

How to link organizational goals and competences in public organizations?

MANFOP

National Institute of Public Administration
Portugal

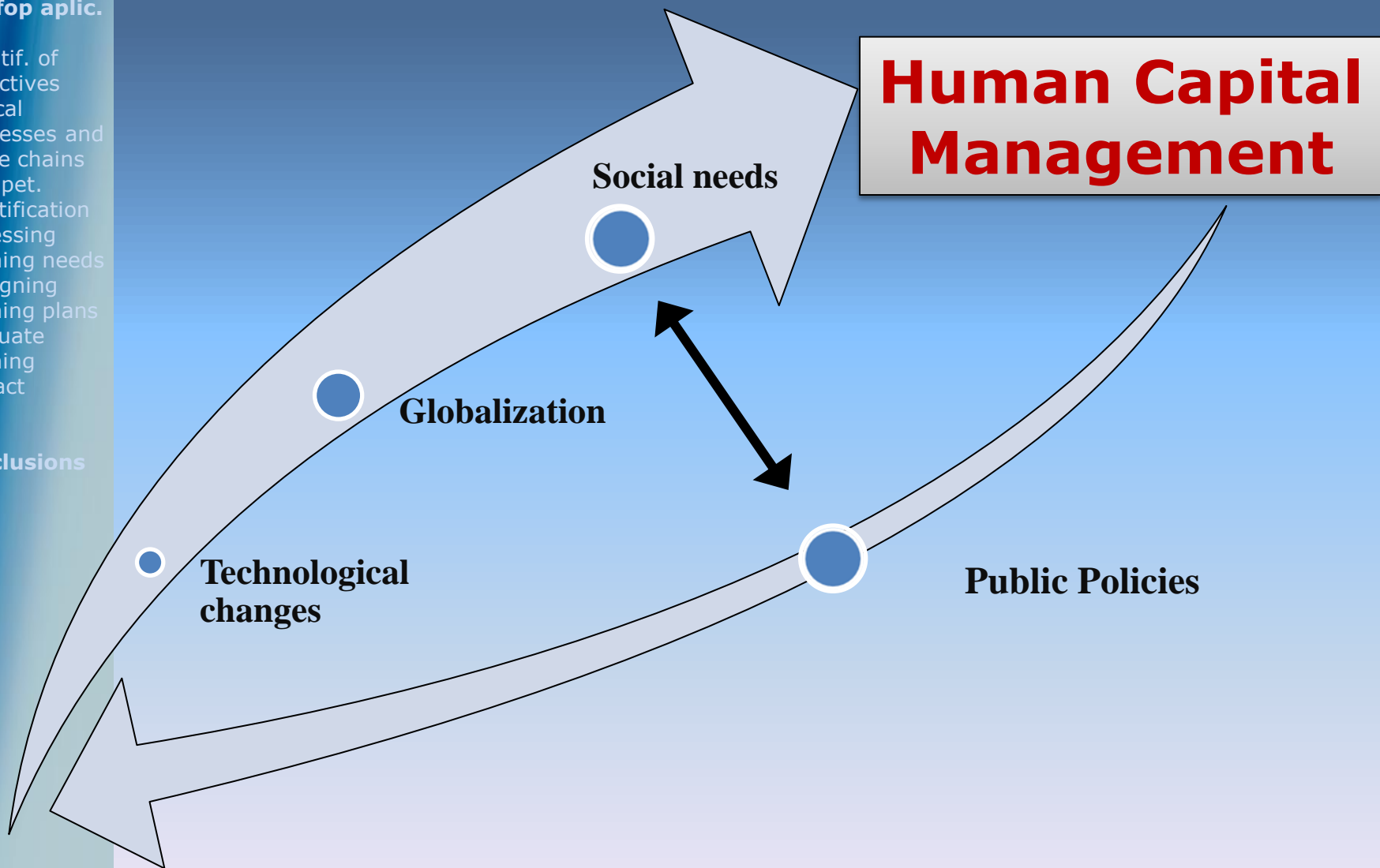
A. Introduction

B. Manfop aplic.

1. Identif. of objectives
2. critical processes and value chains
3. Compet. identification
4. Assessing training needs
5. Designing training plans
6. Evaluate training impact

