



Competency Framework for Civil Servants At the Cutting-edge Level

Police Department



COMPETENCIES

Social Role

Self Image

Traits

Motives

Institute of Management in Government

Partnered by

Department of Administrative Reforms and Public Grievances,
Government of India



The Institute of Management in Government

Institute of Management in Government (IMG) is the Apex Training Institute for the State of Kerala. The Institute has a mandate to act as a think-tank for the State Government and focuses on developing managerial skills, organizational abilities, leadership qualities and decision making skills among different categories of employees of Government.

It pioneered the adoption of Service Delivery Policy, facilitated the implementation of Modernizing Government Program and developed a State Training Policy in 2004. All these were in line with the mandate of the Institute to function as the think-tank for the State and support administrative reforms initiatives. Since 2011, IMG calls for best innovations in Public Policy and facilitates the awards instituted in the name of the Chief Minister. The awarded practices are documented and disseminated for the benefit of officials and citizens. It conducts various research and policy studies pertaining with various arms of the State and Central Government.

Through these initiatives and projects, it aims at becoming a centre of excellence for capacity building aimed at an efficient and citizen centric workforce.



Director General, IMG
Mr. Satyajeet Rajan IAS



Professor & Nodal Officer
Dr. Ram Mohan R

TEAM MEMBERS



Project Manager
Manoj G. Kadakampally



Nilasha S



Visakh V. R



Competency Framework for Civil Servants At the Cutting-edge Level



Executive Team

Professor & Nodal Officer
Dr. Ram Mohan R

Project Manager
Manoj G. Kadakampally

Team Members
Nilasha S
Visakh V. R

AUGUST 2016





S. M. VIJAYANAND
Chief Secretary



Government of Kerala
Secretariat
Thiruvananthapuram-695 001

Tel: +91-471-2333147, 2518181
e-mail : sm.vijayanand@nic.in
chiefsecy@kerala.gov.in

Dated, 25/07/2016.

FOREWORD

Institute of Management in Government [IMG] has undertaken pioneering effort in developing the Competency Framework for cutting edge level officials in respect of the Departments of Police, Scheduled Tribes Development and Social Justice, through meticulous analysis of job requirements and the skills required to match the requirements. This is for the first time that such an exercise has been done in the State. Its value has been enriched by the participatory process followed, in addition to the scientific analytical tools employed.

One of the important factors resulting in under-performance is lack of clarity on the tasks to be performed by an official. This deficiency can be remedied to a large extent by co-ordinating rapid studies using the methodology adopted by IMG. Once job requirements are identified, it becomes easy to define the competency that is required at different levels. This will facilitate improvement of capacity building, in the short-term and facilitate redesigning of qualifications and entry level tests in due course.

Once more departments are covered, Government can develop a clear human resource policy for different kinds of departments relating to human development, service delivery, care & compassion, economic development, regulation and so on. The policy could cover self and external assessment of performance and mode of capacity building. This will be a big boost to Good Governance.

Now that the standard methodology has been developed and validated this needs to be extended to all the departments, in order of priority. It is interesting to note that this coincides with the policy announcement by Government to earmark one percent of plan outlay for capacity building.

Now action plans have to be developed for which Competency Framework would be highly necessary.

S.M. VIJAYANAND



Website: www.img.kerala.gov.in
e-mail: dgimg2015@gmail.com
Telephone: 0471-2306739
Fax: 0471-2302391

INSTITUTE OF MANAGEMENT IN GOVERNMENT

(An Autonomous Body Constituted by the Government of Kerala)



Satyajeet Rajan IAS
Director General


Vikas Bhavan P.O.
Thiruvananthapuram - 695 033

30/07/2016

PREFACE

The Institute of Management in Government (IMG) has taken the lead to document job descriptions, identify competencies and behaviour levels for the 32 selected categories/cadres at the cutting-edge level for 3 Departments. This action research has been pioneered by Dr. Ram Mohan R, Professor, Institute of Management in Government, in the departments of Social Justice, Scheduled Tribes Development and Police. This study is set to be a trail blazer, as far as managing employee life cycle and administrative reforms of the country is concerned.

All the three departments have expressed their unconditional support in this exercise, having given an undertaking to imbibe the outcome. The task force members and departmental Nodal officers have worked hand in hand, with our team of professionals, to develop the competency framework. Needless to say, if undertaken in right earnest, this exercise has the potential to touch upon and improve all facets of employee management system. I sincerely hope that the departments concerned may own up the work and take this exercise to its logical conclusion. The other departments may also volunteer to partake in this exercise. On my part, let me assure you that IMG as the apex training institute of the state of Kerala, remains committed to partner with Departments in the process of administrative reforms and process reengineering


Satyajeet Rajan IAS



Dr. R. Ram Mohan
Professor &
Project Nodal Officer

ACKNOWLEDGEMENT

The project to develop Competency Frame Work for 6 categories at the cutting-edge level in the **Police Department** of Kerala was approved by the Department of Administrative Reforms and Public Grievances (DARPG), Government of India, in December 2014. This exercise was the first of its kind, for any category of employee at the cutting-edge level in any state of India.

As a result, the project team had to do undertake an experimental, consultative and research oriented approach involving the department, the employees belonging to various categories, stakeholders and other experts. I acknowledge with gratitude the help and support rendered by all the department, officials and public in this process.

The project would not have been possible, but, for the patronage extended by the officers from the DARPG. A special word of acknowledgement is due for Smt. V Vidyavathi IAS, then Joint Secretary, Government of India, who audited our presentations and along with the members of the core group ensured its approval. I would like to thank Smt. Smitha Kumar IAS, presently Joint Secretary, DARPG, for her support during the later phase of the project. I would like to acknowledge Shri. V K Varma and Shri. A K Sarkar and Shri. Gaya Prasad who handled the concerned seat at DARPG at various points in time.

I am thankful to the Heads of the Department for their sincere support, reciprocating our needs for constituting departmental task forces for each cadre of employee for which the frame reports were developed. I may acknowledge the support and patronage extended by Shri. K. S Balasubramanian IPS, Shri. T P Senkumar IPS, former State Police Chief and the present State Police Chief Shri. Loknath Behera IPS.

I am deeply indebted to Shri. Jiji Thomson IAS, Chief Secretary and President of IMG for his support during the launching phase of the project and Shri. S M Vijayanand IAS, our present Chief Secretary and President of IMG, for his guidance, support and patronage in validating and disseminating the findings. I place on record the support extended by Smt. Nivedita P. Haran IAS, former Additional Chief Secretary to the Government and then Director General, IMG for having forwarded our proposal, Smt. Tinku Biswal IAS, then Director General of IMG for the guidance during the preliminary phase of the project, Shri. P K Mohanty IAS, then Director General for his support during the consultative phase of the project and Shri. Satyaajeet Rajan IAS, our present Director General for his guidance and encouragement.

I recall the academic support extended by Dr. S Sajeev, Associate Professor, IMG during the preliminary phase of the project.

I acknowledge the help rendered by Smt. Ushakumari D S, my CA and other faculty members and staff of IMG.

Last but not the least, it gives me great pleasure to record my appreciation for the professional work discharged by my team comprising of Shri. Manoj G. Kadakampally, Project Manager and Shri. Visakh V R and Kum. Nilasha S, Research Assistants in the successful execution of the project.

Dr. R Ram Mohan
Professor & Project Nodal Officer



A

Introduction

01 - 18

B

Methodology

19 - 30

C

Competency Profile

31 - 74

D

Competency Dictionary

75 - 99

E

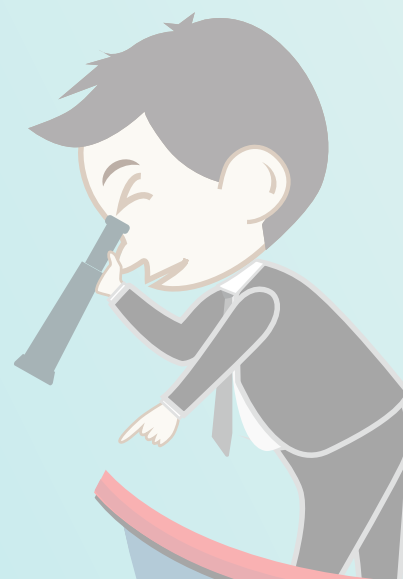
Annexure

101 - 104

A

"If something is important enough, even if the odds are against you, you should still do it".

Elon Musk



Skill

Knowledge

Social Role

Self Image

Traits

Motives

| | |
|--|----|
| Introduction | 01 |
| Rationale for Introducing Competency Management System | 02 |
| The case of Competency Management in Select Countries | 03 |
| Core Values that support Good Governance | 06 |
| Competence, Competency, Competency Models and Competency-based Systems | 08 |
| Applications of Competency Framework | 09 |
| Benefits of using Competency-based System | 12 |
| Moving from Output-oriented to Outcome-oriented System | 14 |
| The Way Ahead | 16 |
| Thinking Beyond Implementation | 18 |

Introduction

The introduction of the concept of competency management in Indian Civil Services was pioneered by Department of Personnel and Training (DoPT), Government of India under a project partnered with UNDP. However, the introductory phase was limited at a policy formulation level and not extended to personnel at cutting-edge level. In the initial phase, competency management was introduced at Project Management Unit (PMU) within the Prime Minister's Office, certain sections of the Ministry of Corporate Affairs and the Department of Personnel and Training.

The competency framework development project for civil servants operating at cutting-edge level was taken up by IMG for three departments namely the Police, Social Justice and Scheduled Tribes Development which arguably have a high rate of citizen interaction.

In early 2015, IMG initiated the project for the above three departments. With the involvement of both internal and external stakeholders, task forces for selected cadres/categories were constituted.

Through thematic working groups, the methodology for developing competency profile and framework was developed. With a broader focus on citizen-centric governance, competencies were selected from a dictionary consisting of 25 competencies developed for the Indian Civil Services. The competency dictionary imbibes public service values specific to Indian Civil Services, which are entrenched within the four pillars of Ethos, Ethics, Equity and Efficiency.

Following research, discussions with senior officials, subject matter experts and extensive consultations with a range of stakeholders, including among others, task force members, potential users, carried out at through brainstorming sessions, competency profiles for each cadre/category and competency framework for the three departments were developed. A second wave of consultation (focus group discussions) with peers and immediate supervisors led to the identification of effective and ineffective behaviours related to each of the competencies identified. The new findings were subsequently presented before senior officials and validated.

Competencies have a wide range of applications across human resource management practices. Competencies can be applied and integrated into workforce planning, recruitment and selection, performance management and appraisal, training and development, career and succession planning and reward systems. Through the life cycle of an employee (inflow – flow – outflow) a competency model serves as a roadmap for aligning HR strategy with organisational imperatives.

Rationale for Introducing Competency Management System

Like most movements, competency management has no single origin. Since the end of 1990's, competency management has become an inevitable tool for driving professional governances.

The focus on quality customer service, flatter organizational structures, cultural changes among others have led to a greater emphasis on the need for competency management in government. This requires employees to develop a wider range of skills making them responsible for continual learning and self-development. Today, the performance of individual employees is seen as a key factor in achieving organization's objectives. Therefore, a number of governments have introduced competency management as a strategic tool to achieve more efficient performance and more responsive civil service.

In 1994, Lawler referred to four forces that lead to emergence of competency management: change of the nature of work, globalisation, growing competition and flatter organisational structures. Twenty-first century challenges include not just globalisation, but also entail the demand for a diverse workforce, adequate financial resources, managing ageing work force, rapid social, environment and cultural changes etc., impacting the society.

So there are both social and economic factors that demand the need to revise traditional personnel management practices of the government and the need to evolve towards a competency-based system.

In India, since independence, recruitment, selection and promotion of staff in Indian Public/Civil Service has largely been based on academic/professional qualifications; a system borrowed from the Colonial times. The Government departments/public service organizations following this system focus largely on administrative tasks and enforcement of rules and regulations, without giving much importance to human resource development and management. This results in some staff rising to senior positions without adequate competencies, necessary for effective job performance and productivity.

Another aspect is about the changing expectations and demands of citizens. Today citizens are more aware of their rights and are more vocal in demanding those rights. Delivering better and diverse services to more and more people, has become a key objective of government's reform process. No doubt, developing countries are attempting to improve service delivery in a variety of contexts, but the crux of the matter is not about lack of resources but with the efficiency, effectiveness and attitude of employees, more so with those at the citizen interfaces.

Finally, with a young, tech-savvy population, distinctive demographic profile, a diaspora exposed to governance systems in advanced countries, there is an emerging social realisation for professional systems.

Therefore, it is an imperative call for our government and its departments to enhance the efficiency and effectiveness of both, its employees and the services it offers. Introducing competency management is one critical step in that direction.

The case for Competency Management in Select Countries

Australia: In 2001 the Australian National Audit Office (ANAO) conducted a study on how line managers plan for and manage their staff to help achieve agency and program outcomes and how the HR function supports people management practices to achieve agency outcomes. It recognized the importance of capability (competency) models to provide a framework for identifying key workforce capability requirements.

Belgium: Competency Management in the Belgium federal government was introduced as a crucial element of a broader reform project, the “Copernicus Plan”. Prior to the Introduction of Competency Management, there were difficulties in recruitment, retention, personnel planning and career advancement. Competency Management enabled not only broad organizational change, but cultural change, as well. Furthermore, it created a common language between the different organizations and covered the different HR processes.

Canada: Since the 1970s the government of Canada has used various leadership competency profiles. In general, the development and modification of competency profiles in the Public Service of Canada have been motivated by human resources needs as well as the key initiatives and strategies of the Government. The profile of Public Service Leadership Competencies was developed in 1998, in the context of Public Service renewal. The profile was used in staffing and in learning & development for the Executive cadre. It served its purpose very well, however, it was thought to contain too many competencies that, in some cases, were too complex and abstract, and because it was developed in the late 1990s, it did not reflect certain more recent key initiatives such as the Management Accountability Framework (MAF) and the modernization of Human Resource Management. The Key Leadership Competency profile, which is currently in use, establishes Values and Ethics as the foundation of leadership and links directly to the Management Accountability Framework - both priorities and key initiatives of the Government.

Korea: The traditional Korean Civil Service was incapable of success in a rapidly changing environment. The Korean Civil Service had been earlier criticized for its lower levels of competitiveness and productivity compared with the Korean private sector. The Competency Management System in the national government was initiated as part of reform strategy and includes the following:

- Changing to personnel management with a future-oriented perspective,
- Improving the competitiveness of the government as a whole by selecting highly competent personnel regardless of seniority and backgrounds,
- Encouraging the civil servants concerns on competencies and voluntary efforts for developing their competencies,

- Measuring and predicting the competencies required in the future in a valid and objective way, and
- Making competency development possible through active participation in training and education

Netherlands: In the Dutch Central Government, implementing Competency Management System offered the opportunity to further personnel development and help staff adapt to the new challenges. It also aided in the achievement of the following:

- Increase the general employability and development of staff in changing organizations,
- Improve the quality of labour and enhance work satisfaction,
- Strengthen the bonds and commitment of staff members with the organizations and make the organization more effective,
- Decrease the focus on function and task orientation and hence create a more flexible attitude, and
- Promote a change in culture in the sense that civil servants are judged by the actual results they accomplish

United Kingdom: The British Civil Service embarked upon a competency approach to HRM during the early 1980s. It was one of the first civil services to do so. The election of a Conservative Government in 1979, which was committed to radically reform the role of the State and the Civil Service, was followed by major restructuring of government departments. Using New Public Management (NPM) ideas, the government proceeded to introduce performance management and measurement to achieve economy, efficiency, and effectiveness.

Although there are problems with competency management, there is widespread support for its many benefits. Research by the Chartered Institute of Personnel and Development confirmed the earlier findings of research on the civil service, that competency management and competency frameworks:

- Enable a common language and standard criteria to be applied across a range of HR functions,
- Assists both managers and employees in identifying training and development needs,
- Enables the organization to promote its values, goals, and objectives,
- Assists in the management of change,
- Enables employees to know what is expected of them (transparency), and
- Is a corollary of performance management.

It was also found that competency frameworks are of central importance in providing a framework for the civil servant to take responsibility for their own learning. A recent report for the European Academy of Business Strategy into Leadership Qualities and Management competencies for Corporate Responsibility found that most world-class organizations use competencies to define and drive high performance. That certainly is true in the UK where competency frameworks are used within systems of performance management.

United States: In the US federal government, competency management was viewed as a tool to provide a common language for addressing desired performance indicators at various managerial levels. It also speaks of the need for strategic alignment between the individual and the organization. Competency models have also been promoted as means for aiding succession planning by helping to identify individual areas of strength and areas for improvement, particularly with an advanced career plan in mind. The reliance on competencies reflects a move away from rank-in-position approaches to hiring, which focused on the technical knowledge necessary for performance on the job. Rank-in-person approaches, including competency management, reflect rapidly changing environments that require skills that extend beyond the boundaries of any one job and indicate an individual's ability to adapt and learn.

Brazil: The Brazilian Federal Administration has introduced Competency Management as part of a strategy to strengthen the capacity of the public service; an important step to improve the ability of the administration to deliver on government priorities in key areas such as education, social policy and environmental protection. Competency management is being approached as a way of reorienting and strengthening training and development to upskill the public service and to instill a culture of ongoing development. The competency-based approach is primarily used to modernize training and development and target it to priorities identified by individual public sector organizations. Additionally it is expected to help in areas such as recruitment and selection, strategic workforce planning, facilitate staff mobility, performance management, inculcating common management skills and values identified for Brazilian public service.

