



# MANAGEMENT OF EDUCATION AND VOCATIONAL TRAINING INSTITUTIONS

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TRAINING MANUAL TO IDENTIFY OPPORTUNITIES FOR  
IMPROVEMENT IN THE MANAGEMENT OF EDUCATION  
AND PROFESSIONAL TRAINING INSTITUTIONS

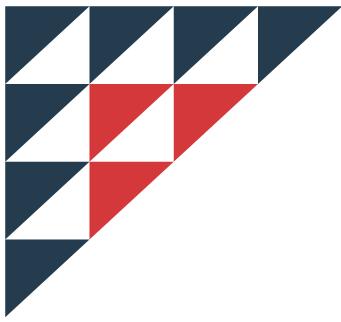
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# Summary

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# 1. INTRODUCTION

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This publication **Management of Education and Vocational Training Institutions – Training Manual to Identify Opportunities for Improvement in the Management** is an initiative of The VET Toolbox in partnership with PARISE Education & Innovation. In it, examples of management of the Brazilian National Service for Industrial Training – Senai – Regional Department of Parana are used.

The contents are organized in a way that allows managers to:

- Obtain a systemic vision of organizational management;
- Adapt their management practices to the concepts of a management excellence model, respecting the existing culture within the institution;
- Learn about the management performance indicators of vocational training institutions.

For the purposes of this publication we opted to use as a reference the Management Excellence Model of the Brazilian National Quality Foundation.

Initially are presented: the criteria of management excellence, its concepts, tools and methodologies, questions for reflection and examples of management of the Brazilian National Service for Industrial Training – Regional Department of Parana.

Next, we present the methodology to identify the opportunities for improvement in management and the order of priorities in implementing these improvements. Following this, how to prepare the action plan and the timetable for implementation are presented, including the Gantt chart and recommendations for elaboration of the procedure for implementing the opportunities for improvement of the Management of Vocational Training Institutions.

Finally, we have the chapter on performance indicators, whose themes are the key performance indicators (KPI), management of indicators, management methodology, evaluation system, definitions of indicators and examples of performance indicators for Education and Vocational Training Institutions.

## NOTE

To download questionnaires, forms, spreadsheets, and booklet, access the site [www.parise-educação.com.br](http://www.parise-educação.com.br)

# 1.1 THE VET TOOLBOX

The mission of the VET Toolbox is to promote demand-driven and inclusive Vocational Education and Training (VET) and as such contribute to improving employment opportunities in the formal and informal labor market for all. One of its priorities is to stimulate private sector involvement in VET through actions that target changes to the governance and management of VET service providers. The VET Toolbox in that sense builds upon European and international cooperation policy and engagements. In its Agenda for Change the EU called in 2011 for quality education as part of a comprehensive support to inclusive and sustainable growth for human development and stressed the importance of providing the workforce with skills that respond to labor market needs. At the broader internal scene, the Shanghai Consensus (UNESCO, 2012) firmly placed cooperation to support quality and inclusive VET on the strategic international agenda and these engagements were reconfirmed by the universal agenda set by the formulation of the Sustainable Development Goals in 2015.

Although international attention for VET is rapidly growing again, the external and internal challenges VET systems face are immense. Reforming the education-training-work continuum is therefore highly on the political agenda in many countries worldwide. As a response, the European Union decided to set-up and fund the VET Toolbox. In this new international facility, five European agencies - LuxDev, British Council, Enabel, GIZ and AFD - join forces in providing partner countries with technical expertise, knowledge and tools. As part of its support to VET reform challenges, the VET Toolbox also invests in knowledge development and knowledge sharing. We believe practitioners and policymakers can improve the way they work by building on available and newly created knowledge to expand their horizon and expertise.

In this framework, this handbook is an excellent example of our contribution to the available knowledge base in the VET sector. It proposes a framework for identifying opportunities to improve the management of education and vocational training institutions whilst building on existing good practice management of the Brazilian National Service for Industrial Training – Senai. As a subject, institutional management can be complicated. For the uninitiated, it can seem too complex. Nevertheless this book breaks it down in eight digestible aspects: leadership, strategies and plans, customers, society, information and knowledge, people, processes and results. Together these aspects pave the way to excellent institutional management in cooperation with the private sector.

One of the risks that managers face is that a handbook that offers a transparent framework for organizational improvement can make them feel uncomfortable about the actual status of their institution and discomfort them in their role. Not this one. The content, questions for reflection and tools in this manual were tested through south-south cooperation that was facilitated by LuxDev, Enabel and other donors in various contexts such as Mozambique, Palestine and Senegal. It not only provides an excellent framework to reflect and to formulate actions, but also allows for methodological support in improving the management of education and vocational training institutions. It is a handbook that practitioners and policymakers can relish once embarked on their institutional change journeys.

*Wouter Van Damme*

VET Toolbox Team Leader

## 1.2 LUX-DEVELOPMENT

In the search of a more effective and efficient training system many countries are currently embarking on important national reform processes regarding skills development. Although training systems vary from country to country, in most countries, the systems rely on large numbers of public training centers, sometimes depending from different ministries and authorities, which absorb a large share of the government budget. Governments therefore are keen on having their training centers operate flexibly, cost efficient and capable to respond quickly to changing training demands of the labor market.

Reform processes of the vocational training and tertiary education system lead to higher degrees of autonomy, which come along with more complex responsibilities for management staff, including budgetary management. In this context, vocational and tertiary training centers are faced with new roles and complex challenges: Private and public training providers are competing in an increasingly demand-driven environment, changes in technologies and production processes require new professional competencies and constant adaptation to the skills needs of the labor markets. At the same time, the centers might have to comply with objectives of social equity and the need to also cater to groups with low educational and training levels.

Public sector reforms place emphasis on distinguishing between governance and management of the VTC; promoting greater operational autonomy of government institutions. Training centers are becoming new players in the system where new additional modalities like Development of Public Private Partnerships DPPP whether operational PPP (with the private sector being final responsible for operating public assets) or educational PPP (in safeguard of public entities being final responsible) are mobilized. This requires that managers know how to best achieve their objectives and the needed institutional sustainability, in close collaboration with the local private sector. At the same time, responsible government authorities have to create a conducive environment that allows training centers to fully develop their potential and encourages managers to achieve better results.

To this extent, a progressive autonomy of the public VTC is the best way forward from an initial minimalistic version to a final maximized situation if suitable, on financial, administrative and pedagogical level, in a context of regional decentralization. The level of autonomy of a VTC can be assessed in its ability to determine the numbers and types of staff employed, and appoint and dismiss staff; introduce organizational and management structures; determine staff conditions of service; develop courses and curricula and issue awards; enroll students, set entry standards and assess student progress/labor insertion; operate bank accounts; generate, retain and manage revenue and surpluses; borrow, rent or lease; purchase and dispose of assets; maintain and expand buildings and other assets, amongst others.

The VET-Toolbox thru LuxDev is offering a handbook on training for management of VTC that will analyze some of the most important issues. The handbook is aimed primarily at managers of public and private training centers who wish to improve their centers' performance as well as at policy makers and social partners who wish to understand and learn about the necessary requirements related to this topic. The text of the handbook is not country-specific and provides general approaches to the management of autonomous VTC. The "National Practices" are generally the ones from Brazil, thru the notorious S-System to illustrate the concepts outlined in the handbook. The Resource Documents are indicating the sources used for the handbook.

As liaison officer for LuxDev for the VET-Toolbox I would like to thank the authors Dionisio Parise and Gabriela de Barros Barreto for their dedication and passionate commitment to this handbook, including the authors Wouter Van Damme (VET- Toolbox Team Leader), Fons Leroy (CEO VDAB-Belgium), Bruno Renders (Director IFSB-Luxembourg) and José Antonio Fares (Sesi & IEL Superintendence/Senai Executive Board) for their remarkable forewords.

*Alexis Hoyaux*

LuxDev

## **1.3 VDAB - Flemish Public Employment and Vocational Training Service**

We are living in a VUCA-world: our society has become more and more Volatile, Uncertain, Complex and Ambiguous. Multiple drivers from various technological, social and climatological angles push our world into this state. New technologies have brought about innovations that have irreversibly changed - and will change even more - the way we live, and work, and communicate... It is a challenge to imagine and manage all consequences it might imply. Unlike the previous revolutions, according to Klaus Schwab (German economist, founder and Executive Chairman of the World Economic Forum), this new revolution is evolving at much greater speed, affecting all countries, economies and industries around the world. This will completely change the very DNA of our society in ways that were previously unimaginable.

Technological evolutions, sometimes considered a threat, make it possible to develop systems and tools to increase equality on the labor market for all people. It helps us refine our offer to a high level of customization, giving everybody exactly what they need. It helps us, VET-managers, to find ways to bypass barriers such as infrastructural or mobility issues, opening up more trainings and thus employment to a larger audience.

This new situation also obliges us to step up and rethink our approach to training provision. To strengthen people in dealing with the VUCA-world, VET-institutions have to ensure that their trainees master the '21st century skills', a set of skills defined as required for success in 21st century society and workplaces.

On the one hand, people need the right skills to be digitally savvy to deal with and profit from the digital and technological evolutions. On the other hand, they need personal and interpersonal competences that empower them. Critical thinking, problem solving, communication, collaboration, innovative creativity, social and cross-cultural interaction are some of the fundamental skills to do that. Having these in your backpack is the best assurance to find your way in an ever-changing world. VET-institutions must take up the responsibility to make sure that people acquire and develop these 21 st century skills during their time in training and beyond (by building a network for lifelong learning).

The world of VET and the labor market it prepares its trainees for are of course embedded in a larger societal context. This makes it highly complex to deal with on your own, as a VET-institution. There is in fact not one single actor who can deliver all the right solutions for every problem and challenge. Collaborations with private and other partners (including employers) for a holistic approach in the search for sustainable employment is therefore necessary. The only way to realize this is to gain trust from the other public and private stakeholders by fully cooperating with them and offering a clear win-win.

In addition to external partnerships, we should support each other as VET-institutions by taking advantage of each other's strengths and growth paths, and by exchanging experiences, best practices and expertise. We can benefit from instruments such as benchlearning (benchmarking + mutual learning) and leadership seminars, to evolve together in the right direction.

In the VUCA-world, VET-institutions risk being passed over unless they understand the need to rethink their own 'old' business model towards a more facilitating and collaborative approach. VET-managers should have the courage to take the lead in these changes. **The Management Excellence Model® used in this book encourages the management of VET-centers not only to reflect on their management approach, but also to measure the impact they have and to translate the findings into a manageable action plan for improvement. The strength of this book lies in the pragmatic questionnaires, the functional visualization of concepts and the down-to-earth approach. This makes discussing the management of a VET-center accessible and appealing to everyone.**

**I challenge all VET-managers to use this manual as a mirror to better understand their current situation and as a compass to guide them in the professional development of their plans for the future.**

*Fons LEROY (Brussels, 27th August 2018)*

CEO VDAB (Flemish Public Employment and Vocational Training Service)  
Chair of the European Network of Public Employment Services

## **1.4 IFSB - Institut de Formation Sectoriel du Bâtiment S.A.**

Everybody agrees in recognizing the relevance and importance of vocational training as a positive mean to achieve economic development. This essential and priority notion of all enterprise development rests on a secularly established principle involving the skills and competencies of employees and their ability to put them to practice for the benefit of the companies and organizations employing them.

A human and manageable equation that consists of adapting the needs of companies' competences to those of their employees is undoubtedly an element of the noblest professional formation. The development of the management of vocational training systems and the centers responsible for their implementation are, thus, cornerstones of this equation.

Therefore, this holistic view of vocational training leads to questions regarding the imperative needs of pedagogical openness. This openness now leads more than ever to the idea that training centers cannot be understood nor work in isolation. In the same way that schools should be open to the economic world, vocational training must be appropriate to the level of sectorial needs that constantly evolve.

In fact technological evolution, social mutations, and changes in pedagogical processes with ubiquitous computerization are key factors that vocational centers cannot ignore. So, the notion of Private and Public Partnership – PPP is recognized as a strong and effective tool. The PPP cannot, under any circumstances, prevail as a substitutive for vocational centers, public or privates, but must combine harmoniously and effectively the best of both models.

The Luxembourg example, which has existed for more than 15 years, has demonstrated its full effectiveness with financial implications and important strategies for the construction sector. This sectorial application of PPP clearly made it possible to develop the Institute de Formation Sectoriel du Bâtiment – IFSB which is now a sustainable center of Luxembourg's excellence in construction and has achieved to set up partnerships with the public sector in which each stakeholder is exalted and valued.

Therefore, employers' professional training, the professional insertion of employers, the enhancement of sustainable construction means for future generations and the technological innovation are intertwined pillars of the highest importance for vocational training.

The success of a relevant professional training system presupposes a more accurate identification of training needs and the assessment of the competence level. This cannot be done without involving all stakeholders in the process of knowledge, and as a matter of priority the « employer » sector and all the actors of the pedagogical processes, either public or private. Finally, it is convenient to ask about the implementation of this Vocational Education and Training – VET process.

The VET process should be supported by strategic criteria beyond its indisputable pedagogical quality, a flexible and permanent capacity to adapt cognitive contexts to the demands of an ever-changing economic world and by rigorous standards on human, technical, and financial management of training centers. The success of this equation goes through, in effect, due to respect for these strategic criteria.

Respecting these hypotheses implies, naturally, that the training centers must be equipped with all these elements, but must also have the necessary autonomy in management that allows them enhance the

managerial and pedagogical flexibility. If the public or private nature of the organization is not, in itself, inevitable, it is necessary, however, to ensure that the private or hybrids VET have a high level of autonomy, since there is need of economic survival while respecting these criteria.

Therefore, PPP allows applying more easily this imperative direct connection between organisations, the employers of different economic sectors and their evolutive realities. Such proximity is, at times, more difficult to put into practice by a school system. However, it is not possible to replace one for another. Instead, they work together for more effectiveness in synergy and not in a harmful and ineffective pedagogical competition.

Finally, the pedagogical quality of the VET must be widely and prioritarily drove by the needs of the companies and their customers, equipped with flexibility of use and able to integrate technological and pedagogical innovation. Higher or lower levels of autonomy in the VET undoubtedly allows rapid response to these demands. Thus, it presupposes to receive measures of adequate and pertinent sponsorship and funding.

In this sense, total or partial sectorial cofinancing of vocational training allows, for sure, the rationalization, but in particular the awareness and valorization of professional training with companies. No one feels more involved by a public policy or an organizational system than when one must manage a non-neglectable part of a financing. Thus, sectorial co-financing shared with public funding' is an important means of success.

This pedagogical quality also rests, and in an important way, on the quality of the professors. They are the heart of every professional training institution. Even if new technologies, artificial intelligence, the learning machine, the simulation and the expended or virtual reality are pedagogical solutions, they will never be able to replace that core of the pedagogical process.

This way, the recruiting process, training and updating of these professors' knowledge continuous to be the center of VET quality. They cannot be enclosed in preformatted profiles. These educators must be up-to-date with the center, which employs them. They should be flexible, rigorous, with open humanism and with a major capacity for innovation.

Professional training will find its noble role in responding to this pedagogical equation in which the elements comprehend a great flexibility in relation to the evolutionary needs of the market, an autonomy and a rigor in the management of the professional training centers and their leaders, an ability to innovate and of self questioning and a humanitarian sense at all levels.

However, the most important value for vocational training centers is their capacity, their engagement in provide, transmit, and follow the professional development of workers. They are the key elements of this pedagogical equation, which intends to provide this human capital with all the needed capabilities for an effective development, adding synergically the workers to the organisations that employ them.

This guide is completely inserted in this logic and intends to provide tools, examples, good practices and adequate strategic, managerial, and technical reflections in order to help managers in vocational training centers to have better understanding of the contours of solving the pedagogical equation.

**Bruno RENDERS**

Administrateur délégué IFSB

## **1.5 Senai - Brazilian National Service for Industrial Training - Regional Department of Parana**

Created in January 22<sup>nd</sup>, 1942 by law decree 4.048 by then president of Brazil Getúlio Vargas, the Brazilian National Service for Industrial Training – Senai emerged to meet a pressing need: the training of qualified professionals for the nascent Brazilian industry. At the time, it was clear that without professional education there would be no industrial development for the country.

It is a private entity organized by the industrial entrepreneurs, through CNI – the Brazilian National Confederation of Industry and the federations of industries in the national states of Brazil.

In the state of Parana, Senai was installed on March 12, 1943 and is a part of the Industrial System of the Federation of Industries of the State of Parana - Fiep. Since its creation, it has been contributing to the growth of the industry and the community of Parana.

Senai has more than 50 units distributed throughout the state of Parana and maintains Technology Institutes in the most diverse industrial areas, in addition to the Senai Institute of Innovation in Electrochemistry, the first in the country, and the Senai Institute of Innovation in Structural Engineering.

Education is one of Senai's pillars, and Senai Parana offers apprentice courses, industrial learning, qualification and technical courses, as well as college degrees, and extension and post-graduation degrees through its own university – Faculdades da Indústria. The institution also offers e-learning and in-company courses, attending to the specific needs of both students and industry.

It also offers technical and technological solutions and provides consulting services, industrial laboratory tests and technological support. The institution has the largest private network of integrated laboratories in the country and provides support for the development of innovation in cooperation with industry.

The Brazilian National Service for Industrial Training - Senai - Regional Department of Parana, Brazil, with great satisfaction, authorized the use of its management examples in this publication, which will certainly contribute to improve the efficiency and effectiveness of Education and Professional Training Institutions in seeking their sustainability and generating value for society and the labor market.

*José Antonio Fares*

Sesi & IEL Superintendence / Senai Executive Board

# 1.6 PARISE Education & Innovation

**PARISE Education & Innovation** has as a main goal to offer a development program for individuals, education and vocational training institutions, and organizational systems, making them more efficient and effective in seeking sustainability and generating value to society.

The purpose of PARISE Education & Innovation is to develop people's **Capabilities**.

PARISE Education & Innovation uses the **Goalscape Education System** methodology for the structuring, development and management of training programs focused on developing **Capabilities** required by the **Competencies** of the organization's occupations.

The Goalscape Education System is characterized as a **Learning Journey** that seeks to achieve a synchrony between the **World of Work** (why to learn), the **World of Education** (what to learn) and the **Teaching and Learning Process** (how to learn) and has as guiding elements: Meta Teaching, Competency-Based Training and Mediated Learning with the *Goalscape Software* from Germany.

One of the differentials of PARISE Education & Innovation is that its associates are experienced in Education and Vocational Training Institutions in the areas of Education and Management.

PARISE Education & Innovation products and services are:

- Training;
- Consultancies;
- Integral System Analysis;
- International Missions of innovation and technology.



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# 2. CONTEXT

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The world of work undergoes significant changes that have profound repercussions in the world of education, demanding that the Institutions of Education and Vocational Training be dynamic, up to date and in constant harmony with the movements of society and the productive sector.

In the search for a more effective and efficient vocational training system, many countries are currently involved in important processes of reforming the educational system. Although the vocational training system varies from country to country, in most countries it relies on a large number of public training centers: sometimes its management depends on decisions of different governmental entities and authorities.

The processes of reforming of vocational training systems lead to higher degrees of autonomy. Reinforcing the autonomy of institutions and vocational training centers will necessarily entail more complex responsibilities, including the management of human and financial resources and the strategic development and commercialization of their services.

The improvement of the management of institutions of education and vocational training aims at making them more efficient and effective in the search for their sustainability and generation of value for society and the labor market.

The achievement of higher levels of performance is a consequence of the engagement of people who act as protagonists and transform the organization. It is the result of the discipline of setting challenging goals and the commitment to overcome these goals.

The current context requires a capability to respond to the needs of the labor market through a constant adaptation of the training content and the teaching and learning processes. Managers of education and vocational training institutions need to know how to achieve these goals, ensuring the sustainability of their institutions, and governments need to create favorable conditions for their operation.

Summing up, the Institutions of Education and Vocational Training should systematically seek the synchrony between the world of education and the world of work in a context of globalization and constant technological changes.

The **Training Manual to Identify Opportunities For Improvement in The management** is justified by the need to make the Institutions of Education and Vocational Training more efficient and effective. It is intended primarily for managers of public and private vocational training institutions, but also for representatives of the government and ministries responsible for the professional training of society individuals, as well as representatives of workers organizations.

# 3. MANAGEMENT EXCELLENCE MODEL

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Models of management excellence are structures that enable organizations to determine their "level of excellence" and where they need to focus their resources on to achieve better results. The model also helps ensure that business decisions consider all stakeholders and are aligned with organizational goals.

Important concepts:

**Model:** framework or example that one intends to reproduce or imitate, which should favor the understanding of the dynamics of interactions between the elements of a system.

**System:** limited set of elements interrelated with emerging properties and represented in the context of a paradigm (representation of a pattern to be followed).

**Excellence:** reaching results that are in harmony with all stakeholders, creating sustainable value proactively and consistently. It is to manage the organization through interrelated systems, processes and facts, in order to maximize the contribution of employees and to promote new levels of knowledge through continuous improvements and innovations.

Excellence in an organization is related to its ability to pursue its goals in harmony with the complex ecosystems with which it interacts and on which it depends, being a moving target. If at any moment one believes they have reached it, this is the moment when it will be lost.

An organization that seeks excellence in management undergoes stages and different levels of maturity of its practices. The path in search of excellence presents relevant milestones that define the stages of maturity for its management system.

Management reference models: standardized and generic models that play a reference role for decision makers regarding practices to be employed in organizational operations and processes.

For the purposes of this publication we opted to use as a reference the Management Excellence Model® of the Brazilian National Quality Foundation.

## 3.1 BRAZILIAN NATIONAL QUALITY FOUNDATION - FNQ

FNQ - National Quality Foundation - is a Brazilian center of study, discussion and dissemination of Management Excellence knowledge. FNQ contributes with its work to the improvement of management practices, increasing competitiveness of Brazilian organizations.

FNQ was created in October 11th, 1991 as a non-profit private institution, by 39 organizations, both public and private, to manage the National Quality Award®. Throughout the years FNQ has been fulfilling its objective to widely diffuse the Fundamentals of Management Excellence through its annual presentations of the National Quality Award.

FNQ's Governance gathers the best and most accomplished Brazilian executives and scholars that help the institution to carry on its Mission to disseminate the Fundamentals of Management Excellence to increase the competitiveness of organizations of Brazil.

To fulfill its objectives, FNQ began to mobilize efforts to become a World Class reference center on management excellence.

It seeks this condition fundamentally through the transformation of a group of companies and entities in a true dynamic and open network, engaged in the study, development, exchange and irradiation of the extraordinary knowledge base held by these organizations.

## 3.2 FUNDAMENTALS OF MANAGEMENT EXCELLENCE

The Management Excellence Model® is supported by a set of fundamentals described in the ***Fundamental Concepts of Management Excellence***, available for download for free at the FNQ website. The publication also addresses the social, technological, and economic context in which organizations meet, as well as the conceptual positioning of FNQ for the organization of the 21st century.

The Fundamentals of Excellence are internationally recognized concepts that translate into practices or performance factors found in leading World Class organizations that are constantly seeking to perfect themselves and adapt to global changes.

The fundamentals that base FNQ's Excellence Criteria are:

1. Systemic Thinking;
2. Organizational Learning;
3. Culture of Innovation;
4. Leadership and Constancy of Purposes;
5. Processes-and-Information-Based Management;
6. Vision of Future;
7. Value Creation;
8. Valuing People;
9. Knowledge of the Customer and the Market;
10. Partnerships development; and
11. Social Responsibility.

Below are the concepts of each Fundamental of Excellence.

### **Systemic Thinking**

Understanding the relationships of interdependence between the various components of an organization, as well as between the organization and the external environment.

### **Organizational Learning**

Search and reach of a new level of knowledge for the organization through the perception, and reflection, and assessment and sharing of experiences.

### **Culture of Innovation**

Promotion of an environment favorable to creativity, experimentation and implementation of new ideas that can generate a competitive differential for the organization.

### **Leadership and Constancy of Purposes**

People acting in an open, democratic, inspiring and motivating way, aiming at developing a culture of excellence, promoting quality relationships and protecting the interests of stakeholders.

### **Processes-and-information-based Orientation**

Understanding and segmentation of all the activities and processes of the organization that add value to the stakeholders, and the decision-making and execution of actions should be based on the measurement and analysis of performance, taking into consideration the information available, in addition to include the identified risks.

### **Vision of Future**

Understanding the factors that affect the organization, its ecosystem and the external environment in the short and long-terms, aiming at its perpetuation.

### **Value Creation**

Reach consistent results, ensuring the organization's continuity by increasing tangible and intangible value in a sustained manner for all stakeholders.

### **Valuing People**

Establishing relationships with people, creating conditions for them to perform professionally and humanly, maximizing their performance through commitment, skill development and space to undertake.

### **Knowledge of the Customer and the Market**

Knowledge and understanding of the client and the market, aiming at creating value in a sustained way for the client and, consequently, generating greater competitiveness in the markets.

### **Partnerships Development**

Development of activities together with other organizations, based on the full use of the essential competences of each one, with benefits for both parties.