C. Conclusions

Introduction



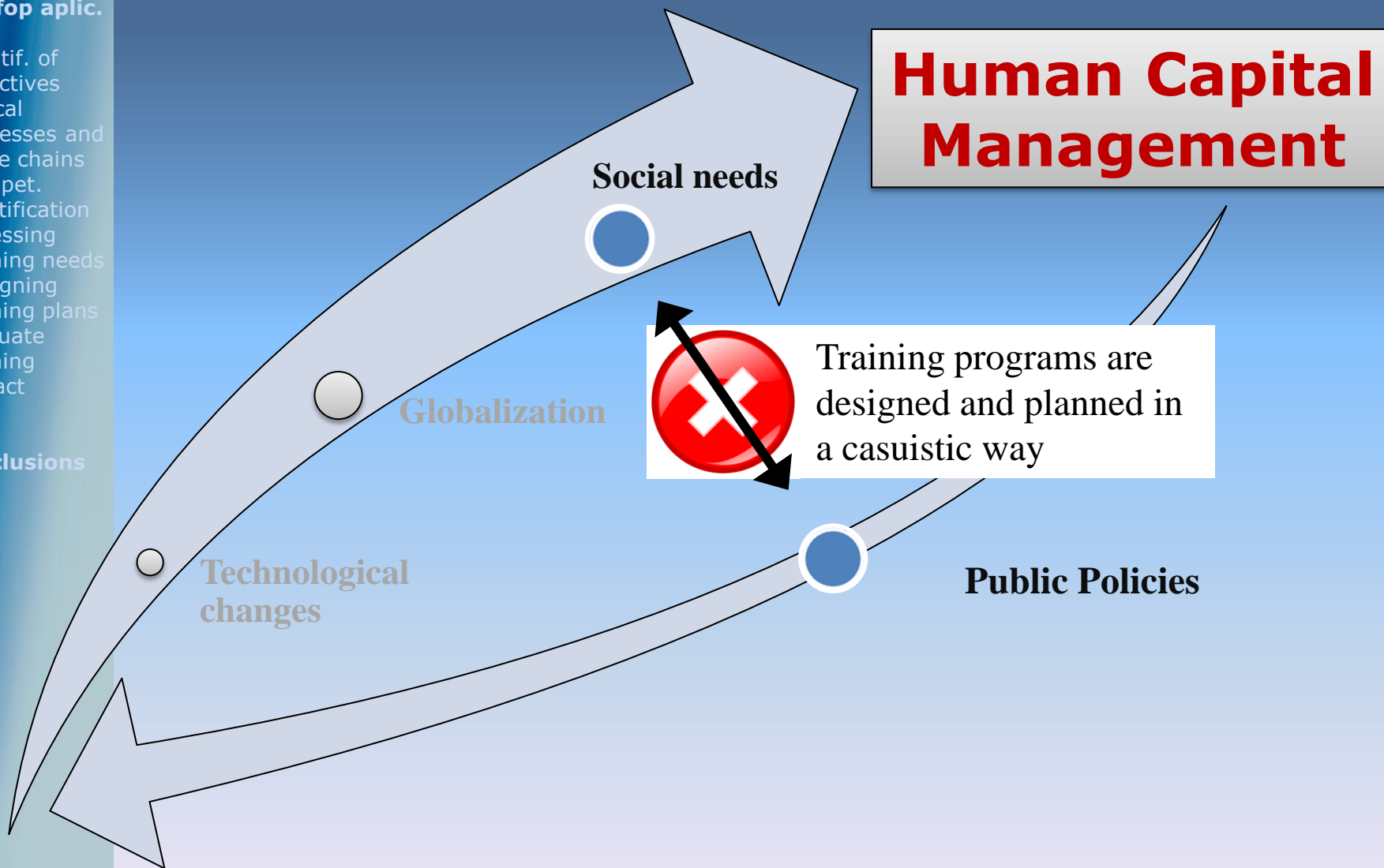
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What are the main products?

