

The Pre-FRACing Process for Ministries, Departments and Organisations (MDOs)





Introduction: The Pre-FRACing Process for MDOs



Why pre-FRACing?



To democratise access to performance tools



To enable the government to benefit from knowledge and enthusiasm from early adopters



To put ability and responsibility for building competencies in the hands of those who need it most

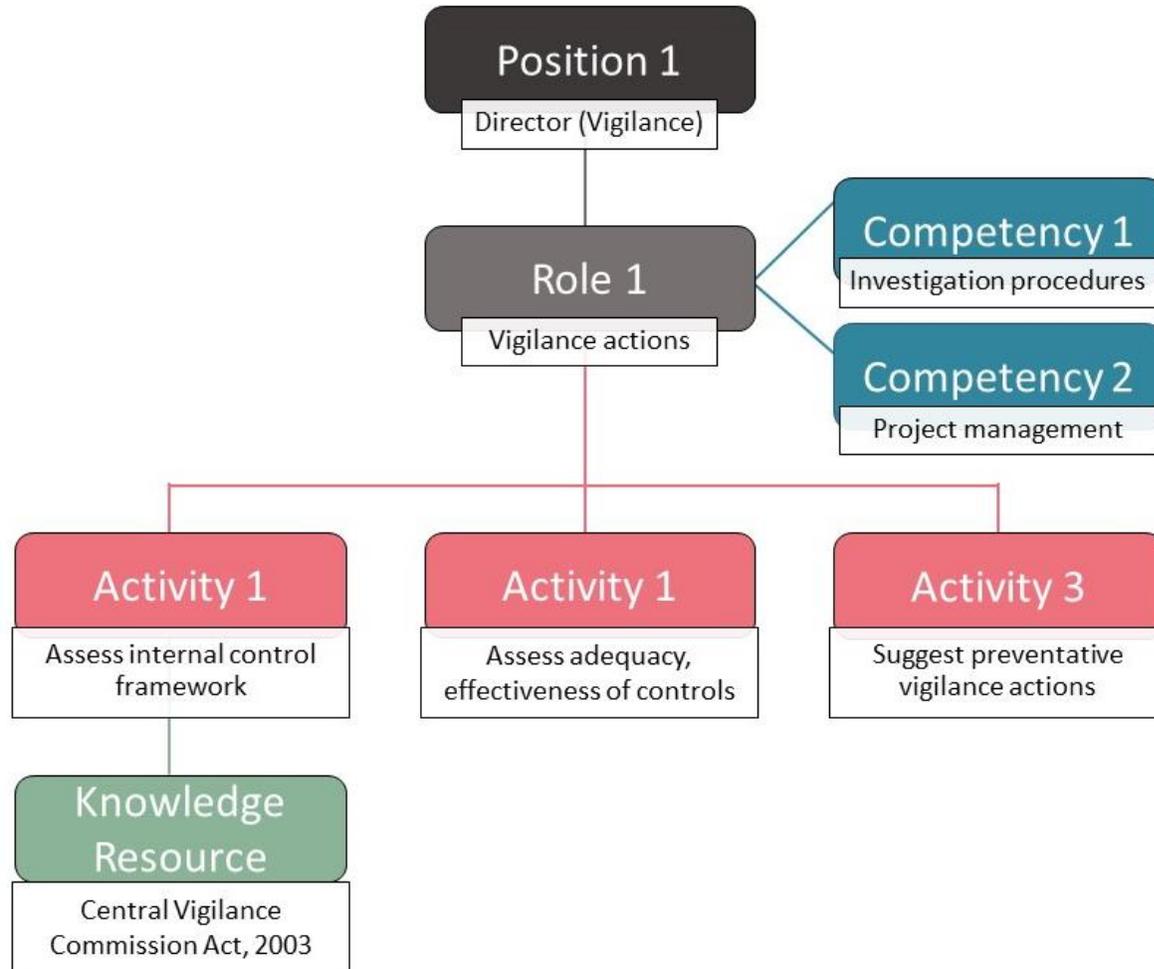


To enable motivated individuals in the government to take advantage of the offerings of Mission Karmayogi (irrespective of departmental progress)

The pre-FRACing process: The stakeholders

Four types of stakeholders:

1. Ministries, departments, organisations (MDOs)
2. Competency building product (CBP) providers
3. Cadre controlling authorities (CCAs), Central training institutes (CTIs) and State training institutes (STIs)
4. Individual officials



Adapted from DoPT (2020).