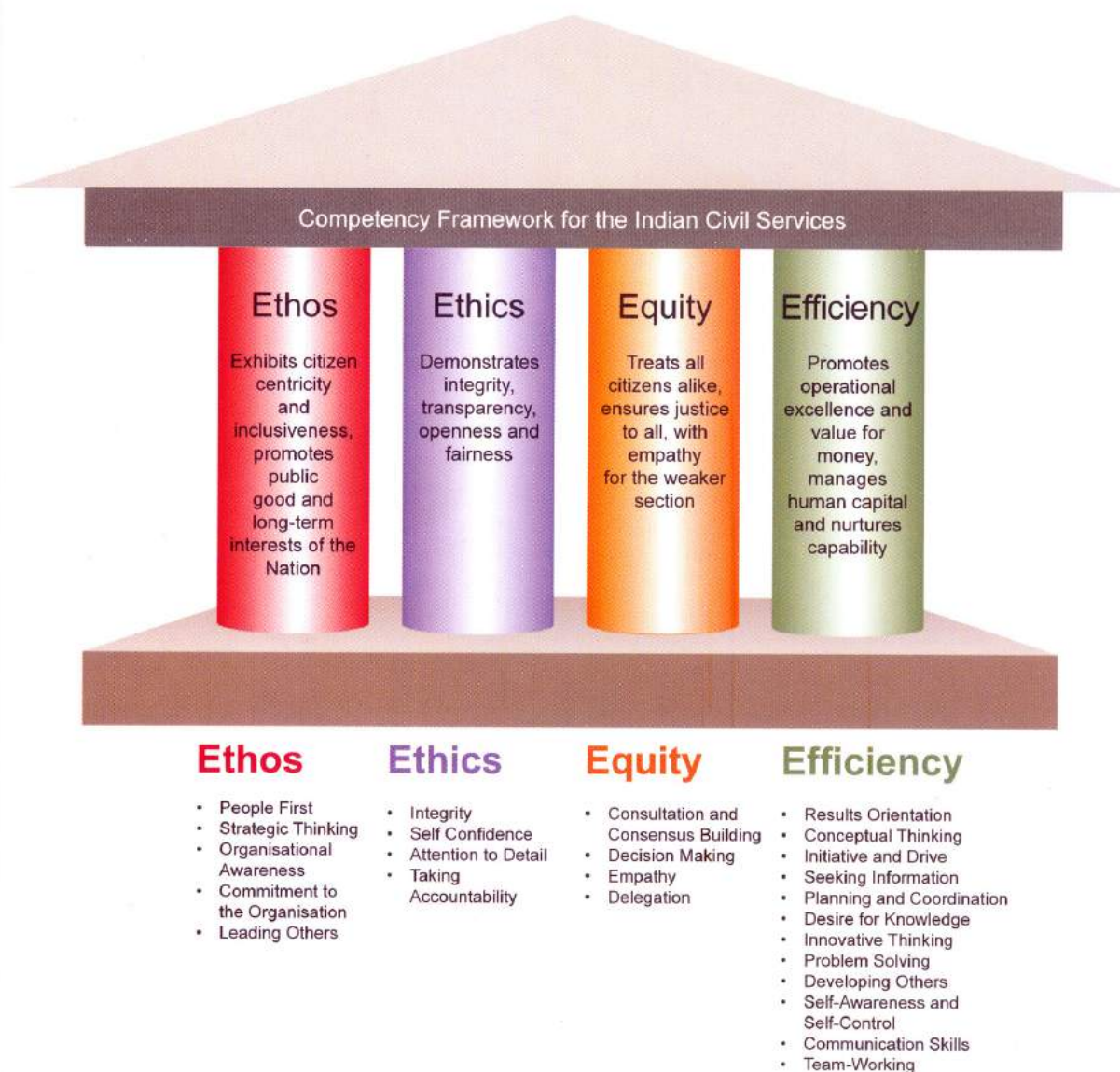
Core Values that support Good Governance

Good governance is an indeterminate term used in the international development literature to describe how public institutions conduct public affairs and manage public resources.

Good governance is necessary for ensuring success of development schemes, bringing improvements in the quality of life of citizens, eradicating poverty and for realisation of the goals of equity and equality enshrined in our constitution. This is required in view of the rapid and fundamental changes taking place in the political, economic and technological fields in our country. And we can achieve this only through a competent and well functioning Civil Service. It is noted that the quality of governance is critically dependent on the quality of public servants and a major determinant of the quality of civil servants is the rigour and integrity of the recruitment process.

In India, civil service values have evolved over the years of tradition and are presently codified in a set of conduct rules. Till about 2013, there was also no code of ethics prescribed for civil servants. However, our leaders, having recognised the need for professionalising public administration, engaged the Ministry of Personnel, Public Grievances and Pensions and the UNDP to pilot a project in human resource management called the Pathways for an inclusive Indian Administration' or PIA. In 2014, the PIA project team released a compendium to support the competency-based administrative reforms for Indian Civil Services. The compendium primarily features a dictionary of competencies under four pillars capturing the essence of public service values, while also imbibing the essence of good governance and citizen-centric service delivery. It is expected that the four core values of Ethos, Ethics, Equity and Efficiency guide every civil servant in the country. A graphical representation is given below.

Basic Features of Civil Services



Characteristics of Good Governance

Accountability, Transparency, Equity and Inclusiveness, Participatory, Consensus Orientation, Following Rule of Law, Effectiveness and Efficiency

Competence, Competency, Competency Models and Competency-based Systems

The study of competencies began in the early '70s, where a large number of jobs from different sectors and industries were taken up for identifying what essentially differentiated superior performers from average performers. The studies were undertaken with the objective of identifying the differentiators that would allow organisations to recruit good candidates, evaluate and develop them, thereby making it beneficial for both organisation and the employee. Few terms that are relevant in this context are:

Competence – relates to performance or outcomes: It is about mastery in relation to specified goals or outcomes and it requires the ability to demonstrate mastery of specific job-relevant knowledge and skills. The measurement of competence at work involves the assessment of performance in the workplace against some pre-defined set of occupational or work-related knowledge or skill standards. These standards define the performance criteria associated with competence in the workplace.

Competencies – on the other hand, relate to the behaviours underpinning successful performance; what people do in order to meet their objectives; how they go about achieving the required outcomes; what enables their competent outcomes.

In public and private sector organisations, practitioners of HR and training use both competence and competencies in different ways. The underlying notion is that a successful employee will possess both behavioural attributes associated with superior performance as well as the knowledge and skills required to perform the critical elements of the job.

Having specific technical knowledge, education and experience is important, but it is not what distinguishes between average and superior performance. Similarly, having the right academic training and technical skills are often the threshold requirements for a job, it serves as only the minimum credentials to get the job.

A competency model is the organisation of identified competencies into a conceptual framework that enables the people in an organisation to understand, talk about, and apply the competencies. A model may be developed for an entire organisation or just for specific business units, functions, work processes, or jobs within the organisation. The content of a fully developed competency model includes categories or clusters of competencies; the competencies that make up each cluster; a definition of each competency; and several behavioural indicators of each competency.

A competency-based system is one which enables us to pinpoint the characteristics that differentiate the average worker from the exemplary worker.

Applications of Competency Framework

Workforce Planning

Workforce planning is a process to measure and compare one's current workforce availability (supply) with future workforce requirement (demand) in the light of one's departmental strategy and business planning process.

The workforce of a department is in a constant flux due to flows in and out of employment. In public service it is often seen that the outflow consequent to retirement, during certain years happens in bulk, leaving little or no choice for the department to depute or promote competent people to fill-up those positions. Additionally, with rapid pace of social and technical evolution, the existing personnel are not sufficiently equipped to meet changing needs of the citizen/customer. Hence management/human resource managers in Government have to make a distinction between short term as well as long term personnel requirements.

The current economic, financial and demographic context demands meticulous workforce planning and strategic management of human resources. A competency based human resource management helps identify the existing gaps that help determine workforce requirements, to ensure that public service maintain the capacity for professional service delivery.

Selection and Entry in Public Service

The emphasis in the recruitment process into the public service is loosely focused; be it at entry level or for that matter even for specialist selection (technical posts, lateral entry, consultant positions on contract for example). In the lateral case knowledge of the individuals' past performance has a relatively limited influence on the recruitment process. In such situations a recruitment process which values competency and performance could be used.

Competency based human resource management system will minimize or avoid investment in people who do not match expectations and reduces the possibility of hiring the wrong person in any position. It provides a complete picture of what it takes to perform the work, and provide job aspirants with a clear and realistic picture of what is expected of them. The competency model increases the likelihood of hiring people who stands a great chance to succeed.

Training and Development

The objective of all training activities is to develop specific competencies in order to bridge performance problems. Training development plan for civil servants can be prepared after assessing gaps between current and desired competency levels.

Using a competency model as the basis of a training and development system helps to avoid a short-term perspective and ensures that the system focuses on the right things rather than the latest things. It focuses on developing the talent that is currently unavailable in the workforce to meet such needs. A well-structured competency model includes behaviors with a strong correlation to effectiveness on the job and also those required for supporting the Department's strategic decisions. It plays an important role in keeping employee and Department's focused on the skills, knowledge and attitude that affect job performance.

Management of Staff Performance

A competency model can ensure agreement on performance criteria that focuses on what needs to be accomplished. It also ensures opportunity to superior officers to observe behavior, specificity and concreteness in analyzing performance deficiencies of their subordinates in a structured manner. It provides a shared understanding rendering transparency on what will be monitored and measured. Normally, performance appraisal focuses on the results. But with competency model the concern is not only with results but with behaviour and manner with which then results are attained by the personnel. It provides a shared picture of what is considered relevant and important for effective performance. Competencies clarify what is expected from employees. Employee performance is evaluated in terms of competency requirements as well as objectives. The appraisal system focuses on specific behaviour, offering a roadmap for recognition, reward, and performance review.

While performance in itself is not a new notion in public management, in many advanced OECD member countries, its focus has shifted from the adherence to rules and processes to rewarding achievements. The extent of this change is not an indication of whether services are being rendered efficiently or whether institutional goals are achieved, but the sign that rules, processes and practices are formally oriented towards professional delivery of outputs and the achievement of outcomes.

Career Development

Functional promotions in the government are at present seniority based. However, implementing a performance appraisal system aims at linking career progression to the results of the performance appraisal. As management of competencies become more mature, linking performance evaluation to careers should become easier with specific measures aimed at developing individuals for future promotions. It outlines employee development and promotional paths within the Department and also provides clear direction for learning new job skills.

According to McLagan, the competency approach is an effective tool to be used as a criterion for career development. Competency-based career planning systems link competencies with the development activities, which help employees learn what they need for further development. They can review the needed competencies of all the positions and through

comparison with the competencies they possess, identify potential positions and develop their career plans. This will serve the cause of employees who work professionally and also motivate competent personnel to seek professions in Government. In time, the remuneration packages of Government professionals are also bound to increase and compare favorably with employees in private sector.

Succession Planning

The competency model adds value to succession planning system in such a way that the Department is able to define the abilities that are necessary for any role and also those behaviours that are strong predictors of success. A competency model along with the 360-degree feedback process serves to create an agreed-upon list of the criteria required by the job and helps the Department to assess its bench strength. Individual and aggregate assessment of competency levels and relevant behaviour can help identify the presence and absence of key capabilities at the Departmental level.

Benefits of using Competency-based System

Implementing a Competency Based Human Resource Management System in a Department has many benefits. The benefits accruing to each stakeholder is given below:

Department:

Competency-based system

- Can link organizational and personal objectives and ensure that employees are clear about how they are expected to perform in their jobs,
- Ensures that organization-funded training and professional development activities are cost-effective, goal-oriented and productive,
- Reduces cost overruns caused by poor performance or miscommunication of job expectations,
- Improves communication between employee and the Department,
- Establishes a framework for constructive feedback during performance appraisal,
- Outlines employee development and promotional paths within the organization,
- Sets clear performance expectations for employees, enabling them to make better decisions and work more effectively,
- Provides common, department-wide standards, for career levels that enable employees to move across department boundaries.

Superior officer:

Competency-based system

- Provides clear, fair and unbiased statements to use when discussing performance,
- Can structure employees' development and training needs,
- Helps define career paths of sub-ordinates,
- Helps identify performance criteria to improve the accuracy and ease of hiring and selection process,
- Helps develop objective performance standards,
- Provides a clear foundation for dialogue to occur between the officer and employee about performance, development, and career-related issues.

Employees:

Competency-based system

- Gives insight into the overall strategy of the Department,

- Enables learning of additional competencies that are valued by the Department,
- Provides clear direction for learning new job skills,
- Increases the potential for job satisfaction,
- Ensures that individual professional development and training milestones are recorded and acknowledged.

Government:

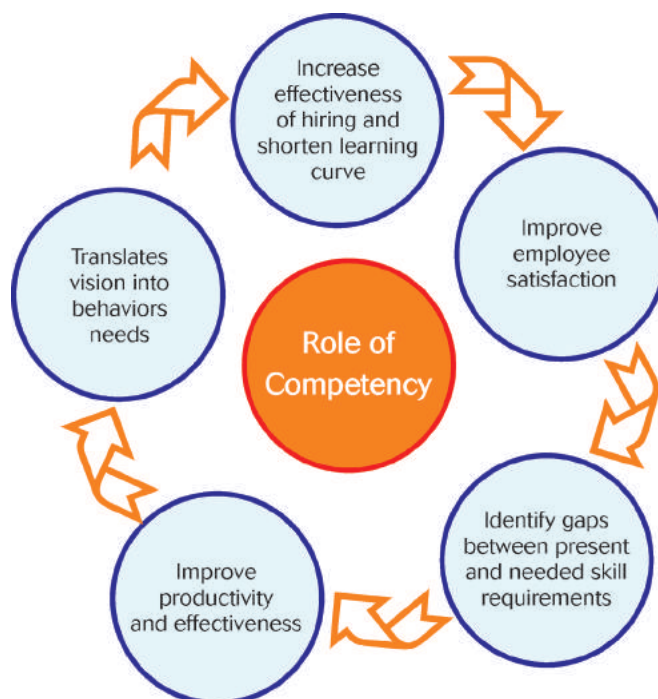
Competency-based system

- Provides continuity in monitoring careers of public servants,
- Provides transparent and effective criteria to make performance evaluation,
- Effective and citizen-centric public service delivery,
- Improved image of governance.

Citizen:

Competency-based system

- Builds trust on the governance system,
- Provide quality services in a time bound manner,
- Paves path for encouraging inclusive and participatory approach in developmental activities

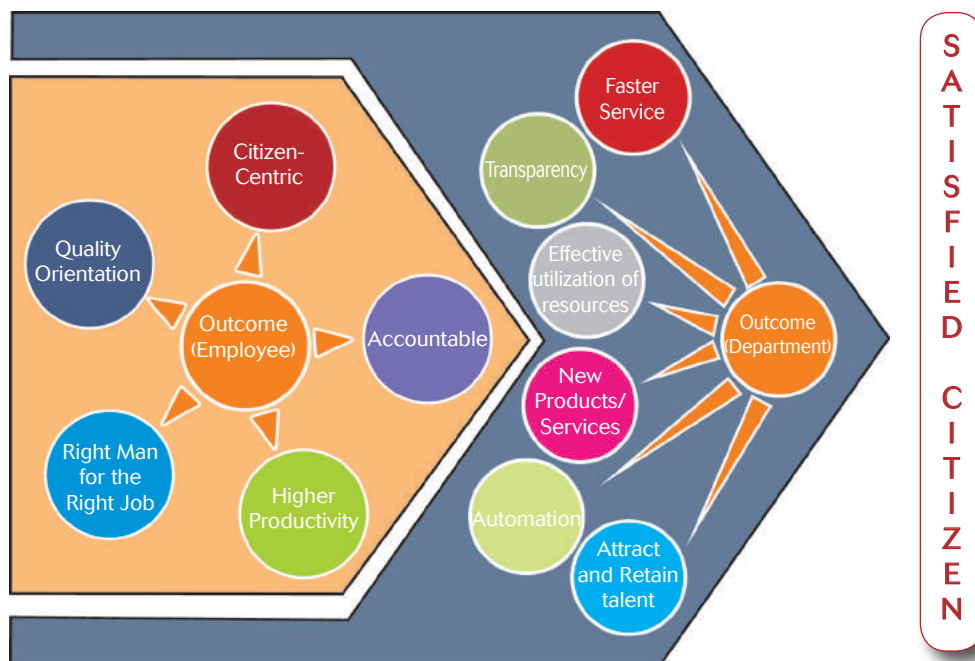


Moving from Output-oriented to Outcome-oriented System

A prime objective or the outcome that one would expect from a good performance-focused HRM system is to have a suitably empowered and highly motivated public service that is flexible, collaborative and one that is capable of providing services in a cost efficient as well as in an output and outcome-focused manner.

The institutional arrangements that are generally considered critical to achieve these outcomes include:

- i. The integration of staff performance management into Department's strategy: Developing business goals and integrating various performance objectives and targets into a hierarchy is generally referred to as a "Cascade" of objectives and targets. At each level from Government, through departments, divisional/functional unit and finally individual- to establish a good basis for evaluation of performance
- ii. Vertical alignment of personnel policies and practices with the Department's vision and objectives: Vertical integration refers to the convergence of human competencies with the mission, vision, and strategy of the Department. Individual competencies should be chosen, organized, and developed so that they contribute to the realization of the strategy of the Department.
- iii. Aligning behaviour with Department's values: A competency model can be an effective way of communicating with the workforce on the values of the Government and or Department and what employee should focus on, in their own behaviour.



At the individual level, the employee becomes accountable, quality oriented, productive and citizen-centric. Since the organisation is a collection of individuals, their focussed and collective efforts tend to contribute a larger benefit to the Department, which in turn benefit the citizens at large. Some of the benefits include: faster and responsive service, transparency, effective utilisation of resources, automation, attracting and retaining talent and introducing new products and services.

The Way Ahead

The application of an integrated competency-based model is important for good HRM practice in public service. By promoting a consistent approach across all HRM activities, the framework will help achieve government's objectives. Practice and past experiences shows that implementing competency management requires a three dimensional approach. The alignment with the strategy and integration of the various HR systems are not the only important aspects rather, competency management is primarily a question of putting implementation into practice. There are certain pre-conditions which need to be taken into account prior to introducing competency management in the respective departments. Some of them are:

- The competency management approach needs to be a part of administrative reforms strategy and complement human resource policies,
- The competency approach should be well understood and appreciated by the political leadership and civil servants,
- A strong leadership and support by human resource managers in the respective departments,
- Department identifies and prioritises areas in people management systems where intervention can be piloted,
- Commitment and participation of stakeholders,
- Participation of trade unions in the process,
- Purposive communication strategy for institutionalising the framework,
- Decision about cadres or categories where competency based systems have to be piloted and development of a communication strategy,
- Paying attention to the specificity of public service (Good governance & citizen-centric service delivery),
- Mechanism to review and update competency framework.

The key institutional players which are critical for ensuring the success of the implementation and institutionalising of competency-based system are the Government, the Department, the Apex Training Institute and the Department of Administrative Reforms and Public Grievances. The specific roles that each of these agencies should discharge are outlined below.

Government

- Policy decision to implement the competency-based system for employees at cutting-edge level in selected departments,
- Consider instituting the competency-based system in other Departments,

- Ensure that the 1% Plan fund earmarked for training are deployed professionally, based on a detailed roadmap, to be submitted by the Director General - IMG, in his capacity as Ex-officio Secretary – Training, for the State,
- Prevail upon the Departments to evolve an action plan to institutionalise competency framework in a time-bound manner with periodic reviews at the level of Chief Secretary/ Secretary to Government.

Department

- Disseminate job descriptions and competency profiles developed for cadres/ categories,
- Prioritise the area of people management system to be integrated into the competency-based HR process,
- Include senior management cadres also into the ambit of competency-based system,
- Liaise with ATI and Departmental training institutions for strengthening the process of capacity development,
- Introduce competencies at the stage of induction training,
- Provide training on new competencies to newly promoted personnel,
- Conduct contractual appointments using competency-based recruitment process,
- Prepare a comprehensive training strategy to support the implementation of competency-based system,

Apex Training Institute (ATI)/Institute of Management in Government

- Support and handhold the Department(s) in implementing competency-based systems,
- Provide targeted and high quality training to priority groups of Department,
- Assist in the capacity development of Department personnel,
- Develop training modules on competencies identified for each Department through Training Need Analysis (TNA).

