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# An Exploratory Analysis of Learning from Peers: Radial vs. Nonradial Efficiency Measures and Convex vs. Nonconvex Technologies\*

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## Abstract

This work investigates to which extent the known substantial differences between technical efficiencies on convex and nonconvex technologies translate into different learning possibilities. We also study whether radial and nonradial efficiency measures lead to a different learning experience. To our knowledge, these questions have never been investigated. Our empirical research is guided by three working hypotheses regarding how the analysis of peers facilitates learning by comparing on the one hand convex versus nonconvex technologies, and on the other hand radial versus nonradial efficiency measures. These working hypotheses are investigated using three distinct metrics: peer count, peer similarity, and peer dominance. We employ five existing secondary data sets and one large sample of more than 10,000 observations on Belgian traffic control centres in an effort to refute our three working hypotheses using these three metrics. Anticipating our conclusion, the combination of the logical, the statistical, and the managerial arguments against convexity is rather overwhelming in our data and we

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think that convexity is an axiom that should be scrutinized in all these three respects in all future methodological innovations as well as in empirical applications.

**KEYWORDS:** Data Envelopment Analysis; Free Disposal Hull; Peer analysis; Technology; Learning

# 1 Introduction

The estimation of efficiency has meanwhile a long history in economics and operations research (see Farrell (1957) and Boles (1966) for early contributions and Emrouznejad et al. (2008) and Emrouznejad and Yang (2018) for surveys). Almost all if not all traditional parametric, semi-parametric, and nonparametric specifications of technologies maintain the convexity axiom on the technology.

Nonconvexities in technology are known to be possible for a rather wide variety of reasons (see Mas-Colell (1987) for an overview). First, inputs and/or outputs are indivisible. In other words, most inputs and outputs are only imperfectly divisible and cannot be varied continuously as standardly assumed. Second, there is the possibility of non-negligible setup-times that translate into positive setup costs due to indivisibilities in starting up production. Third, increasing returns to scale are possible due to indivisibilities in inputs, learning effects, or organizational advantages in the internal structure of production. Fourth, negative externalities due to interference between productive activities may induce nonconvexities. Furthermore, economies of specialization can also violate the traditional convexity axiom: see, e.g., Romer (1990) on nonrival inputs in the new growth theory. Finally, aggregating distinct convex technologies -in the sense of blueprint books- may yield some local nonconvex range (see Hung et al. (2009)). Nonconvexities complicate the role of prices in both equilibrium and welfare theories (e.g., Mas-Colell (1987)).

In empirical production analysis these reasons for nonconvexities have most often been ignored and the convexity axiom has been maintained because of the -often implicit- assumption of time divisibility (e.g., Shephard (1967, p. 214-215) or Shephard (1970, p. 15)), or simply because of analytical convenience.<sup>1</sup> But, if time is only imperfectly divisible (e.g., because of setup times and the associated costs), then nonconvexities may well affect both production and cost analysis. This is a logical argument questioning convexity.

This negligence of nonconvexities in production and cost analysis can -implicitly or explicitly- be interpreted in terms of a belief that there is no impact of nonconvexities on the parameters of interest in production and cost approaches alike. Few people will deny that there is no difference between convex and nonconvex production technologies. Bricc et al. (2022b, p. 738-740) survey studies documenting differences in convex and nonconvex efficiency decompositions (focusing on technical and scale efficiencies), differences in productivity growth (Malmquist and Hicks-Moorsteen indices on the one hand and Luenberger and

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<sup>1</sup>Shephard (1967, p. 214-215) and Shephard (1970, p. 15) state that convexity is only valid for “time divisibly-operable technologies”.

Luenberger-Hicks-Moorsteen indicators on the other hand are discussed), and differences in capacity utilization (differences in output-oriented plant capacity, attainable output-oriented plant capacity, input-oriented plant capacity, and economic cost-based capacity notions are listed).

Only rather recently, specific tests for convexity of the production technology have been presented by Kneip et al. (2016) and augmented by Simar and Wilson (2020). Empirical applications of this test are, among others, found in Apon et al. (2015) on US universities, López-Torres et al. (2021) on UK schooling, O’Loughlin and Wilson (2021) on US local governments, and Wilson (2021) on US banks. All of these studies reject convexity, except the first study where for several departments the hypothesis of convexity cannot be rejected. This may provide a statistical argument questioning convexity.

But, we maintain that the eventual impact of convexity on especially cost estimates has rarely if ever been explicitly tested empirically. This neglect is disturbing given that there exists a property of the cost function that is convex/nonconvex in the outputs when convexity of technology is imposed/rejected. Hence, one can only stick to convexity if there is substantial evidence that its impact on the majority of empirical cost function applications is negligible. It is impossible just to assume that the impact of convexity on cost function estimates is negligible since information on how well convex cost functions approximate nonconvex ones is almost absent. Briec et al. (2022b, p. 737-738) list a small selection of studies that report the results of convex and nonconvex frontier cost estimates: these seem to differ anywhere between 2% and 50%. Thus, these cost differences may well be very substantial. This impact of convexity on cost estimates serves to further motivate an interest in investigating the effect of convexity: due to space constraints, this contribution focuses on the effect of convexity on technical efficiency.

The main topic of this research is to investigate to which extent these seemingly substantial differences between technical efficiencies on convex (C) and nonconvex (NC) technologies translate into different peers and learning possibilities. We start out with the conjecture that the traditional radial efficiency measure may behave quite different from its nonradial alternatives. While the radial efficiency measure projects onto the isoquant of technology, the historically first nonradial alternative proposed in the literature, i.e., the Färe and Lovell (1978) efficiency measure, projects onto the efficient subset. To our knowledge, it has never been investigated to which extent radial and nonradial efficiency measures lead to different learning experiences. Learning is critical for frontier applications in management and policy.

To guide our empirical research, we develop three working hypotheses regarding to how

the analysis of peers in frontier technologies facilitates learning by comparing C versus NC basic technologies on the one hand, and radial versus nonradial efficiency measures on the other hand. The first working hypothesis states that learning is easier when the number of peers involved is low. The second working hypothesis reads that learning is easier when peer similarity over model variations is high. The final working hypothesis is that learning is easier when more peers dominate the evaluated observation. To empirically investigate these three working hypotheses we develop three metrics that can quantify the empirical impacts. We start our empirical analysis by selecting five existing secondary data sets with a variety of specifications and sample sizes. We supplement these existing data sets with a very large sample of more than 10 000 observations on Belgian traffic control centres: we create subsamples from very small to very big. We try to verify our three working hypotheses on these secondary data sets as well on this original data set using these three metrics. This is a managerial argument questioning convexity.

This contribution is structured as follows. Section 2 defines the production technologies as well as the radial and nonradial efficiency measures employed in our empirical analysis. Section 3 provides a framework for the analysis of peers. It focuses mainly on the formulation of the three distinct hypotheses that we want to be put to a test using three separate metrics. Section 4 discusses the selection of data sets: existing secondary data sets, and a new large data set. Section 5 focuses on the details of the empirical results. The final section 6 concludes.

## 2 Technologies and Efficiency Measures: Basic Definitions

This section introduces some basic notation and defines the production technologies utilised in this contribution. We start from a given production process that turns an  $N$ -dimensional input vector  $x \in \mathbb{R}_+^N$  into an  $M$ -dimensional output vector  $y \in \mathbb{R}_+^M$ . The production possibility set or production technology  $T$  is defined as  $T = \{(x, y) \mid x \text{ can produce at least } y\}$ . Associated with this technology  $T$ , the input set  $L(y) = \{x \mid (x, y) \in T\}$  denotes all input vectors  $x$  capable of producing at least a given output vector  $y$ .<sup>2</sup>

In this contribution, the technology  $T$  is assumed to satisfy a combination of the following

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<sup>2</sup>It is common to assume that the input and output data satisfy a series of conditions (see, e.g., Färe et al. (1994, p. 44-45)): (i) each producer employs non-negative amounts of each input to produce non-negative amounts of each output; (ii) there is an aggregate production of positive amounts of every output as well as an aggregate utilization of positive amounts of every input; and (iii) each producer employs a positive amount of at least one input to produce a positive amount of at least one output.

standard assumptions:

- (T.1) Possibility of inaction and no free lunch, i.e.,  $(0, 0) \in T$  and if  $(0, y) \in T$ , then  $y = 0$ .
- (T.2)  $T$  is a closed subset of  $\mathbb{R}_+^N \times \mathbb{R}_+^M$ .
- (T.3) Strong input and output disposability, i.e., if  $(x, y) \in T$  and  $(x', y') \in \mathbb{R}_+^N \times \mathbb{R}_+^M$ , then  $(x', -y') \geq (x, -y) \Rightarrow (x', y') \in T$ .
- (T.4)  $T$  is convex.

We comment briefly on these traditional assumptions by recalling the following elements (see, e.g., Färe et al. (1994) or Hackman (2008) for details). Inaction is feasible, and there is no free lunch. Technology is closed. We assume strong or free disposability of inputs and outputs: inputs can be wasted, and outputs can be discarded without any opportunity costs. Finally, technology is C. In our empirical analysis not all these axioms are maintained simultaneously.<sup>3</sup> In particular, C is not always maintained in the empirical analysis.

When discussing input-oriented efficiency measures, in our context it is important to distinguish between two subsets of the input set. First, we can define the isoquant of an input set as:

$$IsoqL(y) = \{x \in L(y) \mid \forall \lambda \in [0, 1) : \lambda x \notin L(y)\}. \quad (1)$$

Finally, the strongly efficient subset of the input set is defined as:

$$EffL(y) = \{x \in L(y) \mid \forall u \in \mathbb{R}_+^N : u \leq x \text{ and } u \neq x \Rightarrow u \notin L(y)\}. \quad (2)$$

Obviously, these two subsets of the input set are embedded:  $EffL(y) \subseteq IsoqL(y) \subseteq L(y)$ .

The radial input efficiency measure characterizes the input set  $L(y)$  completely. The formal definition of the Debreu (1951) and Farrell (1957) radial input-oriented efficiency measure is as follows:

$$DF_i : \mathbb{R}_+^N \times \mathbb{R}_+^M \rightarrow \mathbb{R}_+ \cup \{+\infty\} : (x, y) \mapsto DF_i(x, y) = \inf_{\delta \in \mathbb{R}_+} \{\delta \mid \delta x \in L(y)\}. \quad (3)$$

This radial input efficiency measure indicates the maximal equiproportionate reduction in all inputs which still allows production of the given output vector. This radial input efficiency measure has the main property that it is smaller than or equal to unity for all feasible input-output combinations ( $\forall x \in L(y) : DF_i(x, y) \leq 1$ ), with efficient production on the isoquant

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<sup>3</sup>For example, note that the C variable returns to scale technology need not satisfy inaction.

of  $L(y)$  represented by unity. Furthermore, the radial input efficiency measure has a cost interpretation (see, e.g., Hackman (2008)).

The nonradial Färe and Lovell (1978) input efficiency measure can be defined as follows:

$$FL : \mathbb{R}_+^N \setminus \{0\} \times \mathbb{R}_+^M \rightarrow \mathbb{R}_+ \cup \{+\infty\} :$$

$$FL(x, y) = \inf_{\beta \in \mathbb{R}_+^N} \left\{ \frac{1}{n(I(x))} \sum_{i \in I(x)} \beta_i \mid \beta \odot x \in L(y), \beta_i \in [0, 1] \right\}, \quad (4)$$

where  $\odot$  denotes the Hadamard (element by element) product of two vectors, and for all  $x \in \mathbb{R}_+^N$  the support of  $x$  is defined as  $I(x) = \{i \in \{1, \dots, N\} \mid x_i > 0\}$  and  $n(I(x))$  denotes the cardinality of the set  $I(x)$ . This Färe and Lovell (1978) input efficiency measure indicates the minimum average sum of dimension-wise reductions in each input dimension which maintains production of given outputs on the efficient subset of the input set.<sup>4</sup>

In our static production context the above input efficiency measures are always well-defined. More details on the axiomatic properties of both input-oriented efficiency measures is found in Russell and Schworm (2009). It suffices to point out that the radial input efficiency measure does not comply with the indication property of the efficient subset, while the Färe and Lovell (1978) input efficiency measure does. Both input efficiency measures comply with another and perhaps more fundamental property of independence of units of measurement (for generalised commensurability: see Bricet et al. (2022a)).

It can be noted that we have limited the discussion to some of the most popular input-oriented efficiency measures, but it is also possible to define more general graph efficiency measures that operate in the full space of inputs and outputs (see Russell and Schworm (2011) for a survey). One example is the directional distance function, a generalised efficiency measure that is compatible with reductions in inputs and expansions in outputs and that has a normalised profit interpretation.

For the empirical application in Section 4, we assume a nonparametric frontier technology under the flexible or variable returns to scale assumption (VRS) and impose either C or NC.<sup>5</sup> Based on  $K$  observations consisting of input-output combinations  $(x_k, y_k) \in \mathbb{R}_+^N \times \mathbb{R}_+^M$ , ( $k = 1, \dots, K$ ), a unified algebraic representation of C and NC nonparametric frontier estimators

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<sup>4</sup>Ruggiero and Bretschneider (1998) and Zhu (1996), for instance, define a weighted Färe and Lovell (1978) input efficiency measure.