The interrelationships between positions, roles, activities, competencies and knowledge resources

Competencies

Behavioural competencies:

Underlying characteristics – motives, traits, skills, aspects of one's social image, social role or a body of knowledge – which can result in effective and/or superior performance in a job or role

Domain competencies:

Knowledge elements, skills and abilities that are required for effective and/or superior performance of an activity or a role

Usually specialised in nature and are applicable in a narrow set of organisations, functions or positions

Functional competencies:

Domain competencies (knowledge elements, skills and abilities) that are applicable across many organisations, functions and positions

Key information fields in the dictionaries of positions, roles, activities and competencies

PID	MDO	Position Label	Position Description	Name of current incumbent
PID432	DoPT	Deputy Secretary	abc	abc

RID	Role Label	Role Description
RID221	Training (Governance)	abc

AID	Activity Type	Activity Description
AID081	Evaluation (Training)	abc

CID	Competency Area	Competency Label	Competency Type (BDF)	Competency Description	Competency Level	Level Description
CID817	abc	Problem Solving	Behavioural	abc	Level 1	abc
					Level 2	abc
					Level 3	abc

Objectives

By the end of this course, you will be able to

1. Understand the pre-FRACing process for ministries, departments and organisations (MDOs)
2. Use the FRACing tool to add to the dictionaries of positions, roles, activities and competencies, and the directory of knowledge resources

Options for ministries, departments, organisations (MDOs)

Option 1: Steps 1-8

Drafting only the dictionaries of positions, roles, and activities, and directory of knowledge resources

Option 2: Steps 9-13

Drafting only the competency dictionary

Option 3: Steps 1-13

Drafting dictionaries of position, roles, activities, and competencies and directory of knowledge resources

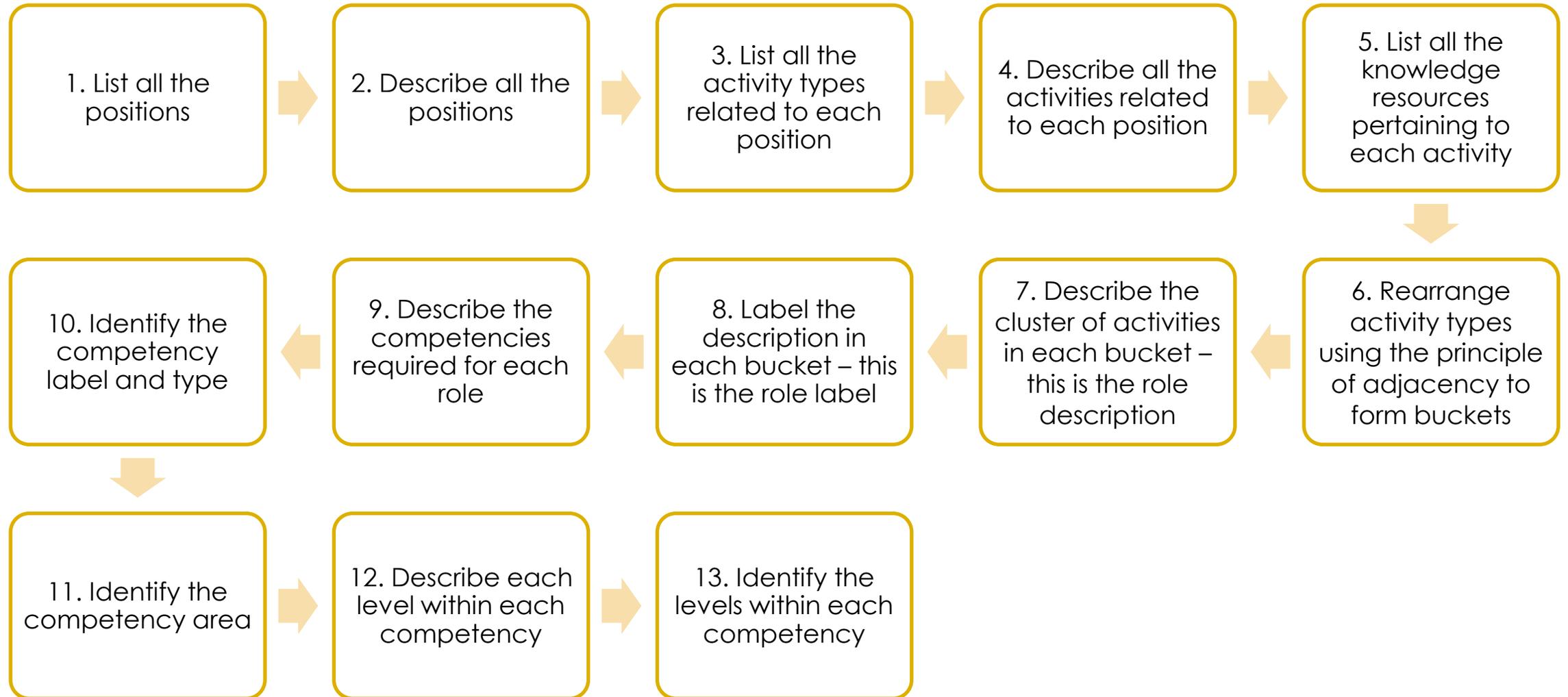
An MDO will also be able to do either one of the three options for a particular vertical/ unit/ cadre of the MDO (as opposed to the whole MDO) – two most common reasons are for recruitment or training.