Department of Administrative Reforms and Public Grievances (DARPG)

- Provide leadership and necessary assistance for the Department/ATI in implementing the competency-based system,
- Leverage the learning's from current projects and facilitate implementation across other projects undertaken by Departments or States across the country,
- Utilise the resources of ATI for steering the development of similar projects in other similar Departments in other States,
- Disseminate the processes, methods and learning's from the project with all stakeholders.

Thinking Beyond Implementation

- Rationalise work assigned/performed by each cadre/category,
- Reengineer the organization structure by absorbing categories wherever required, creating new professional cadres and creating new functional divisions/units, based on work rationalization process,
- Revamp recruitment/selection procedures for regular, contract and re-employed personnel in the respective categories/cadres and liaise with the Government to ensure that the policy imperatives consequent to adoption of competency framework are addressed,
- Make job descriptions/service delivery requirements available for the cadre/category at the time of induction/promotion/transfer postings,
- Ensure that the job descriptions are dovetailed with the implementation aspects of Right to Information and Right to Service Acts,
- Ensure that employees recruited, promoted or transferred to a new cadre/category undergo training, to bridge the capacity/competency gaps,
- Leverage technology to enhance on-the-job training experience,
- Conduct performance reviews based on modified job descriptions, with a specific window for self assessment of job proficiencies,
- Devise systems to link performance with incentives, promotions, re-employment, etc.,
- Implement Learning Management Systems at ATIs and Department training institutions to organize timely, purposive and focused trainings,
- Ensure that the Director General - IMG, in his capacity as Ex-officio Secretary – Training, for the State, ensure that appropriate training systems are developed to handle the challenging task of capacity development.

B

"You don't have to be a genius or a visionary or even a college graduate to be successful.
You just need a framework and a dream".

Michael Dell



Skill

Knowledge

Social Role

Self Image

Traits

Motives

| | |
|--------------------------|----|
| Overview | 19 |
| Methodology | 20 |
| Stakeholder Relationship | 26 |
| The Journey so far | 27 |

Overview

The model used for developing competency framework follows McClelland's lead in determining what leads to superior performance.

A Competency Dictionary comprising of 25 competencies categorised in four pillars of **Ethos, Ethics, Equity and Efficiency** enshrining/imbibing the facets of Good Governance, and developed by DoPT for Indian Civil Services, is used as reference.

In the case of Police Department, the Competency framework was developed for **6** cadres and their corresponding women cadres. The cadres chosen are from the General Executive Branch, and excludes other divisions like Battalion, Crime Branch, Vigilance, Special Branch etc., as our study was limited to the above cadres alone.

7 new competencies are additionally developed for the Department, and included in the framework.

The process of developing a framework involved 4 stages viz., **Identifying the Relevant Competencies, Understanding Jobs and Roles, Assigning Competencies and Proficiency Levels and Validating Competencies and Proficiency Levels** and each is detailed below.

Model development context:

Development of competency framework for any category of employee anywhere is very complex, as it involves identification of stated and unstated behaviours expected in the discharge of their assigned duties. In our context, we did not have any model to emulate as the work undertaken was the first of its kind at the cutting-edge level in the Indian context.

We have devised our own methodology based on secondary data, experiences from research and works in similar and dissimilar environments and interactions with experts. Hence we are of the opinion that the methodology contemplated is not probably the only one, but surely, the most plausible one under the circumstances.

Methodology

| Stage | Stage 1 Identifying the Relevant Competencies | Stage 2 Understanding Jobs and Roles | Stage 3 Assigning Competencies and Proficiency levels | Stage 4 Validating Competencies and Proficiency levels |
|--------------|--|---|---|---|
| Purpose | <ol style="list-style-type: none"> To Identify a broad set of competencies to suit the unique and specific needs of the Department To constitute Task Forces To identify: <ul style="list-style-type: none"> Current and future organization requirements Challenges currently faced and those anticipated Behaviors required to succeed To familiarize Competency Dictionary and select 15 competencies | <ol style="list-style-type: none"> Job Analysis | <ol style="list-style-type: none"> To understand the stated and unstated complexities the job-holder handles in the process of achieving organizations objectives To map proficiency to roles | <ol style="list-style-type: none"> To validate mapped competencies |
| S/H Involved | Heads of Department, Task Force members | Task Force members | Task Force Members | Subject Matter Experts, Supervising officers, Heads of Department, Senior officials |
| Outcome | <ul style="list-style-type: none"> A broad set of behaviors expected from employees by senior management Task Forces constituted Competencies and behaviors that are critical to fulfil organization's objectives and strategies A set of 15 competencies to achieve the Departments' broad objectives | <ul style="list-style-type: none"> Job purpose/Position summary Key/Principal accountabilities Reporting relationships | A set of 10 competencies and the most appropriate behaviors | Competency Profile for selected cadres/categories |

| Stage 1 | Identifying the Relevant Competencies |
|-----------------------|--|
| Step 1 Purpose | To identify a broad set of competencies to suit the unique and specific needs of the Department |
| Process | Interviewing senior level officers to: <ul style="list-style-type: none"> (i) Understand the Mission and Vision of the Department and how Goals, Objectives and Measures are linked to unit(s) and individuals, (ii) Understand the different projects, programs, schemes and activities, and where the Department have chosen to apply its scarce resources, (iii) Identify units/schemes/projects that have consistently recorded good performance the specific behaviours top performers have exhibited, while also identifying non-performers and their ineffective job behaviours. |
| Tool | Visionary interviews |
| Involvement | Heads of Departments |
| Outcome | Knowledge about: <ul style="list-style-type: none"> (i) New initiatives underway, (ii) Effective and ineffective behaviours, (iii) Behaviours expected from employees by the leadership. |
| Output | A broad set of behaviours expected from employees at the operational level, by senior management |
| Step 2 Purpose | To Constitute Task Forces |
| Process | Task forces comprising between 5 and 8 members were formed, for each cadre/category. The member representing the task force must essentially be a top performer, be an officer representing one of the regional offices/zones of the Department and have served in the immediate lower cadre(s) in the past. |
| Tool | Referral |
| Involvement | Heads of Departments and other known sources within the department |
| Output | Task Forces formed for each cadre/category. |

| | |
|--------------------------|---|
| Step 3 Purpose | <p>To identify:</p> <ul style="list-style-type: none"> (i) Current and future organisation requirements, (ii) Challenges currently faced and those anticipated, (iii) Behaviours required by employees to succeed as well as fulfil organisations objectives. <p>To validate projects, goals, objectives and measures suggested by the senior officials.</p> |
| Process | Discussions with individual Task Forces. |
| Involvement | Task Force members |
| Tool | Brainstorming and Focus Group discussions |
| Outcome | Competencies and behaviours that are critical to fulfil organisations objectives and strategy |
| | |
| Step 4 Purpose | Familiarisation of Competency Dictionary among Task Force members and to select 15 competencies that would help employees serving in the respective cadre/category achieve broad objectives of the department. |
| Process | Awareness program to Task Force members for familiarising competency models in general and competency framework developed for Indian Civil Services. This model has been developed on the core values of Ethos, Ethics, Equity and Efficiency imbibing the essence of good governance and citizen-centric service delivery. |
| Involvement | Task Force members |
| Tool | Brainstorming |
| Outcome | A set of 15 competencies to achieve the broad objectives of the Department. |

| Stage 2 | Understanding Jobs and Roles |
|-------------|--|
| Purpose | Job analysis |
| Process | <p>(i) Collecting Job description documents that clearly outline the work to be done, given through induction manual, G.Os, circulars and additional responsibilities entrusted through delegation of authority. In such cases where such documents were not available, jobs were understood through a process called Job analysis,</p> <p>(ii) Classifying jobs under two duty clusters - core and functional,</p> <p>(iii) Identifying key/principal accountabilities.</p> |
| Involvement | Task Force members |
| Tool | Consultative meetings |
| Output | <p>Job purpose/Position summary;</p> <p>Key/Principal accountabilities;</p> <p>Reporting relationships</p> |

| Stage 3 | Assigning Competencies and Proficiency levels |
|---------------|--|
| Step 1 | |
| Purpose | To understand the stated and unstated complexities the job-holder handles in the process of achieving organisations objectives |
| Process | <p>(i) Analysing jobs and the mode of performance,</p> <p>(ii) Identifying competencies that would support role holders in successfully carrying out their duties, responsibilities and accountabilities,</p> <p>(iii) Short listing and ranking competencies from 1 to 10 in order of their importance.</p> |
| Involvement | Task Force members |
| Tool | Consultative meetings |
| Output | A set of 10 competencies |

| | |
|---------------|--|
| Step 2 | |
| Purpose | To map proficiency to roles |
| Process | Determine levels of proficiency required based on the nature of role, level of responsibility and problem solving complexity |
| Involvement | Task Force members |
| Tool | Consultative meetings |
| Output | A set of 10 competencies and the most appropriate behaviours |

| | |
|----------------|---|
| Stage 4 | Validating Competencies and Proficiency levels |
| Purpose | To validate mapped competencies |
| Process | (i) Review by Subject Matter Experts, (ii) Review by immediate superiors, (iii) Validation by Department Heads and Senior officials involving Task Force members. |
| Involvement | Subject Matter Experts, Supervising officers for selected cadres/categories, Heads of Departments and Senior officials. |
| Tool | Focus Group Discussions |
| Output | 8 competencies and their proficiency levels for each cadre/ category |
| Outcome | A Competency Profile for the selected cadres/categories of personnel and a Competency Framework for the Department |

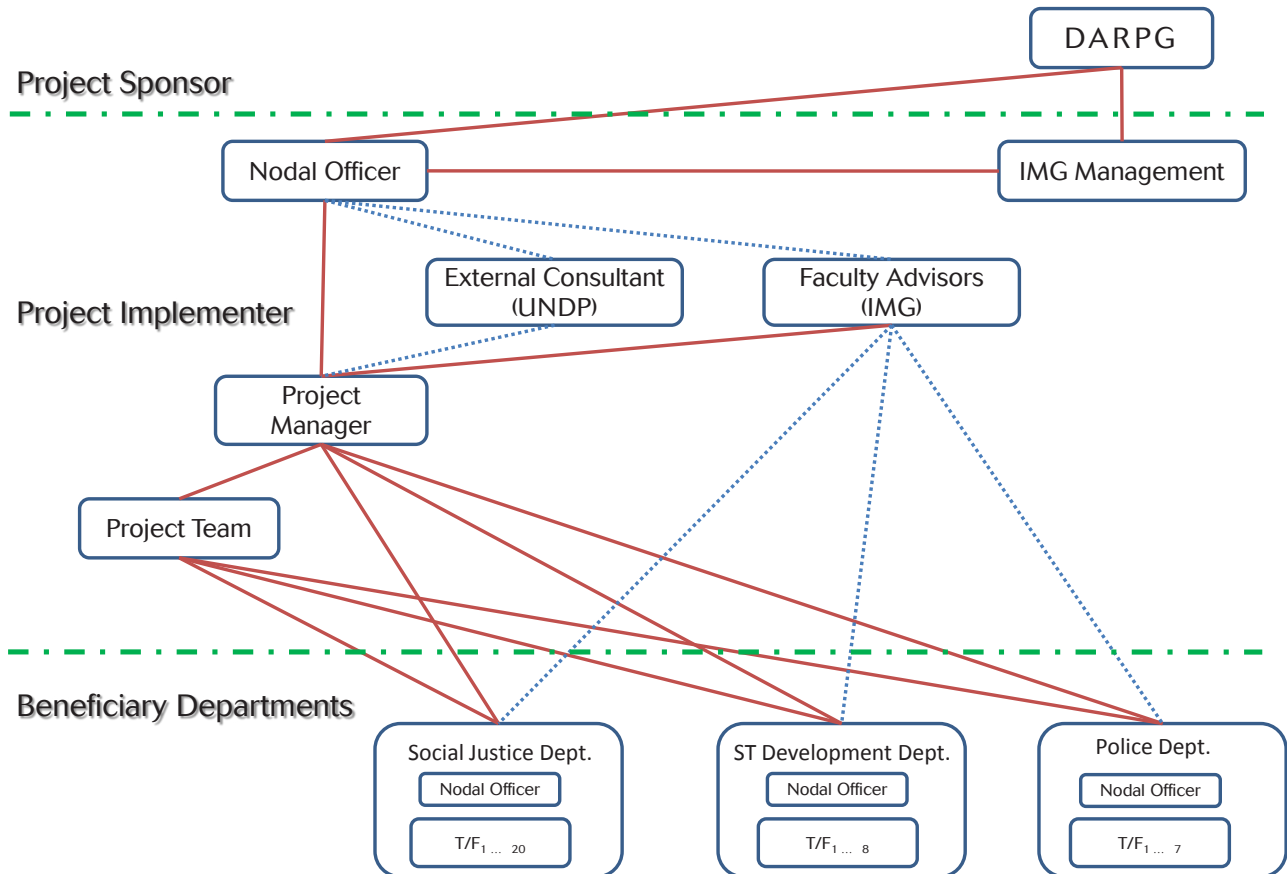
Note:

In the case of Police Department, the study has identified 6 feeder competencies which are deemed important for the person entering the Police force. The concept of feeder competencies has arisen from the deliberations with task force members and subject matter experts. This was reinforced through secondary data sources from those countries where Competency Framework has been successfully implemented.

Sample Competency Framework



Stakeholder Relationship



No. of meetings held:

| Cadre/Category | No. of meetings held |
|--|----------------------|
| CPO/WCPO | 13 |
| SCPO/WSCO | 13 |
| ASI/WASI | 09 |
| SI/WSI | 09 |
| Inspector of Police/ Women Inspector of Police | 09 |
| DySP/Women DySP | 09 |



THE JOURNEY SO FAR









“Be the Change that you want to see in the world”.

Mahatma Gandhi



Skill

Knowledge

Social Role

Self Image

Traits

Motives

| | |
|---|----|
| Police Department | 31 |
| Competency Framework | 33 |
| Role and Function of a Police Officer | 35 |
| Civil Police Officer (CPO/Women CPO) | 37 |
| Senior Civil Police Officer (SCPO/Women SCPO) | 43 |
| Assistant Sub-Inspector of Police/ Women Assistant Sub-Inspector of Police | 49 |
| Sub-Inspector of Police/ Women Sub-Inspector of Police | 55 |
| Inspector of Police/Women Inspector of Police | 61 |
| Deputy Superintendent of Police/ Women Deputy Superintendent of Police | 67 |
| Feeder Competencies | 72 |
| Competency Profile | 73 |

Police Department

Kerala Police, the law enforcement agency of the State is constituted and governed by the Kerala Police Act, 1960.

The motto of the force is *Mridhu Bhava Dhrida Krithye* which means soft in temperament, firm in action or simply “polite but firm” in Sanskrit. Kerala police has a reputation for being one of the best managed police forces in the country. This is corroborated by the fact that Kerala tops the ranking among Indian States’ in terms of maintenance of law and order, in various social security rankings. Since 2006, the Kerala Police Department has embarked on a major modernization programme to tackle the challenges of the 21st century. The Kerala Police are also the first police department in South Asia to undertake community policing.

The central police command centre acts as a strategic nodal centre for communicating and passing information to various unit forces in times of natural or man-made emergencies. The Kerala Police have a general executive branch wing, which consists of officers and constables dealing with law and order. It has a Crime Branch-Criminal Investigation Department (CB-CID) wing which deals with first degree crimes or sensational crimes happening in the state. It also has a Special Branch (Intelligence and Home Land Security) wing to deal with terrorism and anti-national activities, a high-tech crime enquiry cell to handle cyber crime and other techno based crimes, State Crime Records Bureau (SCRB), Armed Battalion, Riot Force and Forensic Science laboratory. It has specialized police teams like Watch and Ward, Kerala High Way Police, Coastal Police, Tourist Police, NRK assist cell and Mounted Police.

Mission

Ensure safety and security to the life and property of the public through effective and efficient implementation of the constitutional provisions, existing laws and the rules and regulations of the department and by observing the norms and principles of values and ethics

Vision

To have a people friendly, responsive and responsible police ensuring safety and security for the life and property of the public in the most effective and fruitful manner.

Vital Statistics

Composition of Employees at the cutting-edge level

| Cadre/Category chosen | |
|---|---------|
| DySP | 244 |
| Inspector of Police | 338 |
| SI | 1,875 |
| ASI | 1,614 |
| SCPO | 6,467 |
| CPO | 16,548 |
| Women DySP | 1 |
| Women Inspector of Police | 16 |
| Women SI | 63 |
| Women ASI | No Data |
| Women SCPO | 142 |
| Women CPO | 2,431 |
| Local | 471 |
| Others (Traffic, Railway, Vanitha, Cyber, Coastal, CBCID) | 48 |

Source: Police Headquarters-Establishment, TVPM, July 2016

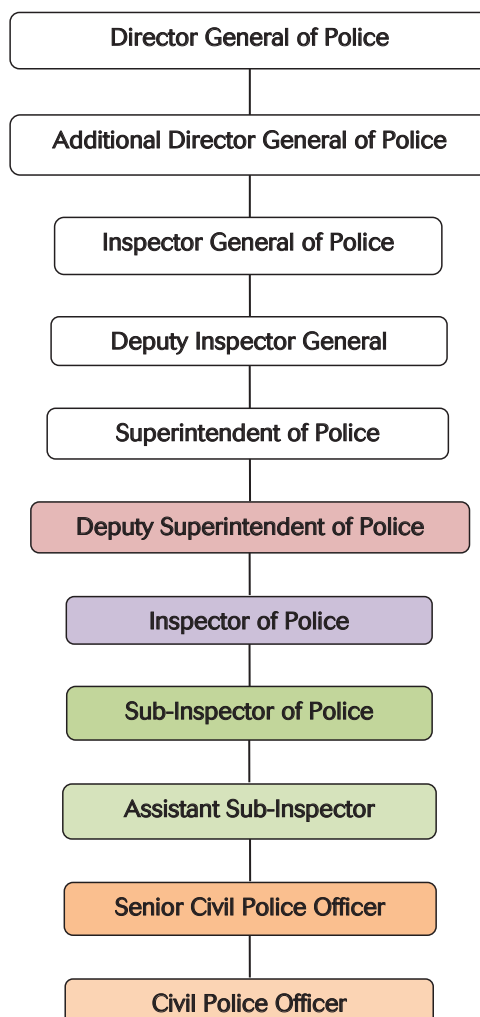
Competency Framework



Role and Function of a Police Officer

A Police officer is one who is appointed to uphold and enforce the law impartially and to protect life, liberty, property, human rights and dignity of the public, preserve public order, protect internal security, and prevent crimes. The twin roles which the police officer is expected to play in a society is maintenance of law and maintenance of order.

Organization Chart



Note: All positions occupied by women officers also

Position Title: Civil Police Officer (CPO/ Women CPO)

Duties and Responsibilities

A. Anti-Corruption

1. Report cases of corruption/torture happening within station.

B. Court Duty

1. Aid Prosecution,
2. Perform process duty including proceedings under sections 82 & 83 of CrPC,
3. Adduce evidence before court,
4. Document proceedings of cases under trial.