- Identification of the profiles of the organization' posts
 - managerial
 - workers
- Recruitment and selection plans
- Training programs based on the need competences
- Mobility instrument

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What is MANFOP ?



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MANFOP's Application

**how to identify and assess
the required competences?**

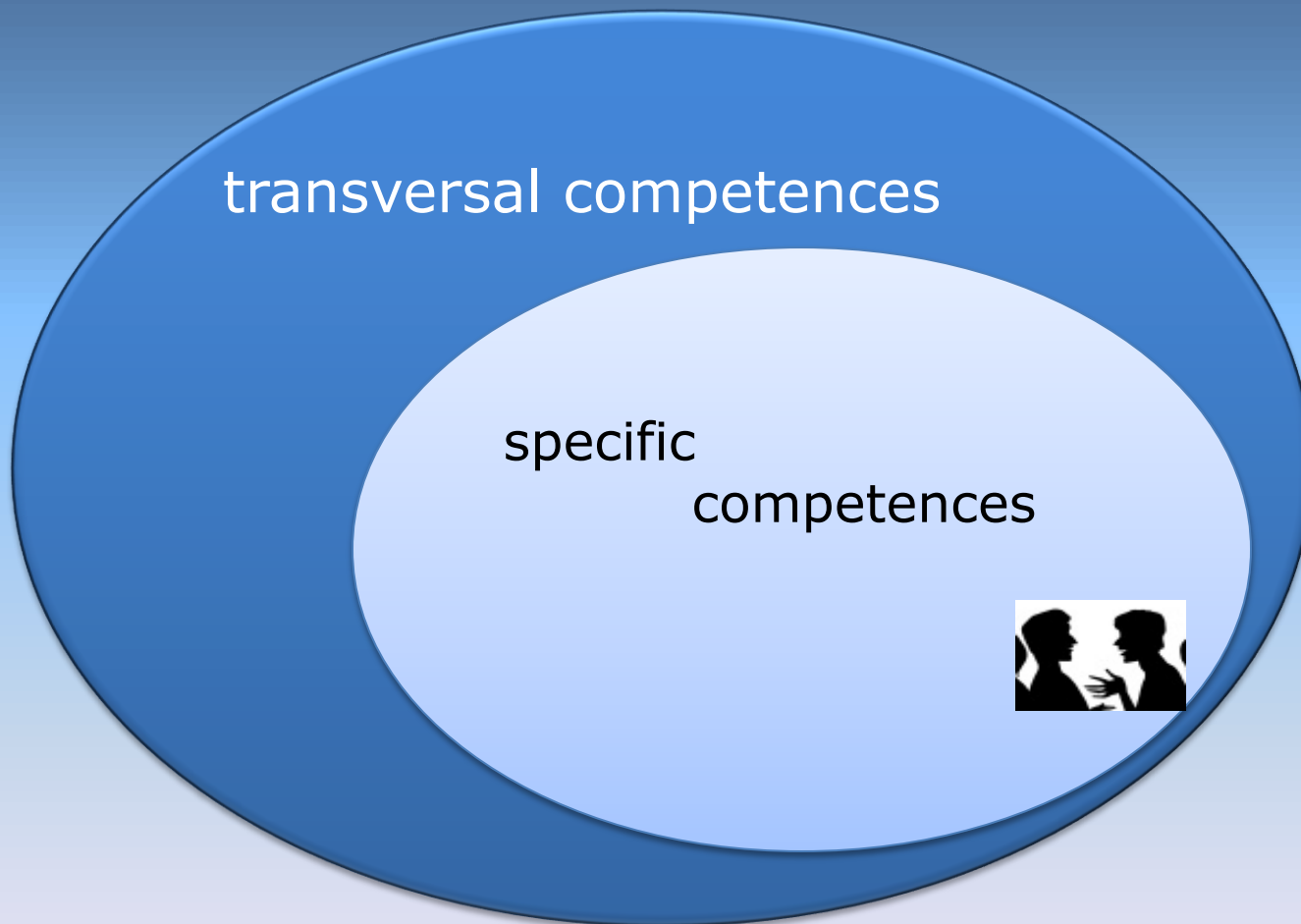
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Competences levels