Module 1: The pre-FRACing process for MDOs I

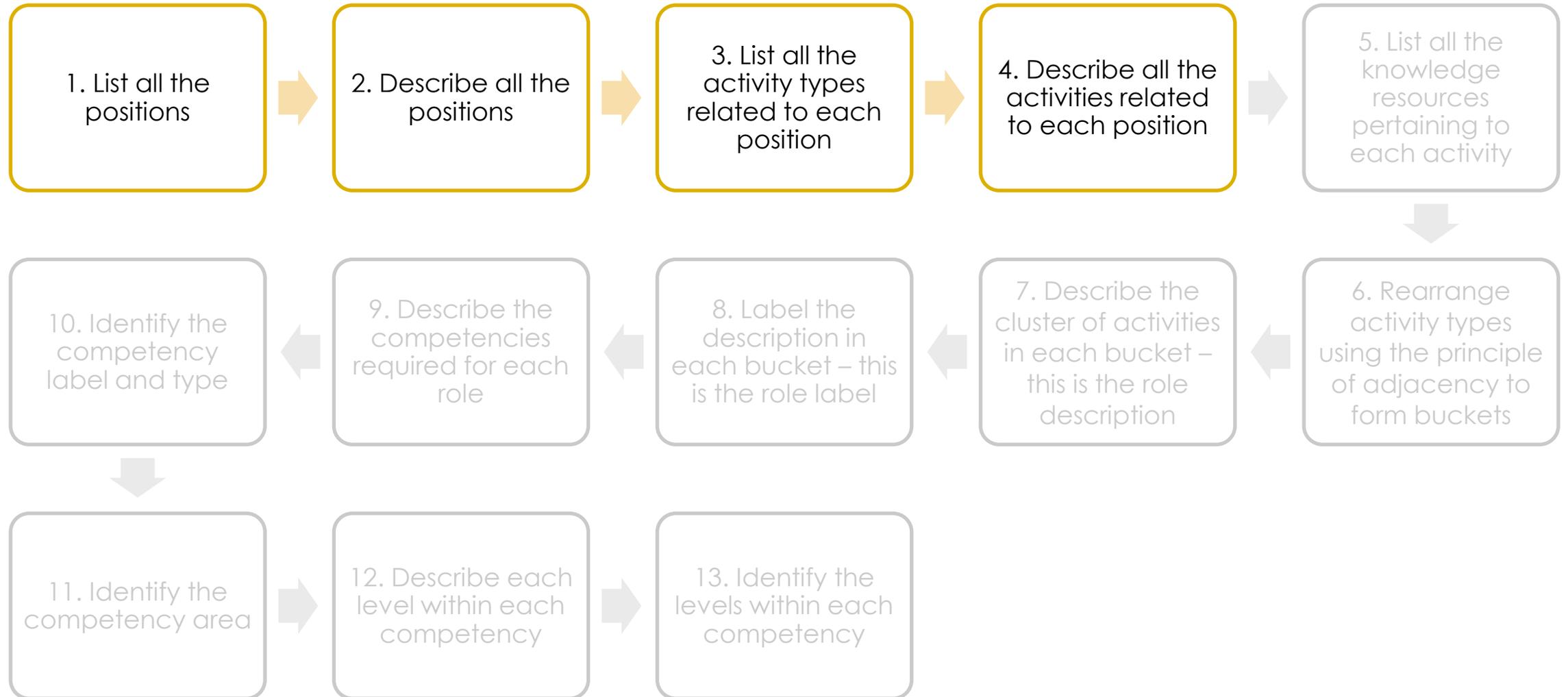
Steps 1-4



The 13 steps for MDOs



The 13 steps for MDOs



Steps 1-4: Positions and Activities

1. List all the positions (Position Label)

- The position label is the name of the position. It summarises all the associated roles in a succinct manner and gives a sense of where this position is placed in the hierarchy of the MDO (and thereby leadership expectations from the position). List all the position labels in a given MDO (2-4 words).

2. Describe all the positions (Position Description)

- The position description should answer the following: Why does this position exist in the MDO? What are its overall objectives/ purpose? And how does it go about achieving its objectives? For each of the positions listed above in Step 1, add a position description (140 characters).

