



Competency Framework for Civil Servants At the Cutting-edge Level

Scheduled Tribes Development 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





DARPG

Department of Administrative Reforms and Public Grievances was formed in December 1985 under Ministry of Personnel, Public Grievances and Pensions. It functions as an internal consultant to the Government in the context of reforms and provides a formal platform for exchanging and disseminating reform related ideas and successful best practices. It is the Central Nodal Department for implementation of e-Office Mission Mode Project, under the National e-Governance Plan (NeGP).

Mission

To foster excellence in governance and pursuit of administrative reforms through:

- Improvements in government policies, structures and process
- Promoting citizen-centric governance with emphasis on grievance redressal
- Innovations in e-Governance
- Documentation and dissemination of best practices

Vision

Excellence in governance for the benefit of all citizens



Competency Framework for Civil Servants At the Cutting-edge Level



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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.

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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 8 categories at the cutting-edge level in the **Scheduled Tribes Development 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 the sincere support, reciprocating our need by 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 Smt. Bhandari Swagat Ranveerchand IAS, then Director and the present Director, ST Development Department Dr. P Pugazhendi IFS .

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. Satyajeeet Rajan IAS, our present Director General for his guidance and encouragement.

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
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A

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

Elon Musk



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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 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 behavioural indicators for 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 and 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 in the following page.

Public Service Values - Indian 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, determine workforce requirements, which will ensure that public service maintains 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 the 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:

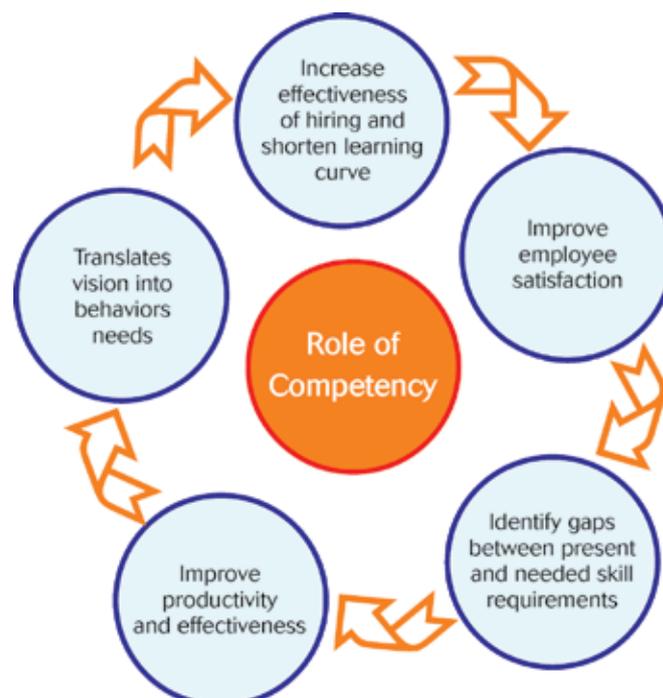
Competency-based system

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

Citizen:

Competency-based system

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

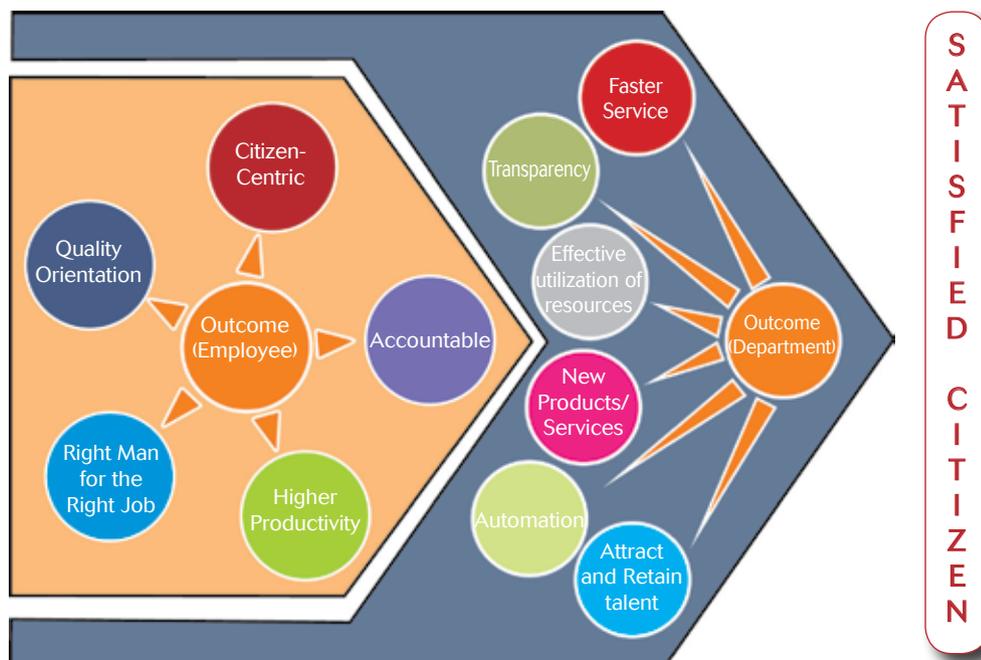


Moving from Output-oriented to Outcome-oriented System

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-effective 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 introduction of 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 the development of a suitable 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.

