</i>)? _____
Time (24 hour clock): _____	e) Country: _____
Running interview <input type="checkbox"/> Listening to interview <input type="checkbox"/>	f) Region: _____
	g) Number of competitors: _____ <i>(i.e. major domestic and international competitors)</i>

Management Questions

<p><u>1) Introducing Lean (Modern) Techniques</u></p> <p><i>Tests how well lean (modern) manufacturing management techniques have been introduced</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) Can you describe the production process for me?</p> <p>b) What kinds of lean (modern) manufacturing processes have you introduced? How long has this practice been in place? Can you give me specific examples?</p> <p>c) How do you manage inventory levels? What is done to balance the line? What is the takt time of your manufacturing processes?</p>			
	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;">Score 1: Other than JIT delivery from suppliers few modern manufacturing techniques have been introduced (or have been introduced in an ad-hoc manner)</td> <td style="width:33%;">Score 3: Some aspects of modern (lean) manufacturing techniques have been introduced, through informal/isolated change programmes</td> <td style="width:33%;">Score 5: All major aspects of modern/lean manufacturing have been introduced (Just-in-time, automation, flexible manpower, support systems, attitudes and behaviour) in a formal way</td> </tr> </table>	Score 1: Other than JIT delivery from suppliers few modern manufacturing techniques have been introduced (or have been introduced in an ad-hoc manner)	Score 3: Some aspects of modern (lean) manufacturing techniques have been introduced, through informal/isolated change programmes	Score 5: All major aspects of modern/lean manufacturing have been introduced (Just-in-time, automation, flexible manpower, support systems, attitudes and behaviour) in a formal way
Score 1: Other than JIT delivery from suppliers few modern manufacturing techniques have been introduced (or have been introduced in an ad-hoc manner)	Score 3: Some aspects of modern (lean) manufacturing techniques have been introduced, through informal/isolated change programmes	Score 5: All major aspects of modern/lean manufacturing have been introduced (Just-in-time, automation, flexible manpower, support systems, attitudes and behaviour) in a formal way		
<p><u>2) Rationale for Introducing Lean (Modern) Techniques</u></p> <p><i>Tests the motivation and impetus behind changes to operations and what change story was communicated</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) Can you take me through the rationale to introduce these processes?</p> <p>b) What factors led to the adoption of these lean (modern) management practices?</p>			
	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;">Score 1: Modern (lean) manufacturing techniques were introduced because others were using them</td> <td style="width:33%;">Score 3: Modern (lean) manufacturing techniques were introduced to reduce costs</td> <td style="width:33%;">Score 5: Modern (lean) manufacturing techniques were introduced to enable us to meet our business objectives (including costs)</td> </tr> </table>	Score 1: Modern (lean) manufacturing techniques were introduced because others were using them	Score 3: Modern (lean) manufacturing techniques were introduced to reduce costs	Score 5: Modern (lean) manufacturing techniques were introduced to enable us to meet our business objectives (including costs)
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<p>3) Process Documentation and Continuous Improvement</p> <p><i>Tests processes for and attitudes to continuous improvement and whether learnings are captured/ documented</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How do problems typically get exposed and fixed? b) Talk me through the process for a recent problem. c) How can the staff suggest process improvements?</p>		
<p>4) Performance Tracking</p> <p><i>Tests whether performance is tracked using meaningful metrics and with appropriate regularity</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: No process improvements are made when problems occur</p>	<p>Score 3: Improvements are made in 1 week workshops involving all staff (to improve performance in their area of the plant)</p>	<p>Score 5: Exposing problems in a structured way is integral to individuals' responsibilities and resolution occurs as a part of normal business processes rather than by extraordinary effort/teams</p>
<p>5) Performance Review</p> <p><i>Tests whether performance is reviewed with appropriate frequency and communicated to staff</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) What kind of KPIs would you use for performance tracking? b) How frequently are these measured? Who gets to see this KPI data? c) If I were to walk through your factory could I tell how you were doing against your KPIs?</p>		
<p>6) Performance Dialogue</p> <p><i>Tests the quality of review conversations</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Measures tracked do not indicate directly if overall business objectives are being met. Tracking is an ad-hoc process (certain processes aren't tracked at all)</p>	<p>Score 3: Most key performance indicators are tracked formally; tracking is overseen by senior management</p>	<p>Score 5: Performance is continuously tracked and communicated, both formally and informally, to all staff using a range of visual management tools</p>
<p>5) Performance Review</p> <p><i>Tests whether performance is reviewed with appropriate frequency and communicated to staff</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How do you review your KPIs? b) Tell me about a recent meeting. c) Who is involved in these meetings? Who gets to see the results of this review? d) What is the follow up plan?</p>		
<p>6) Performance Dialogue</p> <p><i>Tests the quality of review conversations</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Performance is reviewed infrequently or in an un-meaningful way (e.g. only success or failure is noted)</p>	<p>Score 3: Performance is reviewed periodically with both successes and failures identified; Results are communicated to senior management; No clear follow-up plan is adopted</p>	<p>Score 5: Performance is continually reviewed, based on indicators tracked; All aspects are followed up to ensure continuous improvement; Results are communicated to all staff</p>
<p>6) Performance Dialogue</p> <p><i>Tests the quality of review conversations</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How are these meetings structured? Tell me about your most recent meeting. b) How would the agenda for the meeting be determined? c) What type of feedback occurs in these meetings? d) For a given problem, how would you identify the root cause?</p>		
<p>6) Performance Dialogue</p> <p><i>Tests the quality of review conversations</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: The right data or information for a constructive discussion is often not present or conversations overly focus on data that is not meaningful; Clear agenda is not known and purpose is not stated explicitly</p>	<p>Score 3: Review conversations are held with the appropriate data and information present; Objectives of meetings are clear to all participating and a clear agenda is present. Conversations do not, as a matter of course, drive to the root causes of the problems</p>	<p>Score 5: Regular review/performance conversations focus on problem solving and addressing root causes; Purpose, agenda and follow-up steps are clear to all. Meetings are an opportunity for constructive feedback and coaching</p>