3. List all the activity types related to each position (Activity Type)

- The activity type is the name of the activity. It should summarise what the individual is doing (e.g. planning, coordinating, assessing). For each position, add activity types (usually more than 1). **Recommend to use verbs + ing (2-3 words).**

4. Describe all the activities related to each position (Activity Description)

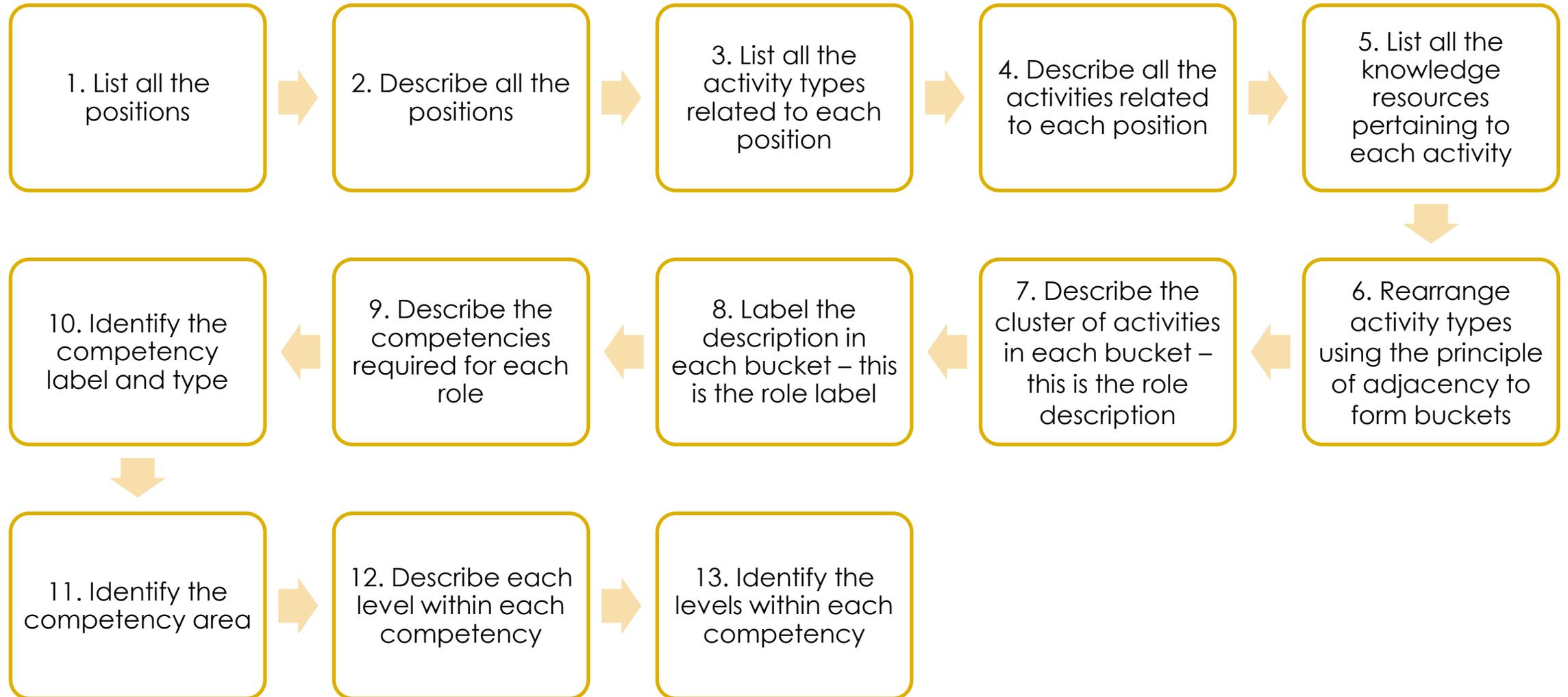
- The activity description should begin with the objective (i.e. the milestone that is planned to be achieved), list the steps (if more than 1) to be carried out in a sequence, and answer the 'what', 'when' and 'how'. For each activity type listed above in Step 3, add an activity description. **Recommend to use verbs (50 characters).**