### **Social Responsibility**

Performance that is defined by the ethical and transparent relationship of the organization with all the public with which it relates, being focused on the sustainable development of society, preserving environmental and cultural resources for future generations; respecting diversity and promoting the reduction of social inequalities as part of the organization's strategy.

## 3.3 MANAGEMENT EXCELLENCE MODEL® - MEG

The Management Excellence Model® is conceived based upon the Fundamentals of Excellence, comprehending eight Criteria:

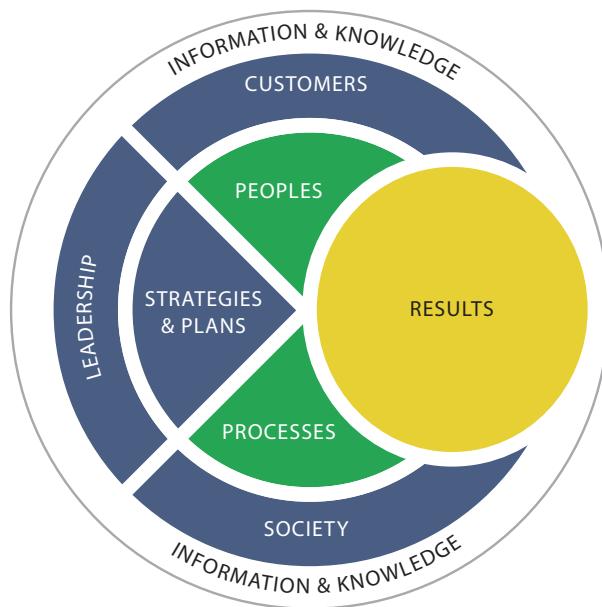
- 1 Leadership;
- 2 Strategies & Plans;
- 3 Customers;
- 4 Society;
- 5 Information & Knowledge;
- 6 People;
- 7 Processes; and
- 8 Results.

In the Model the Fundamentals of Excellence, tangible characteristics (quantitatively and qualitatively measurable) and are expressed distributed in requirements. These are groupings which main objective is to reproduce in a logical way the conduction of essential themes of a business, which are called Criteria and Items.

The Management Excellence Model® is represented by the diagram showed below, which allows the manager to obtain a systemic vision of organizational management.

### MANAGEMENT EXCELLENCE MODEL®

*Systemic vision of organizational management*



The representative figure of the Management Excellence Model® symbolizes the organization, considered an adaptive and organic system, which interacts with the external environment. It suggests that the elements of the Model, immersed in an **Information & Knowledge** environment, are related in a harmonious and integrated way, aimed at generating **Results**.

Although the diagram above allows different interpretations, the one that best describes the Model uses the learning concept, according to the PDCL cycle (Plan, Do, Check, Learn).

The survival and success of the organization are directly related to its ability to meet the needs and expectations of its **Customers**, which must be identified, analyzed and used so products can be developed, creating the necessary value to gain and retain customers.

On the other hand, for the continuity of its operations, the organization must also identify, understand and satisfy the needs and expectations of the **Society** and communities with which it interacts in an ethical way – going beyond what is required by law, preserving ecosystems and thus contributing to their development.

**Leadership**, in possession of all this information, establishes the principles of organization and practices and experiences the foundations of excellence, boosting, by its example, the culture of excellence throughout the organization.

Leaders, who are primarily responsible for delivering results that ensure the satisfaction of all stakeholders and the perpetuity of the organization, analyze the performance of the organization and execute, whenever necessary, the required action, consolidating the organizational learning.

**Strategies** are formulated by leaders to guide the organization and its performance and to determine its competitive position. Targets are set that take into account the projections of demand and the projected performance of competitors. Strategies are deployed at all levels of the organization in **Action Plans**, at short and long-terms. Appropriate resources are allocated to ensure the implementation of strategies.

Strategies, goals and plans are communicated to the workforce and, when appropriate, to other stakeholders. The organization continuously evaluates the implementation of strategies, monitors their plans and responds quickly to changes in internal and external environments.

**Up until this moment, considering the four Criteria presented, we have the Planning (P) stage of the organization's PDCL cycle.**

The **People** who make up the workforce must be capable and satisfied, working in an environment conducive to the consolidation of the culture of excellence, to properly execute and manage the **Processes**, creating value for the customers in order to improve the relationship with the suppliers.

The organization plans and controls its costs and investments. Financial risks are quantified and monitored.

**At this moment, the stage regarding Execution (D) of the PDCL is concluded.**

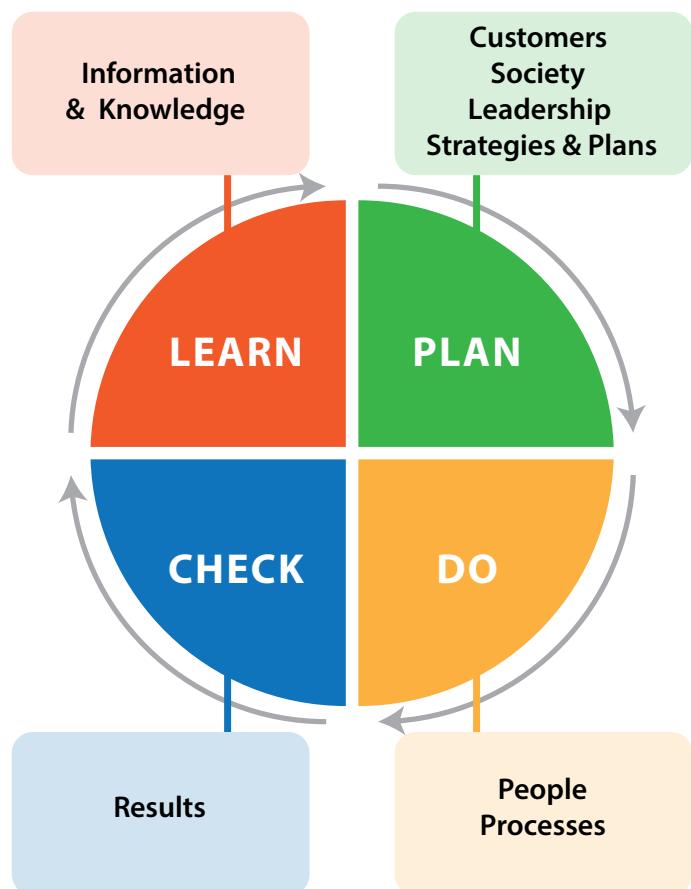
In order to carry out the Control (C) stage, the **Results** are measured in relation to: economic-financial situation, customers and market, people, society, main business processes, support processes and suppliers. The effects generated by the synergistic implementation of management practices and the dynamics external to the organization can be compared to the established goals for possible course corrections or reinforcement of the implemented actions.

**At this moment, the step regarding Control (C) of the PDCL is concluded.**

These results, in the form of **Information & Knowledge**, return to the whole organization, so that it can execute the actions and seek organizational learning. This information represents the intelligence of the organization, enabling performance analysis and execution of the necessary actions, at all levels. The figure emphasizes information and knowledge as elements that allow the interrelation of all the criteria and, therefore, among all the elements that make up the organization. The management of information and intangible assets is an essential element in the quest for excellence.

**At this point, the stage related to Learning (L) of the PDCL is concluded.**

#### PDCL cycle (Plan, Do, Check, Learn)



# **4. OBJECTIVES**

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## **4.1 GENERAL OBJECTIVE**

The main objective of this training manual to identify opportunities for improvement in the management of education and vocational training institutions is the development of the technical, analytical and managerial capacities of its directors and other managers, enabling the evolution of the management of its vocational training centers to be sustainable and generate value for society and the labor market.

In particular, managers will have improved their skills to:

- Reflect and adapt its management practices to the concepts of a Management Excellence Model, respecting the existing culture in the Institution;

- Stimulate the organization to obtain answers, through management practices, always with a view to generating results that make the organization more competitive;
- Identify key characteristics of an appropriate environment required for efficient and effective training centers;
- Strengthen knowledge and skills in the management of training centers;
- Analyze the management problems of their own centers; and
- Evaluate the actions needed to achieve greater effectiveness, efficiency and sustainability for your training centers.

## **4.2 SPECIFIC OBJECTIVES**

- Conduct a reflection on the management of the Vocational Training Institution;
- Identify opportunities for improvement in management;
- Define priorities for implementation of management improvements;
- Draw up the action plan;
- Prepare the timetable for the action plan; and
- Define the procedure for managing the action plan.

# **5. EXAMPLE OF TRAINING MANUAL APPLICATION**

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## **5.1 THE MOZAMBIQUE CASE**

The Seminar on Management of Institutions of Vocational Education for the National Institute of Employment and Vocational Training (INEFP) in Maputo, Mozambique, from November 24 to 28, 2014 was coordinated by Alexis Hoyaux the International Training Center - ILO / CIF (Turin - Italy) and conducted by Jorge Jacon and Dionisio Parise, management experts from Senai Regional Department of the State of Paraná, Brazil, who used the training manual to identify opportunities for improvement in the management of vocational training institutions.

The objective of the seminar was to develop the technical, analytical and management capacities of the participants, enabling the evolution of the autonomy of INEFP management, making it more sustainable and capable of generating value for society and for the labor market. The seminar allowed the participants to reflect and adapt their management practices to the concepts of a Management Excellence Model, respecting the existing culture in the Institution, in order to stimulate the INEFP in obtaining answers, through management practices, always with a view to results that make the organization more competitive.

The initial activity was the reflection on the characteristics of the work world, the Professional Training Institution and the student / worker. Next, the Management Excellence Model (MEG) of the Brazilian National Quality Foundation was presented, which served as a reference for reflections and identification of the opportunities for improvements in INEFP management.

The teaching and learning strategy was operationalized with the presentation of the criteria of excellence of management, its concepts, the tools and methodologies, questions for reflection and examples of management of the Brazilian National Service for Industrial Training, identification of the opportunities of management improvements, its prioritization and order of prevalence of implementation of these improvements.

NOTE: On page 22 item 6.1 Activities it is possible to check all the activities of the training manual.

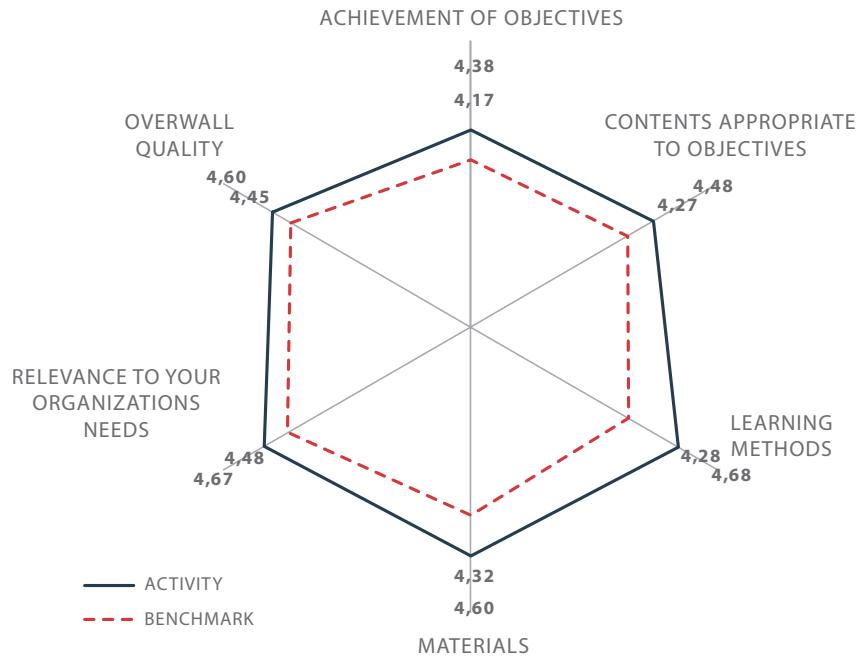
In the operation of the seminar several methodologies were used such as: dynamic, interactive and participant-centered methodologies that aimed at stimulating the learning process and the exchange of experiences. Several teaching and learning strategies were applied, such as: dialogues, practical exercises, discussions, group work and a visit to an INEFP operational unit, which served as a case study.

It was possible to observe the growing understanding of the systemic view of the organizational management by the participants, allowing them to identify INEFP actions that were aligned with the management excellence model.

During the identification of the opportunities for improvement many constructive discussions and sharing of opinions took place, which strengthened the unity of the participants and helped to make INEFP more competitive.

One of the main goals of the seminar was the construction of the four improvement opportunities maps prepared by the four working groups, with the respective prioritization and consequent construction of the action plans to implement the improvements.

As can be seen in the chart below, the perception assessment of the seminar was highly positive.



At the end of the seminar, the results of the four working groups were presented to the directorate of the National Institute of Employment and Professional Training (INEFP): their booklets with opportunities for management improvement for the Institution, their prioritization and respective action plans.



## 5.2 THE SESI & SENAI CASE

The Training Manual to identify opportunities for improvement in the management of professional education and training institutions was used by the Brazilian National Service for Industrial Training – Senai – Regional Department of Paraná and by the Brazilian Social Service of Industry – Regional Department of Paraná (Paraná - Brazil) on February 25, 2015.

The methodology used in the operation of the seminar stimulates the process of identifying opportunities for improvement and facilitates the exchange of experiences among the participants.

### NOTE

On page 22 item 6.1 Activities it is possible to check all the activities of the training manual.

As was already the case in the Mozambique Case, during the identification of the opportunities for improvement there were many constructive discussions and sharing of opinions that strengthened the bond among participants as well as in Senai and Sesi institutions.

In addition, the result of the seminar was the construction of the two maps of improvement opportunities elaborated by the working groups, with the respective prioritization and enabling the construction of the action plans for implementation of the improvements.

It is important to note that the Training Manual and its methodology can be applied with different workloads, obtaining results consistent with the time available.



# 6. TRAINING MANUAL

## 6.1 ACTIVITIES



### Analysis and Reflection

- Presentation of the management excellence criterion under analysis;
- Concepts referring to the management excellence criterion under analysis;
- Tools / methodologies that can be used in the organization of the management excellence criteria under analysis;
- Questions for reflection regarding the management excellence criterion under analysis;
- Examples of SENAL's actions related to the management excellence criterion under analysis.

### Definition of Opportunities for Improvement

- 3.1** Definition of opportunities for improvement for the Management Excellence Criteria under analysis.  
**3.2** Description of the opportunities for improvement to the Criteria of Management Excellence under analysis in SMART goals.

**NOTE**

Activities 3.1 and 3.2 will be conducted prior to **Activity 4** for all Criteria of Management Excellence: Leadership, Strategies & Plans, Customers, Society, Results, Information & Knowledge, People, and Process.

### Development of the action plan using the 5W2H tool

### Definition of the procedure for managing the implementation of opportunities for improvement



### Identify the Opportunities for improvement

**NOTE**

Activities 1 and 2 are developed to all Management Excellence Criteria before **Activity 3**: Leadership, Strategies & Plans, Customers, Society, Results, Information & Knowledge, People, and Processes.

### Prioritization of Opportunities for improvement

- 4.1** Define priorities for opportunities for improvement;  
**4.2** Complete the booklet with the opportunities for improvement for each criterion with its prioritization.

### Elaboration of the Gantt Chart for the action plan

## 6.2 MODEL OF BOOKLET



**PARISE EDUCATION & INNOVATION**

PARISE Education & Innovation has as a main goal to offer a development program for individuals, education and vocational training institutions, their organizational systems, making them more efficient and effective in seeking sustainability and generating value to society.

The purpose of PARISE Education & Innovation is to develop people's **Capabilities**.

PARISE Education & Innovation uses the **Goalscape Education System** methodology for the structuring, development and management of training programs focused on developing **Capabilities** required by the **Competencies** of the organization's occupations.

PARISE Education & Innovation products and services are:

- TRAINING;
- CONSULTANCIES;
- INTEGRAL SYSTEM ANALYSIS;
- INTERNATIONAL MISSIONS OF INNOVATION AND TECHNOLOGY.

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**MODEL OF BOOKLET**

**MANAGEMENT OF EDUCATION AND VOCATIONAL TRAINING INSTITUTIONS**

TRAINING MANUAL TO IDENTIFY OPPORTUNITIES FOR IMPROVEMENT IN THE MANAGEMENT OF EDUCATION AND PROFESSIONAL TRAINING INSTITUTIONS

INSTITUTION NAME: \_\_\_\_\_

NAME OF MANAGER: \_\_\_\_\_

DATE: \_\_\_\_\_

LOCAL: \_\_\_\_\_

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# **7. DEVELOPMENT OF THE TRAINING MANUAL**

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## **1. MANAGEMENT EXCELLENCE CRITERION: LEADERSHIP**

### **Activity 1: Analysis and Reflection**



## **Presenting the Management Excellence Criterion: LEADERSHIP**

This criterion addresses the management processes related to the promotion of the culture of excellence, the philosophical orientation of the organization and external control over its direction, as well as the engagement, by the leaders, by the people and by stakeholders in their cause; and also addresses the management processes related to the control of results of management.

#### **• Corporate Governance**

It addresses the implementation of management processes that directly contribute to the establishment of the level of commitment of the organization with excellence and sustainability and to the transparency and increase of the confidence level of stakeholders.

#### **• Exercise of Leadership and Promotion of the Culture of Excellence**

This item addresses the implementation of managerial processes that directly contribute to the engagement of the workforce and other stakeholders in the success of the strategies and in promoting the culture of excellence.

#### **• Analysis of the Organization's Performance**

It addresses the implementation of management processes that directly contribute to assessing the organization's operational and strategic performance in terms of reaching its goals. It also assesses the levels of competitiveness achieved in the industry and / or market and the level of attendance of stakeholder requirements.

# Concepts referring to the management excellence criterion: LEADERSHIP

## Corporate Governance

The term corporate governance derives from an analogy between the government of cities and states and the government of corporations. Apparently, the term was first used by Richard Eells in 1960 to refer to the structure and functioning of corporate policy. The authors Denis and McConnell (2003) define corporate governance as "the set of mechanisms - institutional and market-based - that induce company controllers - those who make decisions about how the company will be operationalized - to make decisions that maximize value from the company to its owners - the capital providers."

Corporate governance deals with the means by which capital providers for corporations assure themselves to make a return on their investment, the system by which institutions are directed and controlled. It thus places board members at the center of any discussion of governance (Cadbury Report, apud LODI, 2000 p.25).

The Brazilian Corporate Governance Institute (IBGC) defines corporate governance as "a set of practices and relationships between shareholders, board of directors, board of executive officers, independent auditors and fiscal council, whose purpose is to optimize company performance and facilitate access to capital" (IBGC, 2004). Mechanisms that deal with governance can be internal or external. The internal are: the board of directors and the ownership structure of capital. The external mechanisms are: the acquisition market and the legal and regulatory system.

## Exercise of Leadership and Promotion of the Culture of Excellence

Here we will use the term culture as the set of concepts and habits, norms, beliefs, rituals, values and experiences that are responsible for giving a specific description to a particular group. In this case, organizational culture is a concept focused exclusively on the business world. We can thus define organizational culture as the "union of rules, habits, beliefs and values that, in one way or another, are shared by people and / or groups who shape an institution, who in turn are able to control the way they interact with their environment and with each other" (Morgan, 1996). That is, the behavior of the company will depend on how its rules are applied by its members.

Organizational culture can also be understood as a system that allows all individuals to respect certain conduct and follow certain procedures for situations that are generated in the day-by-day of an organization. This system is composed of rules that are elaborated and approved in the operational and organizational management, so that compliance is mandatory and respected by all.

However, this system or culture is not written or necessarily formally approved, it is just simple tips that in most cases are taken as patterns.

Within the management excellence model, this item refers to how leadership interacts with stakeholders, identifying their expectations and seeking to align their interests. The leadership of the institution should mobilize the workforce and seek support from other stakeholders in

order to achieve established strategies, building partnerships and achieving the goals of the institution. To do so, it is necessary to identify and develop cultural changes necessary to internalize the values and principles of excellence, respecting the diversity of ideas in the development of the organizational culture, identifying how the work standards are established and verifying compliance, implementing organizational learning and developing innovation.

Another relevant point in this topic is to understand how organizational values and principles are communicated to employees and, where appropriate, to other stakeholders, to ensure their understanding throughout the institution.

Considering what has been described in the previous topic, about the role of the manager in creating value for the institution, another concern should be with regard to the competencies of the leadership - how to develop and evaluate them: what are the main competencies needed for the leaders and how successors are being prepared. This leads to the need to establish the main working standards for the management processes, implementing corrective actions when necessary. Meritocracy, quest for excellence, ethical sense, transparency, hard work and daring goals are some points concerning the culture of excellence in management.

## Organizational Review and Performance

Organizational performance can be defined as a set of tasks that aim at a common goal among several areas of a company. Organizational performance can be applied in a variety of industrial and commercial activities, it is enough that all sectors of the company work together to ensure the best results are achieved and measured, and efforts are dedicated and reallocated to achieve a certain goal.

To apply the concept of organizational performance in a company, the first step is to indicate which processes will be executed in the medium or long-term, as well as the responsibilities of each sector of the company within an integrated schedule between all the areas. From there, it is essential to present the details of the project in a very clear way, encouraging further discussions with the whole team and, when necessary, correcting faults and improving aspects that may influence the expected results.

Another point that must be considered is the team's ability to generate results within the expertise of each professional, that is, to demand what a collaborator is able to produce is a coherent measure within the concept of organizational performance. Leaders should establish indicators to measure the success of the organization and thereby assess its performance.

Authors like Ouchi (1981), Peters and Waterman (1982), Deal and Kennedy (1982), among others, state that the force of culture is associated with organizational performance: "a strong culture has almost always been the driving force behind successful companies" (Deal and Kennedy 1982: 5).

# Tools / methodologies that can be used as an opportunity to improve the operationalization: LEADERSHIP

## NOTE

The Glossary of Methodologies or Tools in this manual are merely guidelines, therefore, there is no intention to exhaust the definitions and / or guidelines for use.

### **Code of Best Practices of Corporate Governance**

Developed by the Brazilian Institute of Corporate Governance - IBGC, it details the set of processes and activities for structuring Corporate Governance.

### **Code of Ethics**

Agreement that establishes the rights and duties of an organization, based on its mission, culture and social position, and which must be followed by the employees in the exercise of their professional functions, materialized in the form of a document that dictates and regulates the norms governing the functioning of the organization and the behavior of its employees and members.

### **Value Based Management**

It is a management system in which the purpose of the organization is to maximize shareholder value in the long-term. Thus, objectives, strategies, organizational culture, systems, processes and performance measures should be subordinated to this end.

### **Complaint Channel to Report Abuse**

It is an exclusive and independent channel of the organization to receive reports of fraud and corruption, among others.

### **Ombudsman**

Channel of communication for stakeholders with the organization, usually of second instance,

whose objective is to listen to the claims, the reports of abuse, suggestions and also the compliments referring to the products, processes and facilities, as well as the people that compose it.

### **Integration Rituals**

A set of practices consecrated by traditions, customs or norms, which must be observed invariably in certain contexts, and which allow the integration of new people into the culture of an organization.

### **Porter's Five Forces**

Porter's five forces model is a simple but powerful tool for understanding the competitiveness of the business environment, and for identifying company strategy's potential profitability. They are:

- Competitive Rivalry;
- Barriers to entry of competitors;
- Buyer Power;
- Supplier Power;
- Threat of New Entry; and
- Threat of Substitution.

### **Strategic Alliance**

It is the alliance between two or more organizations with common strategic objectives, keeping them independent.

## **Scenario Analysis**

It is a management tool that allows strategies to be established, considering a future context, in which the factors that can drive the business are identified, expecting to obtain a breakthrough in a competitive scenario. There are two basic models of scenario development: a projective approach – which seeks to explain the future by studying the pattern of past behavior, through deterministic and quantitative models in which only the known factors are evaluated; and the prospective – which considers different possibilities for the future.

## **Balance Scorecard**

It is a measurement and performance management methodology developed by the professors of Harvard Business School (HBS), Robert Kaplan and David Norton, in 1992. The methods used in business, service and infrastructure management are usually based on established methodologies that can use Information Technology - IT and Enterprise Resource Planning - ERP software as support solutions, linking them to service management and ensuring business results. The steps of these methodologies include: business strategy definition, business management, service management and quality management - these steps are implemented through performance indicators.

## **Design Thinking**

A set of methods and processes to address problems related to information acquisition, knowledge analysis and solutions proposals, putting people at the center of development, promoting creativity for solution generation and the reason for analyzing and adapting solutions.

## **Key Performance Indicators (KPIs)**

Indicators that seek to assess the achievement of strategic objectives, stakeholder perceptions or the effectiveness of an organization's critical processes.

## **Competitive Intelligence**

It is a systematic and ethical process that considers the identification, collection, treatment, analysis and dissemination of strategic information for the organization, making possible its use in the decision-making process.

## **Business Intelligence**

It comprises a set of techniques and tools to help build meaningful and useful information for the management of an organization's business. Its main objective is to facilitate the interpretation of a large volume of data to identify new opportunities in order to implement strategies and the promotion of competitive advantages in the market.