C. Crime Detection Work

1. Collect information/intelligence about criminals of various types and take notes from the Crime Intelligence Gazette (CIG),
2. Create a network of informers for information gathering about potential crimes,
3. Collect information from crime scene.

D. Democratic and Election Related Duties

1. Develop an understanding about the type of election, its importance and his/her role,
2. Inspect availability of infrastructure and resources for the conduct of free, fair and impartial election,
3. Maintain Law and Order (L&O) during election.

E. General Duty

1. Conduct Beat Patrolling/Night Patrolling,
2. Conduct Sea Patrolling/Boat Patrolling,
3. Conduct Sea Patrolling/Boat Patrolling,
4. Perform Guard duty/Surveillance duty (hospital guard),
5. Perform court ordered protection duty for individuals and institutions,
6. Conduct petition enquiry,
7. Act as a messenger,
8. Provide protection to victims and suspects,
9. Analyze conflicting situations and recommend solution to affected parties.

F. Intelligence

Collect intelligence about:

- a) Any incidents affecting law and order,
- b) Political activities,
- c) Labor activities,
- d) Student activities and agitations thereof,
- e) Communal tensions and events,
- f) Employees associations and strikes by them,
- g) Criminal activities, events tending to destroy peace and tranquility,
- h) Character and antecedence verification of citizen/specific individual,
- i) Drug trafficking, illicit distillation, and bootleggers,
- j) Anticipate incidents of criminal activities and events tending to destroy peace and tranquility during festivals and fairs.

G. Investigation

1. Investigate minor cases allotted,
2. Assist in crime registration,
3. Assist in cyber investigation,
4. Visits the scene of crime and perform guard duty to protect scene of crime,
5. Assist Investigating Officer in collecting and recording evidences (oral, digital, documentary, expert opinion) and documents related to case,
6. Lift, handle and pack all exhibits from crime scene and send them to various places like the PS, SP office, Forensic Science Laboratories and other places,
7. Summon witnesses by serving notice to them,
8. Assist Station House Officer (SHO) in search and seizure proceedings during an investigation,
9. Interrogate suspects, witnesses and criminals,
10. Take criminals to courts for police/judicial custody and trial,
11. Record witness statements,
12. Conduct check of bad characters (ex- convicts, jail release etc.,)
13. Collect and transmit criminal intelligence,
14. Assist SHO in maintaining records and Material Objects (MO's),
15. Aid Prosecution,
16. Provide protection to victims and suspects.

H. Natural Calamities, Disaster and Emergency Duties

1. Assure safety of life and property, provide shelter, rehabilitate, evacuate people from crisis situation and provide transportation during:
 - a) Natural (fire, flood, storm) and,
 - b) Man-made (electrical, chemical, gas tanker, explosions, and major accidents).

I. Order Maintenance and Security Jobs

1. Crowd Control: Undertake surveillance measures during processions, festivals of various types,
2. Mob management: Execute actions suggested by senior officers during agitating and unruly mobs,
3. Pilot and Escort: Perform VIP security and perform assigned duties during VIP visits in different capacities,
4. Control of riots: Execute orders from officers during internal disorders like communal riots, struggle between various classes, castes, and other clashes,
5. Manage crisis situations that include handling lunatic people, wild animal attacks etc.,
6. Manage differently abled people,
7. Arrest criminals, suspects and accused in pending cases,
8. Conduct surveillance of strangers, suspects and bad characters,
9. Resolve conflicts with crowd/mob disputes.

J. Duties Performed for Other Government Departments

1. Provide assistance as requested by other Government Departments.

K. Crime Prevention and Preservation of Peace and Security

1. Conduct check of bad characters (KD/DC/rowdies/ex- convicts, jail release & KAAPA),
2. Perform night patrolling, L&O patrolling,
3. Assist officers in checking lodges, hotels, brothels,
4. Assist officers in vehicle check,
5. Prevent actions that lead to cognizable offences,
6. Prevent acts causing public nuisance,
7. Collect and transmit criminal intelligence to State Special Branch (SSB).

L. PRO Duties

1. Develop an understanding about the importance of Protection of Civil Rights (PCR) and its present state in the area of operation,
2. Participate in various activities for improving PCR and Police image.

M. Maintenance of Police Records

1. Assist SHO in maintaining the records and MO's,
2. Assist SHO in upkeep, maintenance, destruction, revision and modification of records within the police station,
3. Assist SHO in preparing statements and reports for various commissions/ Agencies/Departments.

N. Enforcement of Social Legislation, Minor, Major and Special Acts

1. Develop an understanding about the significance and importance of various social legislations that facilitate social changes,
2. Participate in the effective execution of various social legislations and special Acts.

O. Social Welfare Services and Projects

1. Train students of **Student Police Cadet** Project,
2. Guide and protect students of **School Protection Group** Programme,
3. Perform duties of a Beat officer- **Janamaithri**,
4. Implement **Clean Campus-Safe Campus** Programme,
5. Collect Intelligence for **Kadalora Jagratha Samithi**,
6. Create awareness on **Our Responsibility to Children** Project,
7. Provide care and protection to **Senior Citizen**.

P. Traffic Duties

1. Execute regulatory traffic duties,
2. Create awareness of traffic laws,
3. Provide first aid to accident victims,
4. Handle accidents during traffic duty,
5. Administer traffic during accidents.

Specific Duties and Responsibilities entrusted with Women CPO:

I. General Duty:

1. Perform station guard duty,
2. Perform reception and women-desk duties,
3. Perform women prisoner escort duty,
4. Assist in inquest of female dead bodies,
5. Provide protection and shelter to destitute, women and children in conflict with law/in need of care and protection.

II. Investigation:

1. Assist investigating officer in recording victim/complainant/witness statements for crimes against women.

III. Crime Prevention and Preservation of Peace and Security:

1. Perform night patrolling, L&O patrolling for preventing immoral traffic.

IV. Social Welfare Services and Projects:

1. Perform ***Pink Beat***,
2. Conduct visits to Ladies Hostels and Home-Stays, as part of operation ***“Sthree Abhimaan”***

Position Title: Senior Civil Police Officer (SCPO/Women SCPO)

Duties and Responsibilities

A. Anti-Corruption

1. Report cases of corruption/torture happening within station.

B. Court Duty

1. Aid Prosecution,
2. Perform process duty including proceedings under sections 82 & 83 of Cr PC,
3. Adduce evidence before court,
4. Document proceedings of cases under trial.

C. Crime Detection Work

1. Collect information/intelligence about criminals of various types and take notes from the CIG,
2. Create a network of informers for information gathering about potential crimes.

D. Democratic and Election Related Duties

1. Develop an understanding about the type of election, its importance and his/her role,
2. Inspect availability of infrastructure and resources for the conduct of free, fair and impartial election,
3. Maintain L&O during election.

E. General Duty

1. Conduct Beat Patrolling,
2. Conduct Sea Patrolling/Boat Patrolling,
3. Perform Picket duty,
4. Perform Guard Command duty/Surveillance duty (hospital guard),
5. Perform court ordered protection duty for individuals and institutions,
6. Conduct petition enquiry,
7. Act as a messenger,
8. Provide protection to victims and suspects,
9. Analyze conflicting situations and recommend solution to affected parties.

F. Intelligence

Collect intelligence about:

- a) Any incidents affecting law and order,
- b) Political activities,
- c) Labor activities,
- d) Student activities and agitations thereof,
- e) Communal tensions and events,
- f) Employees associations and strikes by them,
- g) Criminal activities, events tending to destroy peace and tranquility,
- h) Character and antecedence verification of citizen/specific individual,
- i) Drug trafficking, illicit distillation, and bootleggers,
- j) Anticipate incidents of criminal activities and events tending to destroy peace and tranquility during festivals and fairs.

G. Investigation

1. Investigate minor cases allotted,
2. Register crimes,
3. Assist investigation of cyber crimes,
4. Visits the scene of crime and perform guard duty to protect scene of crime,
5. Assist collection and recording of various types of evidences (oral, digital, documentary, expert opinion) and documents related to case,
6. Lift, handle and pack all exhibits from crime scene and send them to various places like the PS, SP office, FSL and other places,
7. Summon witnesses by serving notice to them,
8. Assist Station House Officer (SHO) in search and seizure proceedings during an investigation,
9. Interrogate suspects, witnesses and criminals,
10. Take criminals to courts for police/judicial custody and trial,
11. Record witnesses statements,
12. Conduct check of bad characters (ex- convicts, jail release etc.),
13. Collect and transmit criminal intelligence,
14. Maintain records and MO's,
15. Prepare statements and reports for various commissions/agencies/Departments,
16. Aid Prosecution,
17. Provide protection to victims and suspects.

H. Natural Calamities, Disaster and Emergency Duties

1. Assure safety of life and property, provide shelter, rehabilitate, evacuate people from crisis situation and provide transportation during:
 - a) Natural (fire, flood, storm) and,
 - b) Man-made (electrical, chemical, gas tanker, explosions, and major accidents).

I. Order Maintenance and Security Jobs

1. Crowd Control: Undertake surveillance measures during processions, festivals of various types,
2. Mob management: Execute actions suggested by senior officers during agitating and unruly mobs,
3. Pilot and Escort: Perform VIP security and perform assigned duties during VIP visits in different capacities,
4. Control of riots: Execute orders from officers during internal disorders like communal riots, struggle between various classes, castes, and other clashes,
5. Manage crisis situations that include handling lunatic people, wild animal attacks etc.,
6. Manage differently abled people,
7. Arrest criminals and suspects and accused in pending cases,
8. Conduct surveillance of strangers, suspects and bad characters,
9. Resolve conflicts with crowd/mob disputes.

J. Duties Performed for Other Government Departments

1. Provide assistance as requested by other Government Departments.

K. Crime Prevention and Preservation of Peace and Security

1. Conduct check of bad characters (KD/DC/rowdies/ex- convicts, jail release & KAAPA),
2. Perform night patrolling, L&O patrolling,
3. Assist officers in checking lodges, hotels, brothels,
4. Assist officers in vehicle check,
5. Prevent actions that lead to cognizable offences,
6. Prevent acts causing public nuisance,
7. Collect and transmit criminal intelligence to SSB,
8. Conduct anti-sabotage checking.

L. PRO Duties

1. Develop an understanding about the importance of Protection of Civil Rights (PCR) and its present state in the area of operation,
2. Participate in various activities for improving PCR and Police image.

M. Maintenance of Police Records

1. Assist SHO in maintaining the records and MO's,
2. Assist SHO in upkeep, maintenance, destruction, revision and modification of records within the police station,
3. Assist SHO in preparing statements and reports for various Commissions/Agencies/Departments.

N. Enforcement of Social Legislation, Minor, Major and Special Acts

1. Develop an understanding about the significance and importance of various social legislations that facilitate social changes,
2. Participate in the effective execution of various social legislations and special Acts.

O. Social Welfare Services and Projects

1. Train students of **Student Police Cadet** Project,
2. Guide and protect students of **School Protection Group**,
3. Perform duties of a Beat officer- **Janamaithri**,
4. Implement **Clean Campus-Safe Campus** Programme,
5. Collect Intelligence for **Kadalora Jagratha Samithi**,
6. Create awareness on **Our Responsibility to Children** Project,
7. Provide care and protection to **Senior Citizen**.

P. Station Duty

1. Perform the duty of station guard/sentry/reception.

Q. Traffic Duties

1. Execute regulatory traffic duties,
2. Create awareness of traffic laws,
3. Provide first aid to accident victims,
4. Handle accidents during traffic duty,
5. Administer traffic during accidents.

Specific Duties and Responsibilities entrusted with Women SCPO:

I. General Duty:

1. Assist in inquest of female dead bodies,
2. Provide protection and shelter to destitute, women and children in conflict with law/in need of care and protection.

II. Investigation:

1. Assist investigating officer in recording victim/complainant/witness statements for crimes against women.

III. Crime Prevention and Preservation of Peace and Security:

1. Perform night patrolling, L&O patrolling for preventing immoral traffic.

IV. Social Welfare Services and Projects:

1. Perform ***Pink Beat***,
2. Conduct visits to Ladies Hostels and Home-Stays, as part of operation ***“Sthree Abhimaan”***

Position Title: Assistant Sub - Inspector of Police (ASI/ Women ASI)

Duties and Responsibilities

A. Anti-Corruption

1. Report cases of corruption/torture happening within station.

B. Court Duty

1. Aid Prosecution,
2. Execute process work,
3. Adduce evidence before court,
4. Assist Station House Officer (SHO) in implementing civil court orders,
5. Perform process to compel appearance- warrant execution, proclamation and attachment (Steps).

C. Crime Detection Work

1. Collect and disseminate information/intelligence about criminals of various types and take notes from the CIG,
2. Create a network of informers for information gathering about potential crimes.

D. Democratic and Election related Duties

1. Develop an understanding about the type of election, its importance and his/her role,
2. Inspect availability of infrastructure and resources for the conduct of free, fair and impartial election (As directed/deputed by SHO),
3. Maintain Law and Order during election.

E. General Duty

1. Perform L&O Patrolling,
2. Perform Sea Patrolling/Boat Patrolling,
3. Assign guard/surveillance duties (hospital guard) to subordinates,
4. Perform court ordered protection duty for individuals and institutions,
5. Perform petition enquiry,
6. Perform protection to victims and suspects,
7. Analyze conflicting situations and recommend solution to affected parties,
8. Perform duties of State Assistant Public Information Officer (SAPIO) (Station Writer),
9. Provide protection to religious, educational, charitable institutions and other vital installations,
10. Detect petty offenses.

F. Intelligence

Collect intelligence about:

- a) Any incidents affecting law and order,
- b) Political activities,
- c) Labor activities,
- d) Extremist group's activities,
- e) Student activities and agitations thereof,
- f) Employees associations and strikes by them,
- g) Communal tensions and events,
- h) Employees associations and strikes by them,
- i) Criminal activities, events tending to destroy peace and tranquility,
- j) Character and antecedence verification of citizen/specific individuals/foreign nationals,
- k) Drug trafficking, illicit distillation, and bootleggers,
- l) Anticipate incidents of criminal activities and events tending to destroy peace and tranquility during festivals and fairs.

G. Investigation

1. Register crime cases,
2. Investigate endorsed cases,
3. Assist in cyber investigation,
4. Visit scene of crime,
5. Collect and record evidences (oral, digital, documentary, expert opinion) and documents related to case,
6. Lift, handle and pack all exhibits and send them to concerned officers/offices,
7. Summon witnesses by serving notice to them,
8. Conduct search and seizure proceedings during an investigation,
9. Interrogate accused, suspect and witnesses,
10. Perform arrest of accused,
11. Take criminals to courts for police/judicial custody and trial,
12. Record witnesses statements,
13. Perform check of bad characters (ex- convicts, jail release, etc.),
14. Collect and transmit criminal intelligence,
15. Assist SHO in maintaining records and MO's related to investigation,
16. Assist in preparing statements and reports for various commissions/ agencies/ Departments,

17. Aid Prosecution,
18. Provide protection to victims and suspects,
19. Prepare Case Diary,
20. Prepare Charge Sheet/Final Report,
21. Perform inquest.

H. Natural Calamities, Disaster and Emergency Duties

1. Assure safety of life and property, provide shelter, rehabilitate, evacuate people from crisis situation and provide transportation during:
 - a) Natural (fire, flood, storm) and,
 - b) Man-made (electrical, chemical, gas tanker, explosions, and major accidents).

I. Order Maintenance and Security Jobs

1. Crowd Control: Undertake surveillance measures during processions, festivals of various types,
2. Mob management: Execute actions suggested by senior officers during agitating and unruly mobs,
3. Pilot and Escort: Perform VIP security and perform assigned duties during VIP visits in different capacities,
4. Control of riots: Execute orders from officers during internal disorders like communal riots, struggle between various classes, castes, and other clashes
5. Manage crisis situations that include handling lunatic people, wild animal attacks etc.,
6. Manage differently abled people,
7. Arrest criminals, suspects and accused in pending cases,
8. Conduct surveillance on activities of strangers, suspects and bad characters,
9. Perform L&O duties within station limit and to other areas if directed by superior officers,
10. Perform arrest with or without warrant,
11. Resolve conflicts with crowd/mob disputes.

J. Duties Performed for Other Government Departments

1. Perform duties as requested by other Government Departments.

K. Crime Prevention and Preservation of Peace and Security

1. Perform check of bad characters (KD/DC/rowdies/ex- convicts, jail release & KAAPA),
2. Perform night patrolling,

3. Check lodges, hotels, brothels,
4. Conduct vehicle check,
5. Prevent actions that may lead to cognizable offences,
6. Prevent acts causing public nuisance,
7. Collect and transmit criminal intelligence to State Special Branch (SSB),
8. Verify credentials of foreigners and strangers,
9. Assist higher officers in anti-sabotage checking,
10. Maintain proficiency in handling weapons and scientific equipments.

L. PRO Duties

1. Develop an understanding about the importance of Protection of Civil Rights (PCR) and its present state in the area of operation,
2. Participate in various activities for improving PCR and Police image.

M. Maintenance of Police Records

1. Assist in preparation, destruction, revision and modification of record within the Police Station,
2. Assist in preparation of statements and report for various Commissions/Agencies/Departments.

N. Enforcement of Social Legislation, Minor, Major and Special Acts

1. Develop an understanding about the significance and importance of various social legislations that facilitate social changes,
2. Participate in the effective execution of various social legislations and special Acts.

O. Social Welfare Services and Projects

1. Assist in Implementing **Student Police Cadet** Project,
2. Assist in Implementing of **School Protection Group**,
3. Act as Liaison/Beat officer of **Janamaithri Police**,
4. Implement **Our Responsibility to Children** (ORC), Programme
5. Convener of **Clean Campus-Safe Campus** Programme,
6. Convener of **Road Safety Club**,
7. Convener of **Kadalora Jagratha Samithi**,
8. Convener of **Senior citizen** Project,
9. Convener of **Juvenile/Child Welfare** committee.

P. Station Administration

1. Deploy police personnel for various duties as Officer-In-Charge (OIC),
2. Conduct catechism/parade on scheduled days (as OIC),
3. Assist in preparing statements and reports various Commissions/Agencies Departments,
4. Perform all other functions of officer-in-charge at Police Station.

Q. Traffic Duties

1. Carryout regulatory traffic duties,
2. Create awareness of traffic laws,
3. Provide first aid to accident victims,
4. Handle accidents during traffic duty,
5. Administer traffic during accidents,
6. Detect traffic offences.

Specific Duties and Responsibilities entrusted with Women ASI:

I. General Duty:

1. Assist in inquest of female dead bodies,
2. Provide protection and shelter to destitute, women and children in conflict with law/in need of care and protection.

II. Investigation:

1. Assist investigating officer in recording victim/complainant/witness statements for crimes against women,

III. Crime Prevention and Preservation of Peace and Security:

1. Perform night patrolling, L&O patrolling for preventing immoral traffic.

IV. Social Welfare Services and Projects:

1. Perform ***Pink Beat***,
2. Conduct visits to Ladies Hostels and Home-Stays, as part of operation ***“Sthree Abhimaan”***

Position Title: Sub - Inspector of Police (SI/ Women SI)

Duties & Responsibilities

A. Anti-Corruption

1. Report cases of corruption/torture happening within station.

B. Court Duty

1. Aid Prosecution,
2. Execute process work,
3. Adduce evidence before court,
4. Record proceedings of cases under trial (Court CD),
5. Prepare and furnish statement of facts/affidavit to court,
6. Implement civil court orders,
7. Resolve Long Pending(LP) cases.