<sup>5</sup>It cannot be excluded that the distinction between isoquant and efficient subset may also be relevant for parametric frontier analysis. We focus on nonparametric frontier technologies where this distinction has been the subject of substantial research as cited in this contribution.

of the technologies under the flexible or variable returns to scale assumption is possible as follows:

$$T^{\Lambda, VRS} = \left\{ (x, y) \mid x \geq \sum_{k=1}^K z_k x_k, y \leq \sum_{k=1}^K z_k y_k, z \in \Lambda \right\}, \quad (5)$$

where

$$(i) \quad \Lambda \equiv \Lambda^C = \left\{ z \mid \sum_{k=1}^K z_k = 1 \text{ and } z_k \geq 0 \right\};$$

$$(ii) \quad \Lambda \equiv \Lambda^{NC} = \left\{ z \mid \sum_{k=1}^K z_k = 1 \text{ and } z_k \in \{0, 1\} \right\}.$$

The activity vector  $z$  of real numbers summing to unity represents the C axiom. This same sum constraint with each vector component being a binary integer represents NC. The estimator of the C technology satisfies axioms (T.1) (except inaction) to (T.4), while the estimator of the NC technology adheres to axioms (T.1) to (T.3).

It is now straightforward to consider the input efficiency estimates, obtained by plugging the nonparametric frontier estimators of the technologies determined by (5) into the input efficiency measures (3) and (4). Both input efficiency estimates of (3) and (4) involve solving a simple linear program (e.g., Ferrier et al. (1994, Appendix A)) in the C case, and an implicit enumeration algorithms (e.g, Briec et al. (2022b)) in the NC case: see also Appendix B for further details. Let  $z_k^*$  denote the optimal solution for the activity vector components from these mathematical programming problems, then the reference unit is a weighted average of the existing units  $(\sum_{k=1}^K z_k^* x_k, \sum_{k=1}^K z_k^* y_k)$  under C, and it is  $(x_k, y_k)$  corresponding to the sole non-zero optimal activity component  $z_k^* = 1$  under NC.

### 3 Managerial Framework for the Analysis of Peers

#### 3.1 Literature Review: A Selection on Peers and Learning

Radial and nonradial efficiency measures have been compared to one another, but rarely on C and NC technologies simultaneously. Silva Portela et al. (2003) is such a study, but the authors use non-oriented efficiency measures that modify inputs and outputs simultaneously, and do not analyse the underlying peers. Ferrier et al. (1994) and De Borger et al. (1998) analyse input-oriented radial and nonradial (including the Färe and Lovell (1978)) efficiency

measures on the same banking data set using C and NC technologies, respectively, but these articles do not compare C and NC results and ignore the analysis of the underlying peers. Thus, it seems that our empirical analysis is the first to compare input-oriented radial and Färe and Lovell (1978) efficiency measures on C and NC technologies and assess their underlying peers.

Månsson (2003) is the first to mitigate the impact of C on the selection of peers by suggesting to compute a sphere with minimal Euclidean distance between an evaluated observation and the set of efficient observations in the sample. This method is disconnected of the use of traditional efficiency measures, and the author does not further analyse the resulting peers using C and NC technologies and using radial and nonradial efficiency measures. Chavas and Kim (2015) are the first to create a technology that combines in a sense endogenously both the C and the NC technologies by defining a mixture technology relative to a neighborhood of firms within a given distance of one another. But, these authors ignore the analysis of the underlying peers as well.

Ruiz and Sirvent (2022a) develop some C benchmarking models that seek to find the closest targets (projections onto the production frontier), while at the same time identifying reference sets consisting of peers (optimal activity variables) having the most similar performances to that of the unit under evaluation. Ruiz and Sirvent (2022b) propose further C benchmarking models that identify peers serving as benchmarks showing the way to achieve the targets that have been set. Thus, targets and peers set the same direction for improvement determined by the targets, while the peers identified are real benchmarks showing the way toward those targets.

Krüger (2018) restricts the identification of peers to the efficient subset of a basic NC technology. In particular, he identifies the strongly efficient subset of a NC technology and then computes optimal distances towards these points using a minimal or maximal directional distance function. In line with some earlier work, Ghahraman and Prior (2016) draw on social network analysis to transform the benchmarking information from C efficiency analysis into a network of possible efficiency improvements. These authors calculate optimal stepwise benchmarking paths, detect possible outliers, cluster units, and highlight specialized decision making units. Daraio and Simar (2016) propose a data-driven approach based on nonparametric local constant regression to objectively select a direction vector for the directional distance function. A problem of eventually abandoning a proportional version of the direction vector is that generalised commensurability is no longer respected (see Briec et al. (2022a)).

But, in all these contributions these peers are not further analysed in terms of similarity between C and NC technologies and between radial and nonradial efficiency measures.

## 3.2 Managerial Concerns

Decision makers seem to have difficulties understanding the efficiency results under C. This is evidenced in remarks, scattered in the literature, on the problems encountered in communicating the results of traditional efficiency measurement assuming C to decision makers. We provide some examples of quotes reflecting this doubt of managers to the axiom of C.

In a study applying C nonparametric frontier methods to measure bank branch efficiency, Parkan (1987, p. 242) notes:

The comparison of a branch which was declared relatively efficient, to a hypothetical composite branch, did not allow for convincing practical arguments as to where the inefficiencies lay.

Epstein and Henderson (1989, p. 105) report similar experiences in that managers simply question the feasibility of the hypothetical projection points resulting from C nonparametric frontiers when discussing an application to a large public-sector organisation:

The algorithm for construction of the frontier was also discussed. The frontier segment connecting A and B was considered unattainable. It was suggested that either (1) these two DMUs (Decision Making Units, red.) should be viewed as abnormal and dropped from the model, (2) certain key variables have been excluded, or (3) the assumption of linearity was inappropriate in this organization. It appears that each of these factors was present to some degree.

In a very similar vein, Bouhnik et al. (2001, p. 243) state:

Equally as important, it is our experience that managers often question the meaning of C combinations that involve what they perceive to be irrelevant DMUs.

These quotes point to the fact that C may well in practice combine observations that are too far apart in terms of input mix, output mix, and/or scale of operations. While one hopes for a rather uniformly dense rather well-spaced cloud of points that avoids the combination of extreme points of production, such extreme combinations apparently occur and are puzzling for managers.

In addition, some researchers admit that NC analysis of production facilitates the practical use of efficiency results. For instance, Bogetoft et al. (2000, p. 859) declare in this context:

In general, allowing the possibility set to be nonconvex facilitates the practical use of productivity analysis in benchmarking. In particular, fictitious production possibilities, generated as convex combinations of those actually observed, are usually less convincing as benchmarks, or reference units, than actually observed production possibilities.

This experience is confirmed by Halme et al. (2014, p. 10):

During our long experience of DEA applications we repeatedly encountered the phenomenon that DMs (Decision Maker) are reluctant to evaluate other than existing units.

While these quotes can be interpreted as questioning the practical usefulness of  $C$ , we are in favour of a more benign interpretation. These quotes reveal that managers have difficulties learning from peers when these do not dominate the DMU being evaluated, while they are capable to learn from peers when these do dominate the DMU being evaluated.

### 3.3 Comparison Framework

Our empirical learning from peers analysis is based on the following three working hypotheses:

1.  $WH_1$ : Learning is facilitated when **peer count** is low.
2.  $WH_2$ : Learning is facilitated when **peer similarity** over model variations is high.
3.  $WH_3$ : Learning is facilitated when **peer dominance** is high.

It is important to highlight that these three working hypotheses are not directly subjected to statistical tests. Instead, these working hypotheses serve as a preliminary framework (expectation) that provides a starting point for further research. The working hypothesis is often associated with deductive and exploratory research goals within empirical investigations, frequently serving as a foundational framework in qualitative and quantitative research endeavors (see, e.g., Casula et al. (2021)).

The first working hypothesis  $WH_1$  indicates that learning is simplest when the number of peers is low. Imagining that an inefficient observation learns via either visiting their peers or via some meetings regrouping their peers, it is intuitively clear that the time cost and complexity of such learning process is simplest when the number of peers is low. For instance, Krüger (2018) in fact restricts peers for a  $C$  technology to be selected among the unique units

in the NC efficient subset: just as in the NC technology, this always leads to a single peer. This can be interpreted as an attempt to keep the number of peers low to facilitate learning.

The second working hypothesis  $WH_2$  hopes for some robustness of the peers across model variations. The more peers are similar across model variations the easier it is to learn from peers and to implement changes that hopefully ameliorate performance. This idea is somewhat similar to articles investigating peer similarity across different efficiency measures (e.g., De Borger et al. (1998), Ferrier et al. (1994) or Silva Portela et al. (2003)).

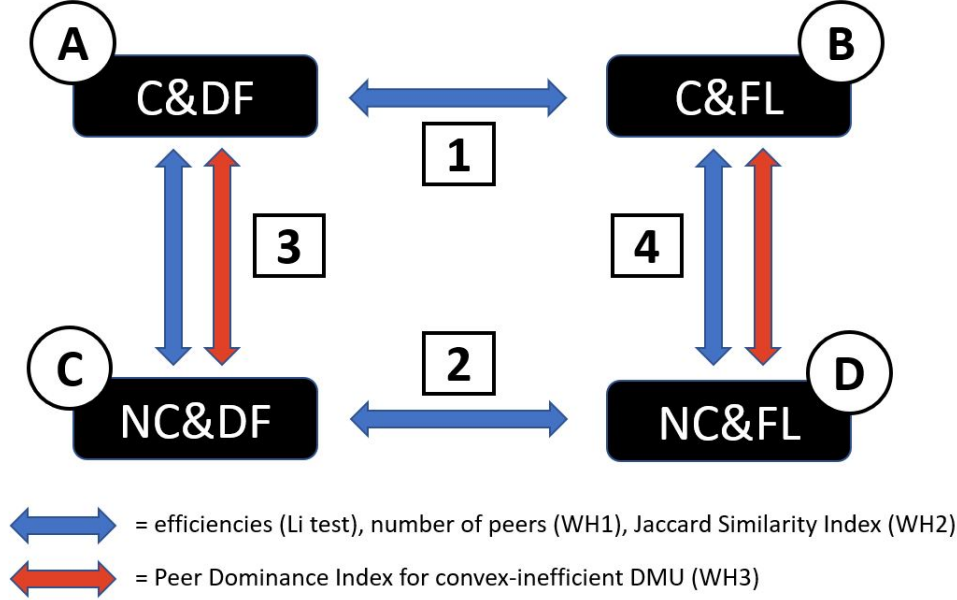
Finally, the third working hypothesis  $WH_3$  distinguishes between peers that are dominating the evaluated observation and those that do not dominate the evaluated observation: it is simply stated that learning is easier when the the relative amount of peers dominating the evaluated observation is high. The above quotes in Section 3.2 seem to support this hypothesis. Indeed, a benign interpretation is that these quotes do not as such question C, but reveal that managers have difficulties learning from peers when these do not dominate the DMU being evaluated, while they are capable to learn from peers when these do dominate the DMU being evaluated. Månsson (2003) uses vector dominance to assess peers in a C frontier model, but does not formulate any hypothesis as to its impact on learning.

To systematically and coherently analyse how learning from radial and nonradial measures and learning from C and NC technologies can differ, we operationalize our hypotheses through the comparison framework depicted in Figure 1. We perform four calculations of efficiencies and efficient peers, which combine the radial/nonradial and C/NC approaches: Convex-Radial (denoted as C&DF and  $\textcircled{A}$  throughout this paper), Convex-Nonradial (C&FL and  $\textcircled{B}$ ), Nonconvex-radial (NC&DF and  $\textcircled{C}$ ), and Nonconvex-Nonradial (NC&FL and  $\textcircled{D}$ ). We examine the impact of radial versus nonradial measures in comparisons  $\boxed{1}$  and  $\boxed{2}$ , and the impact of C versus NC in comparisons  $\boxed{3}$  and  $\boxed{4}$ .

To evaluate our hypothesis  $WH_1$ , we simply perform a **peer count**. For each observation  $j_0 \in \{1, \dots, K\}$  under evaluation, the set of efficient peer units is defined as  $EP^{T\&E}(j_0) = \{k \in \{1, \dots, K\} \mid z_{k,j_0} > 0\}$ , with  $z_{k,j_0}$  representing the activity (intensity) variables for observation  $j_0$ , determined assuming technology  $T$  and applying efficiency measure  $E$ . The peer count for observation  $j_0$  is then the number of elements (or cardinal) in the set of peers, or  $n(EP^{T\&E}(j_0))$ . The cardinality of this set  $n(EP^{T\&E}(j_0))$  is at least unity under C and normally unity under NC. This set of efficient peer units must be distinguished from the reference unit defined at the end of Section 2. We develop a numerical example of the peer count based on one of our data sets in Appendix C.