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MANFOP application

1. Identification of objectives

2. Identification of critical processes and value chains

3. Competences identification

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1. identification of objectives

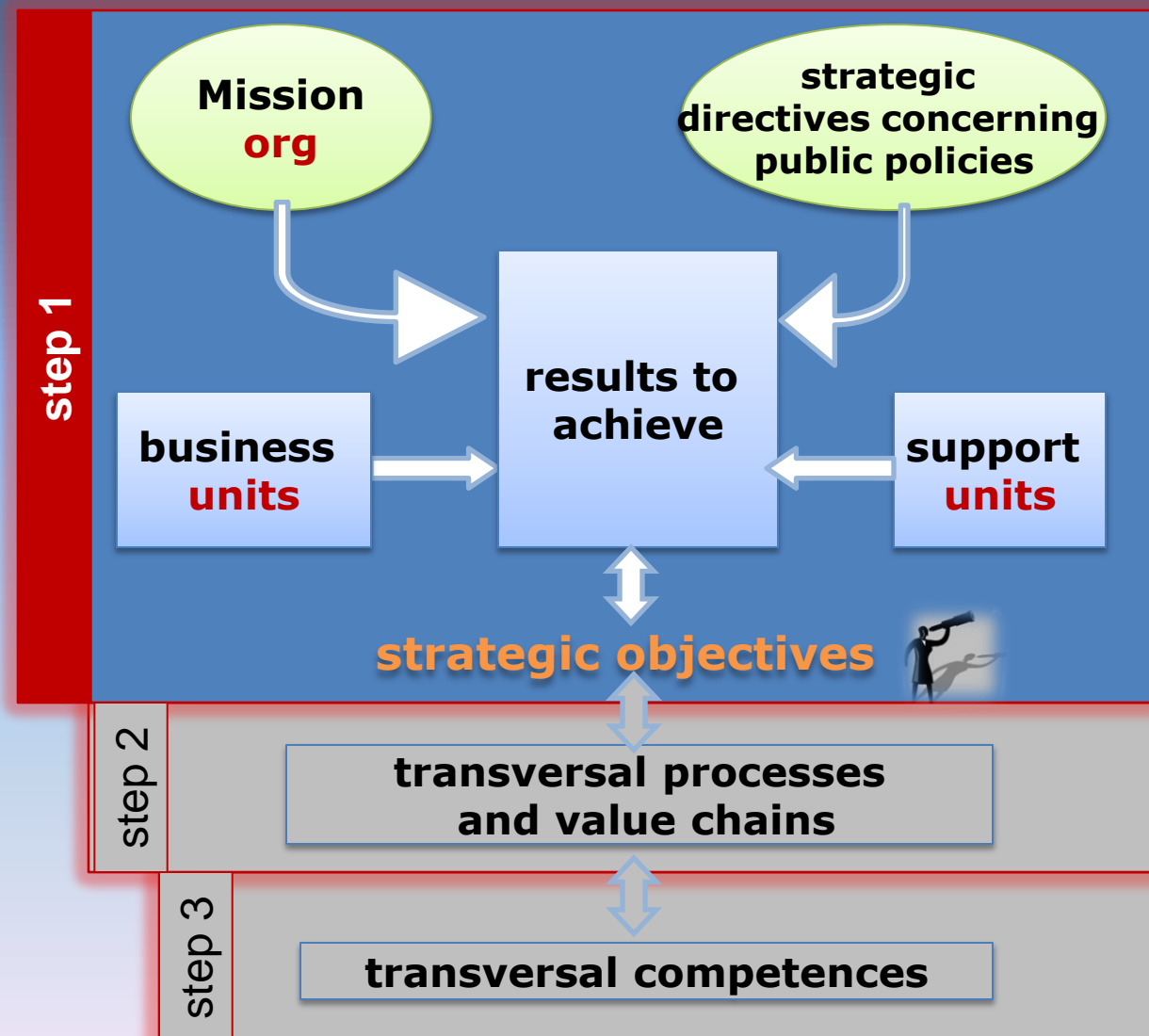
organizational and unit level

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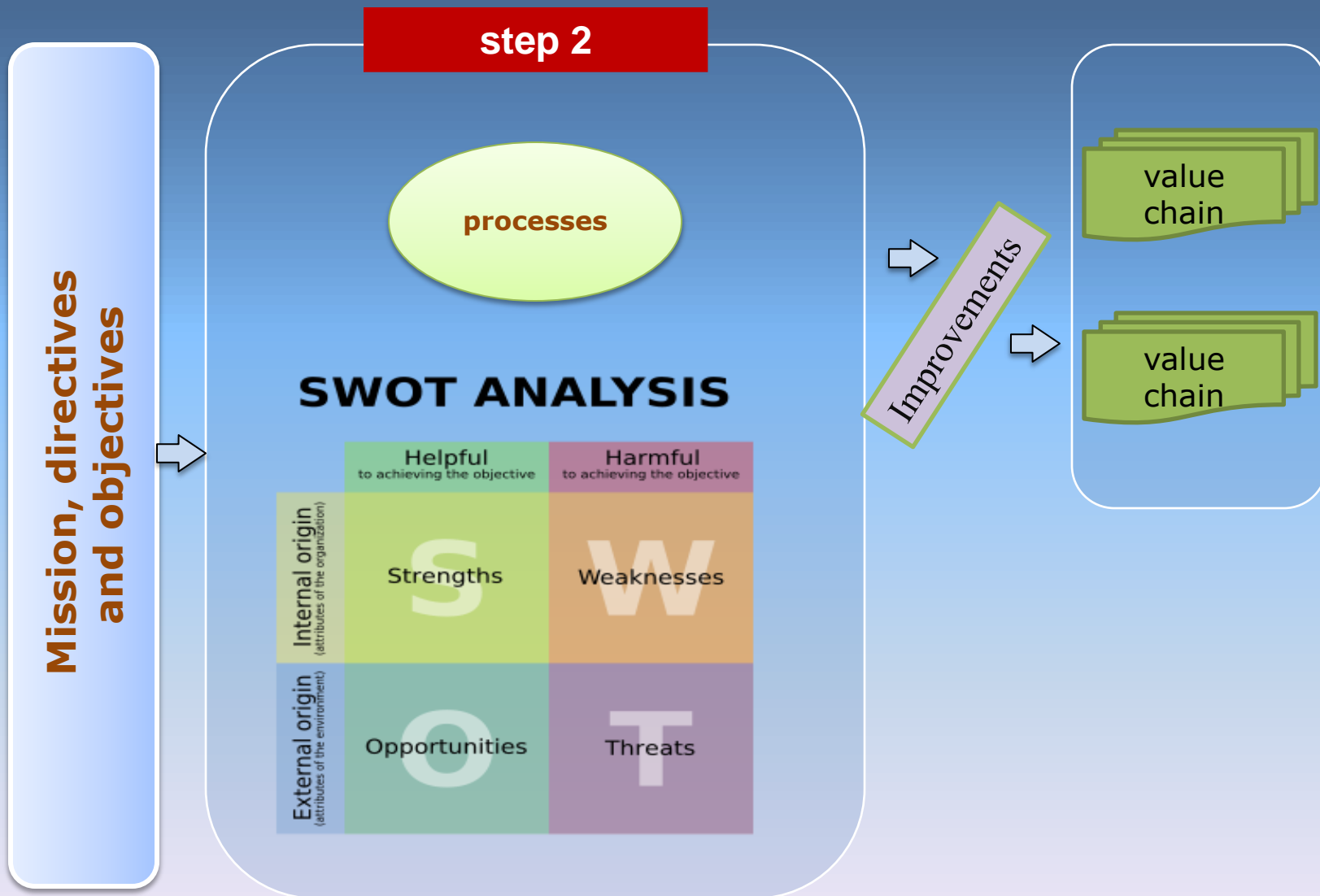
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2. how to identify and analyze critical processes and value chains?