C. Crime Detection Work

1. Collect and Disseminate information/intelligence about criminals of various types and take notes from the Crime Intelligence Gazette (CIG),
2. Create a network of informers for information gathering about potential crimes.

D. Democratic and Election related Duties

1. Develop an understanding about the type of election, its importance and his/her role,
2. Assign duties to subordinates,
3. Inspect availability of infrastructure and resources for the conduct of free, fair, and impartial election (as directed/deputed by SHO,)
4. Maintain Law and Order during election.

E. General Duty

1. Perform L&O Patrolling,
2. Perform Sea Patrolling/Boat Patrolling,
3. Assign Guard duty/Surveillance duty (hospital guard) to subordinates,
4. Assign court ordered protection duty for individuals and institutions,
5. Conduct petition enquiry and petition disposal,
6. Assign protection to victims and suspects,

7. Analyze conflicting situations and recommend solution to affected parties,
8. Perform duties of State Public Information Officer (SPIO) (Station Writer),
9. Provide protection to religious, educational, charitable institutions and other vital installations,
10. Compound petty offenses.

F. Intelligence

Collect and disseminate intelligence about:

- a) Any incidents affecting law and order,
- b) Political activities,
- c) Labor activities,
- d) Extremist group's activities,
- e) Student activities and agitations thereof,
- f) Communal tensions and events,
- g) Employees associations and strikes by them,
- h) Criminal activities, events tending to destroy peace and tranquility,
- i) Character and antecedence verification of citizen/specific, individuals/foreign nationals,
- j) Drug trafficking, illicit distillation, and bootleggers,
- k) Anticipate incidents of criminal activities and events tending to destroy peace and tranquility during festivals and fairs.

G. Investigation

1. Register cases,
2. Investigate cases,
3. Assist in cyber crime and grave crime investigation,
4. Visits scene of crime and assign guards to protect scene of crime,
5. Collect and record various types of evidences (oral, documentary), obtaining expert opinion and documentation related to case (scriptory work),
6. Lift, handle and pack all exhibits and send them to concerned officers/offices,
7. Summon witnesses by serving notice to them,
8. Conduct search and seizure proceedings during an investigation,
9. Interrogate accused, suspect and witnesses,
10. Perform arrest of accused,
11. Take criminals to courts for police/judicial custody and trial,
12. Record witnesses statements,

13. Conduct check of bad characters (ex- convicts, jail release etc.),
14. Collect and disseminate criminal intelligence obtained,
15. Maintain records and MO's related to investigation,
16. Prepare statements and reports for various Commissions/Agencies/Departments,
17. Aid Prosecution,
18. Provide protection to victims and suspects,
19. Prepare Case Diary,
20. Verify, prepare and file Charge Sheet/Final Report,
21. Collect scientific evidences and information for cases assigned,
22. Conduct inquest.

H. Natural Calamities, Disaster and Emergency Duties

1. Assure safety of life and property, provide shelter, rehabilitate, evacuate people from crisis situation and provide transportation during:
 - a) Natural (fire, flood, storm) and,
 - b) Man-made (electrical, chemical, gas tanker, explosions, and major accidents).

I. Order Maintenance and Security Jobs

1. Crowd Control: Undertake surveillance measures during processions, festivals of various types,
2. Mob management: Execute actions by self/suggested by senior officers during agitating and unruly mobs,
3. Pilot and Escort: Manage VIP security and perform assigned duties during VIP visits in different capacities,
4. Control of riots: Execute actions by self/orders from by officers during internal disorders like communal riots, struggle between various classes, castes, and other clashes,
5. Manage crisis situations that include handling lunatic people, wild animal attacks etc.,
6. Manage differently abled people,
7. Perform arrest of accused in pending cases,
8. Conduct surveillance of strangers, suspects and bad characters,
9. Maintain L&O duties within station limit and to other areas if directed by superior officers ,
10. Perform arrest with or without warrant,
11. Resolve conflicts in crowd/mob disputes.

J. Duties Performed for Other Government Departments

1. Perform duties as requested by other Government Departments.

K. Crime Prevention and Preservation of Peace and Security

1. Conduct check of bad characters (KD/DC/rowdies/ex- convicts, jail release & KAAPA),
2. Identify known goondas, document and initiate action under KAAPA,
3. Perform night patrolling, day beat and evening beat,
4. Conduct check in lodges, hotels, brothels,
5. Conduct vehicle check,
6. Prevent actions that lead to cognizable offences,
7. Prevent acts causing public nuisance,
8. Collect and transmit criminal intelligence to State Special Branch (SSB),
9. Verify credentials of foreigners and strangers,
10. Conduct pre-emptive detention and register cases in preventive/security measures,
11. Perform anti-sabotage checking,
12. Maintain proficiency in handling weapons and scientific equipments,
13. Train subordinates on the use of weapons, scientific equipments and electronic gadgets.

L. PRO Duties

1. Develop an understanding about the importance of Protection of Civil Rights (PCR) and its present state in the area of operation,
2. Participate in various activities for improving PCR and Police image.

M. Maintenance of Police Records

1. Arrange for upkeep, maintenance, destruction, revision and modification of records, conviction memos, within the station.

N. Enforcement of Social Legislation, Minor, Major and Special Acts

1. Develop an understanding about the significance and importance of various social legislations that facilitate social changes,
2. Participate in the effective execution of various social legislations and special Acts.

O. Social Welfare Services and Projects

1. Implement **Student Police Cadet** Project,
2. Implement **School Protection Group** programme,
3. Convener of **Janamaithri Police** (Community Relation officer),
4. Implement **Our Responsibility to Children** (ORC) Project,
5. Convener of **Clean Campus-Safe Campus** Programme,
6. Convener of **Road Safety Club**,
7. Coordinate activities of **Kadalora Jagratha Samithi**,
8. Convener of **Senior citizen** project.

P. Station Administration

1. Assign station guard/sentry/reception duty,
2. Maintain station records and Govt. property in proper condition,
3. Prepare and submit Annual Confidential Report (ACR) of subordinates to higher officer,
4. Review medical fitness of staff periodically,
5. Maintain Police Station and its premises clean,
6. Conduct catechism/parade on scheduled days (as OIC),
7. Prepare statements and reports to various Commission/Agencies/Departments,
8. Assign duties to police personnel based on their skill,
9. Brief the police personnel about duties of the day, monitor their performance and perform debriefing,
10. Supervise case investigation activities allocated to subordinates,
11. Implement Crime and Criminal Tracking Network and Systems (CCTNS), Internal Administrative Processing Systems (iAPS), e- beat system,
12. Enforce discipline at station (orderly Room March, awarding minor punishments, special reports etc.).

Q. Traffic Duties

1. Execute regulatory traffic duties,
2. Create awareness of traffic laws,
3. Provide First Aid to accident victims,
4. Handle accidents during traffic duty,
5. Administer traffic during accidents,
6. Conduct vehicle check (violation of traffic rules and record verification),

7. Register and investigate cases in connection with accidents or violation of traffic rules,
8. Compound petty traffic offenses.

Specific Duties and Responsibilities entrusted with Women SI:

I. General Duty:

1. Conduct inquest of female dead bodies,
2. Provide protection and shelter to destitute, women and children in conflict with law/in need of care and protection.

II. Investigation:

1. Record victim/complainant/witness statements for crimes against women.
2. Provide protection to victims/complainant/suspects (women and children)

III. Crime Prevention and Preservation of Peace and Security:

1. Perform night patrolling, L&O patrolling for preventing immoral traffic

IV. Social Welfare Services and Projects:

1. Conduct visits to Ladies Hostels and Home-Stays, as part of operation ***“Sthree Abhimaan”***

Position Title: Inspector of Police / Women Inspector of Police

Duties and Responsibilities

A. Anti-Corruption

1. Report cases of corruption/torture happening within station to Dy SP/SP,
2. Take preventive measures to prevent corruption and torture happening within the circle.

B. Court Duty

1. Prepare and furnish statement of facts/affidavit,
2. Adduce evidence before court,
3. Maintain crime ledger,
4. Implement court orders,
5. Verify LP cases periodically,
6. Monitor the prosecution of all grave crimes.

C. Crime Detection Work

1. Collect and Disseminate information/intelligence about criminals of various types and take notes from the CIG,
2. Create a network of informers for gathering information for preventing potential crimes.

D. Democratic and Election related Duties

1. Develop an understanding about type of election, its importance and his/her role,
2. Assign duties to subordinates,
3. Inspect availability of infrastructure and resources for the conduct of free, fair and impartial election,
4. Maintain Law and Order during election.

E. General Duty

1. Conduct L&O Patrolling/Sea patrolling,
2. Perform the duty of Night Checking Officer,
3. Conduct Test check of pending warrants,
4. Assign court ordered protection duty for individuals and institutions,
5. Conduct petition disposal,

6. Analyze conflicting situations, make timely interventions and recommend solution to affected parties,
7. Perform duties of State Public Information Officer (SPIO),
8. Provide protection to religious, educational, charitable institutions and other vital installations,
9. Compound petty offenses.

F. Intelligence

1. Collect and disseminate intelligence/information about:
 - a) Any incidents affecting law and order,
 - b) Political activities,
 - c) Labor activities,
 - d) Extremist group's activities,
 - e) Student activities and agitations thereof,
 - f) Communal/Religious tensions and events,
 - g) Employees associations and strikes by them,
 - h) Criminal activities, events tending to destroy peace and tranquility,
 - i) Character and antecedence verification of citizen/specific individuals/foreign nationals,
 - j) Drug trafficking, illicit distillation, and bootleggers,
 - k) Anticipate incidents of criminal activities and events tending to destroy peace and tranquility during festivals and fairs.
2. Inform summary of facts about case/situations periodically to higher officers.

G. Investigation

1. Register case (major incident),
2. Investigate cases (Grave crimes & and cases assigned by superior officers),
3. Investigate cyber related cases,
4. Visit scene of crime and assign guard duty to protect scene of crime,
5. Collect and record evidences (oral, digital, documentary, expert opinion) and documents related to case,
6. Lift, handle and pack all exhibits from crime scene and send them to concerned officers/offices for examination,
7. Summon witness by serving notice to them,
8. Conduct search and seizure proceedings during an investigation within and outside the state,

9. Interrogate accused, suspect and witness,
10. Perform arrest of accused,
11. Record statement from witness,
12. Collect and disseminate intelligence information received about criminals,
13. Maintain records and MO's related to investigation,
14. Prepare statements and reports for various Courts/Commissions/Agencies/ Departments,
15. Provide protection to victims,
16. Conduct surveillance of suspects,
17. Prepare Case Diary,
18. Collect scientific evidences and information relating to cases pursued,
19. Prepare and File Charge Sheet/Final Report for cases personally pursued,
20. Conduct inquest,
21. Review all crime reports and give directions to subordinate Investigating officers.

H. Natural Calamities, Disaster and Emergency Duties

1. Assure safety of life and property, provide shelter, rehabilitate, evacuate people from crisis situation and provide transportation during:
 - a) Natural (fire, flood, storm) and,
 - b) Man-made (electrical, chemical, gas tanker, explosions, and major accidents).

I. Order Maintenance and Security Jobs

1. Perform duties of Supervising Officer,
2. Crowd Control: Undertake surveillance activities during processions, festivals of various types,
3. Mob management: Execute actions by self/suggested by senior officers during agitating and unruly mobs,
4. Pilot and Escort: Manage VVIP security and perform assigned duties during VVIP visits,
5. Control of riots: Execute actions by self/orders from by officers during internal disorders like communal riots, struggle between various classes, castes, and other clashes,
6. Perform arrest of accused involved in pending cases,
7. Conduct check of hardcore criminals and perform preventive works,
8. Maintain L&O within jurisdiction,
9. Perform arrest with or without warrant,
10. Resolve conflicts in crowd/mob disputes.

J. Duties Performed for Other Government Departments

1. Provide assistance as requested by other Government Departments.

K. Crime Prevention and Preservation of Peace and Security

1. Perform night patrolling,
2. Check lodges, hotels, brothels and conduct raids to detect and prevent unlawful activities,
3. Conduct vehicle check,
4. Prevent actions that lead to cognizable offences,
5. Prevent acts causing public nuisance,
6. Maintain proficiency in handling weapons and scientific equipments used for crime detection and crime prevention,
7. Train subordinates on the use of weapons, scientific equipment and electronic gadgets,
8. Detect crimes and perform preventive arrest.

L. PRO Duties

Police are the most visible and effective PROs of the police departments. They should understand:

1. the importance of Protection of Civil Rights (PCR) and its present state in the area of operation and functions,
2. the role of police improving PCR and police image.

M. Maintenance of Police Records

1. Arrange for upkeep, maintenance, destruction, revision and modification of records,
2. Maintain Crime Ledger, Circle Information Book and Ephemeral records at office.

N. Enforcement of Social Legislation, Minor, Major and Special Acts

1. Develop an understanding about the significance and importance of various social legislations that facilitate social changes,
2. Participate in the effective execution of various social legislations and special Acts.

O. Social Welfare Services and Projects

Supervise activities related to:

1. **Student Police Cadet** Project,
2. **School Protection Group** Programme,

3. ***Our Responsibility to Children*** (ORC) Project,
4. ***Janamaithri Police***,
5. ***Clean Campus-Safe Campus*** Programme,
6. ***Road Safety Club***,
7. ***Kadalora Jagratha Samithi***,
8. ***Senior Citizen*** project,
9. ***Juvenile/Child Welfare Committee***,
10. Act as a Convener of SC/ST circle level monitoring committee,
11. Administer activities of ***Victim Support Cell***.

P. Administrative Duties

1. Assign police personnel for various duties,
2. Conduct periodical inspection of Police Station, Outpost and Supervise station functions,
3. Conduct various conferences,
4. Prepare statements and reports to various Courts/Commission/Agencies/ Departments,
5. Maintain office records and Govt. property in proper condition,
6. Prepare and submit Annual Confidential Report of subordinates,
7. Conduct Departmental Punishment Roll (PR) inquiry—Quasi Judicial,
8. Execute minor punishment to junior officers,
9. Conduct periodic medical fitness review of staff,
10. Maintain Police Station and its premises clean,
11. Conduct catechism/parade on scheduled days,
12. Evaluate and recommend applications received for Arms/Explosive license,
13. Perform duties of Estate Officer,
14. Perform duties of SHO.

Q. Traffic Duties

1. Enforce traffic Rules and Regulations,
2. Create awareness about traffic laws (IEC),
3. Administer activities of Traffic Council for Road Development, Accident Study etc.,
4. Investigate major accidents (involving death of two or more),
5. Compound petty traffic offenses,
6. Undertake preventive measures to minimize accidents.

**Position Title: Deputy Superintendent of Police/
Women Deputy Superintendent of Police**

Duties & Responsibilities:

A. Anti-Corruption

1. Take action against cases of corruption among officers working in subdivision/ torture happening within station.

B. Court Duty

1. Prepare and furnish statement of facts/affidavit,
2. Adduce evidence before court,
3. Verify Long Pending and under investigation cases periodically,
4. Monitor prosecution of all grave crimes and sensational cases.

C. Crime Detection Work

1. Collect and disseminate information/intelligence about criminals of various types,
2. Create a network of informers for gathering information for preventing potential crimes.

D. Democratic and Election related Duties

1. Perform duties of Election Controlling Officer,
2. Develop an understanding about type of election, its importance and his/her role,
3. Assign duties to subordinates,
4. Inspect availability of infrastructure and resources for the conduct of free, fair and impartial election,
5. Maintain Law and Order during election happening within his jurisdiction,
6. Liaison with electoral and revenue officials.

E. General Duty

1. Perform the duty of Night Supervising Officer,
2. Assign court ordered protection duty for individuals and institutions,
3. Conduct Test Check of pending warrants,
4. Conduct petition adalaths,
5. Analyze conflicting situations, make timely interventions and recommend solution to affected parties,
6. Act as Appellate Authority for the implementation of RTI Act,
7. Provide protection to religious, educational, charitable institutions and other vital installations.

F. Intelligence

1. Collect and Disseminate intelligence/information about:
 - a) Any incidents affecting law and order,
 - b) Political activities,
 - c) Labor activities,
 - d) Extremist group's activities,
 - e) Student activities and agitations there of,
 - f) Communal/Religious tensions and events,
 - g) Employees associations and strikes by them,
 - h) Criminal activities, events tending to destroy peace and tranquility,
 - i) Character and antecedence verification of citizen/specific individuals/ foreign nationals,
 - j) Drug trafficking, illicit distillation, and bootleggers,
 - k) Anticipate incidents of criminal activities and events tending to destroy peace and tranquility during festivals and fairs.
2. Inform summary of facts about case/situations periodically to higher officers.

G. Investigation

1. Investigate SC/ST and dowry death cases and cases assigned by Superior officers,
2. Conduct visit to scene of all grave crimes and prepare Grave Crime Report (GCR),
3. Review all Case Diaries and give directions to investigating officers,
4. Collect and record evidences (oral, digital, documentary, expert opinion) and documents related to case under personal investigation,
5. Lift, handle and pack all exhibits from crime scene and send them to concerned officers/offices for examination,
6. Examine witness/witnesses,
7. Conduct search and seizure proceedings at crime scene,
8. Interrogate accused, suspect and witness,
9. Perform arrest of accused,
10. Collect and disseminate intelligence information received about criminals,
11. Maintain records and MO's related to investigation,
12. Prepare statements and reports for various Courts/Commissions/Agencies/ Departments,
13. Prepare and File Charge Sheet/Final Report for cases,
14. Monitor investigation activities of subordinates.

H. Natural Calamities, Disaster and Emergency Duties

1. Assure safety of life and property, provide shelter, rehabilitate, evacuate people from crisis situation and provide transportation during:
 - a) Natural (fire, flood, storm) and,
 - b) Man-made (electrical, chemical, gas tanker, explosions, and major accidents).

I. Order Maintenance and Security Jobs

1. Perform duties of Commanding and Supervising Officer (Sub-division),
2. Maintain L&O at Sub-division,
3. Crowd Control: Undertake surveillance activities during processions, festivals of various types,
4. Mob management: Perform duties of Commanding Officer and Execute actions by self/as suggested by senior officers, while dealing with agitating and unruly mobs,
5. Pilot and Escort: Manage VVIP security and perform assigned duties during VVIP visits,
6. Control of riots: Execute actions by self/orders from by officers during internal disorders like communal riots, struggle between various classes, castes, and other clashes,
7. Perform arrest of accused involved in pending cases,
8. Conduct check of hardcore criminals and perform preventive works.

