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INTERNATIONAL SOCIAL SECURITY ASSOCIATION  
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## Good Practices in Social Security

Good practice in operation since: 2007

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### **Model for the Evaluation and Strengthening of Executive Skills for Competitiveness (MEFHADIC)**

A case of the Mexican Social Security Institute

**Winner of the ISSA Good Practice Award – Americas competition 2009**

**Mexican Social Security Institute**  
Mexico

## **Summary**

*In view of the new challenges confronting the Mexican Social Security Institute (Instituto Mexicano del Seguro Social (IMSS)), executives are developing nine competence areas: client care and service, change management, decision-making, associative management, the management of diversity, systematic and strategic thinking, effective communication, leadership and teamwork. These will provide the basis for the development of an organizational culture oriented towards competitiveness. The Model for the Evaluation and Strengthening of Executive Skills for Competitiveness (MEFHADIC) allows the evaluation of the level of competences possessed by each executive, and the level of competence of each Delegation.*

*Four strategies will be formulated to strengthen and develop executive competences:*

- (a) activities for the development of the executive competences of governing institutions and at the individual level;*
- (b) the support of the managerial coaches;*
- (c) structured on-line training activities; and*
- (d) self-learning.*

*Once executive competences have been strengthened and evaluated, an in situ evaluation will be carried out of executive management. Everything will be automated in the Executive Information Management System (SIGEDI) so that the Institute's strategic authorities can identify the situation in the governing institutions of the Delegations, as well as having access to information on replacement managerial staff.*

## **CRITERIA 1:**

### **What was the issue/problem/challenge addressed by your good practice?**

The General Directorate has defined four strategic orientations which will enable the Institute to achieve a higher competitive level:

- improving the quality and user-friendliness of services,
- strengthening finances,
- modernizing regulations and
- improving administrative management.

Despite the fact that executive staff is highly qualified, it is necessary for them to develop a series of skills to be converted into multi-level executives (strategists, tacticians and operatives) and achieve a culture of competitiveness through cutting-edge systems and processes, highly committed teams, services which listen to users and better decision-making.

To achieve this cultural change, executives have to identify the level of skills that they currently possess with a view to developing the required competences at the group and individual levels. The change will also address great mobility at the executive level and the lack of competent managerial replacement staff (in the event of retirement), as well as generating an information system allowing human resources to be allocated to the appropriate functions.

## **CRITERIA 2:**

### **What were the main objectives and the expected outcomes?**

- To implement a model of executive evaluation and strengthening which can change the current executive culture towards a competitive focus.
- To ensure that this competitive executive culture optimizes the human capital in a dynamic, participative and dedicated manner.
- To ensure both the technical and administrative suitability of executive personnel, and the unique role that they have to play in relation to human aspects.

## **CRITERIA 3:**

### **What is the innovative approach/strategy followed to achieve the objectives?**

To achieve these objectives, the following strategic orientations have been followed:

#### **Competences**

The executive competence model was developed, identifying nine basic competence areas: client care and service, change management, decision-making, associative management, the management of diversity, systematic and strategic thinking, effective communication, leadership and teamwork.

#### **Evaluation**

Tools were formulated which were validated on line (Intranet) with a 360° focus (self-evaluation, superiors, peers and collaborators) for the evaluation of competences (strategic, tactical and operational).

#### **Education**

For each competence area, an educational package was designed focusing on competences for direct training. An educational methodology was also developed with training at the workplace for all the governing institutions (Delegations and Operative Units), with on-line events (e-learning) and external activities through agreements with educational institutions. The management coaches of Delegations provide support for learning.

### **Information and communication technologies (ICTs)**

The work was carried out in close collaboration with the Directorate for Innovation and Technological Development (DIDT), making use of the Institute's resources to develop:

- a leadership for competitiveness space: a virtual site for organizational learning which develops training activities and identifies information and learning objectives;
- skills development for learning on line: an e-learning course to facilitate learning by executives in the virtual space;
- the success of the organizational enigma: an e-learning course to raise awareness of the principles of a quality management system; and
- executive management: an Intranet space with sections for consultation, creation and collaboration, leadership for competitiveness and the Executive Management Information System (SIGEDI).

### **CRITERIA 4:**

#### **Have the resources and inputs been used in an optimal way to implement the practice?**

Yes, the Institute's human resources who are trained as instructors or facilitators participated. The work with the DIDT allowed specialists in educational psychology and technological design to collaborate in the development of courses for the distance learning system (e-learning).

Use was also made of the Institute's equipment, physical installations and technological infrastructure, such as computers and meeting rooms, virtual communities on the Intranet and the virtual learning platform (SharePoint, Class Server, Emisor and the virtual classroom).

The use of financial resources was also optimized by reducing the period spent in external Delegations: evaluations of the competences of the governing institutions were carried out over two days and each competence area developed in eight hours. It is intended to generalize the MEFHADIC at the national level without budgetary implications through the independent operation of each Delegation, based on the training of some of the members of the Delegation's Quality and Standards Coordinating Unit.

### **CRITERIA 5:**

#### **What impact/results have been achieved so far?**

Strategic and operational results have so far been achieved.

With reference to strategic results, emphasis should be placed on:

- the 360° evaluation of eight executive competence areas in the governing institutions of eleven of the IMSS's 35 Delegations, a Highly Specialized Medical Unit, a General Zone Hospital and a Family Medicine Unit;
- the development of teamwork competence through direct training in the governing institutions of three Delegations;
- and the training and development of 80 managerial instructors/coaches at the national level.

Among the operational results, emphasis should be placed on: the establishment of the "executive management" space, where there is a library for consultation, publications disseminated in the bulletin Entérate, links for interest areas and executive evaluation; and access to the 'leadership for competitiveness' space, as well as the blog for comments by executives. Emphasis should also be placed on the design of the SIGEDI and the formulation of an inventory of executive strategies for the 35 Delegations.

The success of cooperation with the DIDT resulted in the strategies referred to above, as well as the weekly publication of articles related to the nine competence areas in the bulletin Entérate, the provision of two on-line courses and the catalogue of human resources participating in the MEFHADIC (managerial instructors and coaches, on-line learning facilitators and coordinators).

## **CRITERIA 6:**

### **What lessons have been learned?**

- The leadership of the Director-General is fundamental for the success of this practice.
- Teamwork through the unification of resources and efforts focused on the same objective.
- Explicit communication with those involved in the design and development of the model for its implementation.

## **CRITERIA 7:**

### **To what extent would your good practice be appropriate for replication by other social security institutions?**

The replication of this practice is entirely feasible and to do so it is principally necessary to study the MEFHADIC. Taking into consideration local characteristics, the relevant adaptations could be made to the model by identifying its scope.