Module 2: The pre-FRACing process for MDOs II

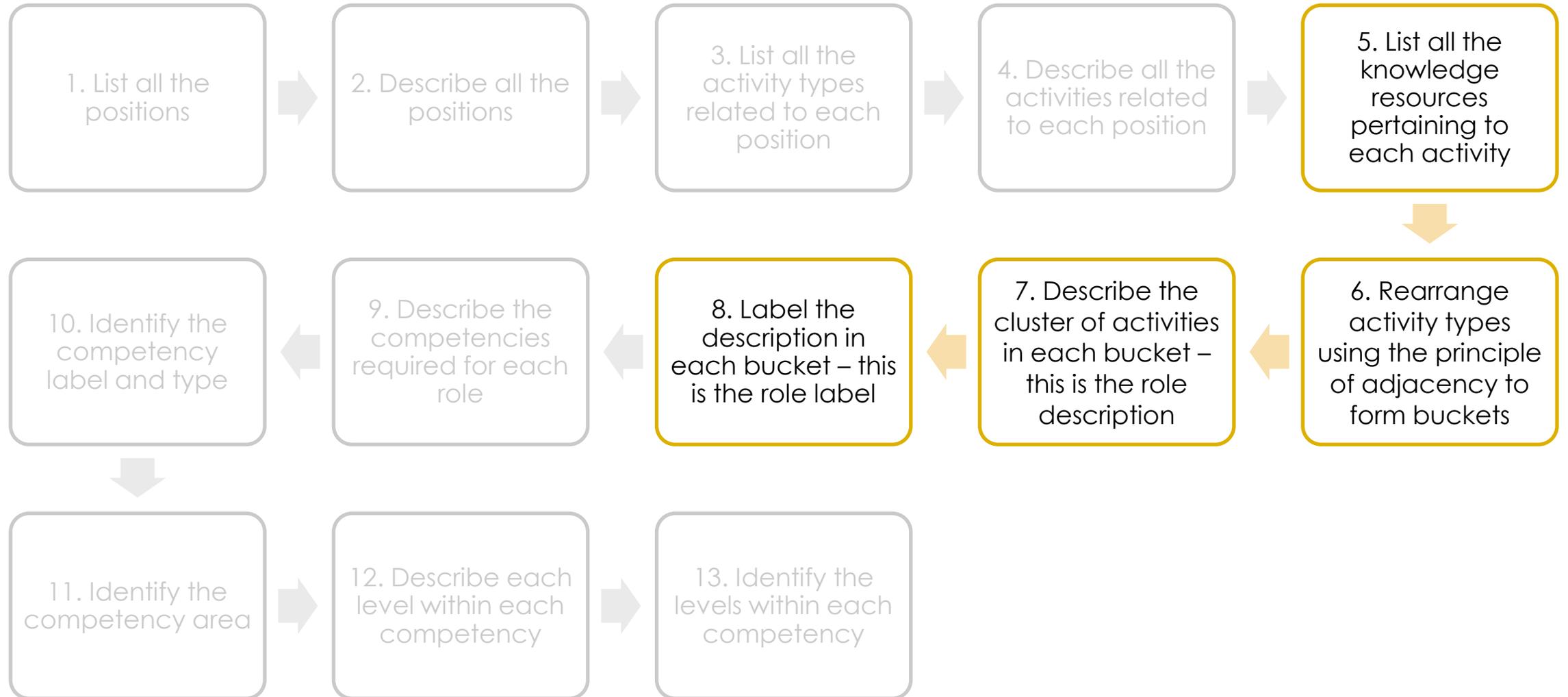
Steps 5-8



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Steps 5-8: Knowledge Resources and Roles

5. List all the knowledge resources pertaining to each activity (Knowledge Resources)

- Knowledge Resources are artefacts provided by the MDO for an individual to perform a certain activity (e.g. standard operating procedures (SOPs), manual of procedures, policy manual, legal policies (i.e. Acts), software such as SPARROW, etc.). They are linked to individual activities. For each individual activity, list all the relevant knowledge resources (if any).