Peers have certainly been analysed in the DEA literature, but to our knowledge little

Figure 1: Comparison Framework



is known about the amount of peers under radial efficiency measures projecting on the isoquant versus nonradial efficiency measures projecting on the efficient subset. Also, while counting may seem trivial for FDH (there is always one peer), we explore systematically the potential non-unique optimal solutions of the underlying implicit enumeration problems (see Appendix B). Indeed, it is not excluded that multiple dominating observations with an identical efficiency measure can be identified. This search for alternative optima under NC has to the best of our knowledge never been reported before.

We apply two similarity metrics to support the analysis of our hypotheses  $WH_2$  and  $WH_3$ . To examine **peer similarity** we apply the Jaccard Similarity Index to quantify the overlap between the efficient peers identified by two different approaches. The Jaccard Index or Jaccard Similarity Index (JSI) is an intuitively simple yet powerful similarity metric, commonly used in domains such as biostatistics, fraud detection, and image recognition to assess the overlap between two sample sets. It is calculated by dividing the number of common peers (i.e., peers identified by the two approaches) by the total number of peers (i.e., peers identified by at least one approach). As such, it gauges the amount of overlap between two sets of efficient peers. More formally, the Jaccard Similarity Index for observation  $j_0$ , comparing approach with technology 1 and efficiency measure 1 ( $T_1 \& E_1$ ) with approach with technology 2 and efficiency measure 2 ( $T_2 \& E_2$ ) in terms of peer similarity, is expressed as:

$$JSI(j_0) = 100 \cdot \frac{n(EPT_1 \& E_1(j_0) \cap EPT_2 \& E_2(j_0))}{n(EPT_1 \& E_1(j_0) \cup EPT_2 \& E_2(j_0))} \quad (6)$$

where in the numerator we have the intersection of the cardinality of the peer set  $n(EP^{T_1 \& E_1}(j_0))$  with technology 1 and efficiency measure 1 and the cardinality of the peer set  $n(EP^{T_2 \& E_2}(j_0))$  with technology 2 and efficiency measure 2, and in the denominator we have their union. Obviously, the JSI is not the only resemblance measure available in the literature (see, e.g., Batagelj and Bren (1995) for an early review), but it is among the oldest and most well-known such indices. A numerical example of the JSI index based on one of our data sets is found in Appendix C.

Finally, for the C-NC comparison we complement the JSI with an additional, purpose-built similarity metric that focuses on **peer dominance**: the Peer Dominance Index (PDI). We define the Peer Dominance Index as the number of vector-dominating DEA peers, divided by the number of DEA peers. It is only calculated for non-efficient observations, or in other words for observations with learning potential. More formally, with technology  $T$  being C, the Peer Dominance Index for observation  $j_0$  is defined as:

$$PDI(j_0) = 100 \cdot \frac{n(\{p \in EP^{C \& E}(j_0) \mid x_p \leq x_{j_0}, y_p \geq y_{j_0}\})}{n(EP^{C \& E}(j_0))} \quad (7)$$

with  $(x_{j_0}, y_{j_0}) \in \mathbb{R}_+^N \times \mathbb{R}_+^M$  representing the input-output combination for observation  $j_0$ , and  $(x_p, y_p) \in \mathbb{R}_+^N \times \mathbb{R}_+^M$  the input-output combinations for its peers. In the numerator, the subset of  $EP^{C \& E}(j_0)$  contains the peers that vector-dominate the evaluated observation  $j_0$  in the C technology with efficiency measure  $E$ : they produce at least as much of each output, with no more of any input.<sup>6</sup> The denominator  $n(EP^{C \& E}(j_0))$  denotes simply the cardinality of the peer set in the C technology with efficiency measure  $E$ . For a numerical example of the PDI index based on one of our data sets, one can consult Appendix C.

The PDI conceptually broadens the JSI perspective and provides additional information for the C-NC comparison. Although the PDI does not explicitly compare DEA with FDH approaches, it does consider the (NC) dominance aspect of the peers identified by DEA, and therefore we position it in Figure 1 next to the DEA-FDH comparison. Both the JSI and the PDI vary between 0 and 100 (percent), with higher values indicating a higher similarity.

We expect these three metrics to vary depending on the approach (Convex vs Non-Convex, Radial vs Nonradial). However, before applying real datasets and conducting statistical tests, the full scope of differences and similarities between these approaches remains unclear. Our study provides an exploratory analysis of learning from peers by thoroughly examining these three metrics across different approaches.

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<sup>6</sup>The vector inequality convention is as follows:  $a \leq b$  if and only if  $a_i \leq b_i$  for all  $i$ .

## 4 Selection of Data Sets

We perform our empirical analysis on both five existing (published) data sets and one new (unpublished) data set. Ordered according to ascending sample size, Table 1 presents key features of the six data sets employed in this study. This same ordering is maintained in other tables.

We first briefly discuss the five existing studies (earlier used in Cesaroni et al. (2017)). One article contains a small unbalanced panel (Färe et al. (1983)) and four articles use cross section data: Cesaroni (2011), Fan et al. (1996), Färe et al. (1985), and Haag et al. (1992). Key points to note are the following: (i) there are three single output articles, and two multiple-output articles; and (ii) the sample sizes vary from quite small to rather big. Finally, note that the time dimension in the panel data set is ignored: this assumes the absence of technical change over the five time periods.

Table 1: Sources of Empirical Data

Article	Size ( $K$ )	# Inp. ( $N$ )	# Outp. ( $M$ )	Sector	Remarks
Färe et al. (1985)	32	3	1	Electricity	
Haag et al. (1992)	41	4	2	Agriculture	
Färe et al. (1983)	86	3	1	Electricity	Unbalanced (N=20 & T=5)
Cesaroni et al. (2011)	92	2	5	Car registration	
Fan et al. (1996)	471	3	1	Agriculture	
Traffic control centre (TCC)	10198	2	3	Railways	

The new empirical data are obtained from Belgium’s national railway infrastructure operator Infrabel. In particular, data is gathered from Infrabel’s staff scheduling tool and the real-time signalling and safety systems. The resulting large-scale data set captures the resources and activities of 11 Belgian traffic control centres (TCC), for each individual hour of the first 6 months of 2016. We first generated a random subsample of 11 772 DMUs, and then eliminated the observations that simultaneously exhibit zero outputs in all dimensions. The final dataset contains 10 198 DMUs.

Notice that from a statistical perspective the first four data sets displayed in Table 1 are very small given the slow convergence rates of C and NC technical efficiency estimators, which are  $K^{-2/(N+M+1)}$  and  $K^{-1/(N+M)}$ , respectively: see Kneip et al. (2015) for more details. Therefore, one should take care when interpreting the results of these smallest data sets.

The model specification is the same as in Roets et al. (2018) and is displayed in Table 2. The input-oriented calculations are based on two inputs, capturing the number of operators (OPER) and the number of surveillance staff (SURV) present in the TCC during the hour

in question. The three outputs gauge the activity in the TCC during this hour. The output MOVE quantifies the traffic volumes and therefore the traffic monitoring effort by the TCC, the second output ADAPT captures the non-safety critical interventions by the TCC staff (e.g., modifying train priorities or train itineraries), and the final output SAFETY measures the amount of safety critical interventions (e.g., protecting track workers in case of maintenance works). For more details on the model specifications we refer to Roets et al. (2018). For additional insights into the railway traffic control process we refer to Topcu et al. (2019).

Table 2: Input and Output Variables for the Traffic Control Centre (TCC) Models

<b>Inputs</b>	
OPER	Number operators present during this specific hour
SURV	Numbers surveillance staff present during this specific hour
<b>Outputs</b>	
MOVE	Number of train movements
ADAPT	Traffic interventions by Control Centre staff (weighted by time needed)
SAFETY	Safety interventions by Control Centre staff (weighted by time needed)

The use of this TCC data set provides three particular advantages for our empirical analysis. First, the data is used intra-company to support decision-making, and given its real-world nature it is therefore particularly relevant for our research on “learning from peers”. Second, its high level of temporal disaggregation produces inputs of a discrete nature (OPER and SURV), which should allow to identify multiple peers even under NC. Third, its large scale allows to specifically examine the impact of sample size. Starting from the original large-scale TCC data set, we sequentially generate random subsets, consecutively consisting of half the sample of the previous data set. In doing so, we generate eight subsets of data, containing 5099, 2550, 1275, 638, 319, 160, 80 and 40 DMUs, respectively. Note that the lower end of this range of sample sizes overlaps with the sample size range of the five existing publicly available data sets under investigation.

## 5 Empirical Results

### 5.1 Efficiency Distributions

Before reporting and analysing the metrics related to our three learning from peers working hypotheses (operationalized by the number of peers, the Jaccard Similarity Index, and the Peer Dominance Index), we take a closer look at the similarities and dissimilarities between

Table 3: Average Efficiencies

Data set	K	C&DF	C&FL	NC&DF	NC&FL
		Ⓐ	Ⓑ	Ⓒ	Ⓓ
Färe et al. (1985)	32	0.951	0.824	0.998	0.982
Haag et al. (1992)	41	0.880	0.715	1.000	1.000
Färe et al (1983)	86	0.929	0.831	0.986	0.952
Cesaroni et al. (2011)	92	0.729	0.645	0.911	0.858
Fan et al. (1996)	471	0.811	0.752	0.913	0.823
<b>Average</b>		<b>0.860</b>	<b>0.753</b>	<b>0.962</b>	<b>0.923</b>
TCC subsample 8	40	0.780	0.736	0.901	0.836
TCC subsample 7	80	0.779	0.738	0.909	0.835
TCC subsample 6	160	0.738	0.675	0.907	0.826
TCC subsample 5	319	0.745	0.680	0.885	0.801
TCC subsample 4	638	0.648	0.629	0.875	0.778
TCC subsample 3	1275	0.612	0.597	0.844	0.736
TCC subsample 2	2550	0.573	0.538	0.834	0.721
TCC subsample 1	5099	0.555	0.516	0.810	0.699
TCC full sample	10198	0.528	0.493	0.765	0.650
<b>Average</b>		<b>0.662</b>	<b>0.622</b>	<b>0.859</b>	<b>0.765</b>

the four different efficiency results. Table 3 displays the average efficiency scores for the five public data sets and the nine TCC data sets, as well as the average of these averages. The last four column headers of this table correspond with the labels used in Figure 1. We can draw the following conclusions. First, for both the public and the TCC data sets, the radial efficiency scores (DF) are higher than the nonradial scores (FL), and the NC scores exhibit a higher efficiency than the C scores. Second, as expected, efficiency levels have a tendency to decrease as sample size  $K$  increases. Third, for one small data set (in Haag et al (1992)), there are no NC-inefficient units reported. Such a situation is sometimes interpreted as a lack of discriminatory power of the NC technology. But, another way to look at the matter is to realise that the 12% to 28.5% inefficiencies found under the C technology depend entirely on the validity of the C hypothesis (see our discussion *supra*).

For a formal assessment of this difference in empirical densities, we employ a nonparametric test initially proposed by Li (1996). This test has been refined by Fan and Ullah (1999) and others: the most recent development is by Li et al. (2009). This nonparametric test analyses the differences between entire distributions instead of focusing on, for instance, first moments (as, e.g., the Wilcoxon signed-ranks test). It tests the statistical significance

of differences between two kernel-based estimates of density functions,  $f$  and  $g$ , of a random variable  $x$ . The null hypothesis states the equality of both density functions almost everywhere ( $H_0 : f(x) = g(x)$  for all  $x$ ). The alternative hypothesis negates the equality of both density functions ( $H_1 : f(x) \neq g(x)$  for some  $x$ ). This test is valid for both dependent and independent variables: observe that dependency is a characteristic of frontier estimators (i.e., efficiency levels depend on sample size, among others).

To avoid the issue of spurious mass at the boundary of the technical efficiency measures, Simar and Zelenyuk (2006) offer a further refinement of this Li-test statistic for nonparametric frontier estimators. Their Algorithm II adds uniform noise with one order of magnitude less than the noise added by the specific estimator to smooth the boundary estimates, while their Algorithm I ignores the boundary estimates. Their Monte Carlo simulations suggest that algorithm II performs somewhat better overall, even if the strength of the test statistic decreases with increasing dimension in the production specification. In summary, we employ the Li et al. (2009) version of this test, which has been adjusted by the application of Simar and Zelenyuk (2006) Algorithm II.<sup>7</sup>

The results of the Li test adjusted by Simar and Zelenyuk (2006) are displayed in Table 4 (with the p-values and significance levels in brackets underneath). The last four column headers of the table correspond with the labels used in Figure 1. We first consider the radial versus nonradial comparison (see C&DF versus C&FL in column [1](#), and NC&DF versus NC&FL in column [2](#)). Afterwards, we examine the C versus NC differences.

For the public datasets, all indicate significantly different distributions for radial versus nonradial measures, except for the NC efficiencies (column [2](#)) in Haag et al. (1992) data set. This result is confirmed by the TCC data sets: both for the C and NC efficiencies, the distributions become significantly different at sample sizes comparable to the pattern exhibited by the public data sets, except for the C efficiencies (column [1](#)) in TCC subsample 8. The C versus NC comparison (C&DF versus NC&DF in column [3](#), and C&FL versus NC&FL in column [4](#)) paints a different picture. Almost all efficiency distributions are significantly different, except for a few small TCC subsamples. The null hypothesis of equal efficiency distributions for C&DF versus NC&DF cannot be rejected in TCC subsamples 5, 6, and 8. The null hypothesis of equal efficiency distributions for C&FL versus NC&FL cannot be rejected in TCC subsamples 7 and 8.