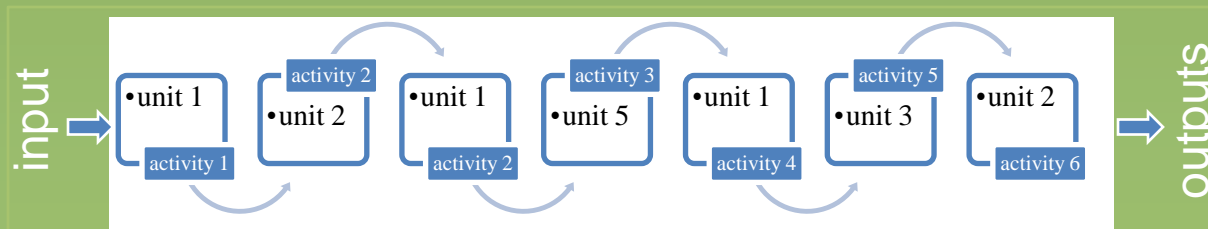


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3. competencies identification

step 3

value chain



what are the required
competences (transversal and specific)?



3. transversal competencies identification

1. Activities that act as an interface between organization and clients and stakeholders

- Who are the clients and stakeholders and what needs must the organization fulfill?
- What techniques and instruments are used to produce and communicate?

2. Activities that ensure the effectiveness of productive processes

- What skills are necessary to promote business areas in the sector where the organization operates?
- What skills, in terms of knowledge and knowhow, are necessary to ensure the effectiveness of productive processes?
- How to promote teamwork?

3. Activities that ensure the control of product/service quality

- What skills are necessary to implement quality control methods and techniques?

4. Activities that contribute to create value

- a) What attitudes and behaviors mostly contribute to the presentation of improvement measures?
- b) How to promote continuous improvement processes?

A. Introduction **3. specific competencies identification**

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In order to identify specific skills and technical competences, the following answers must be answered, for each activity:

- What skills should workers have in order to develop an activity?
- What specific technical competences are needed to perform the activity?
- What specific technical competences are needed to improve results?

In order to identify specific behavioral competences, the following answers must be answered, for each activity:

- What specific behavioral competences are needed to complete the activity?
- What specific behavioral competences are needed to improve the activity's results?