6. Rearrange activity types using the principle of adjacency to form buckets

- Every individual activity is usually a sequential action taken to contribute towards a specific objective/milestone. Rearrange the activities from Step 3 with their descriptions and place into individual buckets. This will assist in the process of defining roles.

7. Describe the cluster of activities in each bucket (Role Description)

- The role description should describe each of the buckets of activities (created above in Step 6). It should answer the following: What is the overall objective of this bucket of activities? Add a description for each of the cluster of activities (70 characters).

8. Label the description in each bucket (Role Label)

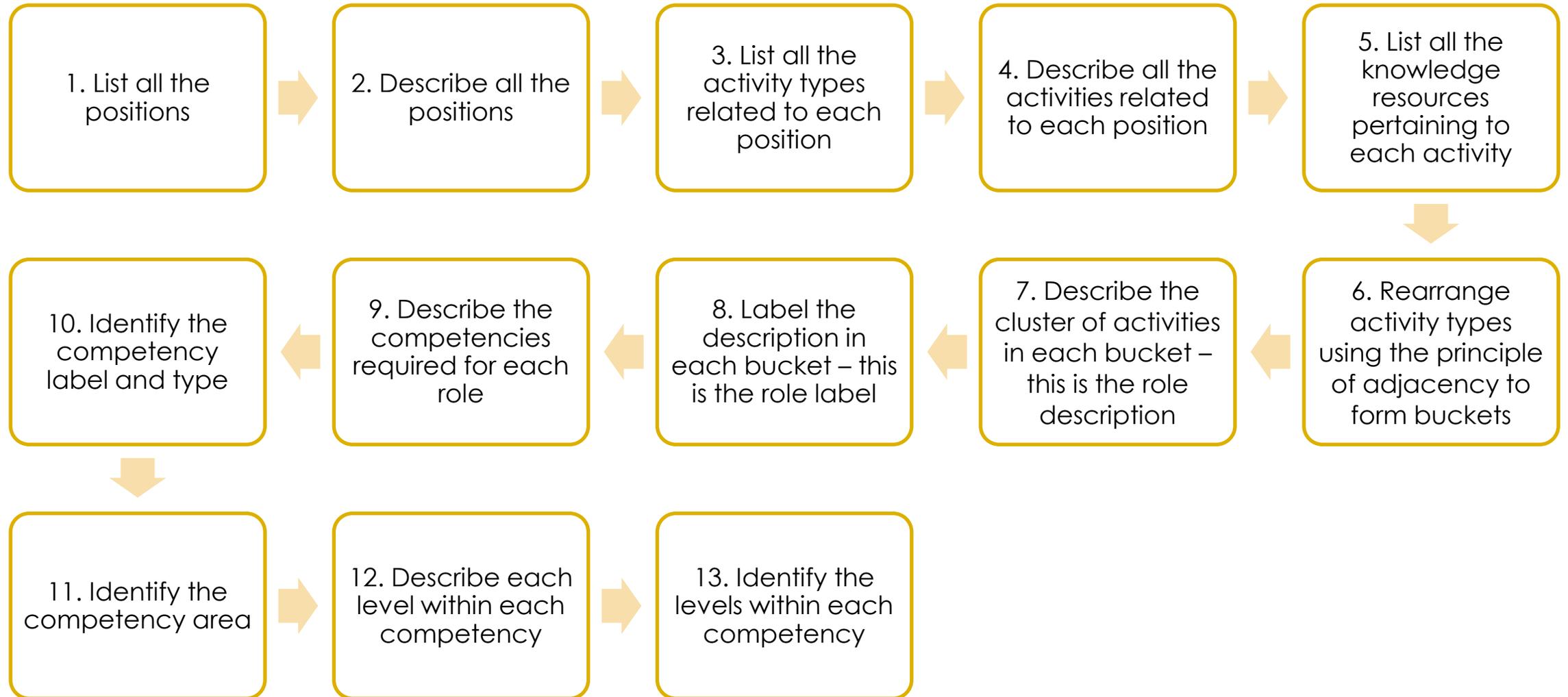
- The role label should succinctly capture the role description (e.g. team manager (governance), project manager (communication)). Create a role label for each of the role descriptions created above in Step 7. Recommend to use nouns (3-4 words).