## **Strategic Maps**

Graphical representation of how the organization creates value for stakeholders through strategic objectives intertwined in explicit cause and effect relationships.

## **PESTEL Matrix**

It is a methodology of analysis of the external environment, under the political, economic, social, technological, environmental and legal aspects.

## **Business Model Canvas**

Tool developed by Alex Osterwalder & Yves Pigneur that allow developing and outlining new or existing business models. It has nine blocks, namely:

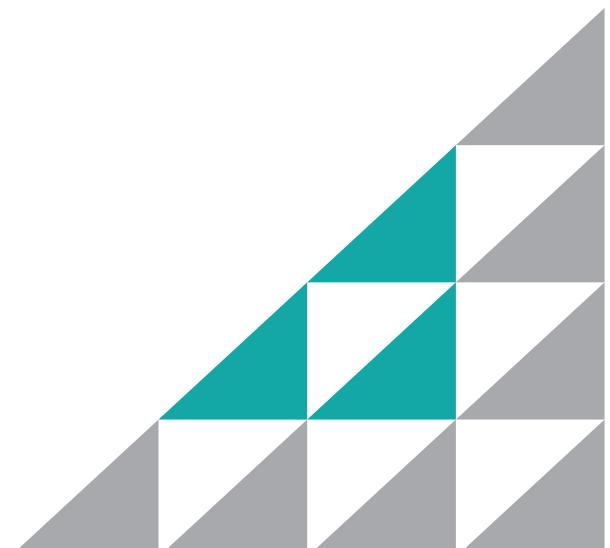
- (i) Value proposition: what the organization will offer to the market and which will truly have value for customers;
- (ii) Customer segment: which customer segments will be the focus of the organization;
- (iii) Channels: how the customer buys and receives their product and service;
- (iv) Customer relationship: how the organization will relate to each customer segment;
- (v) Key activity: what are the essential activities for delivering the Value Proposition;
- (vi) Key resources: the resources needed to carry out the key activities;
- (vii) Key Partnerships: Key activities are outsourced and core resources acquired outside the organization;
- (viii) Sources of revenue: are the ways to obtain revenue by means of value propositions;
- (ix) Cost structure: these are the relevant costs required for the proposed structure to function.

## **Critical Review Meeting**

Formal moment of an organization to provide to its participants the evaluation of a specific sector, project, product, service, process or information with respect to pre-established requirements, aiming at identifying problems and solving them.

## **Leadership Development Plan**

Tool that allows organizing the actions of training and development of the necessary competences for the leadership, used by the competent areas (HR, for example) to follow the development of leaders.



# Questions for reflection regarding the management excellence criterion: LEADERSHIP

## HOW

Answering the following questions. If necessary, converse with your colleagues.

- 01** How are the Values and Organizational Principles necessary to promote a culture of excellence and create value for all stakeholders established and up-to-date?

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- 02** How is the governance of the Institution implemented?

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- 03** How are key decisions made, communicated, and implemented?

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- 04** How are the cultural changes needed to facilitate the implementation of the strategies analyzed and stimulated?

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- 05** How are current leaders evaluated and developed in relation to the desired competencies of the Institution?

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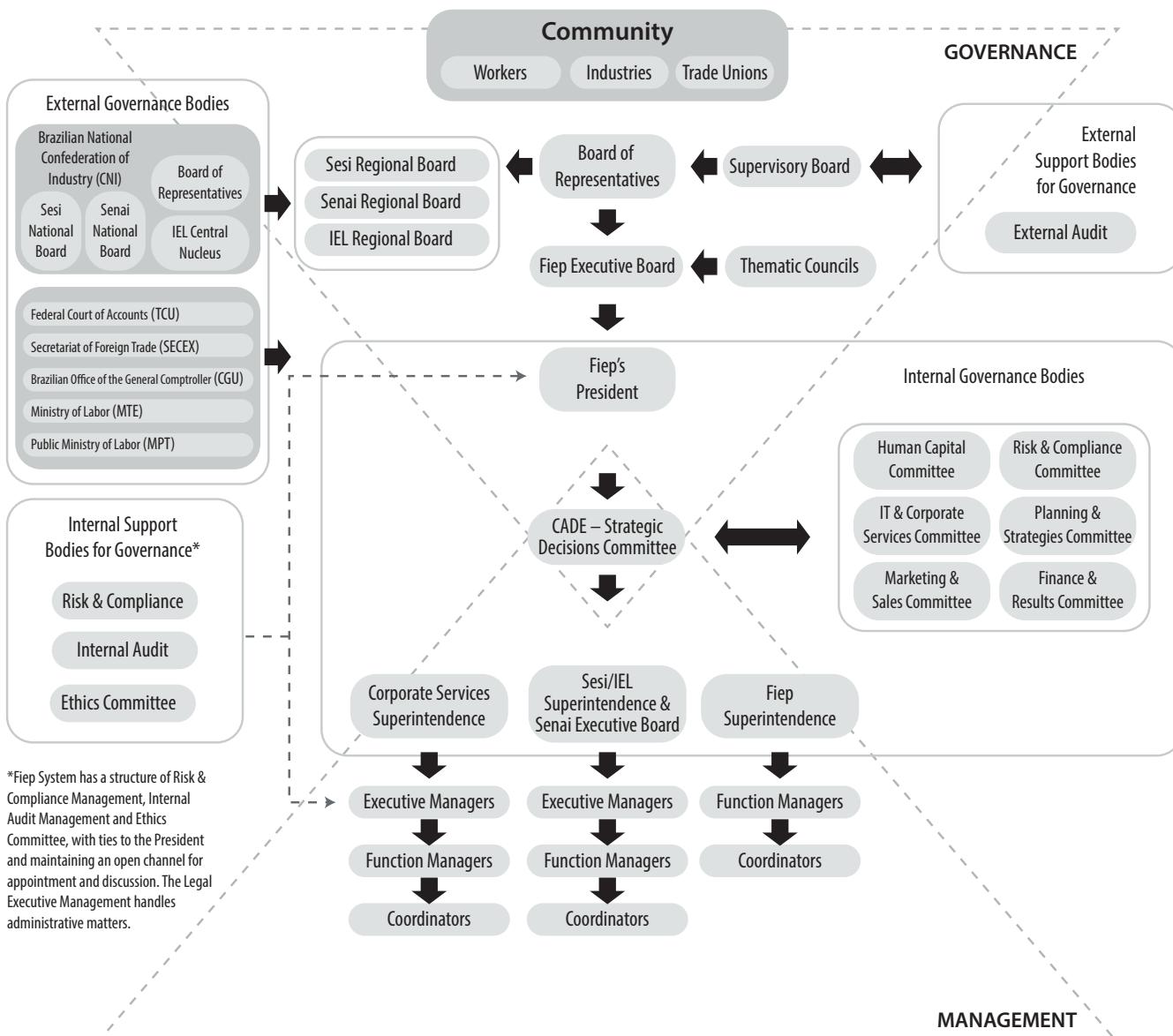
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# Examples of actions related to the management excellence criterion: LEADERSHIP

## Example 1. Corporate Governance

The governance structure and management model of the Fiep System have been constantly improved to meet the best market practices, enabling an environment favorable to the innovation of its processes, services offered and organizational culture. In this perspective, corporate governance seeks to fulfill three basic functions: evaluating the environment and its results, focusing on business, productivity and compliance; direct management actions to meet stakeholder needs, and monitor the achievement of planned results.



# CORPORATE GOVERNANCE

## **Operationalization:**

The Committees have specific competencies that assist in the analysis of the strategic proposals, which are focused on meeting the needs and interests of the industry of Paraná. Currently, there are six committees in operation: Human Capital, IT & Corporate Services, Marketing & Sales, and Risk & Compliance, Planning & Strategies and Finance & Results. Each committee, according to the topics dealt with, may establish commissions for which specific demands for in-depth studies are attributed, helping in the decision-making process or making recommendations to CADE, that is the Strategic Analysis and Management Committee.

Committees have deliberative character within each of their attributions.

### **Strategic Analysis and Management Committee**

- Collaborative decisions on the policies and strategies of Fiep System.

Deliberative body that meets regularly and brings together the President, the Regional Director of Senai, the Superintendent of Sesi / IEL, the Superintendent of Fiep, the Corporate Area Superintendent, the Legal Manager, the Advisor to the President and the Cabinet Advisor, supported

by six committees with specific competencies that assist in the analysis of strategic proposals, which are focused on meeting the needs and interests of the industrial sector of Paraná.

### **Monthly Technical-operational meetings**

- The main executive of each institution that comprises the Fiep System participate on these meetings, along with the product executives, the business executive, the executives of the support areas, and the unit managers. The meeting analyzes the results and decide about the operation of the business, forwarding and incorporating the strategic decisions taken on the System's Strategic Meetings; and
- One face-to-face meeting and two by videoconference.

### **Expected Results:**

- Stimulate the development of an environment favorable to the innovation of its processes, products and the organizational culture;
- Develop focus on business, productivity and compliance;
- Engage management actions to meet the needs of stakeholders;
- Monitor the achievement of planned results;
- Monitor management results in the period;
- Perform corrections when needed;
- Reinforce the strategy; and
- Promote alignment.

## **Example 2: Thematic Councils**

The main objective of the thematic and sectorial councils is to advise the management of Senai-PR in the fulfillment of the legitimate yearnings and interests of the industry of Paraná, through a business vision. These advisory bodies meet periodically to discuss and present proposals that support decisions and executive actions.

They are permanent channels of dialogue between employers, trade unions, the Federation, thematic and sectorial councils with the participation and interaction of Senai-PR Business Management, with the intention of making more effective the search for solutions to the demands raised with certain possibilities of new business opportunities.

The Thematic Councils deal with cross-cutting issues affecting all industrial sectors and organize advisory forums for the Senai-PR Board, which is responsible for discussing issues of general interest to industry. Are they:

- Thematic Council on Design;
- Thematic Council for Development, Technology and Industrial Policy;
- Thematic Council for Infrastructure;
- Thematic Council on Environment and Natural Resources;
- Thematic Council on Labor Relations;
- Thematic Council of Social Responsibility; and
- Thematic Council for Foreign Trade.

The sectorial councils discuss specific issues in each production chain. Subsequently, they also serve as advisory forums for the Senai Board of Directors, albeit, focused on the discussion of issues related to the industrial sectors. Are they:

- Sectorial Council of Agro-industry and Food;
- Sectorial Council of Construction Industry;
- Sectorial Council of the Metal-mechanic Industry, Electro-electronics and Vehicle Repairs;
- Sectorial Council of Textile Industry;
- Sectorial Council of Furniture Industry;
- Sectorial Council of Mining Industry;
- Sectorial Council of Sugar and Alcohol Industry; and
- Sectorial Council of Forest Industry (Wood, Forest, and Pulp and Paper).

#### **Expected Results:**

Through the meetings of the Thematic and Sectorial Councils, Senai-PR receives demands from the industries of Paraná, in addition to representing their interests in the Industry sector as a whole. In addition, it seeks to promote actions to support industries through the portfolio of its products and services.

## **Example 3: Partnership between Dufrio Company and Senai**

The partnership and strategic alliance between Senai – Brazilian National Service for Industrial Training – Regional Department of Paraná and the company Dufrio Refrigeração resulted in the creation of the Senai Linha Verde unit where qualification courses are offered in Refrigeration Mechanism and in Split Installation.

"The essence of this partnership is the strategic alliance, the combination of efforts and the common interest for the Brazilian industry to strengthen," said Marco Secco, Senai director.

According to the managing director of Dufrio Refrigeração, Dagoberto Zanon, the result of the partnership is very gratifying. "The joint offer between Dufrio and Senai, with our main partner, which is LG, will allow new professionals to be delivered to the market. People will be better qualified and have a better future", he said. "This is a social commitment of Dufrio and will be replicated to other cities in the country," added Zanon, stating that the greater commitment to offer services that satisfy the customers.

The new Senai Linha Verde unit is located at the premises of Dufrio, a company that is over 18 years old and specializes in domestic, commercial and industrial refrigeration and air conditioning.

With a structure of 480 m<sup>2</sup>, the building has two classrooms, an auditorium and one of the most modern refrigeration laboratories in the world, equipped with the latest technology. The capacity is for more than 100 students. The Senai Education area set up the program of the qualification courses.

The inauguration of the unit also attracted the interest of other companies to the project. LG, Dufrio's main partner in air conditioning, has joined as a sponsor, donating the most modern equipment in its portfolio for student use and learning.

The commercial refrigeration companies Danfoss, Elgim, Polipex and Fullgauge participate in the project as supporters.

### Expected Results:

- Increased in the offer of training courses for the community;
- Improvement in people's quality of life through empowerment;
- Generation of employment and income;
- Better-qualified workforce available for the labor market;
- Satisfied customers with well-executed services; and
- Improved Market image for the brands and companies involved in the cooperation.



## Example 4: Partnership between Amanco and Senai

In 2017, Amanco, the trademark of Mexichem, and Senai celebrate ten years of a successful partnership, with great results. On one hand, an innovative and leading company in the pipes and fittings market in Latin America; on the other, an institution focused on technical excellence education, both linked by the common goal of training professionals for the waterworks market.

After a successful project carried out since 2002 in Paraíba, Amanco and Senai signed an agreement in 2007 to offer this opportunity to young people all over Brazil. Since then almost 80,000 professionals over the age of 16 have taken Amanco's courses in Senai schools across the country.

This initiative is aligned with Amanco's social responsibility strategy, which seeks to contribute to improving people's quality of life through training, generating employment and income and satisfied consumers with well-executed services.

### Side By Side, Year After Year

Each year, Amanco contributes with benefits packages per class, such as financial support, consumables for practical classes, student and instructor welcome kit, instructor training and course promotion.

Senai assumes the other costs per class, other consumables, didactic material, control of enrollments, place for the realization of the classes and instructor.

### Expected Results:

- Improvement in people's quality of life through training;
- Generation of employment and income; and
- Satisfied customers with well-executed services.



## **Activity 2:** Identify the opportunities for improvement • LEADERSHIP



### **HOW**

1. Considering the Analysis and Reflection performed in **Activity 1**, now it is the time to identify the opportunities for improvement related to the management excellence criterion: LEADERSHIP.
  
2. During the process of identifying improvement opportunities, carry out the analysis of the suggestions using the questions suggested below. The suggested opportunity for improvement:
  - Is it aligned with the purpose and objectives of the institution?
  - Given the context that the institution is involved, is it possible to implement it?
  - Do you have significant barriers that prevent or hinder its implementation?
  - Do you have factors that are critical to success in your implementation?

## **OPPORTUNITIES FOR IMPROVEMENT RELATED TO THE MANAGEMENT EXCELLENCE CRITERION **LEADERSHIP****

## NOTE

NOTE: Activities 1 and 2 are developed to all Management Excellence Criterion: Leadership, Strategies & Plans, Customer, Society, Information & Knowledge, People, Processes, and Results, before performing **Activity 3**.

# **MANAGEMENT EXCELLENCE CRITERION: 2. STRATEGIES & PLANS**

## **Activity 1: Analysis and Reflection**



### **Presenting the Management Excellence Criterion: STRATEGIES & PLANS**

This criterion addresses management processes related to the design and implementation of strategies, including those relating to goal setting and the definition and follow-up of plans necessary for successful strategies..

- Developing Strategies**

It addresses the implementation of management processes that contribute directly to the

generation of consistent and coherent strategies and to a competitive business model.

- Implementing of Strategies**

This item addresses the implementation of management processes that contribute directly to ensure the deployment, implementation and updating of the organization's strategies.

### **Concepts referring to the management criterion excellence: STRATEGIES & PLANS**

#### **Developing Strategies**

Strategy is a term created by the ancient Greeks to appoint a magistrate or military commander. In "The Art of War," author Sun Tzu states that generic strategies mean selecting optimal strategies for specific positions in the context of military battles. As in "On War," Von Clausewitz states that "while the tactic (...) involves the use of armed forces in battle, strategy (is) the use of battles for the purpose of war."

By the end of the 19th century, American industry had reached optimal levels of scale economy. The efforts of these industries to consolidate monopolies or oligopolies as a deliberate strategy is a clear example of strategic positioning. From the 1960s, academics began studying cases of successful companies and thus formalizing the processes of strategy design and management.

The formulation of strategies is part of the strategic design process, in which the first step is the analysis of the environment, which is the process of monitoring the organizational environment to identify risks and opportunities, both present and future, that may influence the capacity of companies to achieve their goals.

Organizational environment, according to Peter and Certo (1993), is the set of all factors, both internal and external to the organization, that may affect its progress towards these goals. The importance comes from the general theory of systems, in which modern organizations are open systems, that is, they are influenced by the environment and are constantly interacting with it. Consequently, it is inevitable that the environment influences organizations, and it is up to managers to ensure that this influence is channeled in a positive way, contributing to the organizational success.

In general, the purpose is to assess the environment so that management can react appropriately to ensure the success of the organization. Although the procedures for environmental analysis may vary from company to company, this purpose is common to all and aims to provide management with the ability to respond to critical environmental issues, and decision makers should consider, as far as possible, external factors in this process, exploring current and future conditions, incorporating lessons learned, determining priorities and developing action plans to address changes and emergencies.

The company environment is divided into external and internal. Each company exists within a complex network of environmental forces that consist of: (1) the national and global macro environment and (2) the sector in which the company competes. Because these forces are dynamic, their constant changes present many opportunities and threats to strategic managers. It is the level of the organization's environment that is within it and usually has immediate and specific implications for management. Unlike the components of the general and operational environment, which exist outside the organization, the components of the internal environment are within it.

A successful environmental analysis is conceptually and practically linked to the current planning operations and corresponds to the information needs of the top management within the organizations and should be continuously supported by the same and executed by environmental analysts who understand what information is necessary for the formulation of a winning strategy. When choosing a strategy, top management can adopt any of these three business profiles: the company competes, if desired, in a single business, in various related businesses or in various unrelated businesses. A recent phenomenon linked to the choice of business profile and corporate restructuring. The purpose of corporate restructuring is to increase value for shareholders by meeting the needs of various stakeholders. Corporate restructuring has organizational, financial and portfolio dimensions.

## Implementing of Strategies

The implementation of a strategy is to put it into action. It is necessary to be aware of the formulation to avoid problems with the results presented by the new strategy. The success of organizations depends on the effective implementation

of the strategy and effective managers work between their formulation and implementation. Formulation and Implementation influence each other, so strategies are often formulated, implemented and expanded to quickly capitalize on strategic opportunities.

To implement the strategy, it is necessary to follow five important steps, according to Peter and Certo (1993):

- (1) Determine the changes necessary for the new strategy to be implemented;
- (2) Analyze formal and informal structures to see if and what strategic changes are needed to implement the new strategy;
- (3) Analyze organizational culture to see how it influences strategy implementation;
- (4) Check the most appropriate approach to implementation; and
- (5) Implement and evaluate to see if the results achieved are as expected.

If formulation and implementation are not properly done, the result may be a failure in the overall strategy. Implementing is as important as formulating. It should not be assumed that in formulating a strategy implementation occurs automatically. What organizations do is as important as what they plan to do. The quality of the formulated strategy can only be assessed when it is effectively implemented. The first step is therefore to analyze the strategic changes needed, which helps to have a clear idea of how much the organization will have to change to ensure implementation success.

Some strategies require minimal changes, while others require profound changes in organizational design. The change is continuous where there is no variation of the strategy until there is a complete alteration of the organizational mission. Strategic change has five stages: continuation (less complex), routine change, limited change, radical change, and organizational redirection (more complex). Knowing the required level of change gives administrators a better idea of possible implementation issues.

Another important step is to establish indicators for the evaluation of the implementation of the strategies, establishing short and long-term goals and defining action plans to reach them. Such goals and action plans can and should be deployed in the areas responsible for the support processes, ensuring consistency of the goals and the resulting plans with the strategies and also between them, maintaining the alignment between the indicators used in the strategic performance evaluation and those used in the assessment of operational performance. Next, it is necessary to determine how resources are allocated to ensure the implementation of the strategies.

Management is continuous process and the environment in which the institution has developed its previous strategies may change over time. According to Gasskov (2000), training administrators must respond to these changes by adapting strategic objectives, reviewing management strategies and regularly identifying critical areas of clients groups that will need attention.

## **Tools / methodologies that can be used as an opportunity to improve the operationalization: STRATEGIES & PLANS**

## NOTE

The Glossary of Methodologies or Tools in this manual are merely guidelines, therefore, there is no intention to exhaust the definitions and / or guidelines for use.

### SMART Goals

It is a tool used to define strategic objectives, goals, etc. SMART stands for:

- Specific;
- Measurable;
- Attainable;
- Realistic; and
- Time bound.

### Porter's Five Forces

Porter's five forces model is a simple but powerful tool for understanding the competitiveness of the business environment, and for identifying company strategy's potential profitability. They are:

- Competitive Rivalry;
- Barriers to entry of competitors;
- Buyer Power;
- Supplier Power;
- Threat of New Entry; and
- Threat of Substitution.

### Strategic Alliance

It is the alliance between two or more organizations with common strategic objectives, keeping them independent.

### Scenario Analysis

It is a management tool that allows strategies to be established, considering a future context, in which the factors that can drive the business are identified, expecting to obtain a breakthrough in a competitive scenario. There are two basic models

of scenario development: a projective approach – which seeks to explain the future by studying the pattern of past behavior, through deterministic and quantitative models in which only the known factors are evaluated; and the prospective – which considers different possibilities for the future.

### SWOT Analysis

Used to do environmental analysis (internal and external), being used as the basis for the management and strategic planning of an organization. It covers the company's Strengths, Weaknesses, Opportunities, and Threats.

### Balance Scorecard

It is a measurement and performance management methodology developed by the professors of Harvard Business School (HBS), Robert Kaplan and David Norton, in 1992. The methods used in business, service and infrastructure management are usually based on established methodologies that can use Information Technology - IT and Enterprise Resource Planning - ERP software as support solutions, linking them to service management and ensuring business results. The steps of these methodologies include: business strategy definition, business management, service management and quality management - these steps are implemented through performance indicators.

### Design Thinking

A set of methods and processes to address problems related to information acquisition, knowledge analysis and solutions proposals, putting people at the center of development, promoting creativity for solution generation and the reason for analyzing and adapting solutions.

## **Results Oriented Management**

A method that transforms strategic intentions into concrete results, which adds resources and skills to the portfolio of projects and, with real-time management and monitoring accelerates the execution of actions, making the agreed results happen. Systematic evaluation extends organizational learning and communication of results.

## **Key Performance Indicators (KPIs)**

Indicators that seek to assess the achievement of strategic objectives, stakeholder perceptions or the effectiveness of an organization's critical processes.

## **Competitive Intelligence**

It is a systematic and ethical process that considers the identification, collection, treatment, analysis and dissemination of strategic information for the organization, making possible its use in the decision-making process.

## **Business Intelligence**

It comprises a set of techniques and tools to help build meaningful and useful information for the management of an organization's business. Its main objective is to facilitate the interpretation of a large volume of data to identify new opportunities in order to implement strategies and the promotion of competitive advantages in the market.

## **Strategic Maps**

Graphical representation of how the organization creates value for stakeholders through strategic objectives intertwined in explicit cause and effect relationships.

## **PESTEL Matrix**

It is a methodology of analysis of the external environment, under the political, economic, social, technological, environmental and legal aspects.

## **Business Model Canvas**

Tool developed by Alex Osterwalder & Yves Pigneur that allow to develop and outline new or existing business models. It has nine blocks, namely:

- (i) Value proposition: what the organization will offer to the market and which will truly have value for customers;
- (ii) Customer segment: which customer segments will be the focus of the organization;
- (iii) Channels: how the customer buys and receives their product and service;
- (iv) Customer relationship: how the organization will relate to each customer segment;
- (v) Key activity: what are the essential activities for delivering the Value Proposition;
- (vi) Key resources: the resources needed to carry out the key activities;
- (vii) Key Partnerships: Key activities are outsourced and core resources acquired outside the organization;
- (viii) Sources of revenue: are the ways to obtain revenue by means of value propositions; and
- (ix) Cost structure: these are the relevant costs required for the proposed structure to function.

## **Capacity Planning**

Process used to determine the production capacity of an organization, necessary to respond to new demands for its products.

# Questions for reflection regarding the management excellence criterion: STRATEGIES & PLANS

## HOW

Answering the following questions. If necessary, converse with your colleagues.

**01** How are they identified and analyzed the characteristics of the industry and its trends?

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**02** How is the business model evaluated in relation to the prospects of the industry?

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**03** How are the indicators for evaluating the implementation of strategies defined? How are the short- and long-term goals established? How are the respective action plans defined?

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**04** How is monitoring the implementation of the action plans carried out?

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**05** How are they communicated the strategies, goals and action plans for people, and for other stakeholders when relevant?

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# Examples of actions related to the management excellence criterion: STRATEGIES & PLANS

## Example 1. From Strategy to Action

One of the critical success factors for a strategic planning project is its implementation. It is necessary that the strategy be understood, assimilated in the activities of all the areas and that it counts on the commitment of the whole organization.