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<p>7) Consequence Management</p> <p><i>Tests whether differing levels of performance (not personal but plan/process based) lead to different consequences</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) Let's say you've agreed to a follow up plan at one of your meetings, what would happen if the plan weren't enacted?</p> <p>b) How long is it between when a problem is identified to when it is solved? Can you give me a recent example?</p> <p>c) How do you deal with repeated failures in a specific business segment?</p>		
<p>8) Types and Balance of Targets</p> <p><i>Tests whether targets cover a sufficiently broad set of metrics and whether financial and non-financial targets are balanced</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Failure to achieve agreed objectives does not carry any consequences</p>	<p>Score 3: Failure to achieve agreed results is tolerated for a period before action is taken</p>	<p>Score 5: A failure to achieve agreed targets drives retraining in identified areas of weakness or moving individuals to where their skills are appropriate</p>
<p>9) Interconnection of Targets</p> <p><i>Tests whether targets are tied the organization's objectives and how well they cascade down the organisation</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) What types of targets are set for the company? What are the goals for your plant?</p> <p>b) Tell me about the non-financial goals?</p>		
<p>10) Time Horizon of Targets</p> <p><i>Tests whether firm has a '3 horizons' approach to planning and targets</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Goals are exclusively financial or operational</p>	<p>Score 3: Goals include non-financial targets, which form part of the performance appraisal of top management only (they are not reinforced throughout the rest of organisation)</p>	<p>Score 5: Goals are a balance of financial and non-financial targets; Senior managers believe the non-financial targets are often more inspiring and challenging than financials alone (e.g. 60% market share by 2003)</p>
<p>9) Interconnection of Targets</p> <p><i>Tests whether targets are tied the organization's objectives and how well they cascade down the organisation</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) What is the motivation behind your goals?</p> <p>b) How are these goals cascaded down to the individual workers?</p> <p>c) How are your targets linked to company performance and their goals?</p>		
<p>10) Time Horizon of Targets</p> <p><i>Tests whether firm has a '3 horizons' approach to planning and targets</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Goals are based purely on accounting figures (with no clear connection to shareholder value)</p>	<p>Score 3: Corporate goals are based on shareholder value but are not clearly cascaded down to individuals</p>	<p>Score 5: Corporate goals focus on shareholder value. They increase in specificity as they cascade through business units ultimately defining individual performance expectations</p>
<p>10) Time Horizon of Targets</p> <p><i>Tests whether firm has a '3 horizons' approach to planning and targets</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) What kind of time scale are you looking at with your targets?</p> <p>b) Which goals receive the most emphasis?</p> <p>c) Are long term and short term goals set independently?</p> <p>d) Could you meet all your short-run goals but miss your long-run goals?</p>		
<p>10) Time Horizon of Targets</p> <p><i>Tests whether firm has a '3 horizons' approach to planning and targets</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Top management's main focus is on short term targets</p>	<p>Score 3: There are short and long term goals for all levels of the organisation. As they are set independently, they are not necessarily linked to each other</p>	<p>Score 5: Long term goals are translated into specific short term targets so that short term targets become a "staircase" to reach long term goals</p>