Module 3: The pre-FRACing process for MDOs III

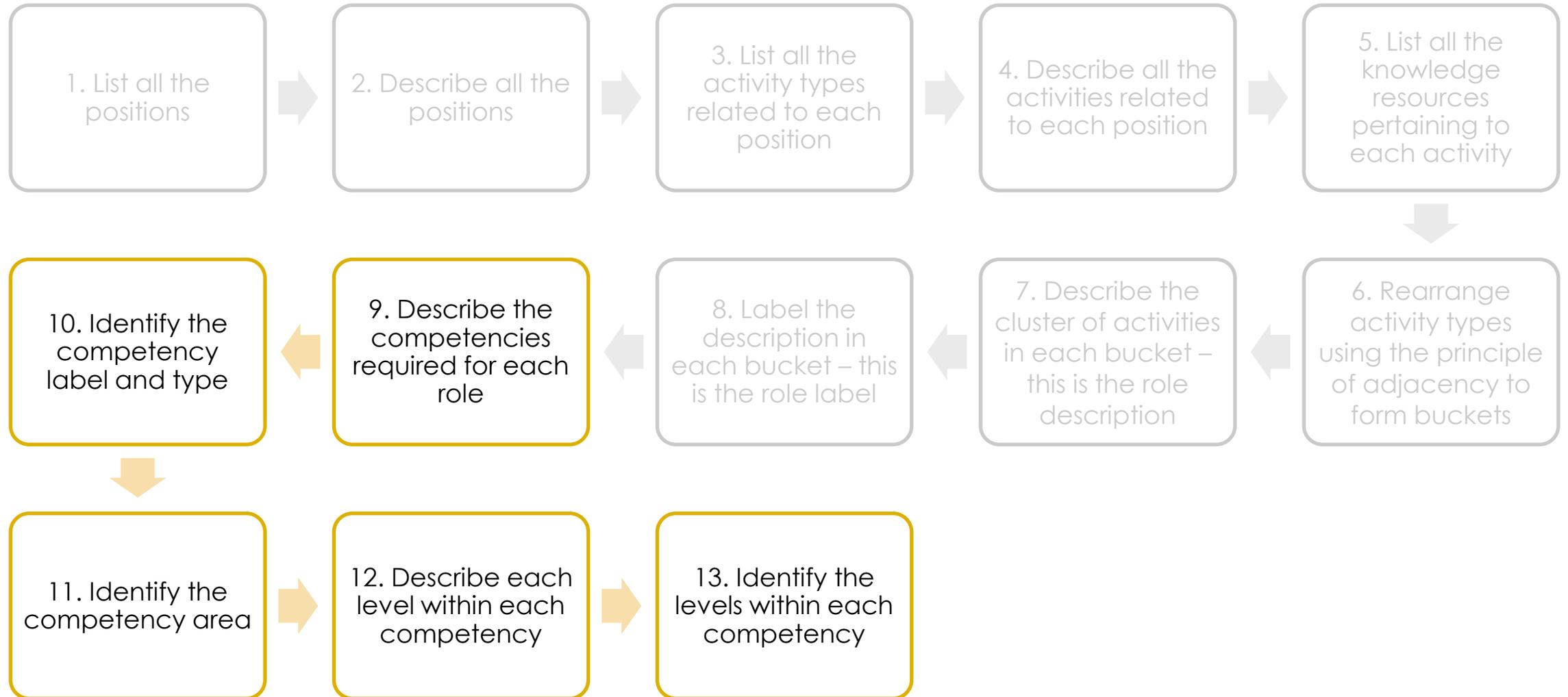
Steps 9-13



The 13 steps for MDOs



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Steps 9-11: Competencies I

9. Describe the competencies required for each role (Competency Description)

- The competency description covers the elements and the scope of the competency (e.g. *Identifies one's own emotional triggers and controls one's emotional responses. Maintains sense of professionalism and emotional restraint when provoked. It includes resilience and stamina despite prolonged adversities*). Describe the kind of competencies required to fulfil each role (280 characters).
- If you have chosen to document only competencies (i.e. option 2), use positions instead of roles to describe competencies.