Taken together, our empirical results quantify and test the impact of radial versus non-

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<sup>7</sup>Note that the added uniform noise depends on the convergence rates, which are  $K^{-2/(N+M+1)}$  and  $K^{-1/(N+M)}$  for C and NC estimators, respectively: see Kneip et al. (2015) for more details. Moreover, we use the `npdeneqtest` command from `np` package in R. This R-code is available upon simple request.

radial efficiency measures, and C versus NC technologies on the efficiency distributions. The reported divergences in efficiency are: (i) more pronounced for the radial versus nonradial efficiency comparison compared to the C versus NC efficiency measures, and (ii) highly dependent on sample size mainly for the C versus NC efficiency measures.

Table 4: Results of Li Tests Adjusted by Simar and Zelenyuk (2006)

Data set	K	Radial vs nonradial		Convex vs nonconvex	
		C&DF	NC&DF	C&DF	C&FL
		C&FL	NC&FL	NC&DF	NC&FL
		<span style="border: 1px solid black; padding: 2px;">1</span>	<span style="border: 1px solid black; padding: 2px;">2</span>	<span style="border: 1px solid black; padding: 2px;">3</span>	<span style="border: 1px solid black; padding: 2px;">4</span>
Färe et al. (1985)	32	3.44 (0.002 ***)	16.76 (<0.001 ***)	16.65 (<0.001 ***)	5.36 (<0.001 ***)
Haag et al. (1992)	41	6.08 (<0.001 ***)	-0.89 (0.971)	1.94 (0.031 **)	3.88 (<0.002 ***)
Färe et al (1983)	86	6.30 (<0.001 ***)	-6.96 (0.001 ***)	28.33 (<0.001 ***)	18.24 (<0.001 ***)
Cesaroni et al. (2011)	92	1.06 (0.038 **)	-5.06 (0.086 *)	25.72 (<0.001 ***)	28.43 (<0.001 ***)
Fan et al. (1996)	471	14.51 (<0.001 ***)	75.06 (<0.001 ***)	85.32 (<0.001 ***)	16.08 (<0.001 ***)
TCC subsample 8	40	-0.18 (0.653)	2.24 (0.012 **)	3.50 (0.163)	2.48 (0.310)
TCC subsample 7	80	1.38 (0.033 **)	3.56 (0.002 ***)	5.25 (<0.001 ***)	0.26 (0.194)
TCC subsample 6	160	10.12 (<0.001 ***)	-0.20 (0.001 ***)	14.93 (0.187)	20.11 (<0.001 ***)
TCC subsample 5	319	24.67 (<0.001 ***)	14.79 (<0.001 ***)	35.58 (0.552)	41.50 (<0.001 ***)
TCC subsample 4	638	-0.92 (0.066 *)	5.33 (<0.001 ***)	69.36 (<0.001 ***)	88.43 (<0.001 ***)
TCC subsample 3	1275	14.72 (<0.001 ***)	123.77 (<0.001 ***)	134.77 (<0.001 ***)	154.05 (<0.001 ***)
TCC subsample 2	2550	159.52 (<0.001 ***)	-79.96 (<0.001 ***)	346.13 (<0.001 ***)	403.35 (<0.001 ***)
TCC subsample 1	5099	361.59 (<0.001 ***)	127.58 (<0.001 ***)	738.19 (<0.001 ***)	780.49 (<0.001 ***)
TCC full sample	10198	1391.52 (<0.001 ***)	232.05 (<0.001 ***)	1744.80 (<0.001 ***)	1533.16 (<0.001 ***)

In Table 5 we report the specific test for C developed by Kneip et al. (2016) and augmented by Simar and Wilson (2020) for the production technology. The null hypothesis is that the technology is C. The alternative hypothesis is that the technology is NC. In

fact, there are two tests, denoted as KSW#1 and KSW#2.<sup>8</sup> KSW#1 computes the average of the Kneip et al. (2016) test statistic across several sample splits. KSW#2 conducts a Kolmogorov-Smirnov test to evaluate the uniformity of the distribution of  $p$ -values across multiple sample splits. Both tests generally obtain similar results, except for Fan et al. (1996), and TCC subsamples 3, 6 and 8, in which only one test rejects C. All in all, Table 5 shows that we can always find evidence against C, except for Cesaroni et al. (2011), and TCC subsamples 5 and 7. This result is consistent with the result in Table 4, where we find that the C versus NC efficiency distributions are significantly different, except for a few small samples. Combining these results, it is clear that for most samples the production technology is NC.

## 5.2 Number of Peers (Working Hypothesis $WH_1$ )

Turning to the focus of our research, the learning from peers perspective, we now examine how the radial versus nonradial and the C versus NC modeling decisions influence the number of peers. Table 6 displays the average number of DMU peers for the four different combinations. Again, the last four columns headers correspond with the labels used in Figure 1.

For the public data sets, we can infer the following conclusions. First, as expected, the number of peers is higher for the C than for the NC efficiency measures. The grand averages are 2.84 and 2.12 on the one hand, and 1.02 and 1.00 on the other hand, respectively. Second, the number of peers is higher for the radial than for the nonradial approaches. Grand averages amount to 2.84 versus 2.12 for the C case, and 1.02 versus 1.00 for the NC case, respectively. Third, the number of NC peers is consistently equal to one 1, with the exception of the NC&DF results for the Färe et al (1983) and the Cesaroni et al. (2011) data sets. Indeed, our code explicitly considers all NC peers: there is always the possibility of multiple optimal solutions in that several dominating observations obtain an identical efficiency measure. In particular, for the latter two data sets we identify an average number of peers of 1.06 (4 DMUs having 2 peers) respectively 1.04 (5 DMUs having 2 peers).

These patterns observed in the public data sets are somewhat confirmed by the TCC data sets. First, the number of peers is higher for the C than for the NC efficiency measures for the smallest samples, but the reverse is true for the largest samples. Indeed, the NC results reveal a remarkable increase in average number of peers for the radial approach: with an average number of 15.40, it clearly and rapidly increases with sample size, and climbs

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<sup>8</sup>These tests are computed using the `FEAR` package in `R` that is available on the web site: <https://pww.people.clemson.edu/Software/FEAR/fear.html>. Moreover, in the `test.convexity` command we set the following parameters: `NSPLIT=20`, `NREP=1000`, and `NBCR=100`.

Table 5: Results of KSW Convexity Tests

<b>Data set</b>	<b>K</b>	<b>KSW#1</b> <span style="border: 1px solid black; padding: 0 2px;">1</span>	<b>KSW#2</b> <span style="border: 1px solid black; padding: 0 2px;">2</span>
Färe et al. (1985)	32	2.13 (0.044 **)	0.79 (0.011 **)
Haag et al. (1992)	41	3.58 (0.001 ***)	0.93 (0.001 ***)
Färe et al (1983)	86	2.93 (0.006 ***)	0.88 (0.002 ***)
Cesaroni et al. (2011)	92	-0.56 (0.760)	0.25 (0.412)
Fan et al. (1996)	471	-0.52 (0.760)	0.31 (0.097 *)
TCC subsample 8	40	-2.28 (0.987)	0.59 (0.021 **)
TCC subsample 7	80	-0.56 (0.743)	0.22 (0.506)
TCC subsample 6	160	-1.03 (0.978)	0.42 (0.015 **)
TCC subsample 5	319	-0.19 (0.736)	0.09 (0.963)
TCC subsample 4	638	1.27 (0.000 ***)	0.48 (0.002 ***)
TCC subsample 3	1275	0.39 (0.007 ***)	0.28 (0.237)
TCC subsample 2	2550	0.85 (0.000 ***)	0.43 (0.004 ***)
TCC subsample 1	5099	0.66 (0.011 **)	0.30 (0.083 *)
TCC full sample	10198	1.05 (0.004 ***)	0.50 (0.000 ***)

from an average of 1.43 ( $K = 40$ , smallest subsample) to 41.99 ( $K = 10\,198$ , the highest subsample size). This is partially due to the discrete nature of the input variables for the TCC model (number of hours of operators and surveillance staff), but also confirms and at the same time magnifies the slumbering and slightly emerging effect found in the public data sets. The NC&FL results display a much more moderate but still pertinent increase in number of peers, and with an average of 3.76 it is comparable to (and very slightly exceeds) the C&DF and C&FL results. Second, the number of peers is again higher for the radial than for the nonradial approaches.

In conclusion, radial efficiency measures have on average more peers than nonradial efficiency measures on C but especially so on NC technologies. Thus, the choice of radial versus nonradial efficiency measures seems to have a much higher impact on the number of peers - and therefore on the learning process - in NC technologies depending on sample size. If our hypothesis  $H_1$  is true, then it may be better to opt for a nonradial rather than a radial efficiency measure to simplify the learning process.

Table 6: Average Number of Peers

Data set	K	C&DF	C&FL	NC&DF	NC&FL
		Ⓐ	Ⓑ	Ⓒ	Ⓓ
Färe et al. (1985)	32	2.13	1.75	1.00	1.00
Haag et al. (1992)	41	2.88	2.54	1.00	1.00
Färe et al (1983)	86	1.99	1.91	1.06	1.00
Cesaroni et al. (2011)	92	3.26	2.21	1.04	1.00
Fan et al. (1996)	471	3.96	2.21	1.00	1.00
<b>Average</b>		<b>2.84</b>	<b>2.12</b>	<b>1.02</b>	<b>1.00</b>
TCC subsample 8	40	2.17	1.95	1.43	1.18
TCC subsample 7	80	2.31	1.82	2.38	1.49
TCC subsample 6	160	2.97	2.71	3.52	1.99
TCC subsample 5	319	3.08	2.84	6.29	3.33
TCC subsample 4	638	3.58	2.75	10.34	4.16
TCC subsample 3	1275	3.40	2.76	13.05	3.14
TCC subsample 2	2550	3.85	3.16	22.64	5.29
TCC subsample 1	5099	4.05	3.39	36.99	7.16
TCC full sample	10198	3.80	3.27	41.99	6.13
<b>Average</b>		<b>3.26</b>	<b>2.74</b>	<b>15.40</b>	<b>3.76</b>

### 5.3 Peer Similarity (Working Hypothesis $WH_2$ )

We now consider the impact of the radial versus nonradial and C versus NC approaches on peer similarity as assessed through the Jaccard Similarity Index. Table 7 displays the Jaccard Similarity Index (JSI) for the five published and the nine TCC data sets. For each data set, the average JSI is calculated. The overall average is the average of these average values (as such it is not influenced by the respective sample sizes). Since all numbers vary between 0 and 100, a heat map is applied. The heat map colours range from green (JSI = 100) to red (JSI = 0).

For the radial versus nonradial comparison, and for the public data sets, the similarity is twice as high in the NC compared to the C technology (an average JSI of 43 for C&DF versus C&FL, and 90 for NC&DF versus NC&FL). This difference in similarity is less pronounced in the TCC data sets, where we see an average of 59 in C technologies (column [1]) against 68 in the NC technologies (column [2]). There seems to be no clear impact of sample size in the C results (column [1]), for both the public and the TCC data. However, there is a noticeable sample size effect in the NC results (column [2]): the JSI gradually lowers from 89 to 56. Observe that for the two largest samples the similarity under NC is even lower than under C.

Peer similarity is much lower for the C versus NC comparison: although it is slightly better for the FL measurements (an average of 26 for the public data sets and 21 for the TCC data sets, see column [4]), it is still markedly lower than the similarities found in the radial versus nonradial comparison. Here as well, sample size seems to play an important role. For the C&DF and NC&DF comparison in the column [3], this could be a (partial) consequence of the increasing number of peers found in the NC&DF approach. However, for the C&FL and NC&FL comparison (column [4]), where the number of peers is found to be of a comparable magnitude, the decrease in JSI follows an almost analogous pattern. For the largest TCC sample, the JSI reaches in both cases a remarkably low value: a JSI of 4 in the column [3], and a JSI of 6 in the column [4].

Clearly, from a learning from peers perspective, the similarity between C and NC approaches is substantially lower than the similarity between radial versus nonradial approaches (approximately two to three times lower). This discrepancy in learning between C and NC approaches is even further exacerbated with increasing sample size and can reach dramatically poor levels of similarity. Overall, and especially for large data sets, the choice of technology seems to be crucial for the peer identification process, though the use of nonradial measures seems to slightly alleviate this concern.