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<p align="center"><u>11) Target Stretch</u></p> <p align="center"><i>Tests whether targets are based on a solid rationale and are appropriately difficult to achieve</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How tough are your targets? Do you feel pushed by them? b) On average, how often would you say that you meet your targets? c) Do you feel that all groups receive the same degree of difficulty, in terms of targets? Do some groups get easy targets? d) What is the rationale behind the targets?</p>		
<p><u>12) Clarity and Comparability of Goals</u></p> <p align="center"><i>Tests how easily understandable performance measures are and whether performance is openly communicated to staff</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Goals are either too easy or impossible to achieve; managers low-ball estimates to ensure easy goals</p>	<p>Score 3: In most areas, top management pushes for aggressive goals based on solid economic rationale. There are a few "sacred cows" that are not held to the same rigorous standard</p>	<p>Score 5: Goals are genuinely demanding for all divisions. They are grounded in solid, solid economic rationale</p>
<p><u>13) Instilling a talent mindset/ Managing Talent</u></p> <p align="center"><i>Tests what emphasis is out on overall talent management within the organization</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How do senior managers show that attracting and developing talent is a top priority? b) Do senior managers get any rewards for bringing in and keeping talented people in the company?</p>		
<p><u>14) Building a High-Performance Culture through Incentives and Appraisals</u></p> <p align="center"><i>Tests whether there is a systematic approach to identifying good and bad performers and rewarding them proportionately</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Performance measures are complex and not clearly understood. Individual performance is not made public</p>	<p>Score 3: Performance measures are well defined and communicated; performance is public in all levels but comparisons are discouraged</p>	<p>Score 5: Performance measures are well defined, strongly communicated and reinforced at all reviews; performance and rankings are made public to induce competition</p>
<p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Senior management do not communicate that attracting, retaining and developing talent throughout the organisation is a top priority</p>	<p>Score 3: Senior management believe and communicate that having top talent throughout the organisation is a key way to win</p>	<p>Score 5: Senior managers are evaluated and held accountable on the strength of the talent pool they actively build</p>
<p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How does your appraisal system work? Tell me about the most recent round? b) How does the bonus system work? c) Are there any non-financial rewards for top performers? d) How does your reward system compare to your competitors?</p>		
<p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: People within our firm are rewarded equally irrespective of performance level</p>	<p>Score 3: Our company has an evaluation system for the awarding of performance related rewards</p>	<p>Score 5: We strive to outperform the competitors by providing ambitious stretch targets with clear performance related accountability and rewards</p>