After the elaboration of the Strategic Plan, it is the moment of implementation, that is, from strategy to action.

It is at this moment that the managers and those responsible for the program have the mission to keep the process alive within the organization.

The booklet "From strategy to action" contains the main guiding principles of strategy. Such as: mission and vision, values, and strategic map among others.

### Expected Results:

- Employees' ability to understand the Strategic Plan;
- Employees' engagement in the implementation of the Strategic Plan; and
- Contribute to the execution of the activities planned in the Strategic Plan.



## Example 2. Sesi/Senai/IEL Observatories

The Fiep System Observatories are a line of action of the Fiep System dedicated to the provision of Foresight, Planning, Research and Articulation services, with a view to the development of industrial sector and society. There are multiple breakthrough projects already carried out in Paraná and in Latin America, guiding the Fiep System's own decision-making process, as well as its various stakeholders.

### SOLUTIONS

- Prospective, thematic and trend studies;
- Strategic and long-term planning;
- Qualitative and quantitative research;
- Solutions in Business Intelligence;

- Monitoring of social, economic and industrial indicators;
- Technological vigilance;
- Mobilization and articulation of social actors; and
- Conduct and moderation of strategic decision-making meetings.

## BENEFITS

- Provides information to strategic decisions;
- Anticipation of opportunities and threats;
- Alignment and long-term targeting;
- Understanding of complex phenomena;
- Expansion of the network of partners; and
- Organizational learning.

## MAIN SERVICES

- Strategic Routes for the Future of Industry Project;
- Innovative Cities Program;
- Profiles for the Future of Industry Project;
- Sectors Bearers of the Future Project;
- Paraná in Data Publication;
- Industry Overview Publication;

- Physical and Virtual Environment of the Prospective Room;
- Innovation and Sustainability Compass Program; and
- Master Plan of Competitiveness for Industry.

## Expected Results:

- Position Senai as a vanguard entity, who thinks about the future and prepares to face challenges and bring about long-term changes. In this context, all organizational actions are guided by macro-strategic orientations, guided by the collective formation of an understanding of the possibilities of industrial or local future. This position gives support to decision-making processes, as well as industrial and infrastructure investments for use in the public and private sectors.



## Example 3. Strategic Alliances

The Strategic Alliances area has the attribution of developing national and international partnerships in synergy with the areas of Vocational and Technological Education, and Technological Services, and Innovation.

The main objectives are:

- Contribute to the development of the potential of human and infrastructure resources required by the products and services offered by Senai-PR; and
- Acting in prospecting, effectiveness and management of strategic alliances to promote the transference of technologies in Professional and Technological Education, as well as in Technology Services and Innovation.

### **Expected Results:**

- Development of the capabilities (Human Resources and Infrastructure) required by the products and services offered;
- Institutional and Technological Modernization - transference of knowledge, methodologies and technologies in all Senai-PR areas;
- High quality in the products, professional education services and high technology and innovation services offered;
- Revenues from professional education projects and increased technology and innovation services;
- Offer of products and services seeking to contribute to stimulated economic and financial sustainability;
- Strong positioning with companies as a participant in a network of national and international partnerships; and
- Image of Senai-PR strengthened to the community.

## **Example 4. Business Plan**

The Business Plan is a document that has been widely used by private sector companies for more than two decades. Over time, nonprofit organizations have also come to appreciate the great utility of this tool as a way to make clear the relationship between their investment projects and how they contribute to the company's mission being fully achieved.

The purpose of the business plan may be the development of a new product / service, the expansion of a service or the improvement of an existing product / service, or even the deployment, expansion, or restructuration of an area or business unit. Therefore, it is necessary to study and reflect on some important aspects for the planning and subsequent execution of the project, especially when there is a need to seek funding and partnerships.

Moreover, the business plan has proved to be an efficient tool for managers of the entities by allowing them to choose, among all the investment possibilities, those that most align with the institution's purposes.

The business plan is a document used for decision making and should present feasibility, minimize risks and demonstrate the effectiveness of an idea.

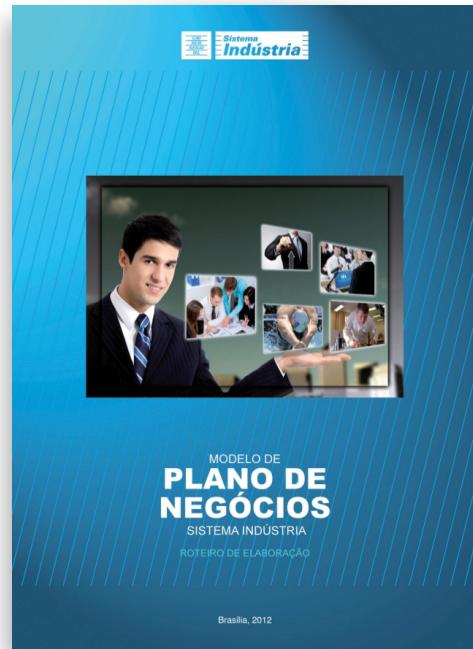
The Industry System Business Plan Model is a complete roadmap that includes detailed items to ensure the completion of a project. The proposed roadmap has the characteristic of flexibility so that it can be used in different situations. It is essential to verify the demand, in the case of project notices, established policies for requesting financial support from national institutions, as well as other forms of development, indicating which items will be necessary for the structuring of the business plan.

According to Reyes (2016) specialist of UNIDO – Unite Nations Industrial Development Organization, the elements of a Business Plan are Executive Summary, The Opportunity and the VTC Services/Products, Market Research/Analysis, Economics of the Business, Marketing Plan, Operations Plan, Management Team, Schedule, Critical Risks, Problems and Assumptions, The Financial Plan and Appendices. . The business plan should be clear and concise. The whole text for the business plan should not be longer than 20 pages.

## Expected results:

The business plan should answer the following questions:

- What opportunity was identified?
- What is the profile and behavior of the user?
- Which/how many are and where are your competitors?
- What relationship and sales strategies will be adopted?
- What marketing strategies will be used?
- What is the competitive advantage of your business?
- How does the competition (price, points of sale, advertising, etc.) work?
- What are the competencies of the team involved in the operation?
- What is the investment needed and the source?
- What processes are used to ensure the feasibility of the operation?
- What are the risks?



## Activity 2: Identify the opportunities for improvement • STRATEGIES & PLANS



### HOW

1. Considering the Analysis and Reflection performed in **Activity 1**, now it is the time to identify the opportunities for improvement related to the management excellence criterion: STRATEGIES & PLANS.

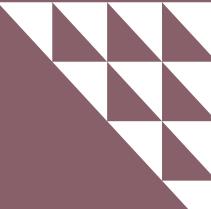
2. During the process of identifying improvement opportunities, carry out the analysis of the suggestions using the questions suggested below.

The suggested opportunity for improvement:

- Is it aligned with the purpose and objectives of the institution?
- Given the context that the institution is involved, is it possible to implement it?
- Do you have significant barriers that prevent or hinder its implementation?
- Do you have factors that are critical to success in your implementation?

# **OPPORTUNITIES FOR IMPROVEMENT RELATED TO THE MANAGEMENT EXCELLENCE CRITERION STRATEGIES & PLANS**

# MANAGEMENT EXCELLENCE CRITERION: **3. CUSTOMERS**



## Activity 1: Analysis and Reflection



### Presenting the Management Excellence Criterion: CUSTOMERS

This criterion addresses management processes related to the handling of customer and market information and the communication with the market and current and potential customers.

#### • **Image and market knowledge**

This item addresses the implementation of management processes that directly contribute to meet the needs and expectations of the target customers, to make products and brands known

and the favorable image to win customers and markets.

#### • **Customer Relationship**

This item addresses the implementation of management processes that directly contribute to customer satisfaction and, where applicable, to the established relationship channels such as distributors and resellers, and for customer loyalty to products and brands.

### Concepts referring to the management excellence criterion: CUSTOMERS

The goal is to provide the concepts necessary for attracting, retaining and managing customers and markets.

#### **Image and Market Knowledge**

Customer is an individual or organization that acquires a good, service, product or idea from another individual or organization, usually through an economic / financial transaction. Considering that the market is made up of several customers, it is necessary to determine which part of this market the institution wants to meet, i.e. what is the **target market** of the institution which, when defined in a very clear and objective way, tends to make the organization to deliver a product that is more customer-driven, using more aligned customer management and communication tools.

Market segmentation also helps the institution to define its market positioning and, therefore, its identity to stand out in the mind of the consumer in relation to the company's competitors. In addition, it is necessary to focus, since it is not possible to serve all markets.

Therefore, it is necessary for the institution to know its client, its preferences and attitudes to strengthen the positive and desired characteristics in its products and services and, consequently, in its institutional image, working the negatives to eliminate them. Segmenting helps you to develop the product or service, as well as to define the profile of your employees, the style and communication channels, always focused on achieving the best results, because a product will never please everyone and you must choose to optimize resources and raise the bottom line.

The first step in market segmentation is to understand that segmentation are not created but identified. The two main ways of segmenting are:

- demographic - segmented by industry, company size and location;
- operational – takes into account the technology used, whether or not customers are already users of the product and the amount of resources available to customers.

In market segmentation, customers are selected. To do so, a few questions should be answered:

- Whom should I select as a customer?
- Whom should I not select as a customer?
- To which customer can I add real value?
- Which clients are more likely to generate profit?

Market segmentation does not mean choosing a single type of client, one single option.

After segmenting the market and understanding who the customer is, the company needs to identify what the customers' needs are in order to offer the products that they want and with the characteristics they are looking for. One

of the great doubts of those who work with customer management is to understand the difference between needs and desires. In this sense, discovering the needs of the clients and awakening in them the desire to supply these needs with the products and services offered by the institution is key.

It is necessary to know and understand the needs of the customers and what attributes they wish to find in the products offered by the institution. These attributes refer to the different characteristics of the product or service, both the technical characteristics of the product itself and the desired service, price, delivery period, after-sales relationship, among other aspects that vary from product to product.

The ways and possibilities of identifying customers' needs are endless and, with the advancement of technology, are evolving every day, allowing the crossing and storage of increasingly accurate data. The most important is to identify the most appropriate way for the resources available in the institution and the profile of the target audience.

Everything that has been addressed so far is inserted in the process of adding value to the customer and this should be the main objective of the organization. The more value customers perceive in products and services, the less they will have to buy from others, thus maintaining and expanding the market share of the institution.

According to Nickels and Wood (1999), the value perceived by the customer is the ratio between benefit and price. Therefore, one can increase the benefits or lower the price in order to increase the value perceived by the customer. To add value there are two different and complementary approaches: add value to the product and add value to the customer. One needs to stay focused on adding value to the product to be able to differentiate them from the competition. For this, it is essential to know the competitors and then check what they offer and offer more and better.

"Some companies ask customers what they want. Market leaders know what customers want before customers know it<sup>1</sup> themselves (Hamel, Prahalad, 1995: 28)."

## Customer Relationship

Now that the institution has defined its customer and target market, segmented the market, identified customers' needs and how to add value to its product/service, it is necessary to consolidate the relationship with the customer. The process aims at managing relationships in a more personal way with clients, maximizing relationships, profits and results for the organization.

Relationship marketing is the use of a wide range of techniques and processes in marketing, sales, communication and customer care in order to:

- Identify customers individually and nominally;
- Create an ongoing relationship between the organization and the customer; and
- Manage this relationship.

Some of the main results obtained with customer relationship management are customer attraction and retention, foster customer loyalty and the consequent reduction of customer loss due to the strong bonds that can be developed.

The basis of customer relationship is the adding of value and the pursuit of customer satisfaction. There are several examples of successful companies, of different sizes and from different industries. These companies have not always been pioneers in their business or have come up with fabulous ideas; their success is based on how they conduct their business, how they treat and how they relate to their customers.

Kotler (2006) presents a four-step basic model for structuring the customer relationship process:

- Identify current and potential customers;
- Differentiate customers, according to their needs and according to their value to the company;

- Interact with clients individually to improve knowledge about each one's needs and build stronger relationships; and
- Customize products, services and messages for each customer.

There are several programs that aid in the customer relationship management and that are improved by the use of tools derived from the evolution of Information and Communication Technology (ICT). What really makes the difference is the attitude of those who are running those programs.

Most companies believe that computer programs are sufficient and that they solve all relationship problems. However, it is important to emphasize that these systems are only important tools, because it is certainly not possible to manage the volume of information and clients without the help of information systematization. However, the relationship with the client is a process that must be executed by people and must be part of the values and the day to day of the organization. Its effectiveness depends much more on employee attitudes in process execution than the software used to record information.

One of the ways of analyzing customers, presented by Reis (2006), is to classify them into:

- Higher value customers: they are the ones that generate more profit for the company or for a certain business of the company. They are approximately 10% of customers. The company should work on foster the relationship with them;
- Customers with the highest potential: those who buy little, but have the potential to increase the volume of purchases. This customer needs to be conquered;
- Customers below zero: it is the customer who only complains, bargain all the time and buy little. The company does not have to do anything for this customer, just sell without giving discounts or advantages, and ideally let it go to the competition; and

- Clients of strategic value: they are opinion formers. They do not necessarily generate financial profits, but contribute to the generation of new clients and with criticisms and suggestions regarding the business of the institution.

## **Tools / methodologies that can be used as an opportunity to improve the operationalization: CUSTOMERS**

### **NOTE**

The Glossary of Methodologies or Tools in this manual are merely guidelines, therefore, there is no intention to exhaust the definitions and / or guidelines for use.

#### **Four Ps of Marketing**

Also known as Marketing Mix, are the four basic elements that make up any marketing strategy: price, market place, product and promotion. As the name says, they are the fundamental definitions that an organization must make to reach a particular target audience.

#### **Marketing Strategy 5-Cs**

Tool to promote sales within five key areas: Company, Customers, Competitors, Collaborators, and Climate.

#### **Customer Relationship Management – CRM**

A business strategy focused on meeting and anticipating the needs and potentials of an organization, which allows the development of management techniques and customer relationships, in order to achieve their loyalty by maximizing long-term relationships.

#### **Branding or Brand Management**

Set of management tools that aim at managing the brand of an organization. It also refers to verbal descriptive attributes and concrete symbols, such

as name, logo, slogan and visual identity that represent the essence of an organization, product or service.

#### **Customer Survey**

Evaluation performed by an organization, using questionnaires, interviews or focus group, to identify customer satisfaction, dissatisfaction, tendencies, behaviors or perception about a particular organization's product.

#### **Image Survey**

Research conducted by an organization to identify the levels of stakeholder perception about the organization as a whole.

#### **Market Research**

Evaluation carried out through studies for the opening or expansion of a business. Research is an important resource that serves to: know the customer profile; understand competitors' strategy and observe their strengths and weaknesses and analyze the suppliers and organizations that provide products and services.

## **Communication Planning Tool**

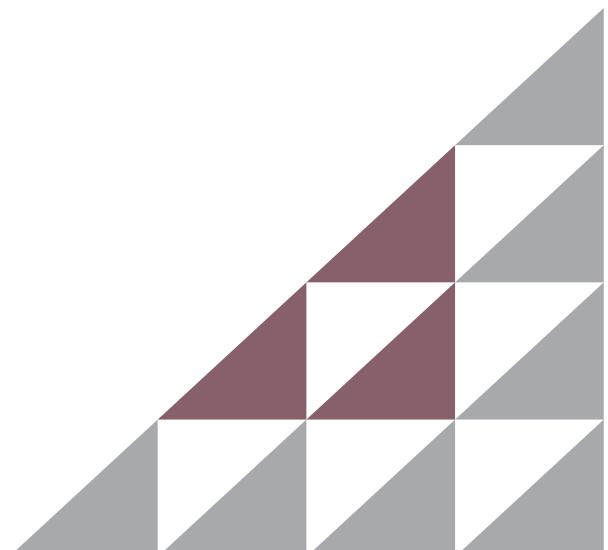
Basic tool of the various areas of an organization, especially the areas of communication and marketing, which establishes the path that organizational communication will go through. It can be applied through analyzes and studies on the organization and market research and trends to reach stakeholders with the appropriate messages.

## **Market Segmentation**

Methodology that allows identifying in a heterogeneous market a certain group of individuals with similar product preferences. It can comprise different types of analysis, such as geographic, demographic, psychographic (lifestyle, personality, social class), behavioral (knowledge, attitude, use or response to a product).

## **Time do Market**

Metrics used to measure the length of time it takes from a product being conceived until its being available for sale.



# Questions for reflection regarding the management excellence criterion: CUSTOMERS

## HOW

Answering the following questions. If necessary, converse with your colleagues.

01

What are the products and services that your institution provides?

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02

Who are the customers of your institution?

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03

How are the levels of customer knowledge about the products and services of your Institution identified?

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04

How is the customer satisfaction of your Institution evaluated?

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05

How the image of the Institution is assessed vis-à-vis clients and society?

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# Examples of actions related to the management excellence criterion: CUSTOMERS

## Example 1. Marketing and Communication

It is the area responsible for communication and promotion of actions, products and services of Senai-PR, both for the business sector and for the community.

Examples of activities carried out by the sector:

- Marketing and communication strategies;
- Marketing and communication planning;
- Assistance to internal customers and Senai-PR operational units;

- Investigations;
- Product portfolio (mapping);
- Internal consultancy for various subjects (events, plans, etc.);
- Media Plans;
- Web site and content management;
- Digital projects;
- Creation of advertising (arts and texts on and off line);
- Production of photo and video editorials;
- Various texts and publications;
- Marketing information system (indicators and market analysis); and
- Call Center (active and receptive via telephone).

### Expected results:

- That the information regarding products and services reach the largest number of people and companies, allowing Senai to position itself as a reference in the offer of professional education and technical and technological services for society and the business community, and
- That the image of Senai be recognized by the market and generate loyalty for products and services offered.



## **Example 2. Relationship with the Market**

The market relations' areas, in line with Senai-PR's strategic planning, aims at presenting and commercialize the portfolio of organizational products and services for the industries and community of the State of Paraná. Market culture and strategic management, which allow a uniform corporate management throughout the state of Paraná, are constant premises in this model of performance.

Market indicators were created and periodic meetings are held to evaluate performance, exchange information, guidelines and adjustments, with the objective of constantly improving the sales focus in order to achieve Senai-PR's goals.

There are also investments in training the entire sales force, in pursuit of a balance of skills. The team is composed of coordination and market relations agents, who follow the same commercial guidelines and act directly in the organizational units throughout the State of Paraná.

In addition, there are specialized market agents linked to Senai Institute of Technology (IST) and Senai Institute of Innovation (ISI). This specific group interacts with the general team in all regions of the state, focusing on the following specialties:

- Information and Communication Technologies (ICT);
- Environment;
- Construction;
- Metalworking;
- Wood and Furniture; and
- Food Management and Innovation.

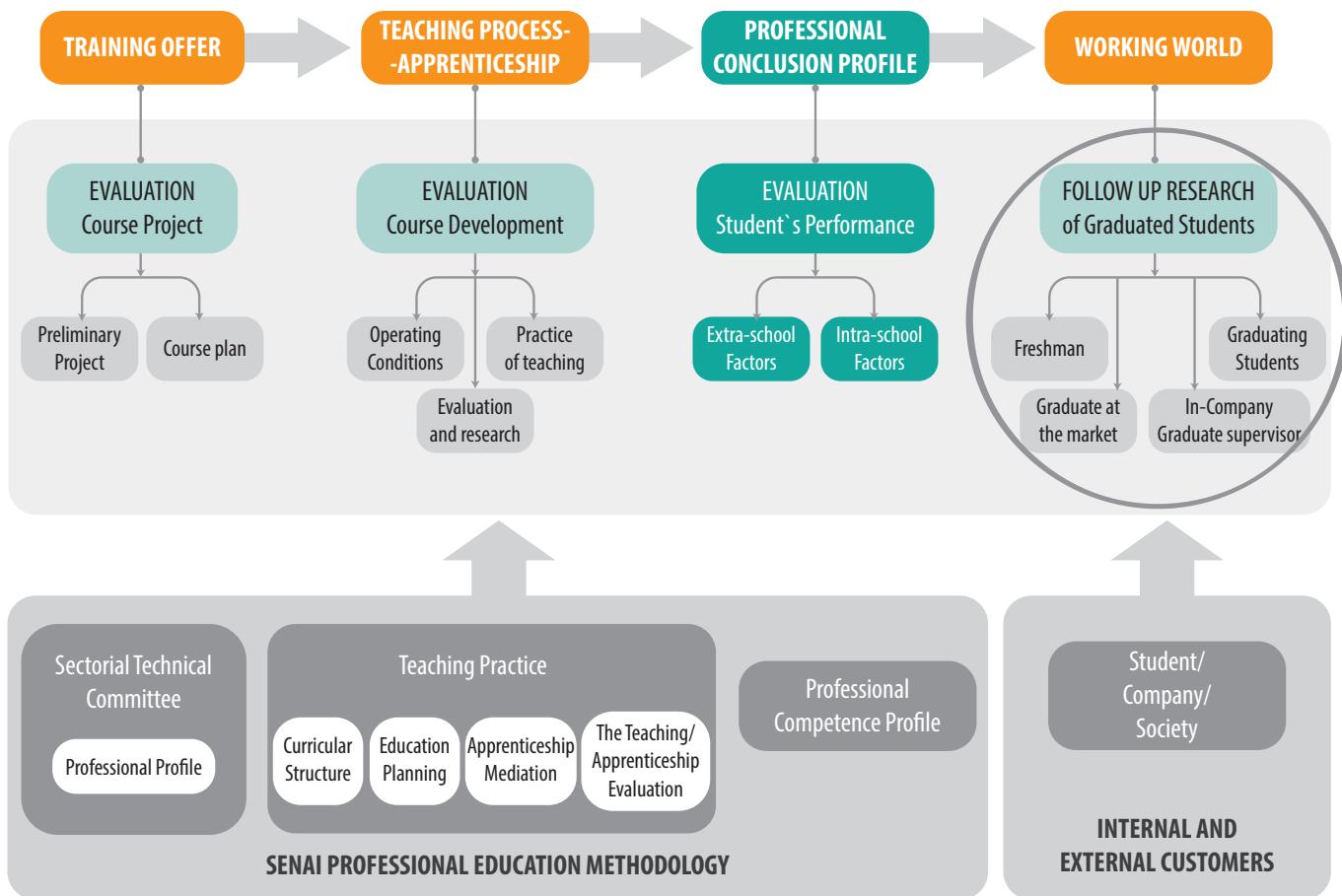
### **Expected results:**

- Considering the wide range of services and products offered by Senai-PR, it is common that industries and the community are not aware of everything. The main objective of the market area is to present this portfolio to the industries and community of Paraná. With a team of trained market agents and knowledgeable about organizational actions, the area conducts regular visits to customers, aiming to present new service and product opportunities by increasing sales.

## **Example 3. Egress Evaluation System**

The Permanent Egress Monitoring System (in Portuguese: SAPES) is an external evaluation program that aims to characterize the situation of professionals trained by Senai in the world of work. Customer opinions on the performance of Senai should subsidize decision on maintenance or revision of goals, programs and work processes.

## SYSTEM OF EVALUATION OF VOCATIONAL AND TECHNOLOGICAL EDUCATION



Senai seeks to know:

- Whether students were satisfied with the course taken;
- The successes and difficulties they have in working life;
- Evaluate the performance of Senai graduates in the labor market, in the view of immediate leadership;
- Identify the companies' opinions on the work carried out by Senai;
- To evaluate the suitability of the qualification profile of the graduates of Senai to the operational needs of the companies; and
- Evaluate the positioning of professional education programs in the market; in relation to competition, according to criteria of quality and relevance.

**Expected results:**

- To analyze the performance of the graduating students in the market, in order to allow Senai to identify if the exit profile of its students is attending to the needs of the industry and the community, in order to proceed with the necessary adjustments in search of the excellence of the professional education.

### Example 4. Collection “Cross Skills”

It is a collection composed of five distance education courses, with a workload of 14 hours each. The courses are aimed at professionals from different areas of knowledge. Students with a minimum age of 14 years-old and adults can be enrolled, regardless of schooling.

The topics available are:

- Entrepreneurial spirit;
- Environment;
- Information Technology;
- Labor legislation;
- Safety at work; and
- Intellectual property.

The topics covered - entrepreneurship, ecology, and information and communication systems, work as a social right, forms of social organization of work, remuneration, holidays, bonuses, principles of hygiene, personal and environmental health, regulatory norms, and protective equipment, special protections for the computer, among others - have proved to be increasingly relevant to the world of work.

#### Expected results:

- This modality of professional initiation aims at promoting among participants the awareness of crosscutting issues related to the world of work and society in general.



