



Workshop on HRMT:
Modernising statistics - how to get there?
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Raising the level of competence of the CSO employees through the modernization of Statistical Education System

Emilia Andrzejczak
Central Statistical Office of Poland

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THE MANAGEMENT OF COMPETENCES AS A MODEL OF HRM IN THE CSO IN POLAND

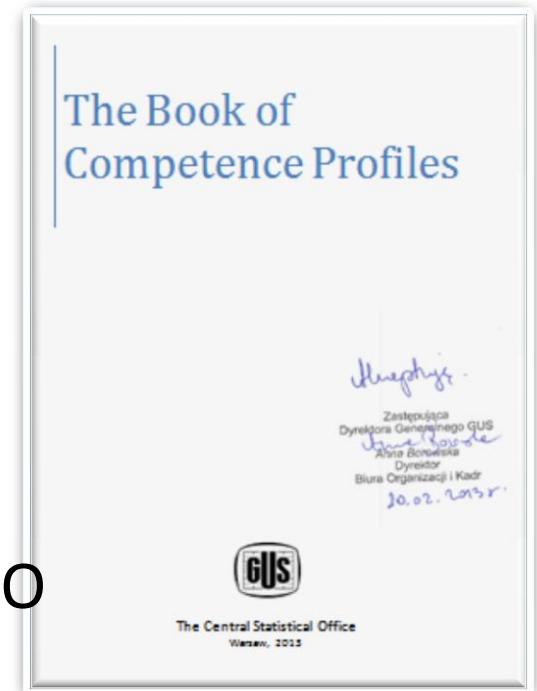
Why do we do this?

- ❑ Lack of a coherent strategy for HRM in the Central Statistical Office
- ❑ All processes were conducted „separately”
 - ❑ Recruitment
 - ❑ Training courses
 - ❑ Periodic staff performance appraisal



We have the results!

- ❑ Resulted in:
 - ❑ Dictionary of competences
 - ❑ Book of Competence Profiles
 - ❑ Handout for manager
- ❑ Modification of recruitment in the CSO
- ❑ Modification of training system in the CSO



Competence profiles

- ❑ There are 20 competence profiles in the CSO
- ❑ 4 obligatory and 4-5 additional competences have been assigned to every profile
- ❑ Examples of competence profiles:
 - ❑ Data Analysis
 - ❑ Registers, Frames and Standards
 - ❑ Personnel and Process Management Officers

An example of competence profile

| | | |
|--|--|--|
| Profile name | Personnel and Process Management Officers | |
| General characteristics | Junior executive officers (officers whose task entail management, which have not been defines as senior positions as defined in the Act on Civil Service) linking the function of personnel management to the implementation of substantive tasks. | |
| Tasks | Personnel and task-implementation management with simultaneous serving distinct, specialist functions (carrying out substantive tasks) and participating in international cooperation. | |
| Essential knowledge and specialist skills | <i>A knowledge of the Law on Official Statistics, A knowledge of the Act on Civil Service , Computer literacy (MS Office). Knowledge, specialist skills and a knowledge of a foreign language in line with a position description.</i> | |
| | | Competences |
| Obligatory | | Reliability and timeliness |
| | | Goal orientation Individual work organisation |
| Additional | | Interpersonal communication |
| | | Establishing cooperation Management – motivating and feedback Management – delegating and supervision Teaching others |
| | | Solving problems Coping with difficult interpersonal situations |
| | | Systemic thinking |

An example of competence

ANALITICAL THINKING

- ❑ **Definition:** *Skill of making correct inferences by selecting appropriate information and data and giving them a proper meaning*
- ❑ **Behavioural indicators:**
 - ❑ Skill of selecting appropriate information and giving it a proper meaning
 - ❑ Breaking up a problem or task into smaller parts in an accurate way and selecting significant element
 - ❑ Properly understanding the relationships between different parts and between each part and the whole
 - ❑ Paying attention to details relevant to the task performed
 - ❑ Skill of identifying important nuances and assessing their impact on the task performed

Scale

- ❑ **E/5** Collects information from a variety of sources and accurately identifies the level of importance of individual elements in the process of thinking, is able to break down the task into minor elements in an accurate way during its implementation, notices the connections between individual elements and between an element and the whole, is able to properly assess the level of detail required for task performance, identifies alternative solutions and their potential consequences
- ❑ **D/4** recognizes the most important task elements, is able to adjust the level of detail to the task, is able to independently collect and select all the information necessary for making correct inferences, makes accurate conclusions
- ❑ **C/3** is able to divide a task into smaller elements, notices the connections between different elements and identifies the most important ones, is able to make correct conclusions based on the available information, sometimes does not take into account all available sources of information in the data collection process
- ❑ **B/2** finds it difficult to select the key elements of a whole, analyses data too briefly, but is able to correct it after receiving instructions from the supervisor, finds it difficult to select data for a specific goal
- ❑ **A/1** Fails to find the needed information in situations beyond routine daily tasks, uses only known sources of information, including persons whom he or she can regularly ask for help