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<p>Manager's Bonus: What is your bonus as a percentage of salary? _____ What is your percentage increase of salary, when you receive a promotion? _____</p>	<p>% of the bonus based on individual performance _____ <i>Refused to answer</i> Yes <input type="checkbox"/> No <input type="checkbox"/> % of the bonus based on team/plant performance _____ <i>Bonus on individual, team, and company performance MUST add up to 100</i> % of the bonus based on company performance _____</p>			
<p>15) Removing Poor Performers/ Making Room for Talent <i>Tests how well the organization is able to deal with underperformers</i></p> <p>Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) If you had a worker who could not do his job what would you do? Could you give me a recent example? b) How long would underperformance be tolerated? c) Do you find any workers who lead a sort of charmed life? Do some individuals always just manage to avoid being fixed/fired?</p>			
	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%; padding: 5px;">Score 1: Poor performers are rarely removed from their positions</td> <td style="width:33%; padding: 5px;">Score 3: Suspected poor performers stay in a position for a few years before action is taken</td> <td style="width:33%; padding: 5px;">Score 5: We move poor performers out of the company or to less critical roles as soon as a weakness is identified</td> </tr> </table>	Score 1: Poor performers are rarely removed from their positions	Score 3: Suspected poor performers stay in a position for a few years before action is taken	Score 5: We move poor performers out of the company or to less critical roles as soon as a weakness is identified
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<p>16) Developing Talent and Promoting High-Performers <i>Tests whether promotion is performance based and whether talent is developed within the organization</i></p> <p>Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) Tell me about your promotion system. b) What about poor performers? What happens with them? Are there any examples you can think of? c) How would you identify and develop your star performers? d) If two people both joined the company 5 years ago and one was much better than the other what job opportunities would he/she have in the company?</p>			
	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%; padding: 5px;">Score 1: People are promoted primarily upon the basis of tenure</td> <td style="width:33%; padding: 5px;">Score 3: People are promoted upon the basis of performance</td> <td style="width:33%; padding: 5px;">Score 5: We actively identify, develop and promote our top performers</td> </tr> </table>	Score 1: People are promoted primarily upon the basis of tenure	Score 3: People are promoted upon the basis of performance	Score 5: We actively identify, develop and promote our top performers
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<p>17) Distinctive Employee Value Proposition <i>Tests the strength of the employee value proposition</i></p> <p>Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) What makes it distinctive to work at your company as opposed to your competitors? b) If you were trying to sell your firm to me how would you do this (get them to try to do this)? c) What don't people like about working in your firm?</p>			
	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%; padding: 5px;">Score 1: Our competitors offer stronger reasons for talented people to join their companies</td> <td style="width:33%; padding: 5px;">Score 3: Our value proposition to those joining our company is comparable to those offered by others in the sector</td> <td style="width:33%; padding: 5px;">Score 5: We provide a unique value proposition above our competitors to encourage talented people to join our company</td> </tr> </table>	Score 1: Our competitors offer stronger reasons for talented people to join their companies	Score 3: Our value proposition to those joining our company is comparable to those offered by others in the sector	Score 5: We provide a unique value proposition above our competitors to encourage talented people to join our company
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<p>18) Retaining Talent <i>Tests whether the organization will go out of its way to keep its top talent</i></p> <p>Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) If you had a star performer who wanted to leave what would the company do? b) Could you give me an example of a star performers being persuaded to stay after wanting to leave? c) Could you give me an example of a star performer who left the company without anyone trying to keep them?</p>			
	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%; padding: 5px;">Score 1: We do little to try and keep our top talent</td> <td style="width:33%; padding: 5px;">Score 3: We usually work hard to keep our top talent</td> <td style="width:33%; padding: 5px;">Score 5: We do whatever it takes to retain our talent</td> </tr> </table>	Score 1: We do little to try and keep our top talent	Score 3: We usually work hard to keep our top talent	Score 5: We do whatever it takes to retain our talent
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Organization Questions

a) How many people are in the firm? _____

Please say "Now I want to talk about the firm hierachy". Then iteratively ask "Who does a shop floor worker report to?", "Who would [their boss] report to"...., Keep asking until you reach the CEO

b) Number of levels in the firm BETWEEN the shopfloor and the CEO: _____

c) Have the levels changed in the last 3 years? Yes No -99

d) If Yes, number of levels added (negative for subtracted): _____

Please confirm back to them the reporting levels between Plant management and shopfloor

e) Number of levels BETWEEN the shopfloor and the Plantmanager: _____

f) How many people are in the plant? _____

g) How many people directly report to the PLANT MANAGER (i.e. the number of people the PLANTMANAGER manages directly in the hierachical layer below him)? _____

h) How much do managers decide how tasks are allocated across workers in their teams?

Managers make all the decisions

Managers make most of the decisions

Decision making is about equal

Workers make most of the decisions

Workers make all the decisions

i) Who decides the pace of work on the shopfloor?

Managers make all the decisions

Managers make most of the decisions

Decision making is about equal

Workers make most of the decisions

Workers make all the decisions

Customer demand determines pace

j) To hire a FULL-TIME PERMANENT SHOPFLOOR worker what agreement would your plant need from CHQ?

Score:

1 2 3 4 5 -99

Score 1: No authority – even for replacement hires

Score 3: Requires sign-off from CHQ based on the business case, but is typically agreed (i.e. 80-90% of the time)

Score 5: The plant has complete authority

k) What is the largest CAPITAL INVESTMENT your plant could make without PRIOR authorization from CHQ? (ignore form filling) [PLEASE CROSS CHECK ANY ZERO RESPONSE BY ASKING "what about buying a new computer - would that be possible?", and then probe... _____

l) Where are decisions taken on new product introductions - at the plant, at the CHQ or at both?

Score:

1 2 3 4 5 -99

Score 1: All new product introduction decisions taken at CHQ.

Score 3: New product introductions are jointly determined by the plant and CHQ.

Score 5: All new product introduction decisions take place at the plant level.

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m) How much of sales and marketing is carried out at the plant level (rather than at CHQ)?

Score:

1 2 3 4 5 -99

Score 1: None- sales and marketing is all at CHQ.

Score 3: Sales and marketing decisions are split between plant and CHQ.

Score 5: The plant runs all sales and marketing.

n) Is CHQ on the site being interviewed? _____

o) How many production sites in the firm? _____

p) How many production sites are abroad? _____

q) What percent of production is outsourced? _____

r) What percent of production is exported? _____

s) How has the credit crunch impacted the way you manage your firm, if at all?