J. Duties Performed for Other Government Departments

1. Provide assistance as requested by other Government Departments.

K. Crime Prevention and Preservation of Peace and Security

1. Check lodges, hotels, brothels and conduct raids to detect and prevent unlawful activities,
2. Conduct vehicle check,
3. Act as a sanctioning authority of security proceedings,
4. Initiate documentation of rowdy history, and periodically renew/review them,
5. Maintain proficiency in handling weapons and scientific equipments used for crime detection and crime prevention,
6. Detect crimes and perform preventive arrest.

L. PRO Duties

Police are the most visible and effective PROs of the police departments. They should understand:

- a) the importance of Protection of Civil Rights (PCR) and its present state in the area of operation and functions,
- b) the role of police improving PCR and police image.

M. Maintenance of Police Records

1. Arrange for upkeep, maintenance, destruction, revision and modification of records at Sub-division.

N. Enforcement of Social Legislation, Minor, Major and Special Acts

1. Develop an understanding about the significance and importance of various social legislations that facilitate social changes,
2. Participate in the effective execution of various social legislations and special Acts.

O. Social Welfare Services and Projects

Supervise activities related to:

1. **Student Police Cadet** Project,
2. **School Protection Group** Programme,
3. **Our Responsibility to Children** (ORC) Project,
4. **Janamaithri Police**,
5. **Clean Campus-Safe Campus** Programme,
6. **Road Safety Club**,
7. **Kadalora Jagratha Samithi**,
8. **Senior citizen** project,
9. **Juvenile/Child Welfare Committee**,
10. SC/ST Monitoring Committee,
11. **Victim Support Cell**.

P. Supervision/Administration (Sub-division)

1. Conduct periodic inspection of Police Station, outpost and CI office,
2. Conduct monthly crime conferences and review of all grave crimes under investigation,
3. Conduct petition enquiry,

4. Prepare statements and reports to various Courts/Commission/Agencies/ Departments,
5. Maintain records in the sub-divisional office and manage custody of CD copies,
6. Prepare and submit Annual Confidential Report of subordinates,
7. Conduct Departmental Punishment Roll (PR) inquiry,
8. Execute minor punishment to junior officers,
9. Conduct periodic medical fitness review of staff,
10. Ensure cleanliness of Police Station and its premises,
11. Issue sanction order for the use of loud speaker, within his jurisdiction,
12. Conduct catechism/parade on scheduled days,
13. Evaluate and recommend applications received for Arms/Explosive license.

Q. Traffic Duties

1. Enforce traffic Rules and Regulations,
2. Create awareness about traffic laws (IEC),
3. Act as a member in advisory council committee (traffic monitoring/developmental and structural changes) at sub-divisional level,
4. Conduct investigation of major accidents (involving death of two or more),
5. Compound petty traffic offenses,
6. Undertake preventive measures to minimize accidents.

Feeder Competencies

Given below are the six feeder (entry level) competencies which all persons entering the Police service should inevitably possess. We have prescribed that in respect of all these feeder competencies, the inductee should possess at level 2 of the corresponding proficiency. Depending upon their level of entry, the competency requirements will vary. In regard to CPO, the proficiency level of all these competencies levels advised are at level 2. However in the case of direct recruits at the level of Sub Inspectors, the competency level advised are at level 4 in regard to all competencies except those of Decision Making and Adaptability where the competency level advised is 3.

| Competencies | Meaning |
|---------------------------------|--|
| Communication Skill | Ability to express oneself clearly in conversation and in writing |
| Self Awareness and Self Control | Ability to keep functioning effectively when under pressure and maintain self control in the face of hostility or provocation; To bend but not be broken |
| Self Confidence | Faith in one's own ideas; Willingness to take an independent position in the face of opposition |
| Integrity | Demonstrates concern that one be perceived as responsible, reliable and trustworthy |
| Decision Making | Makes timely decisions that take into account relevant facts, tasks, goals, constraints, risks and conflicting points of view |
| Adaptability | Adapts behavior over work methods in response to new information, changing condition or unexpected obstacles; Approaches change positively and adjusts behaviors accordingly |

Competency Profile

Police officers at all levels perform an array of functions depending upon the nature of responsibilities entrusted with them. We found that the Competency Profile of officers posted at the General Executive Branch is portrayed under “Maintenance of Law and Order”. However if an officer is posted under Investigation, S/he has to possess certain additional competencies depicted under the respective operational heads.

I. Maintenance of Law and Order

| Cadre → Competencies ↓ | | CPO | SCPO | ASI | SI | CI | Dy.SP |
|---------------------------|-------------------------------|--|------|-----|----|----|-------|
| 1. | Result Orientation | 1 | 1 | 2 | 3 | 3 | 3 |
| 2. | Team Working | 1 | 2 | 3 | 4 | 5 | 5 |
| 3. | Communication Skill | 2 | 2 | 3 | 3 | 4 | 4 |
| 4. | Seeking Information | 1 | 1 | 2 | 5 | 5 | 5 |
| 5. | Attention to Detail | 1 | 1 | 1 | 3 | 4 | 4 |
| 6. | Empathy | 3 | 3 | 4 | 4 | 5 | 5 |
| 7. | Desire for Knowledge | 1 | 1 | 1 | 2 | 3 | 4 |
| 8. | Assertiveness | 1 | 1 | 1 | 2 | 2 | 2 |
| 9. | Concern for Safety | 1 | 1 | 1 | 2 | 2 | 2 |
| 10. | Valuing Culture and Diversity | 1 | 1 | 1 | 1 | 2 | 2 |
| 11. | Conflict Resolution | 2 | 2 | 3 | 3 | 4 | 4 |
| 12. | Disaster Management | These competencies are applicable to all categories above. The levels are not indicated as this could vary from category to category and at times from situation to situation. | | | | | |
| 13. | Political Awareness | | | | | | |

L
E
V
E
L
S

II. Investigation

| Cadre → Competencies ↓ | | CPO | SCPO | ASI | SI | CI | Dy. SP | LEVELS |
|---------------------------|-------------------------------------|-----|------|-----|----|----|--------|--------|
| 1. | Consultation and Consensus Building | 1 | 1 | 1 | 2 | 2 | 2 | |
| 2. | Conceptual Thinking | 1 | 1 | 2 | 2 | 3 | 3 | |
| 3. | Problem Solving | 1 | 1 | 3 | 4 | 3 | 4 | |

III. Traffic Duty

| Cadre → Competencies ↓ | | CPO | SCPO | ASI | SI | CI | Dy. SP | LEVELS |
|---------------------------|-----------------|-----|------|-----|----|----|--------|--------|
| 1. | Problem Solving | 1 | 1 | 3 | 4 | 3 | 4 | |
| 2. | Delegation | | | 1 | 2 | 3 | 4 | |

IV. Implementation of Social Welfare Projects

| Cadre → Competencies ↓ | | CPO | SCPO | ASI | SI | CI | Dy. SP | LEVELS |
|---------------------------|-------------------------------------|-----|------|-----|----|----|--------|--------|
| 1. | People First | 1 | 1 | 1 | 3 | 3 | 4 | |
| 2. | Consultation and Consensus Building | 1 | 1 | 1 | 1 | 2 | 2 | |



"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning".

Mahatma Gandhi



Competencies, Proficiency Levels
and Behavioral Indicators

75 - 99

Features of the Competency Framework



Ethos

- 1.1 People First
- 1.2 Strategic Thinking
- 1.3 Organisational Awareness
- 1.4 Commitment to the Organization
- 1.5 Leading Others



Ethics

- 2.1 Integrity
- 2.2 Self Confidence
- 2.3 Attention to Detail
- 2.4 Taking Accountability



Equity

- 3.1 Consultation and Consensus Building
- 3.2 Decision Making
- 3.3 Empathy
- 3.4 Delegation



Efficiency

- 4.1 Result Orientation
- 4.2 Conceptual Thinking
- 4.3 Initiative and Drive
- 4.4 Seeking Information
- 4.5 Planning and Coordination
- 4.6 Desire for Knowledge
- 4.7 Innovative Thinking
- 4.8 Problem Solving
- 4.9 Developing Others
- 4.10 Self- Awareness and Self-Control
- 4.11 Communication Skills
- 4.12 Team-Working

New Competencies

Adaptability, Assertiveness, Concern for Safety, Valuing Culture and Diversity, Conflict Resolution, Disaster Management, Political Awareness

1. Competency Definitions:

1. Ethos

| Competency | Definition |
|-------------------------------------|---|
| 1.1) People First | Passion for serving people with special care for the marginalised and disadvantaged. Being approachable, welcoming, caring and rising above bias while interacting with people. Understands the needs of the people and constantly strives to improve the services. |
| 1.2) Strategic Thinking | Ability to understand dynamic internal and external environment and its impact. Responds to the opportunities and challenges for the betterment of society. |
| 1.3) Organisational Awareness | Understanding of the organisation's mandate, structure, policies, processes, norms and its interface with other organisations. It also includes an understanding of the organisation's informal structures, power dynamics and constraints. |
| 1.4) Commitment to the organisation | Aligns behaviours and interest with the needs and goals of the organizations. |
| 1.5) Leading Others | Ability to engage, energise, and enable the team to excel. |

2. Ethics

| Competency | Definition |
|---------------------------|--|
| 2.1) Integrity | Consistently behaves in an open, fair and transparent manner, honors one's commitments and works to uphold the Public service values. |
| 2.2) Self-Confidence | Belief in own capability to accomplish a task and being able to express confidence in dealing with challenging circumstances without being arrogant or boastful. |
| 2.3) Attention to Detail | Having an underlying drive to being thorough and meticulous and to comply with procedures, rules, guidelines, and standards. Digs deeper and strives to reduce uncertainties and errors. |
| 2.4) Takes Accountability | Takes ownership for outcomes (successes or failures) while addressing performance issues fairly and promptly. |

3. Equity

| Competency | Definition |
|--|--|
| 3.1) Consultation and Consensus Building | Ability to identify the stakeholders and influencers, seek their views and concerns through formal and informal channels. Build consensus through dialogue, persuasion, reconciliation of diverse views/interest and trusting relationships. |
| 3.2) Decision Making | Makes timely decisions that takes into account relevant facts, tasks, goals, constraints, risk and conflicting points of view. |
| 3.3) Empathy | Empathy is about being able to accurately hear out and understand the thoughts, feelings and concerns of others, even when these are not made explicit. |
| 3.4) Delegation | Delegates responsibility with the appropriate level of autonomy so that others are free to innovate and take the lead. |

4. Efficiency

| Competency | Definition |
|---------------------------------------|---|
| 4.1) Result Orientation | High drive for achieving targets and competing against a standard of excellence. |
| 4.2) Conceptual Thinking | Understanding a situation or environment by putting the pieces together and identifying patterns that may not be obviously related. Connecting the dots while resisting stereotyping. |
| 4.3) Initiative and Drive | Contributing more than what is expected in the job. Refusing to give up when faced with challenges and finding or creating new opportunities. |
| 4.4) Seeking Information | An underlying curiosity to know more about things, people, or issue. This includes "digging" for exact information and keeping up-to-date with relevant knowledge. |
| 4.5) Planning and Coordination | Ability to plan, organise and monitor work with effective utilisation of resources such as time, money, and people. |
| 4.6) Desire for Knowledge | Keeps up-to-date with relevant knowledge and technology, share latest developments with others, and advocates the application of acquired knowledge. |
| 4.7) Innovative Thinking | Open to change, approaches issues differently, offers alternate / Competency Framework for the Civil Services out of box solutions and strives for efficiency by working smartly. |
| 4.8) Problem Solving | Understanding a situation by breaking it into small parts, organising information systematically and setting priorities. |
| 4.9) Developing Others | Genuinely believes in others' capabilities to develop and take personal responsibility for their development. Creates a positive environment for learning and provides developmental opportunities for individual and team. |
| 4.10) Self-Awareness and Self-Control | Identifies one's own emotional triggers and controls one's emotional responses. Maintains sense of professionalism and emotional restraint when provoked, faced with hostility or working under increased stress. It includes resilience and stamina despite prolonged adversities. |
| 4.11) Communication Skills | Articulates information to others in language that is clear, concise, and easy to understand. It also includes the ability to listen and understand unspoken feelings and concerns of others. |
| 4.12) Team-Working | Working together as a unit for common goal, Building teams through mutual trust, respect and cooperation. |

1. Ethos

1.1 People First

Passion for serving people with special care for the marginalised and disadvantaged. Being approachable, welcoming, caring and rising above all bias while interacting with people. Understands the needs of the people and constantly strives to improve the services.

| | |
|--|--|
| Level 1: Responds Sensitively to the Needs of the Citizens | <ul style="list-style-type: none"> Understands the needs of the marginalised and disadvantaged, along with the needs of the wider public Strives to respond quickly to meet their needs in a respectful, helpful and responsive manner Reports issues that affect service delivery, where necessary Addresses all the issues of the citizens in an unbiased manner Ensures that levels of service are maintained – highlights risks or concerns in order to meet community requirements Understanding the value of an affirmative action towards the marginalised and disadvantaged |
| Level 2: Anticipates the Needs of the Citizens | <ul style="list-style-type: none"> Actively seeks information from all sections of community to understand their needs and expectations Is accessible to all citizens and seeks their feedback to develop a clear understanding of their needs and outcomes Establishes mechanisms to address feedback from the community about the service provided Involves a diverse range of staff members, stakeholders, and delivery partners while developing implementation approaches in order to provide clarity on the benefits to the disadvantaged and to improve the quality of service provided to the citizens Understands issues from others' perspective, particularly the disadvantaged Keeps others up-to-date with information and decisions that might affect their area of work |
| Level 3: Promote the Service to the Citizens | <ul style="list-style-type: none"> Is a role model of positive community service behaviours Promotes a culture focused on serving and meeting the needs of the citizens Thoroughly explores all the sections of the community, including the marginalised and the disadvantaged; and identifies methods to meet their needs - including using new technology where relevant Tracks trends that will affect their own Department's ability to meet current and future community needs and continuously strives to provide effective services to the public Focuses their decision making around the most excluded sections of the society; and designs and monitors the execution of these initiatives |
| Level 4: Actively Improves the Service to the Citizens | <ul style="list-style-type: none"> Uses multiple mechanisms to obtain insights from the community, in order to drive proposals, outcomes and quality in the area Constantly improves service by managing risks and ensuring service delivery within defined outcomes Works collaboratively with staff, stakeholders, community, and service delivery partners to deliver against service level agreements |
| Level 5: Drives a Culture of Serving the Citizens | <ul style="list-style-type: none"> Creates an in-depth understanding of the broad range of community requirements in the Department Leads community service outcomes at a strategic level Works across the Government to deliver best quality service, with a strong focus on the marginalised and disadvantaged Creates a culture of working with and through delivery partners to establish service levels and outcomes Incorporates elements of affirmative action into planning and strategy formulation |

1.5 Leading Others

Ability to engage, energise and enable the team to excel.

| | |
|--|---|
| Level 1: Shares Information/ Reasons to Motivate | <ul style="list-style-type: none"> ▪ Openly and proactively shares information ▪ Explains the reasons for a decision taken ▪ Makes sure the team has all the necessary information ▪ Regularly updates team regarding changes and decisions made on related work |
| Level 2: Promotes Team Effectiveness | <ul style="list-style-type: none"> ▪ Creates conditions that enable the team to perform at its best (for example, setting clear direction, providing appropriate structures, and attracting the right people, etc) ▪ Uses a structured approach to promote team morale and productivity, such as team assignments, cross-training, etc. ▪ Gets member's input in order to promote effectiveness of the team or process ▪ Formulates clear objectives for team members to perform ▪ Welcomes and takes into account positive as well as negative feedback |
| Level 3: Backs the Team | <ul style="list-style-type: none"> ▪ Defends the team and its reputation in public and stands by it ▪ Secures the required level of support and development for both members and the leadership within the team ▪ Encourages and promotes a culture of open feedback and takes corrective action wherever required ▪ Resolves conflict, if any, within the team in an effective manner |
| Level 4: Assumes Leadership | <ul style="list-style-type: none"> ▪ Protects the team and its reputation vis-à-vis the larger organisation or the community ▪ Establishes norms for team behaviour ("rules of engagement") and imposes sanctions on its violation ▪ Spots and Grooms Talent ▪ Sets a good example by personally modelling desired behaviour ▪ Motivates the members to buy into the team/organization's policy and mission ▪ Empowers, inspires, and energises the team to understand and thrive in the changing environment |
| Level 5: Communicates a Compelling Vision | <ul style="list-style-type: none"> ▪ Communicates and creates buy-in for a compelling vision, that inspires confidence and generates enthusiasm and passion ▪ Inspires people in rising to the challenge of meeting the goals of Civil Services ▪ Is charismatic and is recognised as an outstanding team builder across departments |

2. Ethics

2.1 Integrity

Consistently behaves in an open, fair, and transparent manner; honours one's commitments; and works to uphold the Public Service Values.

| | |
|--|--|
| Level 1: Acts Ethically | <ul style="list-style-type: none"> Is open and honest in one's dealings with others Honours commitments made to others Acts in ways to avoid conflict of interest - perceived or real – for example -by disclosing potential issues on time Honest and open in all communications Gives frank and honest opinion when sought Follows the rules and regulations and is guided by Public Service values Does not share information loosely with others |
| Level 2: Models the Values of the Civil Services | <ul style="list-style-type: none"> Is guided by Public Interest in conflicting situations Encourages others to consistently follow Public Service values Is trustworthy in all circumstances Treats people impartially, regardless of political, social, demographic, geographic, circumstances or bias |
| Level 3: Acts on Values even when it is not easy to do so | <ul style="list-style-type: none"> Enforces law, public service values and rules of conduct even in difficult situations Has the courage and conviction to make and stand by the right decisions, even at significant personal cost Provides honest and frank advice to uphold public interest |
| Level 4: Is Seen Unflinching on Public Service Values | <ul style="list-style-type: none"> Ensures full disclosure, by sharing the political implications of the decisions being made Challenges powerful and influential people, and holds them accountable to make the right decisions Stands firm when dealing with unreasonable requests and demands |
| Level 5: Is a Role Model | <ul style="list-style-type: none"> Leads by example by maintaining high standards of professionalism and impartiality Takes accountability for own actions and creates a culture for others also to take accountability for their own actions Creates a culture that encourages open, honest, and ethical behaviour Holds people accountable to their actions and rewards those who demonstrate integrity Acts as a role model for courageous leadership by adopting a principled stance on critical issues |

2.2 Self-Confidence

Belief in own capability to accomplish a task and being able to express confidence in dealing with challenging circumstances, without being arrogant or boastful.