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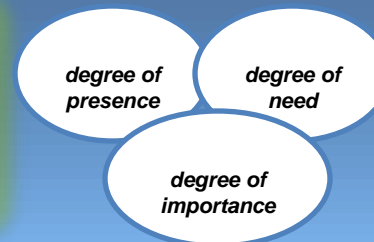
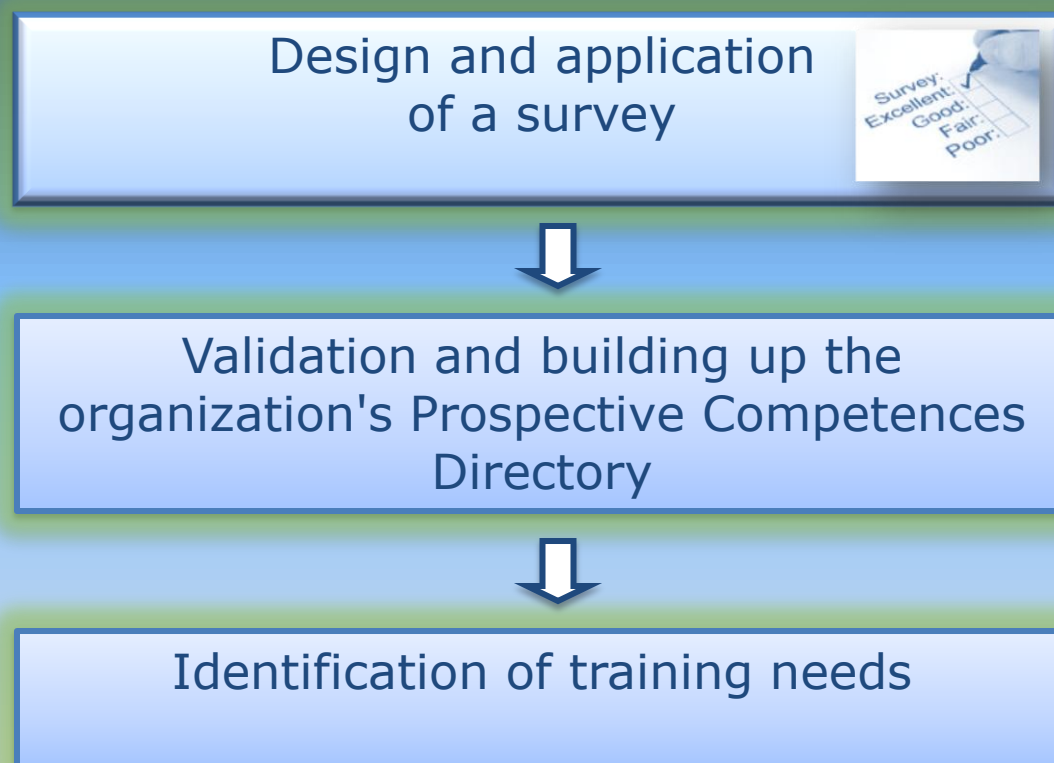
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3. competencies identification

Critical processes	Compet.1	Compet.2	Compet.3	Compet. 4
Critical Process I (unit 1 and 5)				
Activity 1	x	x		
Activity 2 (...)	x	x		x
Total	2	2	0	1

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4. Assessing training needs



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4. Assessing training needs

Survey and validation

*Competence's Degree of need higher than 0,5
(in average)*



*Competence's Degree of importance higher than 0,5
(in average)*



**Organisation's
Prospective Competences
Directory**

And what about the gap?