Table 7: Average Jaccard Similarity Index (JSI)

Data set	K	Radial vs nonradial		Convex vs nonconvex	
		C&DF	NC&DF	C&DF	C&FL
		C&FL	NC&FL	NC&DF	NC&FL
		<span style="border: 1px solid black; padding: 2px;">1</span>	<span style="border: 1px solid black; padding: 2px;">2</span>	<span style="border: 1px solid black; padding: 2px;">3</span>	<span style="border: 1px solid black; padding: 2px;">4</span>
Färe et al. (1985)	32	44	100	28	31
Haag et al. (1992)	41	51	100	24	24
Färe et al (1983)	86	30	95	22	21
Cesaroni et al. (2011)	92	53	79	20	25
Fan et al. (1996)	471	37	75	18	27
<b>Average</b>		<b>43</b>	<b>90</b>	<b>22</b>	<b>26</b>
TCC subsample 8	40	66	89	44	52
TCC subsample 7	80	57	84	30	47
TCC subsample 6	160	62	75	20	25
TCC subsample 5	319	59	71	17	23
TCC subsample 4	638	63	66	8	15
TCC subsample 3	1275	62	60	8	15
TCC subsample 2	2550	50	58	6	6
TCC subsample 1	5099	53	54	4	4
TCC full sample	10198	58	56	4	6
<b>Average</b>		<b>59</b>	<b>68</b>	<b>16</b>	<b>21</b>

#### 5.4 Vector-Dominance of Peers (Working Hypothesis $WH_3$ )

Given the weak peer similarity found for the C versus NC comparison, it is relevant and useful to add an additional metric that provides further insight in the learning from peers divergences. The Peer Dominance Index (recall that the PDI is calculated as the number of dominating DEA peers divided by the number of DEA peers, and only for non-efficient DMUs (see subsection 3.3)) conceptually broadens the JSI approach and provides additional information for the C versus NC comparison. The PDI varies between 0 and 100 percent, and can therefore also be reported in the form of a heat map in Table 8. The column headers 3 and 4 relate to the C-NC comparisons depicted in Figure 1. Since there is (in contrast with the previous comparisons) only one type of efficient peers, we only consider the DMUs with C learning potential, i.e. the observations with C efficiency scores less than 1. The number of C-inefficient DMUs is displayed in the column “L (learning)”. Note that this PDI is always (by definition) 100 percent for the NC method: therefore, it is not reported.

Results show that the proportion of vector-dominating peers is clearly limited and can be labelled as ranging from almost non-existing to rather weak. In the case of the five published data sets, the PDI is on average 6 for the DF measure, and 9 for the FL measure. For the Haag et al. (1992) data set, not a single dominating peer is found. There may seem to be an increase of the PDI with increasing sample size, but since the model specifications for the public data sets are substantially different (see Table 1), it is difficult to draw meaningful conclusions from this.

In the TCC samples, the PDI is on average 20 for the DF measure and 26 for the FL measure. For both measures, there is a clear and consistent decline in peer dominance with an increasing sample size. The PDI drops from 31 to 18 for the C&DF results (meaning that, on average, only 18 % of the C peers is also dominating the DMU under observation) and from 42 to 19 for the FL measure. Furthermore, the FL measure clearly outperforms the DF measure in terms of peer dominance. However, as sample size increases, the FL measure seems to converge to similar PDI values.

In sum, our empirical analysis reveals that the large majority of best practices do not outperform the inefficient DMUs in terms of vector-dominance. For the TCC data with the most favourable overall average, about only 1/5 of the C&DF peers, identified with the objective to guide the DMUs towards better performance, are actually dominating these DMUs. The issue of non-dominating peers seems to be less prominent for the nonradial FL measure: about 1/4 of the peers are vector-dominating. For both measures, there seems to be an exacerbating impact of decreasing sample size.

Månsson (2003) is the only study known to us reporting vector-dominance results. For a small sample of 30 observations and 8 input-output dimensions, 17 observations are inefficient: only 2 among these are dominated by a single observation. Thus, our results are not exceptional in any sense.

## 5.5 Learning Classes

In Appendix A we zoom in further on the obtained results by introducing the concept of learning classes. For the inefficient DMU, the divergences in the learning process can be classified according to the extent in which the identified peers are common. For each of the comparisons 1 till 4, we identify 3 learning classes: (i) “all peers are common” ( $JSI = 100$  for all observations), (ii) “some peers are common” ( $0 < JSI < 100$  for all observations), and (iii) “no common peers” ( $JSI = 0$  for all observations). Table A1 provides an explanatory

Table 8: Average Peer Dominance Index (PDI)

Data set	K	L (learning)		C&DF	C&FL
		C&DF	C&FL		
Färe et al. (1985)	32	23	23	2	4
Haag et al. (1992)	41	31	31	0	0
Färe et al (1983)	86	68	70	5	4
Cesaroni et al. (2011)	92	79	79	8	14
Fan et al. (1996)	471	421	422	13	21
<b>Average</b>				<b>6</b>	<b>9</b>
TCC subsample 8	40	30	31	31	42
TCC subsample 7	80	59	64	27	46
TCC subsample 6	160	124	148	19	21
TCC subsample 5	319	243	299	22	24
TCC subsample 4	638	609	621	14	20
TCC subsample 3	1275	1213	1244	18	23
TCC subsample 2	2550	2427	2534	17	19
TCC subsample 1	5099	4866	5079	17	16
TCC full sample	10198	9749	10174	18	19
<b>Average</b>				<b>20</b>	<b>26</b>

overview of these learning classes, while their detailed reporting is found in Tables A2 till A5.

## 6 Conclusions

The main topic of this contribution is to verify how substantial differences between technical efficiencies on C and NC technologies translate themselves into different peers and learning possibilities. Section 2 has defined technologies as well as the traditional radial efficiency measure along with the alternative nonradial Färe and Lovell (1978) efficiency measure. Section 3 has developed three working hypotheses on how the analysis of peers in frontier technologies facilitates learning. To empirically test these three working hypotheses we define three metrics that can help in quantifying the empirical effects. Section 4 describes five existing secondary data sets with a variety of specifications and sample sizes. These existing data sets are supplemented with one large sample of Belgian traffic control centres.

Section 5 reports the detailed empirical results. Evaluating the efficiency distributions we

find that the divergences in efficiency are more pronounced for the C versus NC comparison relative to the radial versus nonradial efficiency measures. Furthermore, for the radial versus nonradial efficiency measures the divergence is highly dependent on sample size.

In terms of the number of peers working hypothesis  $WH_1$ , radial efficiency measures have overall more peers than nonradial efficiency measures on C but especially on NC technologies. Thus, one may consider opting for a nonradial instead of a radial efficiency measure to simplify the learning process for managers and policy makers (e.g., regulators). Furthermore, the peer similarity working hypothesis  $WH_2$  as measured by the Jaccard Similarity Index between radial versus nonradial approaches is substantially higher than the similarity between C and NC approaches. The latter similarity can become extremely low under large sample sizes, though this effect is slightly mitigated under nonradial measures. For managers and policy makers peer similarity is highest for radial versus nonradial efficiency under NC, and for C versus NC under a nonradial efficiency measure: thus, the choice of efficiency measure makes least impact under NC and the choice of C versus NC technology has the least effect under a nonradial efficiency measure, respectively.

While under a NC technology inefficiency is always related to vector-dominance, our empirical analysis reveals that the large majority of best practices under a C technology do not outperform the inefficient DMUs in terms of vector-dominance or peer dominance (working hypothesis  $WH_3$ ). On average, at most about only 1/5 of the C&DF peers and about 1/4 of the C&FL peers are vector-dominating, respectively, with a noticeable impact of increasing sample size. This result implies that convexity may greatly hinder the learning processes: this is a managerial argument questioning convexity. Apart from the reasons exposed in the Introduction, when learning from peers is crucial for managers and policy makers, then one should be critical w.r.t. C: we recommend using the Simar and Zelenyuk (2006) and the Kneip et al. (2016) tests.

Overall, if one wants to minimize the number of peers, then it is clear that the nonradial FL efficiency measure is a better choice than the traditional radial one. Peer similarity over model variations is higher between radial versus nonradial approaches than between C and NC approaches. Finally, traditional C methods have a rather low peer dominance compared to the NC approach. Thus, the combination of the logical, the statistical, and the managerial arguments against convexity is rather overwhelming in our point of view. Perfect time divisibility is very implausible on logical grounds in almost all application contexts. Most but not all statistical tests reject convexity in our particular empirical samples. It is important to apply such tests of convexity in all empirical applications. Finally, the managerial concerns developed in this paper regarding the learning from peers show that convexity may

greatly hinder the learning processes. Overall, we think convexity is an axiom that should be scrutinized in all these three respects in all future methodological innovations as well as in empirical applications.

One potential avenue for future research is to investigate how the learning of peers works under C and NC cost function estimates. Moreover, it could be good to replicate the current results with big to huge data sets solely (instead of including also small data sets as we have done). Furthermore, for robustness sake it could be good to duplicate results with another resemblance measure than the JSI. One limitation of the analysis –pointed out by a referee– is that we treat all efficient observations on an equal footing: this may be remedied in future research, e.g., by using economic value (e.g., cost) functions, as already suggested by the first point above.

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# Appendices: Supplementary Material

## A Learning Classes: Additional Results

Recall that Figure 1 illustrates our framework and the four empirical comparisons that are made. Table A1 provides an overview of the different DMU learning classes that can be considered within this framework. Tables A2 to A5 offer additional insights in the learning from peers comparisons. In particular, the average efficiencies, average number of peers, average Jaccard Similarity Index, and the average Peer Dominance Index are reported for the different learning classes.

Table A1: Overview of Learning Classes

Learning class	Comparison				Meaning
0. Best practices	<span style="border: 1px solid black; padding: 2px;">1</span>	<span style="border: 1px solid black; padding: 2px;">2</span>			Efficient DMU (in both calculations)
0a. Best practices C and NC			<span style="border: 1px solid black; padding: 2px;">3</span>	<span style="border: 1px solid black; padding: 2px;">4</span>	Efficient DMU (in both calculations)
0b. Best practices NC only			<span style="border: 1px solid black; padding: 2px;">3</span>	<span style="border: 1px solid black; padding: 2px;">4</span>	Efficient DMU (only in NC calculations)
1. All peers are common	<span style="border: 1px solid black; padding: 2px;">1</span>	<span style="border: 1px solid black; padding: 2px;">2</span>	<span style="border: 1px solid black; padding: 2px;">3</span>	<span style="border: 1px solid black; padding: 2px;">4</span>	Inefficient DMU, sharing all peers
2. Some peers are common	<span style="border: 1px solid black; padding: 2px;">1</span>	<span style="border: 1px solid black; padding: 2px;">2</span>	<span style="border: 1px solid black; padding: 2px;">3</span>	<span style="border: 1px solid black; padding: 2px;">4</span>	Inefficient DMU, sharing some but not all peers
3. No common peers	<span style="border: 1px solid black; padding: 2px;">1</span>	<span style="border: 1px solid black; padding: 2px;">2</span>	<span style="border: 1px solid black; padding: 2px;">3</span>	<span style="border: 1px solid black; padding: 2px;">4</span>	Inefficient DMU, with no common peers

Focusing on the inefficient DMU, we can draw several conclusions from these tables:

**Learning class “1. All peers are common”:** this is the category where the JSI = 100 for all observations, meaning that the DMUs learn from the same peers, regardless of the chosen Technology and Efficiency Measure. For the C-NC comparisons 3 and 4 this class has a relatively low number of occurrence (i.e., number of DMUs), and is at smaller sample sizes often non-existent. In other words, for the C-NC comparisons, fully identical learning from peers seems to be rare. Evidently, the number of peers in the compared approaches is always equal, and the PDI always = 100. The efficiency levels seem to be frequently (but not always) below the other learning classes.

**Learning class “2. Some peers are common”:** this is the category where  $0 < JSI < 100$  for all observations. For the comparisons 1 and 2 (comparing radial versus non-radial approaches), this learning class is clearly the most prominent one. The observed PDI (comparisons 3 and 4) ranges in the same interval as the JSI: since there is at least one

common peer, the PDI is always  $> 0$ . No cases with  $PDI = 100$  are observed. With increasing sample size, the PDI for this category seems to worsen (along with a decreasing JSI).

**Learning class “3. No common peers”**: this is the category where the  $JSI = 0$  for all observations. In these cases, depending on the approach taken (choice of Technology and choice of Measurement), the DMUs always learn from different peers when trying to improve their performance. For the comparisons [3] and [4], and as sample size increases, this learning class seems to occur more frequently than the “2. some common peers” category. The PDI metric is also systemically the lowest. In other words: depending on the approach, the DMUs in this class do not only learn from different peers, but the convex technology peers also seem to non-dominate the DMUs to a large extent (an effect that worsens with sample size).

Remark that in Tables A2 to A5 the sum of the number of elements in each of the learning classes equals the total size of the data set ( $K$ ) reported in the bold line with the name of the data set. Thus, when a learning class is empty, then it is not reported and the line is simply missing in an effort to reduce space.