| | |
|--|---|
| Level 1: Acts Confidently within Job Role | <ul style="list-style-type: none"> ▪ Confidently performs the tasks within the job role ▪ Presents oneself well ▪ Executes activities with minimal supervision ▪ Displays the willingness to take up additional responsibilities |
| Level 2: Continues to act Confidently Beyond the Limits of Job Role | <ul style="list-style-type: none"> ▪ Makes job-related decisions on his or her own, keeping in mind civil services' values ▪ Able to say 'No' to all backed by a strong reason ▪ Acts confidently when the outcome benefits the public good, even when peers or partners disagree ▪ Presents own point of view clearly and confidently in front of others |
| Level 3: States Confidence in Own Ability | <ul style="list-style-type: none"> ▪ Exhibits expertise and believes in own ability to get the work done ▪ Explicitly demonstrates confidence in own judgment ▪ Accepts responsibility for the consequences ▪ Able to articulate own point of view confidently and clearly even when in disagreement with others |
| Level 4: Takes on Challenges | <ul style="list-style-type: none"> ▪ Gets excited by challenging assignments ▪ Expresses own point of view clearly, confidently and politely when in disagreement with senior officers, stakeholders, or others in power ▪ Acts in the favour of larger public good without being afraid of consequences |
| Level 5: Is Confident Under Extremely Challenging Situations | <ul style="list-style-type: none"> ▪ Willingly takes on extremely challenging (that is, personally risky) tasks ▪ Challenges the status quo and is not afraid to take action, as long as the outcome is for the betterment of the community ▪ Remains positive even under stressful conditions ▪ Explores multiple ways to overcome the challenge at hand |

2.3 Attention to Detail

Having an underlying drive to being thorough and meticulous and to comply with procedures, rules, guidelines, and standards. Digs deeper and strives to reduce uncertainties and errors.

| | |
|--|---|
| Level 1: Pays Attention to Detail | <ul style="list-style-type: none"> ▪ Pays attention to detail to obtain comprehensive information ▪ Is knowledgeable of the policies and standards of his/her own department and adheres to them while working ▪ Willingness to consult superiors and peers in order to validate or reconfirm the details ▪ Respects confidential information |
| Level 2: Plans and Double Checks | <ul style="list-style-type: none"> ▪ Holds self accountable for delivery of high standard outcomes ▪ Double checks own work to ensure standards and guidelines are adhered to and re-work is avoided /minimised ▪ Devotes sufficient time to complete tasks, review documents, and prepare for meetings ▪ Plans own work thoroughly and meticulously by using planning tools such as work plans, checklists, etc and supports the introduction of better ways of working |
| Level 3: Monitors Own and Other's Work | <ul style="list-style-type: none"> ▪ Holds self and others accountable for delivery of high standard outcomes and adherence to policies and procedures ▪ Monitors quality of others' work and provides them support /guidance to perform better by paying more attention to detail ▪ Keeps detailed records of discussions and agreed actions to ensure that information is accurate and prompt follow-up occurs where applicable ▪ Digs deeper by asking questions, examining literature or consulting the experts when not satisfied with the level of detail |
| Level 4: Proactively Manages Standards | <ul style="list-style-type: none"> ▪ Monitors compliance to procedures and regulatory requirements and takes action in case of any deviation ▪ Ensures that breaches of regulatory requirements are treated with appropriate procedures ▪ Builds systemic checks and balances and is proactive and quick in resolving grievances and issues ▪ Conducts overall reviews and spot checks to ensure that procedures and standards are being maintained |
| Level 5: Contributes to Overall Monitoring of Quality and Standards | <ul style="list-style-type: none"> ▪ Resolves broader issues about risk and compliance, and about quality of work and service delivery ▪ Identifies loopholes and takes corrective measures to ensure unnecessary risks are avoided |

3. Equity

3.1 Consultation and Consensus Building

Ability to identify the stakeholders and influencers, seek their views and concerns through formal and informal channels. Build consensus through dialogue, persuasion, reconciliation of diverse views/ interests and trusting relationships.

| | |
|---|---|
| Level 1: Open to Consultation and Presents Views in a Concise Manner with the help of Data | <ul style="list-style-type: none"> ▪ Confidently presents views in a clear, concise and constructive manner ▪ Demonstrates openness to consult others, with the aim of delivering value and benefit to the public ▪ Reaches out inside and outside the Department, with those who can provide work-related information ▪ Invites others' views and opinions ▪ Communicates the pros and cons of an initiative, as well as its benefits for the public in order to get buy-in |
| Level 2: Consults Others and Takes Multiple Actions to Persuade Others | <ul style="list-style-type: none"> ▪ Develops links with the experts and relevant information sources, proposes good solutions to benefit the public ▪ Develops and nurtures key contacts as a source of information, keeping in mind the end goal of providing better services to the public ▪ Contacts colleagues to identify synergies and convergence ▪ Understands the target groups' views and customises the communication to convince them |
| Level 3: Proactively looks for Opportunities to Promote Convergence | <ul style="list-style-type: none"> ▪ Continuously looks for opportunities to partner and transfer knowledge ▪ Takes initiative to engage with stakeholders to create new ideas and solutions ▪ Proactively shares knowledge and information to build capacity and convergence ▪ Keeps stakeholders informed about various initiatives and engages with them regarding new initiatives ▪ Makes an effort to understand the motives of others and uses this insight to customise the communication ▪ Prepares for others' reactions in advance by visualising the implications of the proposal on the wider public including the marginalised and disadvantaged |
| Level 4: Helps to Align Diverse Interests to a Common Goal | <ul style="list-style-type: none"> ▪ Explores innovative ways to converge different opinions, keeping in mind the end goal ▪ Creatively uses the knowledge of the experts in order to address diverse interests of the stakeholders ▪ Communicates with conviction and clarity in face of tough negotiations |
| Level 5: Promotes consensus building and Convergence | <ul style="list-style-type: none"> ▪ Creates forums where people can interact with each other on the larger goal and move away from a 'silo' mindset ▪ Identifies opportunities to build relationships with external partner and larger communities with the purpose of serving the wider public ▪ Demonstrates willingness to trade-off immediate gain with long-term benefit ▪ Takes a long-term view of Public Good ▪ Inspires others to consult, keeping the greater good in mind, before arriving at any critical decisions |

3.2 Decision Making

Makes timely decisions that take into account relevant facts, tasks, goals, constraints, risks and conflicting points of view.

| | |
|---|---|
| Level 1: Follows Guidelines Effectively | <ul style="list-style-type: none"> ▪ Makes timely decisions, based on applicable rules or guidelines ▪ Clearly explains (verbally and in writing) the rationale behind each decision ▪ Maintains clear communication and transparency on the reasons for the decision taken |
| Level 2: Gathers Information for Decision Making | <ul style="list-style-type: none"> ▪ Identifies relevant and credible information sources and collects new data, when necessary, from internal and external sources ▪ Recognises scope of own authority for decision making and escalates to the appropriate level if necessary ▪ Empowers team members to make decisions ▪ Demonstrates accountability and rises above bias when making decisions |
| Level 3: Draws Conclusions from Complex Information, in the Short to Medium term | <ul style="list-style-type: none"> ▪ Consults experts to get additional information to make decision ▪ Develops feasible solutions even when dealing with uncertainty and limited information ▪ Demonstrates decisiveness when under pressure or faced with complex or sensitive situation aligning with policy trend in that field ▪ Analyses the impact of past decisions made and incorporates lessons learnt in future decision making process |
| Level 4: Makes Decisions in Complex Situations | <ul style="list-style-type: none"> ▪ Foresees impact of decisions on the society by conducting social cost-benefit analysis ▪ Weighs up competing views to generate ways forward which will meet organisational goals ▪ Ensures involvement and consultation of the subject experts where necessary ▪ Confidently takes decisions and clearly communicates at a strategic level to move things forward |
| Level 5: Makes Long-term Strategic Decisions | <ul style="list-style-type: none"> ▪ Swiftly analyses complex and ambiguous data to provide clarity of thinking and direction to the Department ▪ Foresees the unintended impact(s) of decisions and takes actions to overcome them ▪ Interprets political and national pressures to develop strategies that positively impact the public good, especially for the benefit of the marginalised and disadvantaged ▪ Develops Department-wide strategies to manage and mitigate risks ▪ Gives unbiased advice to Ministers based on the basis of robust analysis, and not on the basis of what will be welcomed ▪ Makes decisions for the good of the society (even if it leads to loss of personal popularity) and defends them at the highest level when required |

3.3 Empathy

Empathy is about being able to accurately hear out and understand the thoughts, feelings and concerns of others, even when these are not made explicit.

| | |
|---|--|
| Level 1: Understands Unspoken Content | <ul style="list-style-type: none"> ▪ Demonstrates active listening skills (such as asking probing questions, not interrupting) ▪ Recognises body language, facial expression, and/or tone of voice to understand the unspoken message ▪ Recognises unexpressed or poorly expressed thoughts, concerns, and feelings ▪ Picks up signals when others are not feeling comfortable and displays consideration |
| Level 2: Has Concern for Others | <ul style="list-style-type: none"> ▪ Open to diversity of opinion ▪ Understands both what is being said by a person and underlying reasons for the emotional state of the person ▪ Understands and appreciates other's concerns and feelings ▪ Probes to understand people's issues, unspoken thoughts, and feelings ▪ Displays openness to diversity of opinion and adapts behaviour to be helpful and considerate |
| Level 3: Expresses Concern for Others | <ul style="list-style-type: none"> ▪ Makes inferences that go beyond the explicitly expressed content and emotion ▪ Identifies a unique characteristic or the strengths of the other person ▪ Is sensitive to underlying problems, and why people act or behave the way they do ▪ Demonstrates empathy by correctly understanding reactions or emotions of others ▪ Builds trust by demonstrating respect for other's point of view |
| Level 4: Acts as a Role Model | <ul style="list-style-type: none"> ▪ Displays an in-depth understanding of the ongoing reasons for a person's behaviour and response ▪ Understands the longer-term reasons for behaviour ▪ Makes a balanced assessment of a person's strengths and weaknesses based on a deeper understanding of the individual ▪ Demonstrates an astute understanding of others' views by asking the right questions at the right time |
| Level 5: Creates and Promotes an Environment of Respect | <ul style="list-style-type: none"> ▪ Creates a culture of mutual trust and respect ▪ Encourages others to read deeper into others' emotions by providing practical tips ▪ Creates the systems promoting empathy |

3.4 Delegation

Delegates responsibility with the appropriate level of autonomy so that others are free to innovate and take the lead.

| | |
|--|--|
| Level 1: Provides Personal Guidance and Direction | <ul style="list-style-type: none"> Finalizes work plan in a participatory manner Makes resources available as per work plan Expresses confidence in the ability of the team members to get the work done Keeps track of assigned tasks by monitoring milestones as per work plan |
| Level 2: Expresses Trust and Stays Focused | <ul style="list-style-type: none"> Assigns stretched targets while designing work plan Ensures the employee or team has the clarity of the task assigned and understands its importance Provides timely feedback and encourages the employee to undertake the task Provides them the specific direction and hands-on support needed to undertake the task Does not indulge in fault finding in the event of failure Recognises success and gives credit for the same |
| Level 3: Sets the Criteria for Success | <ul style="list-style-type: none"> Provides forums to elicit diverse perspectives across teams to enable robust decisions Provides direction and process expectations for delivery against a standard of performance Communicate the criteria of success and does not get into monitoring the details of the plan |
| Level 4: Sets and Monitors Key Policy Objectives | <ul style="list-style-type: none"> Sets policy direction as well as targets on key indicators to monitor the policy implementation Ensures adequate level of authority, required to deliver a specified outcome or series of outcomes Provides others the autonomy to operate within Departmental policies |
| Level 5: Pushes the Limits of Autonomy within norms of Governance | <ul style="list-style-type: none"> Has faith in the technical know-how, decision-making, and managerial ability of others Delegates full authority and responsibility to team members to provide solutions for the Government and community on agreed policies Creates a culture of trust and empowerment amongst team members |

4. Efficiency

4.1 Result Orientation

High Drive for achieving targets and competing against a standard of excellence.

| | |
|--|---|
| Level 1: Focuses on doing what is Expected | <ul style="list-style-type: none"> ▪ Tries to do the job well and as expected ▪ Works towards meeting timelines and expresses a desire to do better ▪ Is mindful of waste, inefficiency and red-tapism while discharging duties |
| Level 2: Creates Own Measures of Better Results | <ul style="list-style-type: none"> ▪ Keeps track of and measures outcomes against a higher standard of performance ▪ Consistently ensures on-time delivery of quality work ▪ Exhibits creative ways to meet Departmental Goals and Priorities ▪ Makes suggestions on how work processes can be improved |
| Level 3: Consistently Improves Systems as well as Performance | <ul style="list-style-type: none"> ▪ Regularly makes specific changes in the system or in own work methods to improve performance ▪ Takes the initiative to ensure that key objectives are consistently achieved ▪ Monitors efficiency of work practices and modifies them to provide better service ▪ Works to achieve tasks better, faster, and more efficiently; and looks to improve quality, community satisfaction, and morale, without setting any specific goal |
| Level 4: Sets Challenging Goals for the Organisation and works to meet them | <ul style="list-style-type: none"> ▪ Helps set stretched but achievable goals by the team ▪ Benchmarks against standards of excellence and continually strives for superior performance ▪ Motivates, encourages others to set higher benchmarks and strive for superior performance ▪ Continually looks to adapt leading practices from other Departments/organisations to improve performance |
| Level 5: Creates a Culture of Achieving Challenging Goals | <ul style="list-style-type: none"> ▪ Uses a variety of methods to help team members to attain higher levels of performance ▪ Recognises and rewards innovation, setting higher benchmarks to create a culture of high achievement ▪ Encourages and rewards continuous review and improvement of work processes ▪ Inspires individuals to consistently exceed performance targets |

4.2 Conceptual Thinking

Understanding a situation or environment by putting the pieces together and identifying patterns that may not be obviously related. Connecting the dots while resisting stereotyping.

| | |
|--|--|
| Level 1: Applies Basic Rules | <ul style="list-style-type: none"> Applies basic rules, common sense, and past experiences to identify causal relations, patterns etc or their absence Is able to recognise when a current situation is exactly the same as/similar to a past situation |
| Level 2: Recognises Patterns | <ul style="list-style-type: none"> Quickly identifies key issues or patterns in day-to-day situations Able to derive conscious rationale or its absence from recurring situations or events Creates own hypothesis to current situation or problem |
| Level 3: Applies Learning | <ul style="list-style-type: none"> Uses well-chosen analogies to illustrate an issue or a situation Applies and modifies complex learned concepts appropriately Considers how well situations are described by existing models Reaches conclusions by identifying the similarities and differences between situations Steps back in order to see the bigger picture |
| Level 4: Clarifies Complex Situations to Stakeholders | <ul style="list-style-type: none"> Communicates the 'big picture' clearly to others Makes complex ideas or situations clear, simple, and understandable Breaks-down a complex issue into a useful model or illustration Assembles ideas, issues, and observations into a clear and useful explanation |
| Level 5: Develops New Understanding / Meaning | <ul style="list-style-type: none"> Develops new ideas that lead to greater efficiency and inclusiveness, for eg by analysing global best practices Willing to experiment without being constrained by bias, stereotypes and traditional views Proposes new approaches to the department and/or Civil Services Proposes alternative, radical hypotheses and tests them/keeps them in play Redefines the understanding of stakeholder and community needs |

4.4 Seeking Information

An underlying curiosity to know more about things, people, or issues. This includes “digging” for exact information and keeping up-to-date with relevant knowledge.

| | |
|--|--|
| Level 1: Conducts Basic Search | <ul style="list-style-type: none"> ▪ Uses available information in the organisation ▪ Asks direct questions from those who are directly involved in the situation ▪ Conducts basic search to obtain more information in books, journals and internet |
| Level 2: Investigates Situation | <ul style="list-style-type: none"> ▪ Investigates each situation beyond routine questioning ▪ Checks assumptions against facts by asking questions ▪ Identifies people who are related and investigates the situation further ▪ Connects all the information available and conducts field visits, if needed, to gain a comprehensive understanding of the situation |
| Level 3: Digs Deeper | <ul style="list-style-type: none"> ▪ Asks a series of probing questions to get at the root of a situation or a potential opportunity ▪ Consults with experts and practitioners to get their independent perspective, background information, experience, etc. ▪ Seeks to develop deeper understanding and get an in-depth perspective of the subject |
| Level 4: Conducts Research | <ul style="list-style-type: none"> ▪ Makes a systematic effort within limited time to obtain needed data or feedback ▪ Conducts in-depth investigation from different and a wide range of sources ▪ Studies best practices of other states, sectors, regions organisations etc ▪ Tries to obtain new insight or meaning by conducting or commissioning a formal research if required |
| Level 5: Develops Own Sources of Direct Information | <ul style="list-style-type: none"> ▪ Conducts field visits (if needed) to gain a comprehensive understanding of situation ▪ Identifies individuals or develops trusted sources to conduct regular information gathering ▪ Validates the veracity of informal information through other means and resources |

4.6 Desire for Knowledge

Keeps up-to-date with relevant knowledge and technology, shares latest developments with others, and advocates the application of acquired knowledge.

| | |
|--|--|
| Level 1: Maintains up-to-date Knowledge | <ul style="list-style-type: none"> ▪ Maintains up-to-date knowledge about practices and policies that assist in performing day-to-day work ▪ Keeps own policy and procedure binders (circulars, memorandums, OMs), working papers, and ensures that files are up-to-date |
| Level 2: Proactively Keeps Abreast of Change in Environment | <ul style="list-style-type: none"> ▪ Seeks to understand policies and procedures in the related work area, ▪ Proactively reads relevant literature to enhance knowledge of relevant practices ▪ Keeps abreast of changes in internal and external environment that impacts work area ▪ Identifies and utilises learning opportunities to improve knowledge (for example, courses, observation of others, assignments, etc.) |
| Level 3: Develops Broader Conceptual Knowledge | <ul style="list-style-type: none"> ▪ Draws opportunities for learning from day-to-day experience ▪ Seeks to enhance knowledge through interaction with experts and by reading articles and journals ▪ Consults closely with other Departments and relevant stake holders to develop broader conceptual understanding ▪ Pursues challenging assignments to develop expertise |
| Level 4: Prepares for the Long Term | <ul style="list-style-type: none"> ▪ Develops an external orientation, by keeping up-to-date with professional bodies, trends, and new legislation ▪ Reads widely, such as policy documents, external reports, or professional and Government journals ▪ Explores best practices and identifies opportunities for implementation in the existing environment ▪ Encourages knowledge and experience sharing ▪ Looks beyond the short term and makes changes in systems and processes which focuses on long term knowledge enhancement (capacity development, planning, research etc) |
| Level 5: Seen as a Role Model | <ul style="list-style-type: none"> ▪ Is identified as a thought leader in own professional or technical field ▪ Encourages and facilitates the acquisition of knowledge in others ▪ Suggests strategies to develop Departments'/Civil Services' overall knowledge base ▪ Creates an environment for development of knowledge of self and others |

4.8 Problem Solving

Understanding a situation by breaking it into smaller parts, organising information systematically, and setting priorities.