Cost Cutting _____

Changed Product Mix _____

Reduced Employment Levels _____

Reduced Investment _____

Cut Prices _____

Any Other? _____

Ownership

a) Who ultimately owns the firm (the single largest shareholding block)? If multinational who owns the parent firm in the home country?
If no entity owns more than 25% of the shares, tick the "Dispersed Shareholder" box

Founder Family (+2nd gen) Private Individuals Managers

Dispersed Shareholders Private Equity or Venture Capital

Joint Venture Government Other _____

b) Has ownership changed in the last 3 years? Yes No -99

If changed, who owned the firm 3 years ago?

Founder Family (+2nd gen) Private Individuals Managers

Dispersed Shareholders Private Equity or Venture Capital

Joint Venture Government Other _____

c) Is the firm owned by a foreign Multinational? Yes No -99

If yes, which country is the Multinational from? _____

Ask only if family/founder owns (or owned the firm 3 years ago)

d) Is a family member CEO? Yes No -99

e) Which generation? _____

f) How many family members are working in management in the firm? _____

g) When CEO control was passed down through the family was it given to the oldest son? Yes No -99

Human Resources/ Constraints on Management

Managers are individuals with line control of others - i.e. they direct their work and help set their pay

Managers Non-Managers

- a) Percent of employees who are _____
- b) Percent with a college degree _____
- c) Average actual hours worked per week _____
- d) Percent of managers who have left in the last 12 months (in plant) _____
- e) Percent employees who are union members _____

f) Roughly how many times bigger is the CEO salary than a standard shopfloor salary. That is, does the CEO earn twice as much, ten times as much, or 100 times as much?

_____ Refused to answer: Yes No

g) Ignoring yourself, how well managed do you think the rest of the company is on scale: 1 to 10, where 1 is worst practice, 10 is best practice and 5 is average

- Overall _____
- Operations (production processes) _____
- Talent (people, promotions, incentives, etc.) _____

Would you like me to send you a copy of this report when it is written? Yes No

Constraints on Management:

h) We have been discussing different aspects of management within your firm, looking back what do you think might constrain improving any of your management practices? For example, I will go through a few options, and could you tell me if these are a major, a minor obstacle or not an obstacle at all?

Hiring managers with the right skills:

Not an obstacle Major Obstacle Minor Obstacle

Hiring non-managers with the right skills:

Not an obstacle Major Obstacle Minor Obstacle

Employment laws and regulations:

Not an obstacle Major Obstacle Minor Obstacle

Trade unions:

Not an obstacle Major Obstacle Minor Obstacle

Obtaining cost-effective management consultancy:

Not an obstacle Major Obstacle Minor Obstacle

Knowing what new management practices to introduce:

Not an obstacle Major Obstacle Minor Obstacle

Any Other? _____

Not an obstacle Major Obstacle Minor Obstacle

2010 Manufacturing Survey Instrument

Post - Interview

a) Interview duration (minutes) _____

b) Interviewee knowledge of management practices

Score:

1 2 3 4 5

Score 1: Some knowledge his site, and no knowledge about the rest of the firm

Score 3: Expert knowledge his site, and some knowledge about the rest of the firm

Score 5: Expert knowledge about his site and the rest of the firm

c) Interviewee willingness to reveal information

Score:

1 2 3 4 5

Score 1: Very reluctant to provide more than basic information

Score 3: Provides all basic information and some more confidential information

Score 5: Totally willing to provide any information about the firm!

d) Interviewee patience

Score:

1 2 3 4 5

Score 1: Little patience - wants to run the interview as quickly as possible. I felt heavy time pressure.

Score 3: Some patience - willing to provide richness to answers but also time constrained. I felt moderate time pressure

Score 5: Lot of patience - willing to talk for as long as required. I felt no time pressure.

e) Number of times mentioned the environment _____

Attitude on the environment (if mentioned)

Score:

1 2 3 4 5

Score 1: Environmental Regulations seen entirely as a hindrance - bad for the firm

Score 3: Good environment important but also a constraint - mixed for the firm

Score 5: Good environment very important and takes priority over other objectives - good for the firm

f) Number of times rescheduled (0=never rescheduled) _____

g) Seniority of interviewee

Director VP/General Manager Plant of Factory Manager

Manufacturing/Production Manager Technician

h) Age of interviewee (don't ask) - guess if not told _____

i) Gender of interviewee Male Female

j) Did the interviewee have a degree - guess if not told _____

k) Manager studied abroad Yes No

l) Interview language