Table A2: Learning Classes: C&DF versus C&FL = [1]

Learning class	K	C&DF eff Ⓐ	C&FL eff Ⓑ	C&DF #peers Ⓐ	C&FL #peers Ⓑ	JSI [1]
<b>Färe et al. (1985)</b>	<b>32</b>	<b>0.951</b>	<b>0.824</b>	<b>2.13</b>	<b>1.75</b>	<b>44%</b>
0. Best practices	9	1.000	1.000	1.00	1.00	100%
1. All peers are common	2	0.914	0.804	2.00	2.00	100%
2. Some peers are common	10	0.943	0.795	2.90	2.10	29%
3. No common peers	11	0.924	0.709	2.36	2.00	0%
<b>Haag et al. (1992)</b>	<b>41</b>	<b>0.880</b>	<b>0.715</b>	<b>2.88</b>	<b>2.54</b>	<b>51%</b>
0. Best practices	10	1.000	1.000	1.00	1.00	100%
1. All peers are common	2	0.980	0.822	3.00	3.00	100%
2. Some peers are common	24	0.836	0.626	3.58	3.04	38%
3. No common peers	5	0.814	0.531	3.20	3.00	0%
<b>Färe et al (1983)</b>	<b>86</b>	<b>0.929</b>	<b>0.831</b>	<b>1.99</b>	<b>1.91</b>	<b>30%</b>
0. Best practices	16	1.000	1.000	1.00	1.00	100%
1. All peers are common	4	0.993	0.977	2.50	2.50	100%
2. Some peers are common	13	0.939	0.868	2.69	2.46	42%
3. No common peers	53	0.901	0.760	2.08	2.00	0%
<b>Cesaroni et al. (2011)</b>	<b>92</b>	<b>0.729</b>	<b>0.650</b>	<b>3.26</b>	<b>2.21</b>	<b>53%</b>

0. Best practices	13	1.000	1.000	1.00	1.00	100%
1. All peers are common	6	0.953	0.903	3.83	3.83	100%
2. Some peers are common	72	0.663	0.569	3.63	2.31	41%
3. No common peers	1	0.647	0.459	3.00	1.00	0%
<b>Fan et al. (1996)</b>	<b>471</b>	<b>0.811</b>	<b>0.752</b>	<b>3.96</b>	<b>2.21</b>	<b>37%</b>
0. Best practices	49	1.000	1.000	1.00	1.00	100%
1. All peers are common	4	0.943	0.852	3.50	3.50	100%
2. Some peers are common	376	0.788	0.725	4.35	2.35	33%
3. No common peers	42	0.776	0.694	3.93	2.17	0%
<b>TCC subsample 8</b>	<b>40</b>	<b>0.780</b>	<b>0.736</b>	<b>2.17</b>	<b>1.95</b>	<b>66%</b>
0. Best practices	8	1.000	1.000	1.00	1.00	100%
1. All peers are common	6	0.792	0.686	2.50	2.50	100%
2. Some peers are common	25	0.698	0.653	2.52	2.12	49%
3. No common peers	1	1.000	1.000	1.00	2.00	0%
<b>TCC subsample 7</b>	<b>80</b>	<b>0.779</b>	<b>0.738</b>	<b>2.31</b>	<b>1.82</b>	<b>57%</b>
0. Best practices	12	1.000	1.000	1.17	1.25	85%
1. All peers are common	12	0.692	0.635	2.58	2.58	100%
2. Some peers are common	49	0.722	0.675	2.67	1.82	48%
3. No common peers	7	0.946	0.905	1.29	1.57	0%
<b>TCC subsample 6</b>	<b>160</b>	<b>0.738</b>	<b>0.675</b>	<b>2.97</b>	<b>2.71</b>	<b>62%</b>
0. Best practices	12	1.000	1.000	1.00	1.00	100%
1. All peers are common	39	0.760	0.685	2.74	2.74	100%
2. Some peers are common	102	0.692	0.631	3.35	2.92	48%
3. No common peers	7	0.829	0.708	2.00	2.43	0%
<b>TCC subsample 5</b>	<b>319</b>	<b>0.745</b>	<b>0.680</b>	<b>3.08</b>	<b>2.84</b>	<b>59%</b>
0. Best practices	20	1.000	1.000	1.00	1.00	100%
1. All peers are common	52	0.835	0.748	2.77	2.77	100%
2. Some peers are common	235	0.698	0.639	3.34	3.01	49%
3. No common peers	12	0.850	0.645	2.58	2.83	0%
<b>TCC subsample 4</b>	<b>638</b>	<b>0.648</b>	<b>0.629</b>	<b>3.58</b>	<b>2.75</b>	<b>63%</b>
0. Best practices	17	1.000	1.000	1.24	1.24	100%
1. All peers are common	73	0.768	0.736	2.99	2.99	100%
2. Some peers are common	546	0.622	0.604	3.74	2.77	57%
3. No common peers	2	0.556	0.550	2.00	1.50	0%
<b>TCC subsample 3</b>	<b>1275</b>	<b>0.612</b>	<b>0.597</b>	<b>3.40</b>	<b>2.76</b>	<b>62%</b>
0. Best practices	21	1.000	1.000	1.38	1.76	68%
1. All peers are common	92	0.687	0.672	3.16	3.16	100%

2. Some peers are common	1137	0.594	0.579	3.50	2.78	61%
3. No common peers	25	0.842	0.806	1.24	1.44	0%
<b>TCC subsample 2</b>	<b>2550</b>	<b>0.573</b>	<b>0.538</b>	<b>3.85</b>	<b>3.16</b>	<b>50%</b>
0. Best practices	16	1.000	1.000	1.00	1.00	100%
1. All peers are common	80	0.645	0.579	3.08	3.08	100%
2. Some peers are common	2358	0.559	0.532	3.97	3.21	50%
3. No common peers	96	0.788	0.577	1.91	2.45	0%
<b>TCC subsample 1</b>	<b>5099</b>	<b>0.555</b>	<b>0.516</b>	<b>4.05</b>	<b>3.39</b>	<b>53%</b>
0. Best practices	20	1.000	1.000	1.00	1.00	100%
1. All peers are common	87	0.690	0.618	2.67	2.67	100%
2. Some peers are common	4908	0.547	0.511	4.13	3.43	53%
3. No common peers	84	0.815	0.576	1.71	2.48	0%
<b>TCC full sample</b>	<b>10198</b>	<b>0.528</b>	<b>0.493</b>	<b>3.80</b>	<b>3.27</b>	<b>58%</b>
0. Best practices	23	1.000	1.000	1.00	1.00	100%
1. All peers are common	1593	0.525	0.508	3.46	3.46	100%
2. Some peers are common	8058	0.520	0.491	4.00	3.30	53%
3. No common peers	524	0.635	0.461	1.95	2.31	0%

Table A3: Learning Classes: NC&DF versus NC&FL = 2

Learning class	K	NC&DF	NC&FL	NC&DF	NC&FL	JSI
		eff ©	eff Ⓓ	#peers ©	#peers Ⓓ	
<b>Färe et al. (1985)</b>	<b>32</b>	<b>0.998</b>	<b>0.982</b>	<b>1.00</b>	<b>1.00</b>	<b>100%</b>
0. Best practices	29	1.000	1.000	1.00	1.00	100%
1. All peers are common	3	0.981	0.804	1.00	1.00	100%
<b>Haag et al. (1992)</b>	<b>41</b>	<b>1.000</b>	<b>1.000</b>	<b>1.00</b>	<b>1.00</b>	<b>100%</b>
0. Best practices	41	1.000	1.000	1.00	1.00	100%
<b>Färe et al (1983)</b>	<b>86</b>	<b>0.986</b>	<b>0.952</b>	<b>1.06</b>	<b>1.00</b>	<b>95%</b>
0. Best practices	55	1.000	1.000	1.00	1.00	100%
1. All peers are common	25	0.956	0.851	1.00	1.00	100%
2. Some peers are common	4	1.000	0.989	2.25	1.00	46%
3. No common peers	2	0.957	0.834	1.00	1.00	0%
<b>Cesaroni et al. (2011)</b>	<b>92</b>	<b>0.911</b>	<b>0.858</b>	<b>1.04</b>	<b>1.00</b>	<b>79%</b>
0. Best practices	52	1.000	1.000	1.00	1.00	100%

1. All peers are common	19	0.844	0.736	1.00	1.00	100%
2. Some peers are common	4	1.000	0.971	2.00	1.00	50%
3. No common peers	17	0.696	0.535	1.00	1.00	0%
<b>Fan et al. (1996)</b>	<b>471</b>	<b>0.913</b>	<b>0.823</b>	<b>1.00</b>	<b>1.00</b>	<b>75%</b>
0. Best practices	164	1.000	1.000	1.00	1.00	100%
1. All peers are common	191	0.877	0.741	1.00	1.00	100%
3. No common peers	116	0.848	0.707	1.00	1.00	0%
<b>TCC subsample 8</b>	<b>40</b>	<b>0.901</b>	<b>0.836</b>	<b>1.43</b>	<b>1.18</b>	<b>89%</b>
0. Best practices	20	1.000	1.000	1.25	1.25	100%
1. All peers are common	13	0.744	0.639	1.00	1.00	100%
2. Some peers are common	7	0.907	0.734	2.71	1.29	39%
<b>TCC subsample 7</b>	<b>80</b>	<b>0.909</b>	<b>0.835</b>	<b>2.38</b>	<b>1.49</b>	<b>84%</b>
0. Best practices	37	1.000	1.000	1.76	1.76	100%
1. All peers are common	22	0.745	0.637	1.00	1.00	100%
2. Some peers are common	20	0.927	0.760	5.10	1.55	40%
3. No common peers	1	0.750	0.625	1.00	1.00	0%
<b>TCC subsample 6</b>	<b>160</b>	<b>0.907</b>	<b>0.826</b>	<b>3.52</b>	<b>1.99</b>	<b>75%</b>
0. Best practices	61	1.000	1.000	2.00	2.00	100%
1. All peers are common	36	0.732	0.628	1.17	1.17	100%
2. Some peers are common	59	0.925	0.781	6.69	2.54	40%
3. No common peers	4	0.788	0.613	1.00	1.00	0%
<b>TCC subsample 5</b>	<b>319</b>	<b>0.885</b>	<b>0.801</b>	<b>6.29</b>	<b>3.33</b>	<b>71%</b>
0. Best practices	98	1.000	1.000	3.81	3.81	100%
1. All peers are common	75	0.706	0.621	1.43	1.43	100%
2. Some peers are common	140	0.908	0.766	10.84	4.09	38%
3. No common peers	6	0.726	0.605	1.67	1.50	0%
<b>TCC subsample 4</b>	<b>638</b>	<b>0.875</b>	<b>0.778</b>	<b>10.34</b>	<b>4.16</b>	<b>66%</b>
0. Best practices	174	1.000	1.000	7.08	7.08	100%
1. All peers are common	158	0.666	0.580	1.45	1.45	100%
2. Some peers are common	289	0.922	0.765	17.46	4.03	31%
3. No common peers	17	0.740	0.582	5.41	1.82	0%
<b>TCC subsample 3</b>	<b>1275</b>	<b>0.844</b>	<b>0.736</b>	<b>13.05</b>	<b>3.14</b>	<b>60%</b>
0. Best practices	245	1.000	1.000	5.33	5.33	100%
1. All peers are common	355	0.655	0.581	1.64	1.64	100%
2. Some peers are common	637	0.897	0.730	22.98	3.22	26%
3. No common peers	38	0.737	0.599	2.97	1.50	0%
<b>TCC subsample 2</b>	<b>2550</b>	<b>0.834</b>	<b>0.721</b>	<b>22.64</b>	<b>5.29</b>	<b>58%</b>

0. Best practices	400	1.000	1.000	10.10	10.10	100%
1. All peers are common	731	0.651	0.577	2.57	2.57	100%
2. Some peers are common	1319	0.893	0.724	38.89	5.56	26%
3. No common peers	100	0.735	0.606	5.15	2.52	0%
<b>TCC subsample 1</b>	<b>5099</b>	<b>0.810</b>	<b>0.699</b>	<b>36.99</b>	<b>7.16</b>	<b>54%</b>
0. Best practices	620	1.000	1.000	18.64	18.64	100%
1. All peers are common	1581	0.658	0.591	3.01	3.01	100%
2. Some peers are common	2610	0.869	0.703	65.28	7.51	22%
3. No common peers	288	0.707	0.599	6.62	2.06	0%
<b>TCC full sample</b>	<b>10198</b>	<b>0.765</b>	<b>0.650</b>	<b>41.99</b>	<b>6.13</b>	<b>56%</b>
0. Best practices	771	1.000	1.000	17.74	17.74	100%
1. All peers are common	4072	0.637	0.564	3.40	3.40	100%
2. Some peers are common	4533	0.855	0.683	87.20	7.39	20%
3. No common peers	822	0.677	0.567	6.61	1.77	0%