| | |
|--|--|
| Level 1: Breaks Down Problems | <ul style="list-style-type: none"> ▪ Breaks down complex issues into smaller parts for easier analysis ▪ Collects and analyses related information from a variety of sources ▪ Is able to effectively sift through information ▪ Identifies the links between situations and given information |
| Level 2: Identifies Basic Relationships | <ul style="list-style-type: none"> ▪ Identifies the cause-and-effect relationship between two aspects of a situation ▪ Develops an action plan based on causal relations and pros and cons ▪ Weighs pros and cons of different options |
| Level 3: Identifies Multiple Relationships | <ul style="list-style-type: none"> ▪ Able to diagnose multiple cause and effect relationships in a problem (ability to see several potential causes of an event or several events) ▪ Develops potential solutions and identifies risks involved |
| Level 4: Develops Solutions to Complex Problems | <ul style="list-style-type: none"> ▪ Ability to see the holistic picture ▪ Identifies interdependencies between various components ▪ Communicates complex problems in a simple manner ▪ Develops a solution that attempts to address the complexities at different levels ▪ Generates options to address the problem in its entirety ▪ Creates solutions that address not only immediate issues (quick fixes) but also takes steps for medium to long-term impact of the solutions |

4.10 Self Awareness and Self Control

Identifies one's own emotional triggers and controls one's emotional responses. Maintains a sense of professionalism and emotional restraint when provoked, faced with hostility or working under increased stress. It includes resilience and stamina despite prolonged adversities.

| | |
|---|---|
| Level 1: Is Aware of Self and Restrains Emotional Impulses | <ul style="list-style-type: none"> Aware of own feelings, strengths and weaknesses Aware of the connection between own feelings and their impact on own actions and performance Reads situations rationally Resists the temptation to act impulsively Remains calm in stressful situations and listens to others' point of view |
| Level 2: Responds Calmly | <ul style="list-style-type: none"> Aware of how one's emotions and actions impact others Conducts rationally even under strong internal emotions Knows what emotional 'hot buttons' he/she has and avoids situations that will cause emotional responses Acts calmly and respectfully towards others despite difficult situations Has an honest understanding of own weaknesses and strengths |
| Level 3: Manages Stress Effectively | <ul style="list-style-type: none"> Actively manages self-effectiveness in different situations by thoroughly understanding of one's own responses Uses stress management techniques to deal with stress and control responses Responds constructively and professionally to extreme challenges, provocation and/or professional disappointments Continues providing effective leadership in situations of stress or adversity |
| Level 4: Managing Self and Others Under High Stress or Adversity | <ul style="list-style-type: none"> Calms others during stressful situations (by remaining calm, listening attentively) Diffuses stressful situation and lightens the environment for example by humour, presenting analogies etc Coaches and mentors others on ways to manage stress Accepts negative feedback in a mature manner |
| Level 5: Nurtures a Culture of Rationality and Calm Behaviour | <ul style="list-style-type: none"> Able to maintain focus and stamina for self and others in prolonged adversity Nurtures a culture to identify and dissolve stressors by better planning and analyzing the past instances Creates and promotes culture of calm behavior in a large group or organization Improvises and innovates to out-manoeuvre stressful situations to attain expected results |

4.11 Communication Skills

Articulates information to others in language that is clear, concise, and easy to understand. It also includes the ability to listen and understand unspoken feelings and concerns of others.

| | |
|--|---|
| Level 1: Listens Attentively and Presents Information Clearly | <ul style="list-style-type: none"> Listens actively and objectively without interrupting Checks own understanding of others' communication (e.g., repeats or paraphrases, asks additional questions) Is able to ask questions clearly to gather basic understanding of issues at hand Presents basic facts in a clear and concise manner, both orally and in writing Keeps superiors and other relevant stakeholders informed |
| Level 2: Fosters Two-Way Communication | <ul style="list-style-type: none"> Conveys information, opinions and arguments fluently and confidently in a manner that clearly explains the benefits of one's proposition on different people in the society Elicits feedback on what has been said Is able to ask leading and open-ended questions to allow for deeper thoughts to surface during communication Understands complex non-verbal cues and incorporates the understanding to achieve better two-way communication of ideas Maintains an open communication channel with others Communicate information likely to be perceived negatively with sensitivity and tact Supports messages with relevant data and examples to create better impact and to enhance understanding Is able to write complex ideas in an easy to read, coherent, accurate manner devoid of jargon |
| Level 3: Adapts Communication to Others | <ul style="list-style-type: none"> Adapts communication style to suit the situation Takes others' perspectives into account during communication Times communication effectively keeping in mind the overall context and public opinion Anticipates the response to messages and adapts communications accordingly Is able to understand the non-verbal cues of the speaker |
| Level 4: Communicates Complex Messages Clearly and Credibly | <ul style="list-style-type: none"> Does not bluff, acknowledges lack of information, acts tactfully and follows up response in agreed time Communicates complex issues clearly and credibly, to widely varied audiences Shares the idea with opinion makers, before "voicing" it Uses varied communication methodologies to promote dialogue and shared understanding through interesting examples (stories, myths, cases, best practices etc) |
| Level 5: Communicates Strategically | <ul style="list-style-type: none"> Uses different forums, media vehicles, tailors messages accordingly to achieve optimum results |

4.12 Team-Working

Working together as a unit for the common goal. Building teams through mutual trust, respect and cooperation.

| | |
|--|---|
| Level 1: Cooperates with Others | <ul style="list-style-type: none"> ▪ Willingly complies with the team decisions, is a good team player, does his or her share of the work ▪ Willingly gives support to co-workers and works collaboratively rather than competitively ▪ Shares all relevant information with the team members, provides ideas, inputs and suggestions ▪ Deals honestly and fairly with others, showing consideration and respect |
| Level 2: Appreciates Positive Attitudes and Expresses Positive Expectations of Team | <ul style="list-style-type: none"> ▪ Has a positive attitude towards team members ▪ Communicates their expectations towards others positively, in terms of their abilities, expected contributions, etc. ▪ Acknowledges the work of others ▪ Speaks positively about the team members, when either communicating with them directly or to a third party ▪ Shares experiences, knowledge, and best practices with team members ▪ Assumes responsibility for own work activities and coordinating efforts |
| Level 3: Solicits Inputs | <ul style="list-style-type: none"> ▪ Solicits ideas and opinions to help form specific decisions or plans ▪ Displays willingness to learn from others, including subordinates and peers ▪ Genuinely values others' expertise ▪ Incorporates others' suggestions into planning and decision making |
| Level 4: Encourages Others | <ul style="list-style-type: none"> ▪ Publicly and formally credits others who have performed well ▪ Encourages and empowers others, making them feel strong and important ▪ Builds relationships with team members and with other inter-/intra-Department work units ▪ Encourages others to share experience, knowledge and best practices with the team |
| Level 5: Works to Build Team Commitment | <ul style="list-style-type: none"> ▪ Promotes good working relationships rising above the bias ▪ Collaborates with other Departments to work towards a larger goal ▪ Capitalises on opportunities and efficiently utilises diverse talents of the team members ▪ Works towards building positive team environment and addresses descriptive behavior such as threats, insults, stereotyping or exaggerations |

Adaptability

Adapts to changing circumstances including emergencies and other crises;
Tolerates ambiguity, accepts new ideas and change initiatives;
Adapts interpersonal style to suit different people and situations;
Shows an interest in new experiences

| | |
|--|--|
| Level 1: Demonstrates Openness and sees Merits in other's Perspectives | <ul style="list-style-type: none"> ▪ Accepts changes in circumstances when presented with them ▪ Quickly adapts work approach in response to situations ▪ Demonstrates an awareness of how own interpersonal style impacts on different people and different situations ▪ Readily accepts conditions of uncertainty and remains productive when there is lack of clarity about aspects of own role |
| Level 2: Demonstrates Willingness to Change | <ul style="list-style-type: none"> ▪ Actively identifies appropriate responses to crisis situations ▪ Welcomes new ideas in own area and demonstrates personal commitment ▪ Stays positive and upbeat in situations where definite information or direction is not available |
| Level 3: Adjusts Behaviors/ Interpersonal Styles to fit in with the Situation | <ul style="list-style-type: none"> ▪ Takes a leadership role with respect to crisis response ▪ Facilitates organizational response to crisis situations ▪ Uses many different approaches to interact successfully with others, adapting own interpersonal style to fit in with the situation, and the characteristics of groups and individuals |

Assertiveness

Ability to use authority confidently and to set and enforce rules appropriately

| | |
|--|--|
| Level 1: Displays Authority Confidently | <ul style="list-style-type: none"> ▪ Able to present views clearly ▪ Is self-confident and can support and defend decision and action taken ▪ Uses different communication style to facilitate the complaint of a work assignment |
| Level 2: Make Others Comply | <ul style="list-style-type: none"> ▪ Able to convince others of his ideas and objectives ▪ Asserts himself in discussion ▪ Is able to use their position/authority to make others comply with directions |

Concern for Safety

Being aware of conditions and circumstances and circumstance that affect ones' own safety or the safety of others

| | |
|--|--|
| Level 1: Identify Safety Issues and Problems | <ul style="list-style-type: none"> ▪ Detect hazardous circumstances ▪ Check equipments and work areas ▪ Regularly check equipments, work area for potential hazards ▪ Responds promptly to safety concerns raised by employees/citizen |
| Level 2: Responds Promptly to Safety Concerns | <ul style="list-style-type: none"> ▪ Follow safety procedures in handling hazardous situation ▪ Be alert to possible unsafe situation |

Political Awareness

Understands and utilizes the dynamics of power, organization, and decision making to achieve objectives

| | |
|---|---|
| Establishes alliance to Influence Outcome | <ul style="list-style-type: none"> ▪ Leverages political support and goodwill of community and religious leaders for professional implementation of developmental activities ▪ Demonstrate the ability to harness knowledge, skills, experiences and competencies of political executives ▪ Undertake activities that are within the Department stated rules and procedures without succumbing to political pressure |
|---|---|

Valuing Culture and Diversity

Considers and shows respect for the opinions and feelings of colleagues and members of the public, no matter what their religion, position, background, circumstances, status or appearance be

| | |
|---------------------------------|---|
| Level 1: Leverage Diversity | <ul style="list-style-type: none"> ▪ Seeks out and uses ideas, opinions, and insights from diverse and various sources ▪ Maximizes effectiveness by using individuals' particular talents and abilities on tasks or assignments |
| Level 2: Champions Diversity | <ul style="list-style-type: none"> ▪ Advocates the value of diversity to others ▪ Confronts racist, sexist, or inappropriate behavior by others ▪ Challenges exclusionary/discriminatory organizational practices |

Conflict Resolution

Deals effectively with others in an antagonistic situation; using appropriate inter-personal styles and methods to reduce tension or conflict between two or more people

| | |
|---|---|
| Level 1: Gathers Information to Clarify Situation | <ul style="list-style-type: none"> Collect information from relevant sources to understand the conflict in its totality Establishes a clear and compelling rationale for resolving the conflict, facilitates a satisfactory settlement of the conflict |
| Level 2: Objectively Listens to the Views of other Parties | <ul style="list-style-type: none"> Objectively views conflict from all sides for its appropriate solution |
| Level 3: Confronts the Situation | <ul style="list-style-type: none"> Ability to confront, face and handle conflicts arising out of issues/between individuals, parties and law based Understand conflict as a dynamic situation, having a life cycle moving in stages from emergence to resolution |
| Level 4: Adopts suitable Intervention Strategies | <ul style="list-style-type: none"> Comprehensively removes underlying causes of the conflict so that no latent and residual elements are left unattended, to avoid triggering and recurrence of the conflict Keeps in mind different stages in conflict life cycle and appropriate methods so as to avoid manifestation into graver form or degenerate into cause form Adopt suitable intervention strategies at different time scales Uses the Alternate Dispute Resolution (ADR) approach as intervention for solving conflicts |

Disaster Management

Is the ability to create and execute plans in order to reduce vulnerability to hazards and cope with disasters and decrease the effect of disasters

| | |
|--------------------------|---|
| Emergency Response skill | <ul style="list-style-type: none">▪ Understands preliminary and basic recovery, mitigation, preparedness and response drill to avoid or ameliorate the impact of disaster resulting from the hazards/accidents/natural and man-made calamities▪ Understands the procedural, prevention and management techniques that have to be performed▪ Is equipped with physical prevention and preparedness techniques such as use of first-aid kit and other facilities, survival skills and tool kits |
|--------------------------|---|

E

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives”.

Willa A Foster



| | |
|--------------------|-----|
| Task Force Members | 101 |
| Acronyms | 102 |
| Bibliography | 103 |

Task Force Members

Note: The designations indicated are as per the order issued at the time of constituting Task Forces


















Nodal Officer: Mr. P Prakash, IPS
Principal, Police Training College, Trivandrum














| | | | |
|-----|--------------------|------|---|
| 1. | Mr. Madhusoodhanan | SCPO | State Border, Parassala PS |
| 2. | Mr. Jyothish R K | SCPO | Rural, Naruvamoodu PS |
| 3. | Mr. Harikumar | CPO | Temple Police, Padmanabha Swamy Temple, Tvm |
| 4. | Mr. Sabu S | CPO | Coastal, Vizhinjam Coastal PS |
| 5. | Mr. Pramod V R | SCPO | Coastal, Vizhinjam Coastal PS |
| 6. | Mr. Bijukumar G | CPO | Railway Police, DCRB, Railway |
| 7. | Mr. Vijumon K K | CPO | Data collection work, DCRB Tvm City |
| 8. | Ms. Sumi S | WCPO | City Police, Thiruvallam PS |
| 9. | Mr. Renjith J | CPO | Cyber Police, Cyber PS, |
| 10. | Mr. Santhosh P S | CPO | SCRB, TVM |
| 11. | Mr. Mukesh M R | CPO | Computer Centre, PCC, SCRB |
| 12. | Mr. Girishkumar S | SI | Task Force Coordinator , DCRB Tvm City |
| 13. | Mr. Mohanan | SI | District Crime Branch, Trivandrum |
| 14. | Ms. Girly C S | WSI | Vanitha Cell, Tvpm City |
| 15. | Ms. Sudhamani O | WSI | Padmanabhaswami Temple, Tvm |
| 16. | Mr. Rajesh Kumar R | SI | CBCID, HSW Kollam |
| 17. | Mr. Sajikumar | SI | Cyber Police Station, Tvpm City |
| 18. | Mr. Suresh Kumar | CI | Coastal Police |
| 19. | Mr. Reji Jacob | ACP | City Special Branch, Tvpm |
| 20. | Mr. Pramod Kumar A | ACP | Control Room, Tvpm City |
| 21. | Mr. P Bejoy | Dysp | Foreigners Cell, SBCID |
| 22. | Mr. A Abdul Rahim | DySP | Vice Principal, PTC |

Acronyms

| | | |
|-------|---|--|
| CIG | : | Crime Intelligence Gazette |
| CPO | : | Civil Police Officer |
| SCPO | : | Senior Civil Police Officer |
| CrPC | : | The Code of Criminal Procedures |
| SHO | : | Station House Officer |
| MO | : | Material Object |
| L & O | : | Law and Order |
| SSB | : | State Special Branch |
| FSL | : | Forensic Science Laboratory |
| PCR | : | Protection of Civil Rights |
| SAPIO | : | State Assistant Public Information officer |
| ORC | : | Our Responsibility to Children |
| OIC | : | Officer-In-Charge |
| LP | : | Long Pending |
| CD | : | Case Diary |
| CCTNS | : | Crime & Criminal Tracking Network and System |
| iAPS | : | Internal Administrative Processing System |
| ACR | : | Annual Character/Confidential Report |

Bibliography

-  The Code of Criminal Procedure, 1973
(Specific Sections- 82, 83, 149, 150, 152, 107, 109, 110, 151)
-  The Kerala Police Act, 2011 (Section-96)
-  The Model Police Act, 2006 (Volume 1, 2 & 3). Model Police Manual. New Delhi: Bureau of Police Research & Development.
-  Social Welfare Services and Projects
Circular Numbers: 170/2014 Home dtd 25/08/2014, 18/2009 dtd: 27/04/2009, 121/2010/Home dtd 29/05/2010, 10153/A2/2012/SJD, 16/2010 welfare of parents and senior citizen, Act 2007, 20/2009, 16/2011
-  Horton, S., Hondeghem, A. & Farnham, D. (2002). Competency Management in Public Sector, International Institute of Administrative Science, IOS, Amsterdam.
-  Lavelle, J. (2007). "On Workforce Architecture, Employment Relationships and Lifecycles: Expanding the Purview of Workforce Planning and Management", Public Personnel Management.
-  McCormick, E. J. (1976). Job and task analysis. In M. Dunnette (Ed.) Handbook of industrial and organizational psychology (PP. 652-653). Chicago: Rand-McNally
-  Marrelli, A.F. (1998). "An Introduction to Competency Analysis and Modeling". Performance Improvement.
-  Nunes, F., Martins, L. & Duarte, H. (2007). Competency Management in EU Public Administrations, EUPAN- Human Resources Working Group.
-  Vakola, M., Soderquist, K.K. & Prastacos, G.P. (2007). "Competency management in support of organizational change", International Journal of Manpower.
-  Currie, G., & Darby, R. (1995) Competence-based management development: Rhetoric and reality. Journal of European Industrial Training.
-  Ghorpade, J., & Atchinson, T. J. (1980). The concept of job analysis: A review and some suggestions. Public Personnel Management.
-  Hoffmann, T. (1999). The meanings of competency. Journal of European Industrial Journal.
-  McLagan, P. A. (1997). Competencies: The Next generation. Training and Development.
-  Parry, S. B. (1998). Just What is a competency? (And why should you care?). Training.
-  Robotham, D., & Jubb, R. (1996) Competencies: measuring the unmeasurable. Management Development Review.
-  Spencer, L. M., & Spencer, S. M. (1993). Competencies at work: models for superior Performance. New York: Wiley.

-  Zerga, J. E. (1943). Job analysis: A resume and bibliography: Journal of Applied Psychology.
-  Dr. Annie Hondeghem. Managing Competencies in Government: State of the Art Practices and Issues at Stake for the Future.
-  Dave Bartram. (2012). The SHL Universal Competency Framework. The CEB Talent measurement Solution.
-  Overview: The Integrated Competency Model, Work Force Planning.CPS Human Resource Services. Sacramento.
-  OECD Review of Human Resource Management in Government. Belgium Brussels-Capital Region; Federal Government; French Community; Walloon Region. (2007). OECD Publication.
-  OECD Review of Human Resource Management in Government. (2010). Brazil. Federal Government. OECD Publication.
-  Whiddett & Hollyforde. (2003). 2nd Edition. A Practical Guide to Competencies: How to enhance individual and organizational performance. CIPD Publication.
-  Ved Marwah. (2009). Police Reforms. A Symposium of restructuring the Indian Civil Services.
-  Public Service Competency Framework. (2011). Republic of Kenya.
-  Public Service Middle Management Competency Framework. (2005). South Africa
-  Chris Brewster & Wolfgang Mayrhofer. (2012). Handbook of Research on Comparative Human Resource Management. MPG Books Group. UK
-  Edward J. Cripe & Richard S. Mansfield. 2nd Ed. (2011).The value added employee: 31 skills to make yourself irresistible to any company. Rutledge. (Taylor & Fancies Group). USA
-  Stephen E. Condrey. 3rd Ed. (2010). Handbook of Human Resource Management In Government. Jossey-Bass. A Wiley Imprint. CA.