10. Identify the competency label and type (Competency Label and Type)

- The competency label should succinctly capture the competency described above in Step 9. It gives an idea of what the competency is about, and how it is commonly known (e.g. *vigilance planning, decision making, project management*). Identify the competency label (2-3 words), and also specify the competency type (i.e. *behavioural, domain, or functional*).

11. Identify the competency area (Competency Area)

- Competency areas can be defined as the collection of competencies closely related to one another at a knowledge/subject level. Cluster the competency labels and identify the generic area in which these competency labels could be categorised (e.g. *technical writing, rules-based copy editing, content writing and editing, research and information synthesis, and report writing* will come under the competency area of *Noting and Drafting* (2-3 words)).

Steps 12-13: Competencies II

12. Describe each level within each competency (Competency Level Description)

- The competency level is the proficiency level of the competency. These indicate levels of sophistication of the competency. The level description is an observable description of each proficiency level of a given competency. The higher the number of descriptors, the greater the understanding of the proficiency level.

Recommend to have a minimum of 3 observable descriptors (there are typically anywhere between 3 and 5 levels of proficiency).

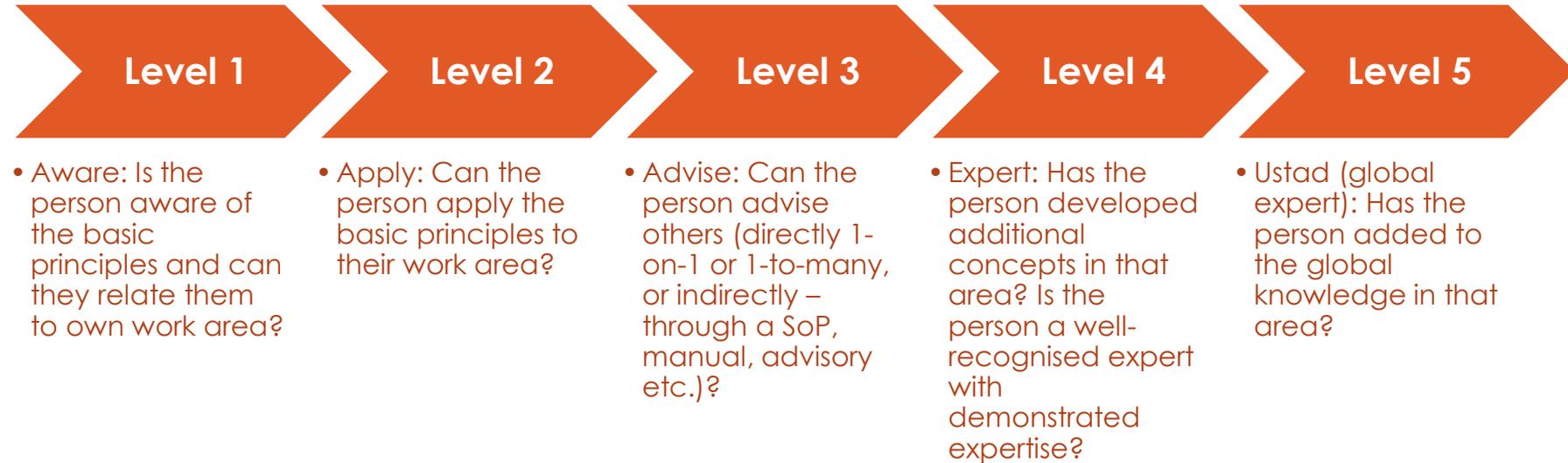
13. Identify the levels within each competency (Competency Level)

- Once the levels are described, they must be labelled. Competency levels are progressive in nature and normally given in an ascending order. Thus, Level 2 is a more sophisticated use of that particular competency, when compared to Level 1 and so on. If you are adding the competency in relation to a particular role, you must specify the proficiency level applicable to that role.

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When identifying competency levels and defining each level with descriptors, **ALL STAKEHOLDERS** must use the five levels and guiding principles as specified:

Level 1: Aware: Is the person aware of the basic principles and can they relate them to own work area?

Level 2: Apply: Can the person apply the basic principles to their work area?

Level 3: Advise: Can the person advise others (directly 1-on-1 or 1-to-many, or indirectly – through a SoP, manual, advisory etc.)? Is it necessary for the person to be a recognized expert in that area?

Level 4: Expert: Has the person developed additional concepts in that area? Is the person a well-recognised expert with demonstrated expertise?

Level 5: Jedi (global expert): Has the person added to the global knowledge in that area?

The FRACing tool