Table A4: Learning Classes: C&DF versus NC&DF =  $\boxed{3}$

Learning class	K	C&DF eff Ⓐ	NC&DF eff Ⓒ	C&DF #peers Ⓐ	NC&DF #peers Ⓒ	JSI $\boxed{3}$	PDI $\boxed{3}$
<b>Färe et al. (1985)</b>	<b>32</b>	<b>0.951</b>	<b>0.998</b>	<b>2.13</b>	<b>1.00</b>	<b>28%</b>	<b>2%</b>
0a. Best practices in C & NC	9	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	20	0.934	1.000	2.65	1.00	0%	0%
3. No common peers	3	0.915	0.981	2.00	1.00	0%	17%
<b>Haag et al. (1992)</b>	<b>41</b>	<b>0.880</b>	<b>1.000</b>	<b>2.88</b>	<b>1.00</b>	<b>24%</b>	<b>0%</b>
0a. Best practices in C & NC	10	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	31	0.841	1.000	3.48	1.00	0%	0%
<b>Färe et al (1983)</b>	<b>86</b>	<b>0.929</b>	<b>0.986</b>	<b>1.99</b>	<b>1.06</b>	<b>22%</b>	<b>5%</b>
0a. Best practices in C & NC	18	1.000	1.000	1.11	1.06	89%	NA
0b. Best practices in NC only	41	0.933	1.000	2.27	1.10	1%	2%
2. Some peers are common	6	0.891	0.936	2.67	1.00	39%	39%
3. No common peers	21	0.873	0.962	2.00	1.00	0%	2%
<b>Cesaroni et al. (2011)</b>	<b>92</b>	<b>0.729</b>	<b>0.911</b>	<b>3.26</b>	<b>1.04</b>	<b>20%</b>	<b>8%</b>
0a. Best practices in C & NC	13	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	43	0.780	1.000	3.65	1.09	0%	0%

2. Some peers are common	19	0.587	0.761	3.47	1.00	29%	29%
3. No common peers	17	0.552	0.788	3.76	1.00	0%	7%
<b>Fan et al. (1996)</b>	<b>471</b>	<b>0.811</b>	<b>0.913</b>	<b>3.96</b>	<b>1.00</b>	<b>18%</b>	<b>13%</b>
0a. Best practices in C & NC	49	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	115	0.900	1.000	4.25	1.00	0%	0%
2. Some peers are common	152	0.746	0.845	4.23	1.00	25%	25%
3. No common peers	155	0.748	0.886	4.41	1.00	0%	11%
<b>TCC subsample 8</b>	<b>40</b>	<b>0.780</b>	<b>0.901</b>	<b>2.17</b>	<b>1.43</b>	<b>44%</b>	<b>31%</b>
0a. Best practices in C & NC	10	1.000	1.000	1.00	1.40	86%	NA
0b. Best practices in NC only	15	0.758	1.000	2.93	1.87	7%	9%
1. All peers are common	2	0.675	0.675	1.00	1.00	100%	100%
2. Some peers are common	13	0.653	0.744	2.31	1.00	46%	46%
<b>TCC subsample 7</b>	<b>80</b>	<b>0.779</b>	<b>0.909</b>	<b>2.31</b>	<b>2.38</b>	<b>30%</b>	<b>27%</b>
0a. Best practices in C & NC	21	1.000	1.000	1.29	2.71	54%	NA
0b. Best practices in NC only	32	0.748	1.000	2.88	2.97	6%	12%
2. Some peers are common	27	0.644	0.729	2.44	1.41	39%	45%
<b>TCC subsample 6</b>	<b>160</b>	<b>0.738</b>	<b>0.907</b>	<b>2.97</b>	<b>3.52</b>	<b>20%</b>	<b>19%</b>
0a. Best practices in C & NC	36	1.000	1.000	1.92	3.08	38%	NA
0b. Best practices in NC only	70	0.702	1.000	3.47	5.00	4%	7%
1. All peers are common	2	0.750	0.750	1.00	1.00	100%	100%
2. Some peers are common	44	0.604	0.715	3.07	1.84	32%	34%
3. No common peers	8	0.600	0.764	3.25	2.38	0%	21%
<b>TCC subsample 5</b>	<b>319</b>	<b>0.745</b>	<b>0.885</b>	<b>3.08</b>	<b>6.29</b>	<b>17%</b>	<b>22%</b>
0a. Best practices in C & NC	76	1.000	1.000	2.29	6.50	32%	NA
0b. Best practices in NC only	123	0.729	1.000	3.53	9.23	5%	14%
2. Some peers are common	84	0.611	0.696	2.95	3.86	27%	37%
3. No common peers	36	0.576	0.693	3.47	1.53	0%	13%
<b>TCC subsample 4</b>	<b>638</b>	<b>0.648</b>	<b>0.875</b>	<b>3.58</b>	<b>10.34</b>	<b>8%</b>	<b>14%</b>
0a. Best practices in C & NC	29	1.000	1.000	1.72	2.14	52%	NA
0b. Best practices in NC only	363	0.722	1.000	3.74	15.26	2%	8%
2. Some peers are common	114	0.507	0.679	3.18	5.46	26%	34%
3. No common peers	132	0.490	0.672	3.89	2.86	0%	12%
<b>TCC subsample 3</b>	<b>1275</b>	<b>0.612</b>	<b>0.844</b>	<b>3.40</b>	<b>13.05</b>	<b>8%</b>	<b>18%</b>
0a. Best practices in C & NC	62	1.000	1.000	1.48	6.81	29%	NA
0b. Best practices in NC only	626	0.690	1.000	3.58	20.98	3%	15%
1. All peers are common	1	0.500	0.500	1.00	1.00	100%	100%
2. Some peers are common	260	0.504	0.653	2.92	7.50	25%	38%

3. No common peers	326	0.476	0.670	3.79	3.48	0%	6%
<b>TCC subsample 2</b>	<b>2550</b>	<b>0.573</b>	<b>0.834</b>	<b>3.85</b>	<b>22.64</b>	<b>6%</b>	<b>17%</b>
0a. Best practices in C & NC	123	1.000	1.000	2.03	13.78	17%	NA
0b. Best practices in NC only	1177	0.649	1.000	3.91	38.44	2%	14%
2. Some peers are common	552	0.459	0.659	3.64	12.28	19%	30%
3. No common peers	698	0.459	0.664	4.22	5.74	0%	12%
<b>TCC subsample 1</b>	<b>5099</b>	<b>0.555</b>	<b>0.810</b>	<b>4.05</b>	<b>36.99</b>	<b>4%</b>	<b>17%</b>
0a. Best practices in C & NC	233	1.000	1.000	2.56	27.34	10%	NA
0b. Best practices in NC only	2029	0.640	1.000	4.11	69.43	1%	12%
1. All peers are common	6	0.375	0.375	1.00	1.00	100%	100%
2. Some peers are common	875	0.471	0.677	3.77	24.36	18%	28%
3. No common peers	1956	0.453	0.652	4.30	10.24	0%	17%
<b>TCC full sample</b>	<b>10198</b>	<b>0.528</b>	<b>0.765</b>	<b>3.80</b>	<b>41.99</b>	<b>4%</b>	<b>18%</b>
0a. Best practices in C & NC	449	1.000	1.000	2.02	56.54	6%	NA
0b. Best practices in NC only	3091	0.622	1.000	3.99	87.89	1%	12%
1. All peers are common	8	0.283	0.283	1.00	1.00	100%	100%
2. Some peers are common	1649	0.439	0.652	3.51	46.14	17%	33%
3. No common peers	5001	0.457	0.636	3.94	11.01	0%	16%

Table A5: Learning Classes: C&FL versus NC&FL =  $\boxed{4}$

Learning class	K	C&FL eff $\textcircled{B}$	NC&FL eff $\textcircled{D}$	C&FL #peers $\textcircled{B}$	NC&FL #peers $\textcircled{D}$	JSI $\boxed{4}$	PDI $\boxed{4}$
<b>Färe et al. (1985)</b>	<b>32</b>	<b>0.824</b>	<b>0.982</b>	<b>1.75</b>	<b>1.00</b>	<b>31%</b>	<b>4%</b>
0a. Best practices in C & NC	9	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	20	0.767	1.000	2.05	1.00	0%	0%
2. Some peers are common	2	0.719	0.746	2.00	1.00	50%	50%
3. No common peers	1	0.587	0.921	2.00	1.00	0%	0%
<b>Haag et al. (1992)</b>	<b>41</b>	<b>0.715</b>	<b>1.000</b>	<b>2.54</b>	<b>1.00</b>	<b>24%</b>	<b>0%</b>
0a. Best practices in C & NC	10	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	31	0.623	1.000	3.03	1.00	0%	0%
<b>Färe et al (1983)</b>	<b>86</b>	<b>0.831</b>	<b>0.952</b>	<b>1.91</b>	<b>1.00</b>	<b>21%</b>	<b>4%</b>
0a. Best practices in C & NC	16	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	39	0.830	1.000	2.18	1.00	0%	0%

2. Some peers are common	4	0.692	0.709	2.00	1.00	50%	50%
3. No common peers	27	0.753	0.891	2.04	1.00	0%	2%
<b>Cesaroni et al. (2011)</b>	<b>92</b>	<b>0.650</b>	<b>0.858</b>	<b>2.21</b>	<b>1.00</b>	<b>25%</b>	<b>14%</b>
0a. Best practices in C & NC	13	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	39	0.688	1.000	2.67	1.00	0%	0%
1. All peers are common	6	0.412	0.412	1.00	1.00	100%	100%
2. Some peers are common	10	0.584	0.738	2.60	1.00	42%	42%
3. No common peers	24	0.487	0.713	2.25	1.00	0%	2%
<b>Fan et al. (1996)</b>	<b>471</b>	<b>0.752</b>	<b>0.823</b>	<b>2.21</b>	<b>1.00</b>	<b>27%</b>	<b>21%</b>
0a. Best practices in C & NC	49	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	115	0.833	1.000	2.97	1.00	0%	0%
2. Some peers are common	160	0.671	0.697	2.11	1.00	48%	48%
3. No common peers	147	0.693	0.763	2.12	1.00	0%	7%
<b>TCC subsample 8</b>	<b>40</b>	<b>0.736</b>	<b>0.836</b>	<b>1.95</b>	<b>1.18</b>	<b>52%</b>	<b>42%</b>
0a. Best practices in C & NC	9	1.000	1.000	1.11	1.33	91%	NA
0b. Best practices in NC only	11	0.728	1.000	2.64	1.18	3%	5%
1. All peers are common	9	0.651	0.651	1.00	1.00	100%	100%
2. Some peers are common	9	0.605	0.665	2.78	1.11	36%	38%
3. No common peers	2	0.568	0.804	2.50	1.50	0%	0%
<b>TCC subsample 7</b>	<b>80</b>	<b>0.738</b>	<b>0.835</b>	<b>1.82</b>	<b>1.49</b>	<b>47%</b>	<b>46%</b>
0a. Best practices in C & NC	16	1.000	1.000	1.31	2.38	64%	NA
0b. Best practices in NC only	21	0.686	1.000	2.33	1.29	2%	2%
1. All peers are common	17	0.677	0.677	1.00	1.00	100%	100%
2. Some peers are common	24	0.668	0.702	2.25	1.46	41%	47%
3. No common peers	2	0.552	0.741	2.50	1.00	0%	25%
<b>TCC subsample 6</b>	<b>160</b>	<b>0.675</b>	<b>0.826</b>	<b>2.71</b>	<b>1.99</b>	<b>25%</b>	<b>21%</b>
0a. Best practices in C & NC	12	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	49	0.756	1.000	2.96	2.24	1%	2%
1. All peers are common	3	0.639	0.639	1.00	1.00	100%	100%
2. Some peers are common	65	0.590	0.687	2.78	1.40	37%	38%
3. No common peers	31	0.603	0.793	3.00	3.29	0%	9%
<b>TCC subsample 5</b>	<b>319</b>	<b>0.680</b>	<b>0.801</b>	<b>2.84</b>	<b>3.33</b>	<b>23%</b>	<b>24%</b>
0a. Best practices in C & NC	20	1.000	1.000	1.00	1.10	97%	NA
0b. Best practices in NC only	78	0.802	1.000	3.15	4.50	6%	12%
2. Some peers are common	149	0.603	0.681	2.83	2.60	33%	38%
3. No common peers	72	0.619	0.777	3.03	4.18	0%	6%
<b>TCC subsample 4</b>	<b>638</b>	<b>0.629</b>	<b>0.778</b>	<b>2.75</b>	<b>4.16</b>	<b>15%</b>	<b>20%</b>