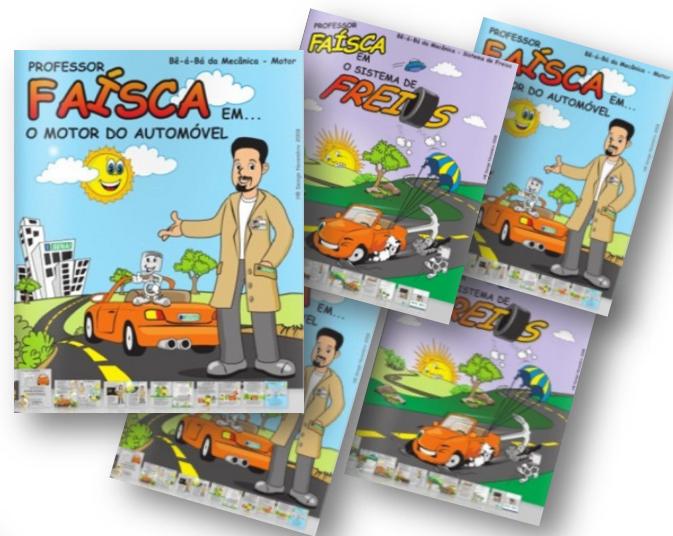
## Example 5. Collection “The Specialists”

With a dialogic, captivating and playful language, the initiative offers professional orientation for young people of 14 years who are entering the labor market, as well as for adults in search of a new profession or professional update.

The Specialists Collection informs and guides in the following professional areas: construction, metallurgy, confections, automotive and food. It corresponds to a training of 60 hours, totally free, through the distance strategy, in didactic material printed.

#### Expected results:

- Contribute in the choice of profession or courses for young people of 14 years who are entering the labor market, as well as for adults in search of a new profession or professional update.

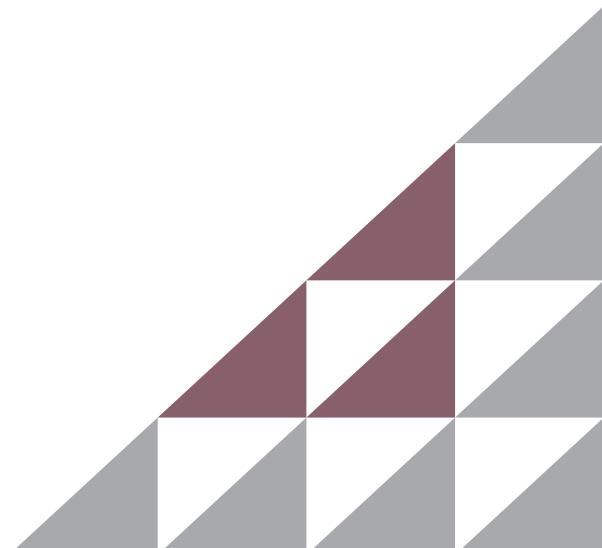


## Activity 2: Identify the opportunities for improvement • CUSTOMERS



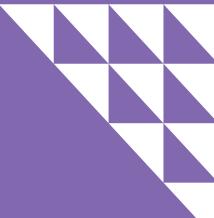
### HOW

1. Considering the Analysis and Reflection performed in **Activity 1**, now it is the time to identify the opportunities for improvement related to the management excellence criterion: CUSTOMERS.
2. During the process of identifying improvement opportunities, carry out the analysis of the suggestions using the questions suggested below. The suggested opportunity for improvement:
  - Is it aligned with the purpose and objectives of the institution?
  - Given the context that the institution is involved, is it possible to implement it?
  - Do you have significant barriers that prevent or hinder its implementation?
  - Do you have factors that are critical to success in your implementation?



## **OPPORTUNITIES FOR IMPROVEMENT RELATED TO THE MANAGEMENT EXCELLENCE CRITERION **CUSTOMERS****

# MANAGEMENT EXCELLENCE CRITERION: **4. SOCIETY**



## Activity 1: Analysis and Reflection



### Presenting the Management Excellence Criterion: SOCIETY

This criterion addresses management processes related to respect for the environment, the treatment of society's demands and the sustainable development of the institution and its environment.

#### • Social and Environmental Responsibility

This item addresses the implementation of management processes that directly contribute to the generation of products, processes and facilities that are safe for customers, the population and the

environment, promoting sustainable development.

#### • Social Development

This item addresses the implementation of management processes that directly contribute to stimulating social development and promoting a favorable image of the organization vis-à-vis society, including, eventually, communities neighboring the organization's facilities.

### Concepts referring to the management excellence criterion: SOCIETY

In this chapter, we offer the concepts necessary for an action that is defined by the ethical and transparent relationship of the organization with all the publics with which it relates.

#### Social and Environmental Responsibility

Refers to the insertion of the company in the sustainable development of society, preserving environmental and cultural resources for future generations; respecting diversity and promoting the reduction of social inequalities as part of the organization's strategy. All the company's activities have impacts - environmental and social - in society, to a greater or lesser degree. It is important for the institution to be aware of this impact and to treat them in the best possible way. The struggle for social responsibility helps individuals,

organizations and governments to have a positive impact on development, business and society, with a positive contribution to the bottom line.

In this sense, the idea is that the institution must balance activities that generate profit with activities that benefit society as a whole, acting in the best interest of the environment, making social and environmental responsibility a part of its business model. In addition, there are legal and regulatory aspects that must be addressed, implementing projects that aim at complying with legislation, making the institution more socially and environmentally responsible.

## Social Development

It refers to the way a society acquires better living conditions in a sustainable way. It is related to economic development insofar as a better life situation can be offered to the population through better access to goods and services. This topic is related to the well-being of each individual in society so that they can develop their full potential. The success of a society is linked to the well-being of each of its citizens.

Therefore, it is important to stimulate the social development of the institution's surroundings, consequently promoting a favorable image before society, taking care of the community, attending to their needs and expectations. In an increasingly globalized society, it is imperative for organizations to direct efforts to strengthen this society, with robust social projects – at the national, regional, local and / or sectorial levels – that help in the development of the communities neighboring the institution, where its impact tends to be greater, and therefore easier to observe.

In order to develop good social development projects, it is also important to establish solid partnerships, preferably with local partners, to assist in the development of their communities, designing social projects that involve the community and aim at meeting their needs. In this way, knowledge is the best, if not the only way. Quality and accessible education, with initiatives that aim to guarantee a greater degree of success among the individuals of that community. Giving children a good start in educational life can improve their chances of a successful future.

## Tools / methodologies that can be used as an opportunity to improve the operationalization: SOCIETY

### NOTE

The Glossary of Methodologies or Tools in this manual are merely guidelines, therefore, there is no intention to exhaust the definitions and / or guidelines for use.

### Sustainable Value Chain – Closed-Loop

Explicitly designed value chains to execute the forward and reverse flows, enabling a proactive stance of this process with an emphasis on cost reduction, customer value aggregation and environmental preservation.

## **Eco-Efficiency and Clean Production**

Management method focusing on the efficiency of use of raw materials and inputs and minimizing the generation of waste, with the aim of minimizing the environmental impacts of the processes and products.

## **Waste Management**

Set of management procedures, planned and implemented with the objective of minimizing the production of waste and promoting adequate collection, storage, treatment, transportation and final destination aiming at the preservation of public health and the quality of the environment.

## **Global Reporting Initiative- GRI**

Defines guidelines for the preparation of Sustainability Reports.

## **Reverse Logistics**

An instrument of economic and social development characterized by a set of actions, procedures and means to enable the collection and restitution of solid waste to the business sector for reuse in its cycle or in other productive cycles or other environmentally adequate final disposal.

## **Integrated Sustainability Report**

Presents the financial and sustainability performance of an organization.

## **Environmental Management System (EMS)**

A set of processes that allows the company to evaluate and control the environmental impacts of its activities and products.

## **Sustainability Triple Bottom Line**

It corresponds to the results of an organization measured in social, environmental and economic terms.



# Questions for reflection regarding the management excellence criterion: SOCIETY

## HOW

Answering the following questions. If necessary, converse with your colleagues.

**01** How are the needs and expectations of communities around the institution's facilities identified?

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**02** How is the degree of community satisfaction with the institution evaluated?

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**03** How does the organization evaluate and care for its image before society?

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**04** How does the organization select and promote actions that involve the preservation of ecosystems, the conservation of non-renewable resources and the minimization of the use of renewable resources for sustainable development?

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**05** How does the organization adopt and implement non-discriminatory?

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# Examples of actions related to the management excellence criterion: SOCIETY

## Example 1. Mobile Units

Mobile Units are modern educational resources, whose purpose is to transport vocational quality education roaming, especially to places that do not have permanent schools or to complement the activities of the existing educational units.

These didactic resources can be used in courses of initiation, qualification and professional improvement. Their main characteristic is the flexibility to meet the demands of the industry. Portability allows Senai courses to reach every corner of the country without the need to build new classrooms, depending on the performance of local collaborations.

Senai-PR Mobile Units are covering the following areas: Food and Beverage, Automation, Construction, Refrigeration and Air Conditioning, Work Safety, Locksmiths, Pulp and Paper, Automotive and Clothing.

### Expected results:

- The mobile actions allow the institution to attend a larger number of students and companies, especially where there is no physical structure installed. Through structured vehicles in classrooms and laboratories, it is possible to take professional education throughout the state of Paraná.



## Example 2. Senai World

The Senai World is an event that opens the doors of the operating units throughout Brazil for young people and the community. It is an opportunity to demonstrate all the quality of its physical structure and also the teaching method, which is the brand of the institution, giving visitors a broader view of the universe of professional education.

All Senai units in Brazil promote this event, over three days, with the decision of each Regional to carry out actions for the different audiences.

In each edition there are several opportunities for interaction, in an ideal environment for society to know the universe of industrial professions. The event includes lectures, technological samples, mini courses, professional orientation and visits to laboratories, which simulate the day to day of the industry.

### Expected results:

- The main objective is to mobilize the external public, especially young people from the age of 14, to visit the event and consolidate Senai as the main reference in professional education in Brazil: an innovative and complete institution, prepared for the challenges of the global industry.



## Example 3. Olympiad of Knowledge (Local and National Phase of the WorldSkills)

It is the largest professional education competition in the country, held for over 20 years. It brings together, every two years, the best students of all Senai units in a dispute of knowledge, technique and creativity.

In the competition, young people are challenged to perform everyday tasks of companies, within the international quality standards and deadlines. Those who get the best grades in four days of testing are the winners. The best represent Brazil in WorldSkills, a world professional competition.

The Olympiad of Knowledge is a great opportunity to feedback the processes, because during this event, students and teachers have contact with new educational technologies, new equipment and tools, as well as carrying out evaluation processes based on the Senai Professional Education Methodology.

### **Expected Results:**

- Opportunity for Senai Instructors to exchange knowledge and techniques related to students' teaching and learning process;
- Improvement of the teaching practice of Senai / PR teachers; and
- Students from the public and private school network can learn about the courses offered by Senai.
- Discovery of new talents.



### **Example 4. Inclusion Program for People with Disabilities**

The Program for the Inclusion of Persons with Disabilities in the Fiep System is aligned with the mission, vision and values of the Fiep System houses, as it contributes to reinforce its credibility and foster the stimulation for the development of good practices in the Paraná industries.

### **Expected Results:**

- Make the community aware of the importance of giving opportunity to people with disabilities; and
- To fulfill the social role of the institution.



## Example 5. CRESER

In search for greater involvement of the team of employees with volunteer work, Senai created the Regional Committee on Education and Sustainability, Organizational Climate, Equity and Social and Environmental Responsibility (in Portuguese – CRESER: Comitê Regional de Educação e Sustentabilidade, Clima Organizacional, Equidade e Responsabilidade Socioambiental).

The purpose of the initiative is to work in partnership with other areas of the Fiep System that work with projects and initiatives focused on Education in Sustainability and Social and Environmental Responsibility.

Another goal of CRESER is to stimulate the socio-environmental commitment in employees by offering various projects in the Fiep System units.

In the work place, the project has contributed to the continuous improvement of the organizational climate, safety, health, and working conditions of employees.

The actions of CRESER are aimed at all employees and the community, being composed of volunteers from any area of operation of the Fiep System.

### Expected results:

- Improvement in organizational climate;
- Social and Environmental awareness; and
- Volunteer development.

**Volunteers of CRESER  
Project planting trees**



**Helping in a Seniors' Home**



## Example 6. Migrant Program

In order to strengthen its commitment to the UN's Sustainable Development Goals (SDGs) and create conditions for the integration of migrants or refugees into Brazilian society, the Fiep System created the Migrant Project, which, through teaching Portuguese, development of professional qualifications and career guidance, aims to propose the development of the immigrant in Brazil. The project involves the integration of Sesi (Portuguese language), Senai (professional qualification course) and IEL (guidance on how to develop curricula and behavior in professional interviews).

The first group of the professional qualification course foreseen in the project brings together 24 students, 70% of whom are Haitians and the remaining 30% are Venezuelans, Argentines, Dominicans and Colombians. The average age of these students is 33 years. The oldest is 54 years old and the youngest is 20. Fifty six percent of them are male.

Executive Education Manager of the Fiep System, Giovana Punhagui comments that the project is an opportunity to welcome foreigners coming to Brazil. "The refugee situation needs to be assessed urgently. We need to create circumstances so that they have this social insertion and are recognized. In addition to teaching techniques and learning with professional qualification, we will also guide them in formatting the curriculum and developing business plans", he explains.

Fiep System has been developing opportunities for foreigners in a regular basis. According to the manager of Strategic Projects of the Fiep System, Maria Cristina Rocha, there is an established partnership with the UN Refugee Agency (UNHCR) and the state government to support the relocation of migrants and refugees to the labor market. "We now receive a specific demand to work on professional qualification. This program starts with courses aimed at food, but the expectation is that the program will grow and continue, also inserted in other sectors of the industry".

#### **Expected Results:**

- Create conditions to integrate the migrant and/or refugee to Brazilian society;
- Improvement in people's quality of life through training; and
- Generation of employment and income.

## **Activity 2: Identify the opportunities for improvement • SOCIETY**



### **HOW**

**1.** Considering the Analysis and Reflection performed in **Activity 1**, now it is the time to identify the opportunities for improvement related to the management excellence criterion: SOCIETY.

**2.** During the process of identifying improvement opportunities, carry out the analysis of the suggestions using the questions suggested below. The suggested opportunity for improvement:

- Is it aligned with the purpose and objectives of the institution?
- Given the context that the institution is involved, is it possible to implement it?
- Do you have significant barriers that prevent or hinder its implementation?
- Do you have factors that are critical to success in your implementation?

## **OPPORTUNITIES FOR IMPROVEMENT RELATED TO THE MANAGEMENT EXCELLENCE CRITERION **SOCIETY****

# MANAGEMENT EXCELLENCE CRITERION: INFORMATION & KNOWLEDGE



## Activity 1: Analysis and Reflection



### Presenting the Management Excellence Criterion: INFORMATION & KNOWLEDGE

This criterion addresses management processes related to the treatment of the demand for information and the development of intangible assets that generate competitive differentials, especially knowledge.

#### • Organization's Information

This item addresses the implementation of management processes that directly contribute to the systematic provision of up-to-date, accurate and secure information for users, with the support of information technology.

- **Intangible Assets and Organizational Knowledge**

This item addresses the implementation of management processes that directly contribute to stimulating social development and promoting a favorable image of the organization vis-à-vis society, including, eventually, communities neighboring the organization's facilities.

### Concepts referring to the management excellence criterion: INFORMATION & KNOWLEDGE

The objective is to present the necessary concepts on the management and use of the organization's information and the relevant comparative information, as well as the management of the intangible assets.

# Organization's Information

It is important for all organizations to be knowledgeable about their activities. For this, it is necessary to have a system for collecting, processing, storing, analyzing and distributing this information. The information system must meet the institution's need for information, which means that the institution will operate more satisfactorily as the information arises from data organized and processed in order to provide value to the organizational activities.

Such information supports the decision-making process of managers and therefore, the higher the quality of information, the better the quality of the decision. In order to have good quality of information it is necessary to define, in the best possible way, the necessary information and its appropriate treatment to support the operations, to leverage the business and to promote the interaction of the organization with the interested parties.

An operational excellence approach involves minimizing expenses, eliminating intermediate steps of production, optimizing business processes, among others. Organizations focused on this direction will invest in systems such as: transfer of best practices; total quality; process reengineering; process improvement; among others. Thus, the infrastructure for distributing

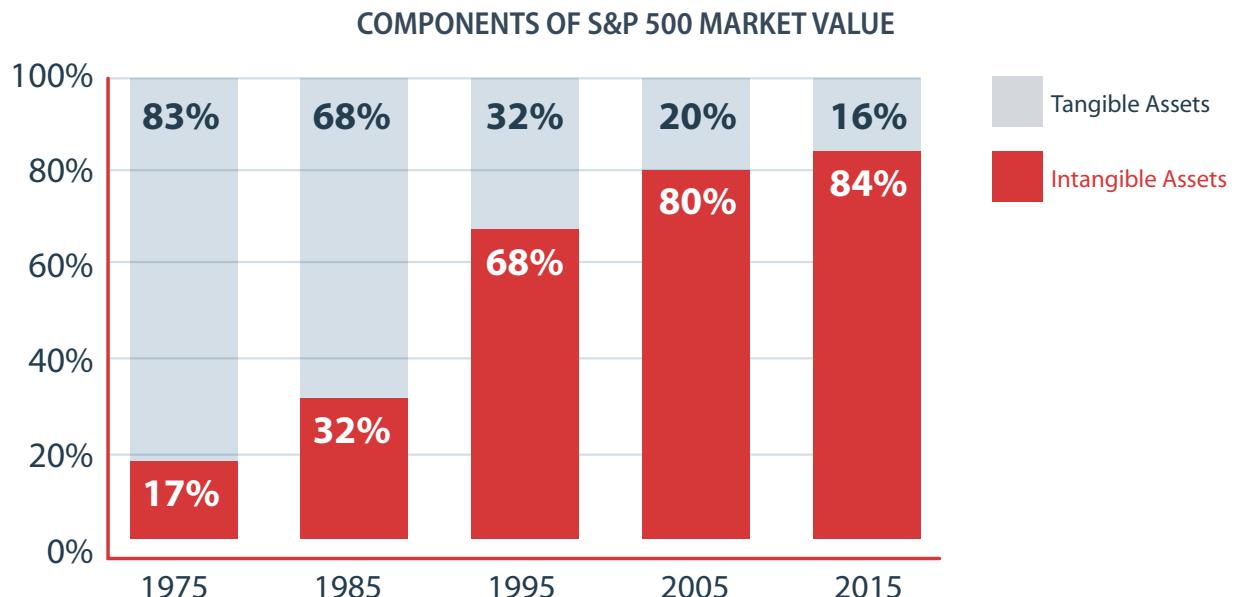
information to internal and external users must be compatible with the growth of the business and the consequent increase in the demand for information.

An important factor in the information issue of the organization is the reliability of data, and must apply methods to ensure its origin and update, as well as the integrity and availability of information.

## Intangible Assets and Organizational Knowledge

Goods are all the assets of an organization. Tangible assets are material: money, inventory, vehicles, buildings, equipment, movable and immovable property. Intangible assets do not exist materially and include: brands, patents, receivables and the company's customer base.

To understand the value of a good it is essential to understand its possible long-term benefits. Often, intangible assets are of greater value in the long run than tangible assets because tangible assets are used more quickly. For example, the patent for a new technology could continue to generate money for decades, while products based on that patent could have value in inventory for a short time. The theory on the subject shows that intangible assets, which accounted for less than 20% in the 1970s, now account for more than 80%, according to the following chart, prepared by Ocean Tomo, LLC:



It seems to be correct to say that intangible assets are more related to organizational knowledge, which makes it imperative for the organization to identify which of these intangible assets bring greater value to the business, generating a competitive differential, and how these are developed and protected.

Increasingly organizations have embraced Knowledge Management, focusing on having quality products or services, requiring highly creative engagement with the ability to bring new ideas to market quickly. The main feature of a knowledge management system is to support decision-making process. Knowledge management systems are intelligent systems to support the creation, capture, storage and dissemination of knowledge in organizations. A knowledge management system should enable

people, users of the system, to have easy access to the organization's documented database in terms of explicit knowledge, best practices and possible support for decision-making.

Knowledge management systems are important to perform routine tasks that are demanded. These systems are designed from a modeling and have influences from other methods and techniques, such as: systems analysis, strategic planning, process mapping, among others.

Support individuals to perform knowledge intensive tasks, such as intelligent assistants. This is exactly where the importance of analyzing the organizational context is, as it is at this point that these tasks are embedded. Therefore, any SGC can only function satisfactorily, if and only if it is inserted in the organizational context, both in macro and operational terms Schreiber (2002).

## **Tools / methodologies that can be used as an opportunity to improve the operationalization: INFORMATION & KNOWLEDGE**

### **NOTE**

The Glossary of Methodologies or Tools in this manual are merely guidelines, therefore, there is no intention to exhaust the definitions and / or guidelines for use.

#### **Benchmarking of processes, products, and results**

A measurement of the quality of an organization's products, processes, programs, strategies, etc., and their comparison with standard measurements, or similar measurements of its peers.

#### **Business Intelligence**

It comprises a set of techniques and tools to assist in the construction of meaningful and useful information for the management of an organization. Its main objective is to facilitate the interpretation of a large volume of data for the identification of new opportunities in order to implement strategies and the promotion of competitive advantages in the market.

## **Community of Practice (CoP)**

Group of people gathered around the same topic or interest. These people work together to find ways to improve what their craft, which is, solving a problem in the community or in continually learning through constant interaction.

## **Competitive Intelligence**

Systematic and ethical process regarding the identification, collection, treatment, analysis and dissemination of strategic information for the organization, making it feasible the use of this information in the decision-making process.

## **Learning Organization**

Term popularized by Peter Senge in his book "The Fifth Discipline", which mean an organization that is continuously expanding its capacity to create its future.

## **Lessons Learned**

It is all the knowledge acquired during the course of a project, therefore taking part on the learning process. They can be identified throughout the entire project, especially at the final stages of it and in the delivery of the project by-products. They must contemplate both successful experiences and those that can be improved. It involves the participation of the project team as well as other stakeholders.

## **Critical Knowledge Maps**

It is a graphical representation of the organization's most important knowledge. It consists on identifying the knowledge, locating it and organizing this information so that it can be made available for consultation. They usually present the list of knowledge, using some classification in which they are documented, or not, who holds them or in what system they are stored.

## **Intellectual Property**

It is the sum of all rights relating to inventions in all fields of human activity, scientific discoveries, industrial models and designs, trade and service marks, protection against unfair competition, literary, artistic and scientific works, interpretations and broadcasts, as well as other rights relating to intellectual activity in the industrial, scientific, literary and artistic fields.

## **Endomarketing**

Internal institutional marketing, including communication actions aimed at internal stakeholders, such as the workforce, shareholders and resellers.

## **Social Media**

Relationship channels on the Internet, in which there are different possibilities of interaction and participation among users. They are systems designed to enable social interaction through the sharing and collaborative creation of information in several formats.

# Questions for reflection regarding the management excellence criterion: **INFORMATION & KNOWLEDGE**

## HOW

Answering the following questions. If necessary, converse with your colleagues.

- 01** How is the infrastructure for the provision of information to users, internal and external to the organization, compatible with business growth the demand for information?

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- 02** How is the necessary information made available to users?

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- 03** How is information security managed?

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- 04** How is knowledge developed and preserved within the organization?

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- 05** How are identified the intangible assets that add value to the business by generating a competitive differential for the organization?

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# **Examples of actions related to the management excellence criterion: INFORMATION & KNOWLEDGE**

## **Example 1. Enterprise Resource Planning - ERP**

ERP (Enterprise Resource Planning) is a software that manages a series of activities or business processes. The main benefits observed with the adoption of Microsoft AX 2009 by the Fiep System are related to the collection and organization of data, which occurs within principles of shared responsibility, transparency and security.

From these assumptions guaranteed by the ERP, one can say that management has been improved as a whole, either by providing real-time data for the Business Intelligence (BI) platform, or simply by reducing the time for checking and consolidation of data.

Currently, Microsoft AX 2009 takes care of the processes initiated in the sales of the services

until their payment by the client and in processes in which the Fiep System is client, that is, of the purchase up to the payment of the supplier. In these processes are directly included the areas of Purchasing, Market, Property, Financial, Accounting and Budget. Other support areas (HR, Education, Legal, etc.) are indirectly involved.

### **Expected Results:**

- Speed and reliability in the collection and organization of data;
- Shared responsibility, transparency and security;
- Real-time data for the Business Intelligence (BI) platform;
- Reduce the time spent in activities of data checking and consolidation; and
- Control of the processes of sales and revenues of services.

## **Activity 2: Identify the opportunities for improvement • INFORMATION & KNOWLEDGE**



### **HOW**

1. Considering the Analysis and Reflection performed in **Activity 1**, now it is the time to identify the opportunities for improvement related to the management excellence criterion: INFORMATION & KNOWLEDGE.
2. During the process of identifying improvement opportunities, carry out the analysis of the suggestions using the questions suggested below.

The suggested opportunity for improvement:

- Is it aligned with the purpose and objectives of the institution?
- Given the context that the institution is involved, is it possible to implement it?
- Do you have significant barriers that prevent or hinder its implementation?
- Do you have factors that are critical to success in your implementation?