transversal
competences

specific
competences

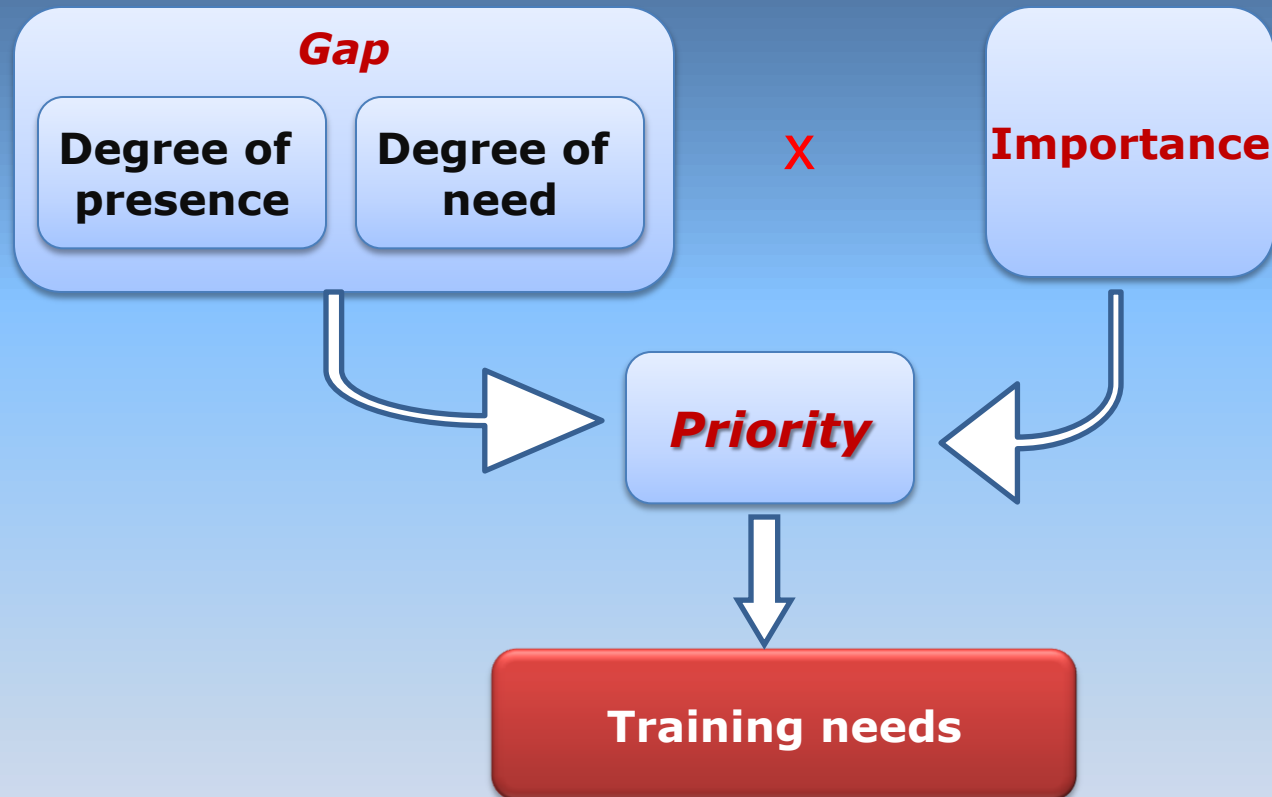
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4. assessing training needs



5. designing training plans

Training Plans on:

- short-,
- medium- and
- long-term

Considering the achieved priority:

Values for the priority indicator	Priority levels for training
[6.0 - 9.0]	Competences that require a training intervention in the <u>short-term</u>
[3.0 - 5.9]	Competences that require a training intervention in the <u>medium-term</u>
[0.25 - 2.9]	Competences that require a training intervention in the <u>long-term</u>

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6. how to evaluate training impact on competences?

Inquiring one more time:

- **Degree of presence**
- **Degree need**

(same methodology of phase 3)

By comparing *gaps* before and after training, we can evaluate the impact of training:

Competences	Gap after training	Gap before training	Impact evaluation
Competence A	1	2	Positive impact
Competence B	1	1	No impact
Competence C	2	1	No impact

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5. main conclusions

It is an integrated approach combining:

- management by objectives
- processes / workflow reorganization
- competences management

MANFOP was considered a good practice

- it was developed under an EU program and evaluated as an high quality project by programs evaluators

Manfop was firstly tested on the base of two pilot projects:



Subsequently applied:



ccdr

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By applying MANFOP public organizations are able to:

1. identify their Directory Competences, i.e. the competences they need to ensure the human capital development
2. identify the competences for specific positions;
3. assess training needs by:
 - identifying the degree of presence and need for those competences
 - evaluating and qualifying the gap and the priority regarding each competence (in the short-, medium- and long-term)
 - designing training plans to reduce competence gaps and improving both organizational and individual performances
 - evaluating training results
4. dress a plan for recruitment

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5. main conclusions

- The logical and sequential methodology of MANFOP, which is based on organizational analysis, enables its application to any context
(it was applied to a wide diversity of organizations in a quite different fields and contexts)
- We are interested and available to apply MANFOP in other countries, based on cooperation protocols
 - By making train programs to human resources workers
 - Work on consultancy projects with other organizations

Thank You

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