0a. Best practices in C & NC	17	1.000	1.000	1.24	1.53	81%	NA
0b. Best practices in NC only	157	0.769	1.000	3.18	7.68	1%	2%
1. All peers are common	36	0.503	0.503	1.00	1.00	100%	100%
2. Some peers are common	132	0.596	0.688	2.58	2.05	32%	43%
3. No common peers	296	0.564	0.722	2.90	3.78	0%	10%
<b>TCC subsample 3</b>	<b>1275</b>	<b>0.597</b>	<b>0.736</b>	<b>2.76</b>	<b>3.14</b>	<b>15%</b>	<b>23%</b>
0a. Best practices in C & NC	31	1.000	1.000	1.71	4.68	47%	NA
0b. Best practices in NC only	214	0.740	1.000	3.16	5.43	2%	8%
1. All peers are common	64	0.507	0.507	1.00	1.00	100%	100%
2. Some peers are common	349	0.601	0.670	2.51	3.83	29%	43%
3. No common peers	617	0.534	0.693	3.01	2.10	0%	9%
<b>TCC subsample 2</b>	<b>2550</b>	<b>0.538</b>	<b>0.721</b>	<b>3.16</b>	<b>5.29</b>	<b>6%</b>	<b>19%</b>
0a. Best practices in C & NC	16	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	384	0.721	1.000	3.20	10.47	3%	13%
1. All peers are common	12	0.519	0.519	1.00	1.00	100%	100%
2. Some peers are common	559	0.525	0.678	3.08	6.56	21%	34%
3. No common peers	1579	0.494	0.666	3.22	3.66	0%	15%
<b>TCC subsample 1</b>	<b>5099</b>	<b>0.516</b>	<b>0.699</b>	<b>3.39</b>	<b>7.16</b>	<b>4%</b>	<b>16%</b>
0a. Best practices in C & NC	20	1.000	1.000	1.00	1.00	100%	NA
0b. Best practices in NC only	600	0.716	1.000	3.39	19.23	2%	11%
1. All peers are common	29	0.422	0.422	1.00	1.00	100%	100%
2. Some peers are common	771	0.516	0.684	3.23	12.79	19%	33%
3. No common peers	3679	0.481	0.653	3.46	4.09	0%	13%
<b>TCC full sample</b>	<b>10198</b>	<b>0.493</b>	<b>0.650</b>	<b>3.27</b>	<b>6.13</b>	<b>6%</b>	<b>19%</b>
0a. Best practices in C & NC	24	1.000	1.000	1.00	1.12	95%	NA
0b. Best practices in NC only	747	0.717	1.000	3.35	18.27	2%	6%
1. All peers are common	57	0.430	0.430	1.00	1.00	100%	100%
2. Some peers are common	2170	0.468	0.598	3.04	8.72	23%	36%
3. No common peers	7200	0.476	0.630	3.36	4.14	0%	14%

## B DF and FL Efficiency Measures Under Nonconvexity: Implicit Enumeration

In this Appendix we provide a high level breakdown of the enumeration algorithms, as well as a quantified example. The descriptions apply to input reduction solely: in the literature, alternative orientations of measurement are available.

Note that these enumeration algorithms, which are based on determining subsets of DMUs instead of a linear programming approach, allow for multiple alternative optima. To the best of our knowledge this search for alternative optima under nonconvexity has never been reported before.

### NC&DF enumeration algorithm:

To compute the radial efficiency measure (3) the following implicit enumeration algorithm can be developed. For  $K$  observations  $(x_k, y_k)$  and the evaluated observation  $(x_k^o, y_k^o)$  we first define the set of dominating observations of  $D(x_k^o, y_k^o)$  as follows:

$$D(x_k^o, y_k^o) = \{(x_k, y_k) \mid x_k \leq x_k^o, y_k \geq y_k^o\}.$$

Then, we apply following implicit enumeration algorithm:

$$DF_i(x_k^o, y_k^o) = \min_{(x_k, y_k) \in D(x_k^o, y_k^o)} \max_{n=1, \dots, N} \left\{ \frac{x_{kn}}{x_{kn}^o} \right\}.$$

Thus, for each evaluated observation  $(x_k^o, y_k^o)$  we apply a min-max approach in 3 successive steps:

1. Step 1: Determine the set of dominating DMUs.
2. Step 2: Calculate for each DMU in this set of dominating DMUs, and for each of its input dimensions, the input reduction (for each input dimension, divide the input of the dominating DMU by the corresponding input of the evaluated observation  $(x_k^o, y_k^o)$ ). For each dominating DMU, select the highest of all calculated input reductions as the output of this step.
3. Step 3: In the set of dominating DMUs, select the DMUs where the input reduction metric calculated in step 2 is the lowest. In case of non-unique optimal solutions, then store all DMUs achieving the same minimum.

For example, when evaluating observation 12 in the Färe et al. (1985) data set:

1. Step 1: The set of dominating DMUs consists of the DMUs 10, 11, and 12. These DMUs exhibit the following inputs:
  - DMU 10: 727.6 (Capital), 3421.9 (Fuel) and 67 (Labour)
  - DMU 11: 482.0 (Capital), 3365.0 (Fuel) and 61 (Labour)
  - DMU 12: 771.8 (Capital), 3439.7 (Fuel) and 70 (Labour).
2. Step 2: The highest input reductions for each dominating DMU are: DMU 10:  $3421.9/3439.7 = 0.995$  (“Fuel” dimension); DMU 11:  $3365.0/3439.7 = 0.978$  (also for the “Fuel” dimension); DMU 12 : 1 (all dimensions).
3. Step 3: DMU 11 has the lowest input reduction calculated in step 2 (0.978) and is therefore identified as the peer for DMU 12.

**NC&FL enumeration algorithm:**

To compute the nonradial efficiency measure (4) the following implicit enumeration algorithm can be developed. For  $K$  observations  $(x_k, y_k)$  and the evaluated observation  $(x_k^o, y_k^o)$  we first define again the set of dominating observations of  $D(x_k^o, y_k^o)$  as follows:

$$D(x_k^o, y_k^o) = \{(x_k, y_k) \mid x_k \leq x_k^o, y_k \geq y_k^o\}.$$

Then, we apply following implicit enumeration algorithm:

$$FL_i(x_k^o, y_k^o) = \min_{(x_k, y_k) \in D(x_k^o, y_k^o)} \frac{1}{n(I(x_k^o))} \sum_{n \in I(x_k^o)} \left\{ \frac{x_{kn}}{x_{kn}^o} \right\}.$$

where  $I(\cdot)$  and  $n(\cdot)$  denote the set of positive input dimensions and the cardinality of a set, respectively, as already defined in expression (4). To the best of our knowledge, this implicit enumeration algorithm for the nonradial efficiency measure (4) is new.

For each evaluated observation  $(x_k^o, y_k^o)$  we apply a min-sum approach in 3 successive steps:

1. Step 1: Determine the set of dominating DMUs.
2. Step 2: Calculate for each DMU in this set of dominating DMUs, the sum of the input reductions for each input dimension (dividing for each input dimension, the input of

the dominating DMU by the corresponding input of the evaluated observation  $(x_k^o, y_k^o)$ ; divide this sum by the number of non-zero inputs.

3. Step 3: in the set of dominating DMUs, select the DMUs where the input reduction metric calculated in step 2 is the lowest. In case of non-unique optimal solutions, then store all DMUs achieving the same minimum.

For example, when evaluating observation 12 in the Färe et al. (1985) data set:

1. Step 1: The set of dominating DMUs consists of the DMU 10, 11, and 12.
2. Step 2: The sum of the input reductions for each dimension, divided by the number of inputs, is  $(0.943 + 0.995 + 0.957)/3 = 0.965$  (DMU 10);  $(0.625 + 0.978 + 0.871)/3 = 0.825$  (DMU 11), and  $(1 + 1 + 1)/3 = 1$  (DMU 12).
3. Step 3: DMU 11 has the lowest input reduction metric (0.825) and is therefore identified as the peer for DMU 12.

## C Numerical Examples of Peer Count, JSI and PDI

For explanatory purposes, this Appendix presents a numerical example of our three learning metrics: Peer Count, JSI, and PDI. For each of the DMUs in the Färe et al. (1985) dataset, we show the detailed results of our analysis. The numbers and the underlying data are those of the C&DF versus NC&DF comparison ( = 3 in Figure 1).

In Table C1, the first 5 columns report the information that is usually presented in a classical efficiency analysis: DMU identification (column 1), efficiencies (columns 2 and 3), and the sets of peers (columns 4 and 5). The peer count (supporting Working Hypothesis 1) is shown in columns 6 and 7. The next 2 columns show the data for calculating the JSI (which is shown in column 10). Finally, the last 3 columns show the underlying data and the result for the PDI calculation. The averages presented at the bottom of the table are the numbers reported in Table 6 (Average Number of Peers), Table 7 (Average Jaccard Similarity Index), and Table 8 (Average Peer Dominance Index).

As an clarifying example, we zoom in on the results for DMUs 12 and 13. These DMUs are inefficient and therefore exhibit learning potential in both approaches (see columns 2 and 3). Under C&DF, the DMUs 10 and 28 are the peers (see column 4), and under NC&DF the peer is DMU 11 (column 5). Thus, the **Peer Count** is 2 peers for C&DF and 1 peer for NC&DF, respectively (columns 6 and 7). The average peer count for all DMUs is 2.13 for C&DF and 1 for NC&DF, respectively: this number is also reported in Table 6 on the Average Number of Peers.

To calculate the **JSI**, we first report the union and the intersection of the C&DF and the NC&DF sets of peers (columns 8 and 9). The JSI can then be calculated by dividing the number of DMUs in column 9 (the intersection) by the number of DMUs in column 8 (the union), and multiplying this ratio by 100. Since in both cases the intersection is empty (not a single common peer between the C&DF and NC&DF approaches), the JSI equals 0 for both DMU 12 and 13. The average JSI for all DMUs is 28: this number is also reported in Table 7 on the Average Jaccard Similarity Index.

For the **PDI** calculation we list all dominating DMU, regardless whether they are a peer or not, in column 11. This also includes the DMU itself. We then take the intersection with the set of C&DF peers (column 4) and report the convex peers that are also dominating in column 12. The PDI is then calculated by dividing the number of DMU in this column 12 by the total number of C&DF peers (the Peer Count in column 6). In our example, DMU 12 is only dominated by one of its two C&DF peers (DMU 10 dominates, DMU 28 does not),

Table C1: Numerical Example: Färe et al. (1985), C&DF versus NC&DF = 3

DMU	Eff: C&DF	Eff: NC&DF	Peers: C&DF	Peers: NC&DF	Peer count: C&DF	Peer count: NC&DF	JSI: union of peers	JSI: common peers	JSI: Index	PDI: all dominating DMU	PDI: dominating C peers	PDI: Index
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1	1.000	1.000	1	1	1	1	1	1	100	1	1	
2	1.000	1.000	2	2	1	1	2	2	100	2	2	
3	0.950	1.000	1;5	3	2	1	1; 5; 3		0	3		0
4	0.954	1.000	1;5	4	2	1	1; 5; 4		0	4		0
5	1.000	1.000	5	5	1	1	5	5	100	5	5	
6	0.925	1.000	5;10	6	2	1	5; 10; 6		0	6		0
7	0.918	1.000	5;10	7	2	1	5; 10; 7		0	7		0
8	0.860	0.966	5;10	7	2	1	5; 10; 7		0	7;8		0
9	0.874	1.000	5;11	9	2	1	5; 11; 9		0	9		0
10	1.000	1.000	10	10	1	1	10	10	100	10	10	
11	1.000	1.000	11	11	1	1	11	11	100	11	11	
12	0.966	0.978	10;28	11	2	1	10; 28; 11		0	10;11;12	10	50
13	0.917	0.997	10;28	11	2	1	10; 28; 11		0	11;13		0
14	0.920	1.000	5;10;28	14	3	1	5; 10; 28; 14		0	14		0
15	0.903	1.000	5;10;28	15	3	1	5; 10; 28; 15		0	15		0
16	0.941	1.000	5;10;28	16	3	1	5; 10; 28; 16		0	16		0
17	0.961	1.000	5;10;11;32	17	4	1	5; 10; 11; 32; 17		0	17		0
18	0.872	1.000	5;10;28	18	3	1	5; 10; 28; 18		0	18		0
19	0.906	1.000	5;10;11;32	19	4	1	5; 10; 11; 32; 19		0	19		0
20	0.929	1.000	10;28	20	2	1	10; 28; 20		0	20		0
21	0.924	1.000	10;28	21	2	1	10; 28; 21		0	21		0
22	0.997	1.000	10;28	22	2	1	10; 28; 22		0	22		0
23	0.975	1.000	5;10;28;32	23	4	1	5; 10; 28; 32; 23		0	23		0
24	0.949	1.000	10;28	24	2	1	10; 28; 24		0	24		0
25	0.878	1.000	10;28	25	2	1	10; 28; 25		0	25		0
26	0.969	1.000	10;28	26	2	1	10; 28; 26		0	26		0
27	1.000	1.000	27	27	1	1	27	27	100	27	27	
28	1.000	1.000	28	28	1	1	28	28	100	28	28	
29	0.953	1.000	11;27;31;32	29	4	1	11; 27; 31; 32; 29		0	29		0
30	0.985	1.000	5;28;32	30	3	1	5; 28; 32; 30		0	30		0
31	1.000	1.000	31	31	1	1	31	31	100	31	31	
32	1.000	1.000	32	32	1	1	32	32	100	32	32	
<b>Average</b>					<b>2.13</b>	<b>1.00</b>			<b>28</b>			<b>2</b>

hence its PDI equals  $100 \cdot (1/2) = 50$ . For DMU 13, this is not the case: it is not dominated by any of its C&DF peers (DMUs 10 and 28). As a reminder, the Peer Dominance Index is

only calculated for DMUs with learning potential, or in other words only for DMU which are not efficient under C&DF (here, 23 DMUs out of the total of 32). The average PDI for all DMUs is therefore  $50/23 = 2.17$ , which is reported as 2: this number is also reported in Table 8 on the Average Peer Dominance Index.