# **OPPORTUNITIES FOR IMPROVEMENT RELATED TO THE MANAGEMENT EXCELLENCE CRITERION**

## **INFORMATION & KNOWLEDGE**

# MANAGEMENT EXCELLENCE CRITERION: **6. PEOPLE**



## Activity 1: Analysis and Reflection



### Presenting the Management Excellence Criterion: **PEOPLE**

This criterion addresses the managerial processes related to the configuration of high-performance teams, the development of people's skills and the maintenance of their well-being.

- **Work Systems**

This item addresses the implementation of management processes that contribute directly to the high performance of people and teams.

- **Employee Training and Development**

This item addresses the implementation of management processes that directly contribute to the training and development of the workforce.

- **Quality of Life**

This item addresses the implementation of management processes that contribute directly to the creation of a safe and healthy environment and to the achievement of people's well-being, satisfaction and commitment.

### Concepts referring to the management excellence criterion: **PEOPLE**

The objective is to provide the concepts needed to examine how the conditions for the full development and utilization of the potential of the people who make up the workforce are matched, aligned with organizational strategies, as well as efforts to create and maintain a work environment and an organizational climate conducive to excellence in performance, full participation and growth of people.

## Work Systems

Personnel management comprises the function of managing the human resources that are part of an institution, whether public or private. Due to the continuous changes in the work scenario, many changes occurred with people in the organizational context. Thus, every day new discussions arise in the sense of valuing people at work, for it is well known that they are the source of knowledge and the promotion of the full functioning of the organization.

Increasingly organizations are looking for better ways to offer better working conditions, not forgetting physical and mental health and people satisfaction, so the organization will gain in performance and in work excellence. However, it is important to note that each author presents a definition of people management. For GIL (2001), it represents a specialized branch of Administration Science that contemplates all the actions undertaken by an organization with the objective of integrating the collaborator in the context of the organization and increasing its productivity. When the author refers to integration, it does not only correspond to the moment the employee joins the company, but also involves the strategies of attraction and retention of each professional. In this context, we can also observe the word "productivity", which regards the professionals' performance.

Milioni (2003) defines people management as a set of strategies, techniques and procedures focused on the mobilization of talents, potentials, experiences and competencies of an organization's workforce, as well as the management and operation of internal and legal norms. In this definition, the organization's efforts to use and explore people's potential, their knowledge, and the skills and attitudes that each professional has. From these two definitions, it can be said that people management consists on the ability to mobilize employees to achieve organizational objectives.

The contemporary management of companies, with regard to aspects of the human dimension, has, in the balance of the dynamics of labor relations, one of its critical success factors. Identification and involvement of people with work processes are fundamental to this balance. Today's business challenge is to provide a positive organizational climate for qualitative and quantitative results to occur. Companies need to treat the internal organizational climate as a management strategy. This action is fundamental for improving both the health and the quality of life of the workforce, as well as becoming a strategy for the company's business.

## Employee Training and Development

Before we further analyze this theme, it is necessary to understand some important concepts:

- **Competencies:** set of knowledge, skills and attitudes that an employee possess and develops in their professional life; and
- **Attitudes:** it is the predisposition to act in a positive or negative way in the organizational environment. It is the will to do.

The human resources activity consists of several integrated activities, such as job descriptions and analysis, HR planning, recruitment, orientation and motivation of people, performance evaluation, remuneration, training and development (T & D), union relations, health and well-being among others. In this process, each manager performs the four functions that constitute the administrative mode: planning, organizing, directing and controlling functions, because they do not perform their work alone, but through the people who form the team.

Every business is part of its environment: while the company's operational levels are related to its internal aspects, the task at the strategic levels is

to study and map the opportunities and threats that the environment imposes on the company. Therefore, the HR department needs to have its planning and policies well defined and clear, so that the training and development area of the organization can act effectively and efficiently. "Determining what the training needs entails more than the training executive sitting behind a desk, and think and write "(Willian Mc Gebee and Paul W. Thayer, apud," Boog 2006 p.21)."

The training team in all departments of the company usually conducts the survey of training need. It is therefore important to keep all communication channels open. After identifying the needs, the evaluation of what type of training is most appropriate is carried out. Identifying the actual demands for training is a constant concern of the responsible professional. A practical tip is to use the coaching method to set goals in needs survey interviews with managers. This technique aims to obtain from the manager of a department the perception of where one is and where one wants to go. This makes it easier to describe the problems that are between. Many outcomes may emerge and many points will certainly involve valuable insights regarding people and training.

## Quality of Life

Muchinsky (2004, p. 301) points out that "[...] job satisfaction refers to the degree of pleasure an employee feels with his or her job." Therefore, it can be said that ensuring a healthy working environment is an important factor to motivate employees. It is therefore necessary to identify hazards and address risks related to occupational health and safety by developing programs and targets to eliminate or minimize those hazards. In addition, it is necessary to identify the needs and expectations of the people who make up the workforce, analyze them and develop staff policies and programs and the benefit packages offered, especially in relation to the labor market as a whole.

It is also necessary to identify, with the collaboration of team leaders, how people's well-being, satisfaction and commitment are developed, and assessed, and treated. Another important factor is the organizational climate, which should be maintained in a way that is supportive to creativity, and performance excellence, and professional development of individuals and teams, outlining ways used to mobilize people to explore creative ideas searching for innovation. Last but not least, it should be understood how the organization contributes to improve employee's quality of life outside work environment, developing specific activities with this purpose.

## Tools / methodologies that can be used as an opportunity to improve the operationalization: PEOPLE

### NOTE

The Glossary of Methodologies or Tools in this manual are merely guidelines, therefore, there is no intention to exhaust the definitions and / or guidelines for use.

## **360-Degree Assessment**

A performance evaluation method in which the employee receives simultaneous feedback from a variety of sources. Their peers, superiors, subordinates, clients, partners, and colleagues can evaluate them. This type of evaluation also considers the analysis that the employees make of themselves.

## **Internal Relationship Channels**

Tool that aids the communication within organizations.

## **Coaching**

A form of development in which a person called a coach supports a learner or client – the coachee – in achieving a specific personal or professional goal by providing training and guidance.

## **Code of Ethics**

Agreement that establishes the rights and duties of an organization, based on its mission, culture and social position, and which must be followed by the employees in the exercise of their professional functions, materialized in the form of a document that dictates and regulates the norms governing the functioning of the organization and the behavior of its employees and members.

## **Employee Empowerment**

It is a set of actions that aims at giving employees a certain degree of autonomy and responsibility for decision-making regarding their specific organizational tasks.

## **Employee Attitude Survey**

Standard survey to measure in which way the employees see the organization.

## **Self-Managed Teams**

Group of employees that is responsible and accountable for all or most aspects of producing a product or delivering a service. Traditional organizational structures assign tasks to employees depending on their specialist skills or the functional department within which they work.

## **Multitask Teams**

Technique used to gather people, within the organization – or not – with different functional knowledge, working toward a common goal.

## **9 Box Matrix**

It consists of a matrix to evaluate the performance of employees from two axes: performance and potential. It is usually used for performance evaluation and succession planning of organizations.

## **Mentoring**

Employee training system under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, counselor, or guide to a junior or trainee. The mentor is responsible for providing support to, and feedback on, the individual in his or her charge. The mentoring process is to share the knowledge of the mentor, who will seek to remedy the executive's shortcomings and shortcomings - especially in the areas of human relations, economics and the market.

## **On the Job Training**

Training of people carried out in normal working conditions.

## **Organizational Climate Survey**

Strategic tool for study, diagnosis and promotion of changes, which allows evaluating several factors that interfere in the satisfaction of the worker in relation to the organization. It maps perceptions about the organization's internal environment, as an equally valid starting point for change and for organizational development.

## **Career Path**

Set of actions that aim to guide a career tracing the best paths to be covered by the professional, in a way that can reach high levels in the organization.

## **Quality Life Programs**

A set of actions that involves the diagnosis and implementation of managerial, technological and structural improvements and innovations inside and outside the work environment, aiming to provide full human development conditions for and during the work.

# Questions for reflection regarding the management excellence criterion: **PEOPLE**

## HOW

Answering the following questions. If necessary, converse with your colleagues.

- 01** How are work organization and job structure defined and implemented in order to contribute to organization's high performance?

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- 02** How are people selected, internally and externally, and integrated into the organizational culture, in order to prepare them for the full exercise of their functions?

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- 03** How are people's performance evaluated in order to stimulate goal achievement and professional development?

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- 04** How is the delivery of training and development programs conceived, considering organization and people's needs?

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- 05** How are the factors that affect people's well-being, satisfaction and motivation treated, and how is maintained an organizational climate conducive to high performance?

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# Examples of actions related to the management excellence criterion: PEOPLE

## Example 1. Cuide-se +

The **Cuide-se +** Cancer Prevention Program performs mammography, Pap Smear and skin analysis of the industry worker and their dependents. The move from mobile units to the companies, with a predefined schedule for attendance, allows everyone access to preventive exams in a reduced time.

### Expected Results:

- Reduction of cases of cancer and skin diseases of industrial workers and their dependents;
- State-wide care of industry workers and their dependents; and
- Provides access to preventive exams in a reduced amount of time.



## Example 2. Code of Ethics and Conduct and Ethics Channel

The Fiep System has as imperative the service to its mission, guided by its values, by the voluntary commitments and by the Code of Ethics and Conduct, whose guidelines go through the organizational structure and the management model. This instrument brings together ethical and behavioral standards, representing an improvement of integrity mechanisms and procedures, aimed at all the publics with which the Fiep System relates with: the Industry System, the union system, the industrial companies, the productive sectors of the state and its workers, the control bodies – Office of the Inspector General – Brazil (CGU) and the Federal Court of Accounts – Brazil (TCU) - and the entire community.

## Expected Results:

- Conduct of employees with ethical and behavioral standards;
- Guiding employee actions; and
- Explicit ethical and behavioral standards that guide the Fiep System.



## Activity 2: Identify the opportunities for improvement • PEOPLE



### HOW

1. Considering the Analysis and Reflection performed in **Activity 1**, now it is the time to identify the opportunities for improvement related to the management excellence criterion: PEOPLE.
2. During the process of identifying improvement opportunities, carry out the analysis of the suggestions using the questions suggested below. The suggested opportunity for improvement:
  - Is it aligned with the purpose and objectives of the institution?
  - Given the context that the institution is involved, is it possible to implement it?
  - Do you have significant barriers that prevent or hinder its implementation?
  - Do you have factors that are critical to success in your implementation?

## **OPPORTUNITIES FOR IMPROVEMENT RELATED TO THE MANAGEMENT EXCELLENCE CRITERION **PEOPLE****

# MANAGEMENT EXCELLENCE CRITERION: 7. PROCESSES



## Activity 1: Analysis and Reflection



### Presenting the Management Excellence Criterion: PROCESSES

This criterion addresses the management processes related to the primary processes and the support processes, treating separately those related to suppliers from the economic-financial ones.

- **Primary or Essential Processes and Support Processes**

This item addresses the implementation of management processes related to the essential processes and the support processes, which operational activities contribute directly to guarantee the making of excellent products to customers, answering to the needs and expectations of all stakeholders.

- **Purchasing Processes – Processes Related to Suppliers**

This item addresses the implementation of management processes that directly contribute to the development and improvement of the supply chain and to the commitment of suppliers and partners to excellence.

- **Economic-Financial Processes**

This item deals with the implementation of management processes that contribute directly to the economic-financial sustainability of the organization.

### Concepts referring to the management excellence criterion: PROCESSES

#### Primary or Essential Processes and Support Processes

Economic, social and technological changes have been taking place all over the world at an overwhelming pace. As a result, business functions become more complex, requiring more self-confidence, greater capacity for dialogue, and greater creativity at work. Tasks are no longer limited to working in conventional environments. They include, in addition to product development activities, cooperation with companies

and partner institutions to product development, as well as for the implementation of complementary services. In addition, the very character of change requires constant organizational learning.

To meet these challenges, the organization needs to establish processes that add value; determining, managing, analyzing and implementing the continuous improvement in the main business processes, as well as in the support processes. It becomes important, then, to understand how value aggregation processes are identified and to determine those considered as core processes of the business and those that are supportive processes that are in line with the organization's business model.

Conceptually, business processes are divided into three types and this classification considers two main factors:

- The one is direct contact with customers; and
- Providing value to customers directly.

Both are equally important because they take into account that customer contact should always be satisfactory and exceed their expectations, which is exactly what characterizes the delivery of value that must be perceived by the customer. In order to achieve effective process management, it is necessary, first of all, a deep analysis of the situation of the company at the moment. It is also necessary to make this mapping of the processes clearly and described in detail. From this detailed survey, it will be possible to make evaluations, simulations and create models that will provide the basis for implementing improvements.

## Purchasing Processes - Processes Related to Suppliers

Supplier management is important and strategic to any organization because it allows them to

achieve the main objective of the purchasing department: to achieve quantity, quality, time, and price. From this, the company is able to obtain competitive advantage, has more possibility to stand out in the market and offer more attractive prices to the customers by offering a really quality product. The highly competitive market requires companies to find differentiators to stand out from the competition. One way to do this is to manage suppliers. In general terms, this process involves the selection, evaluation, and approval of suppliers, as well as their maintenance in an updated register that serves as a reference for the negotiations (ALAVI and LEIDNER, 2001).

When this process is done efficiently, the result is an increase in the competitive advantage of the organization, because the company is able to offer quality products in the agreed time frame. This is therefore the main importance of supplier management, but there are also other reasons why the selection of suppliers has grown over the years. Some of these reasons are: the increase in value relative to items purchased compared to the total revenues obtained by the organization; the ease of buying products from other countries as a result of the globalization process; the achievement of competitive prices for products and services; technological changes that have brought about changes in the realization of processes; reduction of the product life cycle as a result of the increasing speed of technology.

This means that a company that does not select and manage its suppliers has more difficulty in standing out in the market and offering a competitive product. However, there are two processes that should be the focus of the organization: evaluation and certification of suppliers. The process of evaluating suppliers goes through their selection, according to basic and specific criteria. The basic ones are: price, delivery time, and quality. Specific criteria can be:

- Total cost of acquisition, i.e. all costs that are related to the purchase of the product;

- Total quality of the supplier, which analyzes not only the minimum quality expected, but all that it can offer; and
- Service delivery, which assesses the speed of delivery, reliability, consistency and frequency of deliveries, transportation cost, supplier financial health, technological and process capability, and organizational strategy and structure.

The supplier approval process is the confirmation that they meet the needs of the organization. To do this, there must be trust and a transparent relationship, with a spirit of partnership, in which both work together and seek the best solutions so that both of them have some competitive advantage.

## Economic-Financial Processes

This item is related to how the organization manages the aspects related to the economic sustainability of the business, aiming at securing financial resources to meet operational needs, defining the financial resources necessary to make investments and quantifying and monitoring financial risks. It also concerns budget management. The economic-financial processes are therefore related to financial management, which is the set of actions that involve the control, planning, and analysis of the financial movements of the institution, allowing capital investments to be carried out in a more rational and optimized way , generating profit (GITMAN, 2010).

The main objective of financial management is to optimize and expand the company's results by generating profit and increasing financial assets by providing a constant analysis and evaluation of the inflow and outflow of capital, promoting financial stability and business growth. The financial management process can be divided into some actions: financial analysis, financial

planning, promotion of good use of financial resources, credit analysis, cash flow assessment and monitoring of deadlines.

With these actions, managers are able to make some money-related decisions, choosing the best investments and evaluating their returns. This process guarantees a certain degree of autonomy to take some decisions, especially with regard to the budget, the capital structure and the management of working capital. Good financial management is the key to the strength of the institution.

Another relevant economic-financial process is budget management, which involves a series of steps to be followed, such as structuring the budget plan, projecting scenarios and evaluating results. What is the expected income of the institution within a certain period of time? What is the projection of the organization's cash flow? These and other questions are answered from the elaboration of a budget plan, as well as the simulation of scenarios in front of the projected situations.

The budget management process allows the institution to look to the future and project the financial situation within the medium and long-term from the planned investments; as well as future revenues and outlays in a general way. An efficient budget management allows the organization to make investments more carefully and wisely, analyzing the impact of this investment on the budget, and how this affects the cash flow. It is from the budget planning that decisions are made on the definition of prices of products and services, the need to hire or dismiss employees, and also the need to use bank loans, use capital or invest in new business partnerships, among others actions. Another benefit of budget management is being able to continuously evaluate return on investment (ROI).

# Tools / methodologies that can be used as an opportunity to improve the operationalization: PROCESSES

## NOTE

The Glossary of Methodologies or Tools in this manual are merely guidelines, therefore, there is no intention to exhaust the definitions and / or guidelines for use.

### Eight Disciplines of Problem Solving (8D)

It is a methodology for solving complex problems aiming at the continuous improvement of a product or a process. It contemplates:

- (i) Establish a team of people with product/process knowledge;
- (ii) Define and describe the problem;
- (iii) Define and implement containment actions;
- (iv) Determine, identify, and verify the root causes and escape points;
- (v) Choose and verify permanent corrections;
- (vi) Implement and validate permanent corrective actions;
- (vii) Take preventive actions; and
- (viii) Recognize the collective efforts of the team.

### Activity-Based Costing (ABC)

It is an accounting method that identifies and assigns costs to overhead activities and then assigns those costs to products. An activity-based costing (ABC) system recognizes the relationship between costs, overhead activities, and manufactured products, and through this relationship, it assigns indirect costs to products less arbitrarily than traditional methods. It seeks to identify the non-quality costs to gather information on opportunities to eliminate money waste and improve activities.

### Root Cause Analysis (RCA)

Result of the analysis performed by Ishikawa or 5 Whys in order to identify the root cause of the identified problems.

### Problem Tree Analysis

It is one participatory tool of mapping out main problems, along with their causes and effects,

supporting project planners to identify clear and manageable goals and the strategy of how to achieve them.

### BPM CBok

Common Body of Knowledge

### Business Process Modeling

It is a methodology of process management that entails the activity of representing processes of an enterprise, so that the current process may be analyzed, improved, and automated.

### PDSA Cycle

Also known as Deming Cycle, it came from the need to learn and improve a product or process. This tool complements the existing PDCA Cycle, since it proposes that a small-scale study process is done, with the goal of developing learning and generating new knowledge. PDSA stands for: Plan; Do; Study; Act.

### Ishikawa Diagram

It is a graphic tool to manage and control Quality in several processes. It is also known as Fishbone Diagram or Cause-and-effect Diagram. In its structure the problems are usually classified in six different types: method; material; man / mind power; machine; measurement; and medium.

### Lean Manufacturing; Lean Production; Lean Thinking

Lean Philosophy is based on practices and results achieved by the Toyota System, and regards a body of knowledge in which the essence is the ability to continually eliminate wastes and solve problems in a systematic way.

# Questions for reflection regarding the management excellence criterion: PROCESSES

## HOW

Answering the following questions. If necessary, converse with your colleagues.

01

How are the essential processes and support processes defined and created?

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02

How are the essential processes and support processes analyzed and improved?

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03

How are developed new products and services?

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04

How does the organization obtain financial resources to meet its operational needs?

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05

How are suppliers selected and trained?

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# **Examples of actions related to the management excellence criterion: PROCESSES**

## **Example 1. EDUCATIONAL PROCESSES**

Considering the importance of the education process in Education and Professional Training Institutions, we will present possible educational processes.

### **1. Course Design:**

Establish criteria for Elaboration of Pre-projects and Projects verifying the economic, social and technological feasibility of the courses in attendance, the Internal Guidelines, the current legislation and the criteria established by the Regional Directorates, Regional Council, National Council, Education Councils, Secretariats of Education and the Ministries of Education.

### **2. Scholar Planning:**

Elaborate the Unit's school calendar.

Plan and approve pedagogical activities, establishing the organization and execution of school activities for a specific period.

### **3. Selective Process:**

Select candidates suitable for enrollment in the courses of Sesi and Senai according to the requirements, criteria and conditions defined in the announcement.

### **4. Class Organization:**

Allocate infrastructure and teachers for a class in a given period, according to the course plan and the teaching plan.

### **5. Enrollment:**

Effect and link student's enrollment in a given curricular course / level / stage / unit by

teaching modality.

### **6. Use of Studies and Skills:**

Opportunities for students to take advantage of studies and / or skills, for the purpose of continuing their studies.

### **7. Scholarships and Discounts:**

To allow the granting of scholarships and discounts, identifying the students' economic and financial needs, using methods and criteria established by the Regional Department and the National Department, defining in a fair and transparent manner the benefit that the student can enjoy, within the financial possibilities of the Institution.

### **8. School Achievement:**

Record the frequencies and evaluations of school activities in order to guarantee the identity of each student, regularity and authenticity of their school life, as well as the reliability of school acts and facts.

### **9. Student Monitoring:**

Monitor the student's school life, aiming to remain in the Operational Units until the conclusion of the course.

### **10. School Council Meetings:**

Discuss and appreciate subjects related to the student's school life, aiming at making decisions in order to improve the teaching and learning process.

### **11. Internship Management and On-Site Learning:**

To follow the insertion and development of the students in internships and in on-site learning phase, aiming at reaching the professional profile of completion defined for the course, through a technical-pedagogical evaluation.

## **12. Development of Final Essay:**

To orient topics, elaboration and presentation of course final essay, aiming to systematize the student's knowledge about a study object pertinent to the course, that will be carried out by the student under the supervision of the Tutor.

## **13. Certification of Competence:**

Evaluate the skills already acquired by the candidate for certification.

## **14. Student Document Expedition:**

Issue documents to students and alumni.

## **15. Quality Monitoring of the Educational Service Provided:**

Monitor and analyze the services provided by the units, making it possible to identify opportunities for improvement.

## **16. Request for Teaching Resources:**

Supporting teaching through the provision of didactic resources.

### **1.1 Example of the descriptive of the school planning process.**

## **Process: School Planning**

### **1. Description**

Elaborate the unit's corporate school calendar.

Plan and approve pedagogical activities, establishing the organization and execution of school activities for a specific period.

### **2. Steps**



### **3. Inputs and Outputs**

**Inputs:** Basic information for the execution of the process

- Corporate School Calendar
- Course plan
- Schedule of Curricular Units

**Outputs:** Process generated results

- Corporate School Calendar
- School Calendar of the Unit
- Teaching Plan
- Class plan

### **4. Forms**

Information necessary for the execution of the process, which may be made available in a report format.

- Corporate School Calendar
- School Calendar of the Unit
- Teaching Plan

## Example 2. Budgeting Process

Sesi / PR establishes its goals through two steps: official plan and rectified plan.

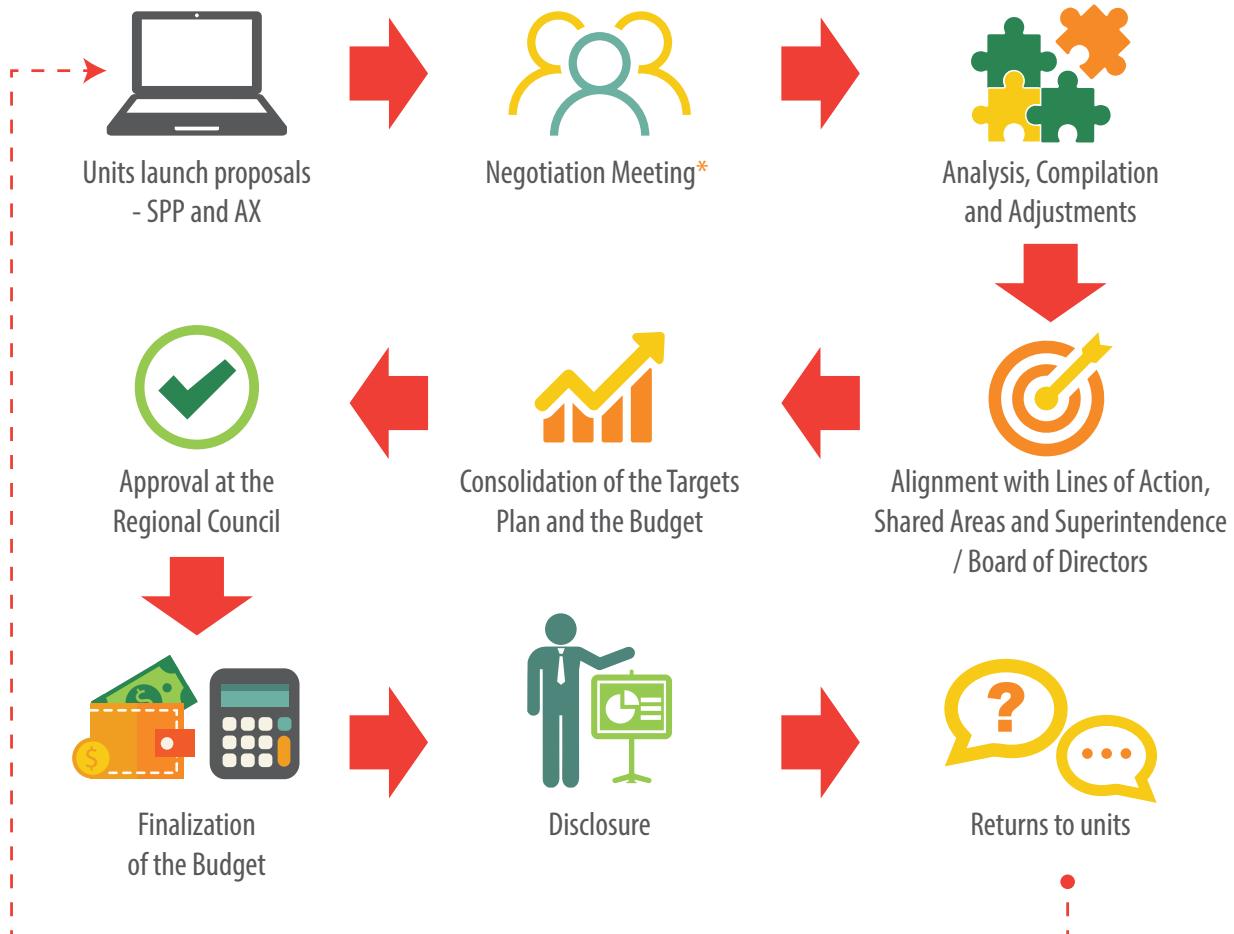
The official plan is drawn up in the second half of the previous year, reconciling budget and production goals of the organization, which are composed of a round of negotiations with the unit managers.