Pilot evaluation

- ❑ In 2013 there was the first pilot competences evaluation carried out in the CSO
- ❑ Evaluation covered competences included in the 20 competency profiles assigned to jobs descriptions in the office
- ❑ It was carried out for 733 employees
- ❑ The aim of this evaluation was to define the competency gaps as well as the surpluses

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EDUCATION ACTIVITIES
UNDERTAKEN TO RAISE
THE COMPETENCES OF
THE CSO EMPLOYEES

What can we offer?

- ❑ Train the Trainer Programme
- ❑ The Mentoring Programme
- ❑ Learning models:
 - ❑ Traditional/ classroom
 - ❑ E-learning/blended- learning
 - ❑ Dedicated PhD studies



Train the Trainers Programme

❑ Why?

- ❑ To improve the quality of training, in particular specialised
- ❑ To reduce expenditures on courses deliver by external companies

❑ How? – ca. 70 internal trainers



Train the Trainers Programme

❑ **Benefits:**

- ❑ reducing spending on training without compromising their quality and effectiveness
- ❑ mitigating the risk of transferring inappropriate knowledge due to a poor needs assessment
- ❑ developing and propagating a unique set of competencies
- ❑ facilitating easier access to training
- ❑ improving internal communication within the organisation



Mentoring Programme

❑ Why?

- ❑ As a part of settle into the organization
- ❑ Education support
- ❑ Staff retention
- ❑ Career development

❑ How? – Formal and Informal



Mentoring Programme

❑ Benefits:

- ❑ Mentee benefits by developing confidence, learning more effectively and quickly and acquiring new perspectives. Has a gateway to seeking help when needed
- ❑ Mentor benefits by acquiring improved ways of working with people and satisfying the desire to help others. Set culture of lifelong learning and governance
- ❑ Both Mentor and Mentee benefit by developing a wider perspective on their organization and work

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LEARNING MODELS

General assumptions

- ❑ Training objectives set up for 2014 :
 - ❑ Raising the quality of statistical surveys
 - ❑ Raising the competences of employees of official statistics services in the field of: making analyses, preparation and publication of survey results, use of IT tools
 - ❑ Ensuring the increased international participation and role of the Polish statistics
 - ❑ Raising the quality of organisation management



Traditional courses

- ❑ are conducted mostly as workshops by internal and external trainers
- ❑ cover the following subject matter:
 - ❑ **The official statistics system:** official statistics organisation, Statistical data resources, Statistical information dissemination system
 - ❑ **Statistical work:** Surveys organisation and implementation, and results compilation in various fields of statistics (both national and regional) , Statistical methods and analyses, Data presentation National Accounts, Regional analyses
 - ❑ **Other issues:** IT training, Preparatory service, Professional development

Traditional courses

Summarizing we delivered 436 different types of trainings for 1 606 participants till October 2014

E-learning

❑ Benefits:

- ❑ Availability
- ❑ Cost reduction
- ❑ More effective scheduling
- ❑ Easier assessment

❑ Some statistics 2014:

- ❑ Statistical data visualization: 390 users
- ❑ MS Excel in data analysis: 1 205 users
- ❑ Statistics in practice: 792 users
- ❑ Sampling methods: 384 users
- ❑ Small area estimation methodology: 117 users





OBSZARY WIEJSKIE - DELIMITACJA, ŹRÓDŁA I ZAKRES DANYCH



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SŁOWNIK



KOMPENDIUM



BIBLIOGRAFIA



WSTECZ

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EKRAN



DALEJ



MAPA SZKOLENIA



POMOC



DŹWIĘK

Doctoral studies

- The special Doctoral Programme in Economics was organized in **2013** for **30** students from the CSO within the Warsaw School of Economics (SGH)
- It was based on the best European practices, utilizing the benefit of almost 100 years of SGH's experience in PhD education as well as cooperation within a vast international network of SGH partners
- Each student takes part in at least 240 hours of obligatory coursework organized into following blocks: general subjects, specialization subjects, research methodology

2 FUTURE

The Statistical Competence Academy

- is a next stage towards modernization of Statistical Education System
- is strictly connected with implementation the Generic Statistical Business Process Model
- will support the process of transformation of organizational aspects of statistical surveys
- **the final result of all these changes will be modern, task oriented organization**



Thank you for your attention 😊

Emilia Andrzejczak

Head of Education and Development Section

e-mail: e.andrzejczak@stat.gov.pl

Phone +48 22 608 30 96