The goals are attributed based on historical achievement, installed capacity and studies of bodies such as IPARDES, IBGE and the Ministry of Labor and Employment, which specify the characteristics, the size of the potential market and the level of education of workers in industries in the micro regions covered, analyzed individually by unit.

Then the goals are legitimated along the lines of action management. Following are proposed challenges by the entity's executive team and goals are approved by the Regional Council.

For the rectified plan, the process is the same, but without the negotiation meetings and considering the partial executions of the physical and budgetary goals established in the official plan.

### WORK PLAN FLOW



\*Stage developed exclusively in the Official Work Plan

## Activity 2: Identify the opportunities for improvement • PROCESSES

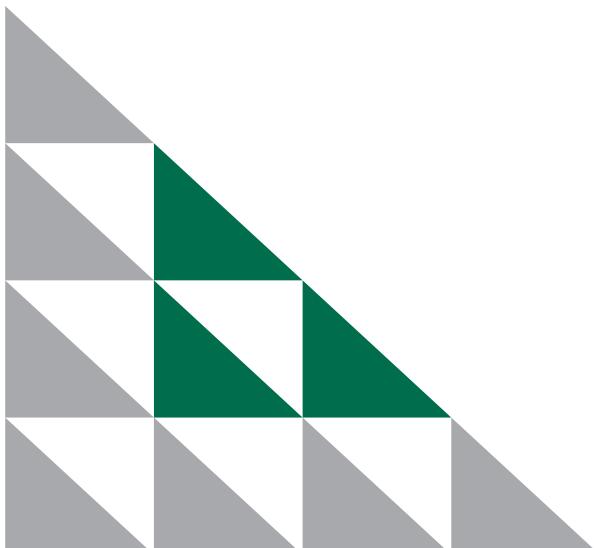


### HOW

**1.** Considering the Analysis and Reflection performed in **Activity 1**, now it is the time to identify the opportunities for improvement related to the management excellence criterion: PROCESSES.

**2.** During the process of identifying improvement opportunities, carry out the analysis of the suggestions using the questions suggested below. The suggested opportunity for improvement:

- Is it aligned with the purpose and objectives of the institution?
- Given the context that the institution is involved, is it possible to implement it?
- Do you have significant barriers that prevent or hinder its implementation?
- Do you have factors that are critical to success in your implementation?



## **OPPORTUNITIES FOR IMPROVEMENT RELATED TO THE MANAGEMENT EXCELLENCE CRITERION **PROCESSES****

# MANAGEMENT EXCELLENCE CRITERION: **8. RESULTS**



## Activity 1: Analysis and Reflection



## Presenting the Management Excellence Criterion: RESULTS

This criterion addresses the organization's results in the form of historical series and accompanied by relevant benchmarks to assess the level achieved and performance levels associated with key stakeholder requirements to verify service delivery.

- **Economic-Financial Results**

This item addresses the organization's economic-financial results, including those related to structure, liquidity, activity and profitability.

- **Customer Related Results**

This item addresses customer and market outcomes, including those relating to the organization's image.

- **Society Related Results**

This item addresses societal outcomes, including those related to socio-environmental responsibility and social development.

- **People Related Results**

This item addresses the performance of people, including those relating to work systems, development capacity, quality of life, and people leadership, and promotion of a culture of excellence.

- **Processes Related Results**

This item addresses results related to products and support processes, as well as other results of management processes.

- **Suppliers Related Results**

This section addresses the results of products received from suppliers and management of suppliers.

# **Concepts referring to the management excellence criterion: RESULTS**

## **Economic-Financial Results**

As previously mentioned, it is extremely important that the institution measures its economic-financial results, including pertinent comparative information that allows an evaluation of the evolution and performance of the organization. The institution shall present the results of the main indicators related to economic and financial management, classifying them according to the structure, liquidity, activity and profitability groups; and stratify the results by units or subsidiaries where applicable, including relevant comparative information and explaining the results presented, clarifying any adverse trends and current levels of performance below the relevant comparative information.

## **Customer-Related Results**

The institution shall measure the results for customers and markets, including information from competitors and other relevant comparative information. It should present the results of key customer and market indicators, stratified by customer groups, market segments or product range. It should include competitors' information and other relevant comparative information to generate once again a historical series.

## **Society-Related Results**

Considering the aspects previously presented, the organization should inform the company's results, including relevant comparative information, presenting the results of the main indicators related to society, including those related to social

and environmental responsibility, ethics and social development; preferably presenting the historical series.

## **People-Related Results**

The institution shall present the results of key personnel indicators, including those relating to work systems, training and development, and quality of life; and stratify the results by groups of people in the workforce, by roles in the organization and, where applicable, by facilities. Include the relevant comparative information; briefly explain the results presented, clarifying any adverse trends and current levels of performance below the relevant comparative information.

## **Processes-Related Results**

The organization shall present the results of product indicators and the management of core business processes and support processes, including relevant comparative information; briefly explain the results presented, clarifying any adverse trends and current levels of performance below the relevant comparative information.

## **Suppliers-Related Results**

It is requested to report supplier results, including relevant comparative information, presenting the results of key supplier relationship indicators; and stratify the results by groups of suppliers or range of products supplied. Relevant comparative information should be included; briefly explain the results presented, clarifying any adverse trends and current levels of performance below the relevant comparative information.

# **Examples of performance indicators that can be used as an opportunity to improve the operationalization: RESULTS**

## **Economic-Financial Results**

Example of economic-financial key performance indicators:

- Profit;
- Cost;
- Operating Result;
- Financial Sustainability; and
- Investments.

## **Customer-Relates Results**

Example of customer-related key performance indicators:

- Enrollments in Regular Courses;
- Enrollments in Distance Learning Courses;
- Image Survey;
- Customer Satisfaction Index;
- Market share; and
- New Customer Rate.

## **Society-Related Results**

Example of society-related key performance indicators:

- Positive Media Exposure;
- Human Development Index (HDI);
- Image Index;
- Reducing Inequality Index; and
- Return on Social Programs.

## **People-Related Results**

Example of people-related key performance indicators:

- Absenteeism;
- Career Advancement;
- Leadership Development;
- Staff Utilization Rate;
- Employee Satisfaction Index;
- Employee Turnover Rate (ETR); and
- Satisfaction with Leadership.

## **Processes-Related Results**

Example of people-related key performance indicators:

- Line-of-Business Efficiency Measure;
- Percentage of Process Defects;
- Percentage of Product Defects;
- Compliance with the Strategic Plan Index; and
- Culture Development.

## **Suppliers-Related Results**

Example of suppliers-related key performance indicators:

- Perfect Order Procurement;
- Customer Order Cycle Time;
- Total of Suppliers Developed;
- Index of suppliers approved by critical supply; and
- Suppliers Satisfaction.

# Questions for reflection regarding the management excellence criterion: **RESULTS**

## HOW

Answering the following questions. If necessary, converse with your colleagues.

**01**

How are the results of the KPIs related to economic and financial management presented?

**02**

How are the results of the KPIs related to customers presented?

**03**

How are the results of the KPIs related to society presented?

**04**

How are the results of the KPIs related to people presented?

**05**

How are the results of the KPIs related to suppliers' management presented?

# Examples of actions related to the management excellence criterion: RESULTS

## Example 1. Sustainability Report

The Report aims to integrate sustainability into the business world with the development of forward-looking management strategies based on the analysis and control of the positive and negative impacts caused by organizations.

The Fiep 2017 Sustainability Report is a demonstration of the incorporation of economic, environmental and social sustainability requirements into the strategies, operations, services, projects and initiatives of the Fiep, Sesi, Senai and IEL and Paraná houses. Its elaboration is based on the identification, measurement and dissemination of a set of indicators relevant to the accomplishment of the missions of the houses, being an accountability with consistent information about its impacts and performance, focusing on transparency and dialogue with all stakeholders institution.

Published annually - 8th edition in 2018 - the Sustainability Report of the Fiep System follows the Sustainability Reporting Standards - a standard promoted by the Global Reporting Initiative (GRI), an independent, non-profit global institution whose guidelines are used in more than 60 countries and referenced by organizations of different natures - companies, governments and non-governmental organizations, engaged in the expansion and diffusion of sustainability criteria in the management of their processes.

### Expected Results:

- Demonstrate the incorporation of economic, environmental and social sustainability requirements into the organization's strategies, operations, services, projects and initiatives;

- Contribute to strengthening the institutional brand, recognition of actions by society and key partners, understanding business needs and transparency in management; and
- The Sustainability Report is an important accountability tool in which it is possible to dialogue with all stakeholders and show how sustainability is present in management.



## Example 2. RESULT-BASED MANAGEMENT AND KEY PERFORMANCE INDICATORS - TOP 10 - SENAI's OPERATIONAL INDICATORS

The TOP 10 Indicators are a set of strategic production and budget indicators, defined by the executive team, in order to direct the organization towards the achievement of its objectives. The results of these indicators are followed up at

operational-tactical meetings, which involve unit managers, product managers, support area managers, and the executive team.

- Enrollment in Education;
- Classroom student executed in Education;
- Hours held in Technology and Innovation Services (ITS);
- Reports made in Technology and Innovation Services (ITS);
- Gratuity;
- Sustainability;
- Operational result;

- Current Revenues;
- Current expenses; and
- Investments.

#### **Expected Results:**

- Direct the organization to achieve its objectives;
- Make management more transparent and participatory;
- Optimize resources;
- Analyze the indicators and their goals;
- Identify opportunities for improvement; and
- Keep information up to date, organized and socialized.

Service	Indicator	2018 Goals *	Achieved Jan-Mar 2018 *	% Real *
Professional and Technological Education	Enrollment	110.000	40.000	36%
Professional and Technological Education	Student Classroom Hour	16.000.000	2.500.000	16%
Technology and Innovation Services	Technical Hours	80.000	14.000	18%
STI - Metrology	Reports / Reports	30.000	5.000	17%
Regimental Gratuity	Percentage	71,6%	70,0%	98%
Sustainability	Percentage	40,0%	40,0%	100%
Operational result	Monetary value	20.000.000	5.000.000	25%
Current Recipes	Monetary value	300.000.000	65.000.000	22%
Current expenses	Monetary value	280.000.000	60.000.000	21%
Investments	Monetary value	100.000.000	20.000.000	20%

\* Fictitious data

## Activity 2: Identify the opportunities for improvement • RESULTS



### HOW

1. Considering the Analysis and Reflection performed in **Activity 1**, now it is the time to identify the opportunities for improvement related to the management excellence criterion: RESULTS.
2. During the process of identifying improvement opportunities, carry out the analysis of the suggestions using the questions suggested below. The suggested opportunity for improvement:
  - Is it aligned with the purpose and objectives of the institution?
  - Given the context that the institution is involved, is it possible to implement it?
  - Do you have significant barriers that prevent or hinder its implementation?
  - Do you have factors that are critical to success in your implementation?



## **OPPORTUNITIES FOR IMPROVEMENT RELATED TO THE MANAGEMENT EXCELLENCE CRITERION RESULTS**

# Activity 3: Definition of Opportunities for Improvement



## NOTE

The activities 3.1 e 3.2 will be performed prior to **Activity 4** to all Excellence Management Criteria: Leadership, Strategies & Plans, Customers, Society, Information & Knowledge, People, Processes and Results.

In order to perform activity 3.1 it is necessary to understand the GUT Matrix

In order to perform activity 3.2 it is necessary to understand the concept of SMART GOAL

## GUT Matrix

### The GUT Matrix – Severity, Urgency and Trendy

Charles H. Kepner and Benjamin B. Tregoe proposed the GUT Prioritization Matrix in 1981 as one of the tools used in Problem Solving. It is a Quality tool used to set priorities given the various alternatives for action.

The objective of this tool is to prioritize actions in a rational way, taking into account the severity, urgency and tendency of the phenomenon, allowing choosing the least damaging action.

**GRAVITY:** the intensity or impact that the problem can cause if it is not solved;

**URGENCY:** the time pressure that exists to solve a given situation. It basically takes into account the timeframe for solving a particular problem;

**TREND:** the pattern or tendency of evolution of the situation.

NOTE	GRAVITY (G)	URGENCY (U)	TREND (T) ("If nothing is done ...")
5	Extremely severe	Needs immediate action	...will worsen quickly
4	Very serious	Is it urgent	...it will get worse in no time.
3	Serious	as soon as possible	...will get worse
2	Not serious	Little urgent	...will worsen in the long run
1	Weightless	It can wait	...will not change

**This tool provides a logical answer to:**

- What to do first?
- Why?
- Where to begin?

**Advantages:**

- It allows the allocation of resources in the topics considered most important;
- It contributes to conceive a strategic planning;
- It is simple to implement;
- It can be used to classify various subjects; and
- It is useful for planning activities that must be carried out in a given period of time.

It consists in listing a series of activities to fulfill and to establish degrees regarding: gravity; urgency; and trend. This tool can be used by one individual but tends to be more effective when a group of people carry it out, since there is an improvement when the GUT values are obtained by consensus.

**Steps:**

1. List the problems or points for analyzes;
2. Rate each problem / point for analyzes; and
3. Rank the problems.

**GUT Matrix Framework - Gravity, Urgency and Trend**

OPPORTUNITIES FOR IMPROVEMENT	G	U	T	CRITICAL DEGREE (GxUxT)	SEQUENCE OF ACTIVITIES

## SMART GOALS

SMART Goal is an acronym for achieving better goals. **S** stands for specific, **M** for measurable, **A** for attainable, **R** for relevant and **T** for time-bound.

### What is SMART Goals

The SMART method is an efficient way to set goals. It works as a sort of checklist in which each goal is checked and evaluated if it has the requirements to achieve the result.

In the word SMART, each acronym has a meaning. Let's talk about each one below:

### S – Specific

**To be able to achieve set goals, it is necessary that all people involved have a clear understanding of what is this about. So, the goal should be specific.**

To be specific a goal should answer to:

- What one wants to accomplish with this goal?
- Who will be responsible for it?
- Where is it being performed?
- How to accomplish it?
- Why to pursue it?

## M – Measurable

**Why to create a goal if it cannot be attained? It would not make sense.**

To be measurable a goal should answer to:

- What is the expected outcome?
- How long will take the team to accomplish it?

## A – Attainable

What is the use of creating a goal if it cannot be achieved? Although it sounds obvious, many companies fault at this point during goal setting. Therefore, before creating a goal, it is essential to evaluate the following points:

- Based on history, is it possible to achieve the goal outlined?
- What is the opinion of employees. Do they believe it is possible?

## R – Relevant

When you create a goal and assign responsible people, strategies will be devised to achieve results. However, the more relevant the goal, the more motivated those involved will be. Of course, considering these are achievable goals.

## T – Time bound

**The last point of the SMART goals is extremely important. Any goal should have a deadline.** If you create a goal and do not set a time, it can be achieved in 1 day, 1 month, and 1 year.

## 3 tips to achieve good results

Now that you are familiar with the concept of SMART goals, let's give you three quick tips so you can build relevant goals and achieve better results.

### 1. Always monitor the performance of actions:

It is critical that you and your team follow the performance of each goal you set. If the goal has a maturity of 4 months, do not leave to evaluate the result at the end of this term According to the actions, create a periodicity and evaluate them. It may happen that you have to change the plans along the way. So the faster this is identified, the better it will be.

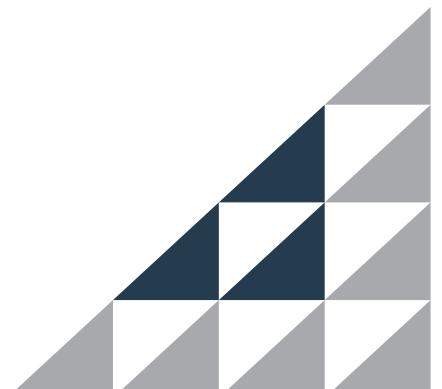
### 2. Keep all team involved:

The success of a goal depends on the commitment of the entire team. In setting goals, delegate responsibilities to involve the entire team.

People must realize that the expected result will only be achieved with the help of everyone. This will increase employee engagement and satisfaction, as success will be shared.

### 3. Present the results:

When a goal is achieved, be sure to present the results. Show that your team has worked hard to exceed expectations. Value the work and the effort.



# 1. LEADERSHIP

## Activity 3.1: Definition of opportunities for improvement for: LEADERSHIP



### HOW

1. Transcribe to the worksheet below the opportunities of improvement identified in **Activity 2: Identifying opportunities for improvement related to the Management Excellence Criterion LEADERSHIP**. If you have more than 3 improvement opportunities listed use the GUT Matrix Tool to set priorities.
2. For each opportunity for improvement assign a score of 1 to 5 for Severity - Urgency and Trend. See table below.
3. Rank the opportunities by multiplying the 3 scores.
4. Note the order of priority in the "sequence of activities" column

NOTE	GRAVITY (G)	URGENCY (U)	TREND (T) ("If nothing is done")
5	Extremely severe	Needs immediate action	...will worsen quickly
4	Very serious	Is it urgent	...it will get worse in no time.
3	Serious	as soon as possible	...will get worse
2	Not serious	Little urgent	...will worsen in the long run
1	Weightless	It can wait	...will not change



## **Activity 3.2:** Description of the opportunities for improvement: LEADERSHIP in **SMART Goals**



# HOW

1. Describe the 3 opportunities of improvement for the Excellence Management Criteria using the SMART method. **SMART** Goals must consider 5 attributes: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound.

# OPPORTUNITIES OF IMPROVEMENT FOR THE MANAGEMENT EXCELLENCE CRITERION LEADERSHIP:

## 2. STRATEGIES & PLANS

### Activity 3.1: Definition of opportunities for improvement for: STRATEGIES & PLANS



#### HOW

1. Transcribe to the worksheet below the opportunities of improvement identified in **Activity 2**: Identifying opportunities for improvement related to the Management Excellence Criterion STRATEGIES & PLANS. If you have more than 3 improvement opportunities listed use the GUT Matrix Tool to set priorities.
2. For each opportunity for improvement assign a score of 1 to 5 for Severity - Urgency and Trend. See table below.
3. Rank the opportunities by multiplying the 3 scores.
4. Note the order of priority in the "sequence of activities" column

NOTE	GRAVITY (G)	URGENCY (U)	TREND (T) ("If nothing is done")
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## **Activity 3.2:** Description of the opportunities for improvement: STRATEGIES & PLANS in **SMART Goals**



## HOW

1. Describe the 3 opportunities of improvement for the Excellence Management Criteria using the SMART method. **SMART** Goals must consider 5 attributes: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound.

# **OPPORTUNITIES OF IMPROVEMENT FOR THE MANAGEMENT EXCELLENCE CRITERION STRATEGIES & PLANS:**

# 3. CUSTOMERS

## Activity 3.1: Definition of opportunities for improvement for: CUSTOMERS



### HOW

1. Transcribe to the worksheet below the opportunities of improvement identified in **Activity 2: Identifying opportunities for improvement related to the Management Excellence Criterion CUSTOMERS**. If you have more than 3 improvement opportunities listed use the GUT Matrix Tool to set priorities.
2. For each opportunity for improvement assign a score of 1 to 5 for Severity - Urgency and Trend. See table below.
3. Rank the opportunities by multiplying the 3 scores.
4. Note the order of priority in the "sequence of activities" column

NOTE	GRAVITY (G)	URGENCY (U)	TREND (T) ("If nothing is done")
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1	Weightless	It can wait	...will not change



## **Activity 3.2:** Description of the opportunities for improvement: CUSTOMERS in **SMART Goals**



# HOW

1. Describe the 3 opportunities of improvement for the Excellence Management Criteria using the SMART method. **SMART** Goals must consider 5 attributes: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound.

## OPPORTUNITIES OF IMPROVEMENT FOR THE MANAGEMENT EXCELLENCE CRITERION CUSTOMERS:

# 4. SOCIETY

## Activity 3.1: Definition of opportunities for improvement for: SOCIETY



### HOW

1. Transcribe to the worksheet below the opportunities of improvement identified in **Activity 2**: Identifying opportunities for improvement related to the Management Excellence Criterion SOCIETY. If you have more than 3 improvement opportunities listed use the GUT Matrix Tool to set priorities.
2. For each opportunity for improvement assign a score of 1 to 5 for Severity - Urgency and Trend. See table below.
3. Rank the opportunities by multiplying the 3 scores.
4. Note the order of priority in the "sequence of activities" column

NOTE	GRAVITY (G)	URGENCY (U)	TREND (T) ("If nothing is done")
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## **Activity 3.2:** Description of the opportunities for improvement: SOCIETY in **SMART Goals**



## HOW

1. Describe the 3 opportunities of improvement for the Excellence Management Criteria using the SMART method. **SMART** Goals must consider 5 attributes: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound.

# OPPORTUNITIES OF IMPROVEMENT FOR THE MANAGEMENT EXCELLENCE CRITERION SOCIETY:

# 5. INFORMATION & KNOWLEDGE

## Activity 3.1: Definition of opportunities for improvement for: INFORMATION & KNOWLEDGE



### HOW

1. Transcribe to the worksheet below the opportunities of improvement identified in **Activity 2: Identifying opportunities for improvement related to the Management Excellence Criterion INFORMATION & KNOWLEDGE**. If you have more than 3 improvement opportunities listed use the GUT Matrix Tool to set priorities.
2. For each opportunity for improvement assign a score of 1 to 5 for Severity - Urgency and Trend. See table below.
3. Rank the opportunities by multiplying the 3 scores.
4. Note the order of priority in the "sequence of activities" column

NOTE	GRAVITY (G)	URGENCY (U)	TREND (T) ("If nothing is done")
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3	Serious	as soon as possible	...will get worse
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1	Weightless	It can wait	...will not change



## **Activity 3.2:** Description of the opportunities for improvement: INFORMATION & KNOWLEDGE in **SMART Goals**



# HOW

1. Describe the 3 opportunities of improvement for the Excellence Management Criteria using the SMART method. **SMART** Goals must consider 5 attributes: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound.

# OPPORTUNITIES OF IMPROVEMENT FOR THE MANAGEMENT EXCELLENCE CRITERION

## INFORMATION & KNOWLEDGE:

# 6. PEOPLE

## Activity 3.1: Definition of opportunities for improvement for: PEOPLE



### HOW

1. Transcribe to the worksheet below the opportunities of improvement identified in **Activity 2**: Identifying opportunities for improvement related to the Management Excellence Criterion PEOPLE. If you have more than 3 improvement opportunities listed use the GUT Matrix Tool to set priorities.
2. For each opportunity for improvement assign a score of 1 to 5 for Severity - Urgency and Trend. See table below.
3. Rank the opportunities by multiplying the 3 scores.
4. Note the order of priority in the "sequence of activities" column

NOTE	GRAVITY (G)	URGENCY (U)	TREND (T) ("If nothing is done")
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## **Activity 3.2:** Description of the opportunities for improvement: PEOPLE in **SMART Goals**



# HOW

1. Describe the 3 opportunities of improvement for the Excellence Management Criteria using the SMART method. **SMART** Goals must consider 5 attributes: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound.

## **OPPORTUNITIES OF IMPROVEMENT FOR THE MANAGEMENT EXCELLENCE CRITERION PEOPLE:**

# 7. PROCESSES

## Activity 3.1: Definition of opportunities for improvement for: PROCESSES



### HOW

1. Transcribe to the worksheet below the opportunities of improvement identified in **Activity 2: Identifying opportunities for improvement related to the Management Excellence Criterion PROCESSES**. If you have more than 3 improvement opportunities listed use the GUT Matrix Tool to set priorities.
2. For each opportunity for improvement assign a score of 1 to 5 for Severity - Urgency and Trend. See table below.
3. Rank the opportunities by multiplying the 3 scores.
4. Note the order of priority in the "sequence of activities" column

NOTE	GRAVITY (G)	URGENCY (U)	TREND (T) ("If nothing is done")
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1	Weightless	It can wait	...will not change



## **Activity 3.2:** Description of the opportunities for improvement: PROCESSES in **SMART Goals**



# HOW

1. Describe the 3 opportunities of improvement for the Excellence Management Criteria using the SMART method. **SMART** Goals must consider 5 attributes: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound.

## **OPPORTUNITIES OF IMPROVEMENT FOR THE MANAGEMENT EXCELLENCE CRITERION PROCESSES:**

# 8. RESULTS

## Activity 3.1: Definition of opportunities for improvement for: RESULTS



### HOW

1. Transcribe to the worksheet below the opportunities of improvement identified in **Activity 2**: Identifying opportunities for improvement related to the Management Excellence Criterion RESULTS. If you have more than 3 improvement opportunities listed use the GUT Matrix Tool to set priorities.
2. For each opportunity for improvement assign a score of 1 to 5 for Severity - Urgency and Trend. See table below.
3. Rank the opportunities by multiplying the 3 scores.
4. Note the order of priority in the "sequence of activities" column

NOTE	GRAVITY (G)	URGENCY (U)	TREND (T) ("If nothing is done")
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1	Weightless	It can wait	...will not change



## **Activity 3.2:** Description of the opportunities for improvement: RESULTS in **SMART Goals**



# HOW

1. Describe the 3 opportunities of improvement for the Excellence Management Criteria using the SMART method. **SMART** Goals must consider 5 attributes: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound.

## **OPPORTUNITIES OF IMPROVEMENT FOR THE MANAGEMENT EXCELLENCE CRITERION RESULTS:**

# Activity 4: Prioritization of Opportunities for improvement



## 4.1 Define priorities for opportunities for improvement

### HOW

1. 1. Transcribe for the worksheet below the 3 opportunities for improvement identified in **Activity 3.2** performed for the Excellence Management Criteria: Leadership, Strategies & Plans, Customers, Society, Information & Knowledge, People, Processes, and Results.
2. For each opportunity for improvement assign a score of 1 to 5 for Severity - Urgency and Trend..
3. Rank the opportunities by multiplying the 3 scores.
4. Note the priority order from 1 to 24 according to the score in the "sequence of activities" column

NOTE	GRAVITY (G)	URGENCY (U)	TREND (T) ("If nothing is done")
5	Extremely severe	Needs immediate action	...will worsen quickly
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# WORKSHEET FOR PRIORITIZATION OF IMPROVEMENT OPPORTUNITIES

OPPORTUNITIES FOR IMPROVEMENT	G	U	T	CRITICAL DEGREE (GxUxT)	SEQUENCE OF ACTIVITIES
1 – Leadership					
2 – Leadership					
3 – Leadership					
1 – Strategies & Plans					
2 – Strategies & Plans					
3 – Strategies & Plans					
2 – Customers					
3 – Customers					
1 – Customers					
1 – Society					
2 – Society					
3 – Society					
1 – Information & knowledge					
2 – Information & knowledge					
3 – Information & knowledge					
1 – People					
2 – People					
3 – People					
1 – Processes					
2 – Processes					
3 – Processes					
1 – Results					
2 – Results					
3 – Results					

**4.2** Fill the booklet with the opportunities for improvement for each criterion with its prioritization

# HOW

- 1.** Transcribe to the booklet the priority order from 1 to 24 of the opportunities for improvement.

# Activity 5: Development of the Action Plan using the 5W2H Method



## HOW

1. Prepare the Action Plan using the 5W2H tool for the opportunities for improvement.

5W					2H	
WHAT?	WHY?	WHO?	WHERE?	WHEN?	HOW?	HOW MUCH?
Opportunities for Improvement 1						
Opportunities for Improvement 2						
Opportunities for Improvement 3						
Opportunities for Improvement 4						
Opportunities for Improvement 5						
Opportunities for Improvement 6						
Opportunities for Improvement 7						
Opportunities for Improvement n						

## 5W2H METHOD – ACTION PLAN

The 5W2H action plan model is a tool used in **planning and monitoring a set of tasks**.

**INDICATED FOR** anyone that needs to put a plan into action.

**IT SERVES FOR** decision making on the main

elements that will guide the implementation of the plan.

**IT IS USEFUL BECAUSE** it offers several uses of the 5W2H technique, from the simplest and most objective to the development of a tactical and operational business plan.

**ABOUT THE TOOL:** 5W2H also known as action plan, is a tool, also known as an action plan, is a tool so obvious and used that there is no agreement on who developed it. As a tool, it has gained more popularity with the dissemination of quality management techniques and, later, with project management techniques.

When something needs to be deployed, the following settings enter the scene:

- What should be done?
- Why it should be implemented?
- Who is the responsible for the action?
- Where it should be executed?
- When it should be implemented?
- How it should be conducted?
- How much will the implementation cost?

How to use:

The 5W2H method is composed of seven fields in which the following information must be included:

- 1) Action or task that must be executed, or the problem that must be solved (**what**);
- 2) The reason and objectives that the action our task is being executed (**why**);
- 3) The definition of who will be responsible to execute what is planned (**who**);
- 4) Information on each of the procedures that will be executed (**where**);
- 5) Schedule on when procedures will take place (**when**);
- 6) Explanation on how procedures will be performed to achieve the pre-set objectives (**how**); and
- 7) How much each procedure will cost and therefore what is the total cost (**how much**)?

You can fill in the form itself or the fields can be copied to text editors, spreadsheets, e-mails or adapted into online task or project management applications.

## Activity 6: Elaboration of the Gantt Chart for the Action Plan



### HOW

1. Use software or other tools available online to set the Gantt Chart
2. Transcribe the opportunities for improvement e according to the action plan develop the Schedule or Gantt Chart.

Gantt Chart – Timeline										
Opportunities for Improvement	Responsible	Duration	MONTH 1				MONTH 2			
			Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
1										
2										
3										
4										
5										
6										
7										
8										
9										
n										

## GANTT CHART

The Gantt chart was devised by Henry L. Gantt in 1917 and intended to provide an ideal method for displaying the status of an action plan. It is a graphical representation of the time devoted to a given task of a specific action plan, and is especially useful for showing the relationship between the time spent and the volume of work involved and comparing the planned with the realized.

Nowadays this tool is widely used in several projects and there is even software such as the "Microsoft Project" that, among other functions, allows to put together highly efficient Gantt Charts. There are several models currently available online.

If one considers that, for the development of an action plan one must carry out a series of simultaneous or consecutive tasks, the Gantt Chart allows to show the evolution in the time of the tasks graphically and with a didactic way.

### How to elaborate a Gantt Chart

In practical terms, to present a Gantt Chart, one need the following information:

- Name of the Action Plan;
- Activities (tasks) of the Action Plan;
- Start date of each task;
- Estimated time for completion of each activity;
- Relation of dependency between tasks (to avoid allocating resources in an activity ahead of time and to prevent an activity from being scheduled to start before its precedent); and
- Milestones - are key-dates for important project deliverables, which should be highlighted in the chart.

## **Activity 7: Definition of the procedure for managing the implementation of opportunities for improvement**



To manage the implementation of improvement opportunities, we suggest that a procedure be developed that contains information such as:

- Objectives;
- Leader in the management of implementation of improvement opportunities;
- Responsible for each opportunity for improvement;
- Composition of the implementation team;
- Describing the management leader's functions;
- Description of the roles of the Responsible for each opportunity for improvement;
- Description of how the monitoring will be carried out;
- Performance indicators of implementation of opportunities for improvement;
- Criterion for monitoring the indicators;
- Guidance for the analysis meetings of the Implementation of the opportunities for improvement (periodicity, location, duration etc.);
- Guidance for preparing the reports of the analysis meetings; and
- Orientation for the socialization of meeting reports.

# 8. PERFORMANCE INDICATORS

## 8.1 Introduction

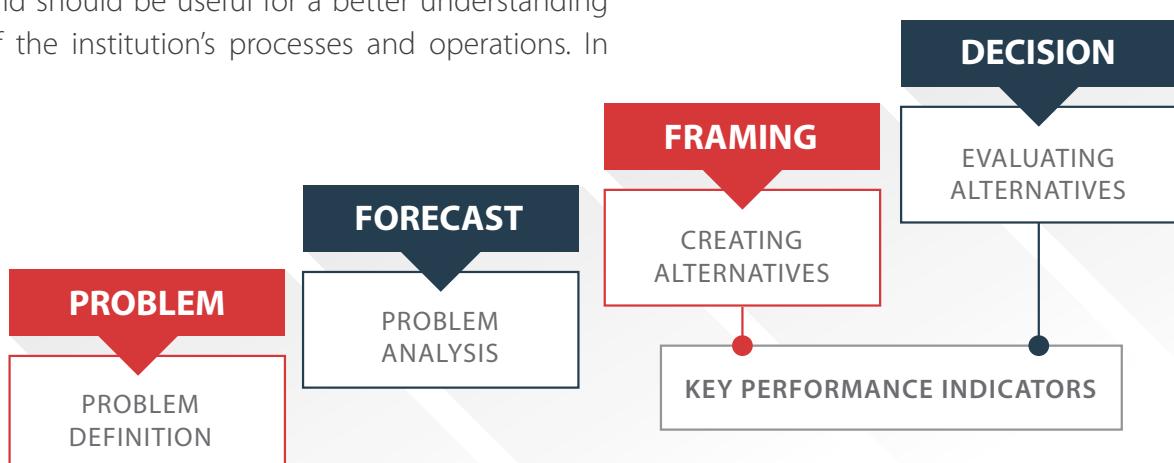
A good manager controls the performance of the systems under their responsibility with the help of performance measurements. How these systems were developed, and how they evolved, can be better understood through the knowledge of the forces that shaped them, says Kaplan (1983), and it is rare to find a single factor as responsible for a given action. Usually, there is a combination of factors and forces that lead the organization to move in a certain direction. Even if measurement is understood as a quantification process, its effects stimulate action and strategy will only exist and will be practiced if it is possible to identify a consistent pattern of decisions and actions in the organization (Mintzberg, 1978).

These measures are divided between financial and non-financial. Financial measures are well-known and exhaustively remembered as a way of assessing managers' success or failure, but they may lack relevance, lead to distortions, and be less flexible. On the other hand, non-financial measures are more difficult to develop and should be useful for a better understanding of the institution's processes and operations. In

addition, it becomes possible to develop more comprehensive strategic measurement systems, including financial and non-financial measures, and that are able to align with strategic goals and measure their progress.

### Performance Indicators in The Decision-Making Process

One of the goals of measuring an organization's results is to provide a basis for decision-making. The decision-making process begins with a problem, from which an analysis is made to create alternatives that are evaluated, and then the decision is made. It is in these two final stages (creation and evaluation of alternatives) that we have the performance indicators, as shown in the following diagram:



Performance indicator is a measurable value that demonstrates how effectively a company is achieving its business goals. A key performance indicator (KPI) is a kind of measure that helps you understand how an institution performs. A good KPI should act as a compass, helping managers understand if they are on track to achieve their strategic goals. To be effective, a KPI must:

- Be well-defined and quantifiable;
- Be well communicated throughout the organization; and
- Be crucial to achieving your goals (hence the name "key indicator").

The point is that there are many KPIs to choose from, and a wrong choice can mean that the institution is measuring something that is not aligned with its strategic objectives. So how do you select the KPIs that are right for your institution?

The best way to achieve this is to research and understand some of the most important indicators, as well as have a thorough understanding of the organization's operations and processes. By doing so, the institution will have a better understanding of which ones are specific to the organizational sector and which ones will not bring any benefit to the management.

## 8.2 Managing Key Performance Indicators

The system of evaluation of performance indicators is a set of rules that includes evaluation criteria, indicators and quantifiable goals, supported by management methodology and mechanisms to assess and enhance performance.

**Performance Measurement:** measurement obtained by the comparison between the stipulated goal and the achieved goal.

**Indicators:** Indicators are essential management tools in organizations' monitoring and evaluation activities, as well as their projects, programs and policies, as they allow monitoring the achievement of goals, identifying progress, improving quality, correcting problems and need for changes.

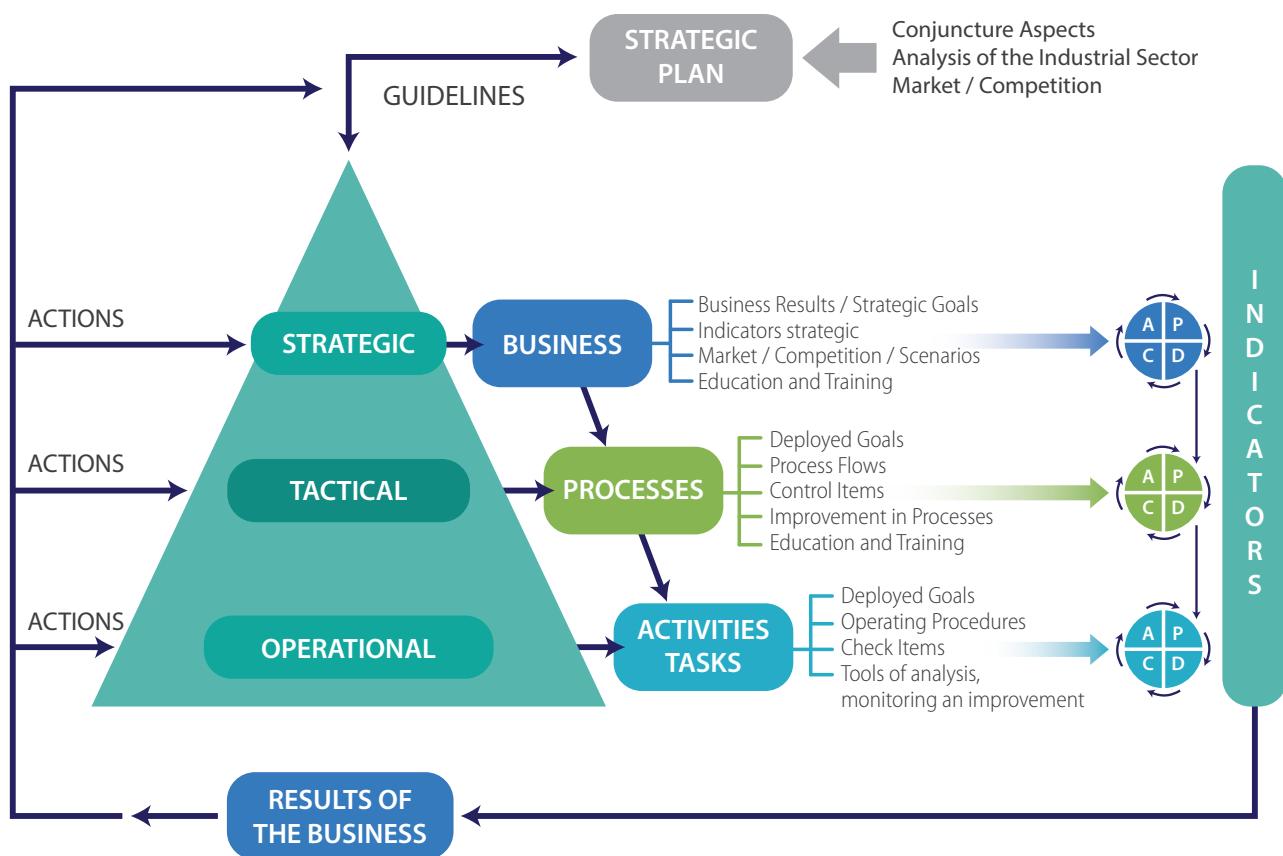
**Goal:** the goal is the quantifiable element of the indicator. The goal defines how much and when we should achieve the set objectives.

**Results:** consequence or direct result of any action.

**Evaluation criteria:** the standard that serves as the basis for the indicators to be compared and analyzed.

The figure below presents the elements of an example performance management platform and their interrelationships.

## RESULTS-BASED MANAGEMENT AND KEY PERFORMANCE INDICATORS SYSTEM



## Management Methodology – PDCA

As a management methodology in the Results-Based Management and Key Performance Indicators one can use the PDCA Cycle – Plan, Do, Check, Act.

This methodology was created by Walter A. Shewart, in the 1920s, but it became well known when William Edward Deming, one of the most celebrated quality management scholars, spread this concept. For this reason from the 1950s the PDCA cycle became known as the Deming Cycle.

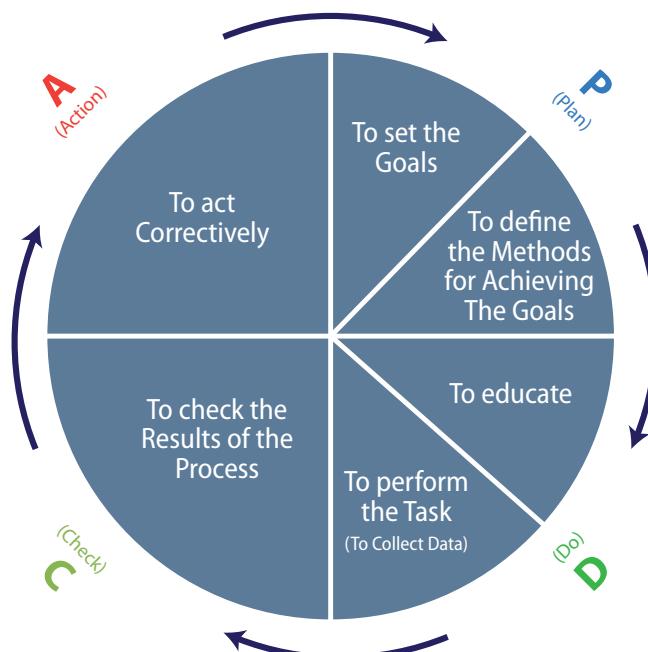
**Plan (P):** at this stage the goals and methods for achieving them are set.

**DO (D):** step in which the participants will be trained according to the method; the plan will be executed and data will be collected.

**Check (C):** after the plan is executed, the results of the activities are verified.

**Act (A):** according to the results of the activities, it is the time, if necessary, to act correctively.

### MANAGEMENT METHODOLOGY



# Performance Indicators Evaluation System

The performance indicators evaluation system is basically composed of:

1. Evaluation Criteria;
2. Indicators;
3. Quantifiable goals;
4. Performance measurement;
5. Management Methodology – tactical-operational level; and
6. Mechanism to assess and improve performance.

## 8.3 Examples and Definitions of Performance Indicators

### Financial Metrics

**Profit:** this goes without saying, and therefore one of the most important performance indicators out there. It is necessary to analyze both gross and net profit margin to better understand how successful the organization is at generating a high return.

**Cost:** Measure cost effectiveness and find the best ways to reduce and manage them.

**Cost Of Goods Sold:** by tallying all production costs for the product a company is selling, one can get a better idea of what the actual profit margin is. This is key in determining how to outsell your competition.

**Day Sales Outstanding (DSO):** take the accounts receivable and divide them by the number of total credit sales. Take that number and multiply

it by the number of days in the timeframe you are examining. Congratulations — you have just come up with your DSO number! The lower the number, the better the organization is doing at collecting accounts receivable. Run this formula every month, quarter, or year to see how the organization is improving.

### Customer Metrics

**Customer Lifetime Value (CLV):** minimizing cost is not the only (or the best) way to optimize your customer acquisition. CLV helps you look at the value your organization is getting from a long-term customer relationship. Use this performance indicator to narrow down which channel helps you gain the best customers for the best price.

**Customer Acquisition Cost (CAC):** Divide your total acquisition costs by the number of new customers in the period you are examining. Voila! You have found your CAC. This is considered one of the most important metrics in e-commerce because it can help you evaluate how cost effective your marketing campaigns have been.

**Customer Satisfaction & Retention:** On the surface, this is simple: make the customer happy and they will continue to be your customer. Many firms argue, however, that this is more for shareholder value than it is for the customers themselves. You can use multiple performance indicators to measure CSR, including customer satisfaction scores and percentage of customers repeating a purchase.

### People Metrics

**Employee Turnover Rate (ETR):** to arrive upon your ETR, one should take the number of employees who have departed the company and divide it by the average number of employees. If you have a high ETR in your department, spend some time examining your workplace culture, employment packages, and work environment.

**Employee Satisfaction:** Happy employees are going to work harder — it is as simple as that. Measuring your employee satisfaction through surveys and other metrics is vital to your departmental and organizational health.

## 8.4 How to determine which KPIs To Use?

This is the challenge companies face:: the right KPIs for one organization might not be the right KPIs for another organization. Make sure you have researched as many key performance indicator examples as you can, to determine which ones are available and are appropriate for your industry and will therefore help the decision-making process of managers. From there, determine which KPIs will help you further understand and meet your goals, and then integrate them throughout the company. KPIs should match the company's strategy.

## 8.5 Key Performance Indicators In Education and Vocational Training Institutions

### NOTE

Examples of Performance Indicators that can be used in the management of the Institution of Education and Vocational Training were presented in the criterion of excellence of management RESULTS on page 95.

Examples of Senai Indicators - National Industrial Learning Service - Paraná Regional Department - Brazil were presented on page 99.

# 9. ■ BIBLIOGRAPHY

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# 10. ABOUT THE AUTHORS

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## Dionisio João Parise

### ACADEMIC EDUCATION

- MBA in Strategic Management of Technological Education Institutions - Technology
- Post-graduation - Specialization in Cognitive Intervention and Mediated Learning
- Master in Forest Engineering
- Executive MBA on Service Strategies Management
- Postgraduation - Production Management
- Industry Mechanics Engineering

### SUMMARY OF QUALIFICATIONS

- Director of PARISE Education & Innovation. Responsible for all projects that are conducted by the company.
- 15 years' experience in Senai - National Service of Industrial Learning - Paraná state - Senai Methods of Professional Education, developing Professional Profiles, Curriculum Design, Course Plans, in-company courses and pedagogical practice - Experience on Mediated learning.
- Developing of national and international strategic partnerships with 32 institutions in 10 countries.

- Prospection, sales, management and consulting activities related to professional education and professional education institutions in foreign countries such as Argentina, Nicaragua, Cape Verde and Paraguay.
- Lecturer and teacher of professional education in Canada, Italy, Chile, Russia, Armenia, United States, Finland, Mozambique and Palestine.
- Speaker and participant at Academy on Skill Development – International Training Center of ILO – Turin – Italy in the years of 2011, 2012, 2013, 2015 and 2017.
- Performed the executive management of the International Conference on Vocational Education in 2016 in partnership with ICF - International Center of the ILO Training (ITCILO) - Turin - Italy and CINTERFOR - Inter-American Center for Knowledge Development in Vocational Training - Uruguay.
- 14 years' experience in Valmet Forest Equipment Ltd. (current Komatsu Forest) - Curitiba - Paraná – Brazil - product engineering manager, production manager and service manager.

# Gabriela de Barros Barreto

## ACADEMIC EDUCATION

- Master Degree in Business Administration – dissertation theme: Analysis of Corporate Governance Mechanisms and Models in Companies Listed on BOVESPA – PUCPR
- Post-Graduation Course in Finance Management – University of California, Berkeley
- Post-Graduation Course in Marketing – University of California, San Diego
- College Degree in Business Administration – FAE Business School – 1996.

## SUMMARY OF QUALIFICATIONS

- Professional with extensive experience in the financial area, working primarily in strategic planning and management, but also in Investor Relations and International Business.
- Expertise in Strategy and Corporate Governance, having over 25 years of experience in national and multinational companies and also family companies in the following segments: industrial, automotive and logistics.
- Experience in Financial Management preparing and analyzing and managing cash flows, restructuring the accounting plan and budget management in the areas in which she worked.
- Experience as controller and related activities.
- Strong experience in Strategic Planning and Management having helped to implement the Strategic Management Model with the Balanced Scorecard methodology (BSC) and also helped to implement the first strategy map with systemic view for the Industrial Federation of Paraná (Fiep), besides the implementation of the performance evaluation system for senior management,

the strategic system of indicators and the development of management and sustainability reporting in the GRI standards.

- Experience in international business and overseas trade.

## IDIOMS

- Advanced English – With over 20 years experience as English Teacher, both in English courses and private tutorials. International experience.

## INTERNACIONAL EXPERIENCE AND PROJECTS

- 2003 – Responsible for opening a branch of Bematech S/A in the USA, working with the company's President and the legal services area.
- 1997 a 1999 – Helping in the process to develop the Brazilian branch of a Norwegian company, responsible for the interface with the company in Norway.

## OTHER CERTIFICATIONS

- Sustainability Reports based on the Global Reporting Initiative Guidelines; Cultural Biology Certification with the Escuela Matriztca de Santiago, Chile; The Use of Balanced Scorecard to Align the Company's Objectives and to Create Corporative Synergies; Strategic Management Using the Balanced Scorecard Model; Appreciative Inquiry Certification with Case Western Reserve University.

## OTHER ACTIVITIES

- 2003 a 2005 – Professor in the Business Administration Graduation Course for FACET in the Strategic Planning and Organizational Analysis areas.
- 2016 – to present – Professor in Post-Graduation Courses for OPET and FESP in Strategic Planning, Key Performance Indicators and Corporate Finances areas.



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