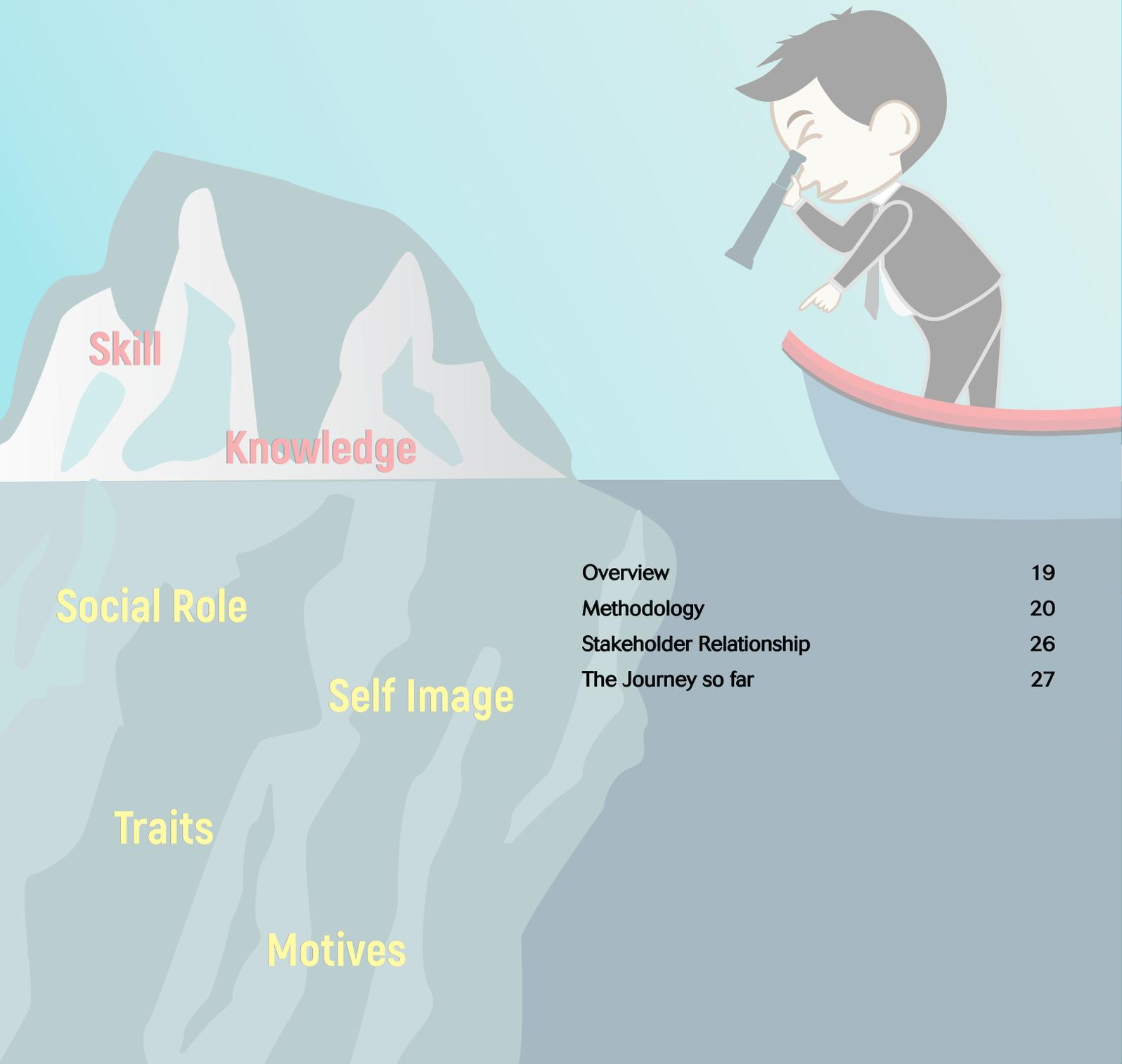
Thinking Beyond Implementation

- Rationalise work assigned/performed by each cadre/category,
- Re-engineer 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



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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.

Competency framework was developed for **8** categories of the Scheduled Tribes Development Department across **6** cadres.

2 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 	1. 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 	1. 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.

<p>Step 3 Purpose</p>	<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>
<p>Process</p>	<p>Discussions with individual Task Forces.</p>
<p>Involvement</p>	<p>Task Force members</p>
<p>Tool</p>	<p>Brainstorming and Focus Group discussions</p>
<p>Outcome</p>	<p>Competencies and behaviours that are critical to fulfil organisations objectives and strategy</p>
<p>Step 4 Purpose</p>	<p>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.</p>
<p>Process</p>	<p>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 imbining the essence of good governance and citizen-centric service delivery.</p>
<p>Involvement</p>	<p>Task Force members</p>
<p>Tool</p>	<p>Brainstorming</p>
<p>Outcome</p>	<p>A set of 15 competencies to achieve the broad objectives of the Department.</p>

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

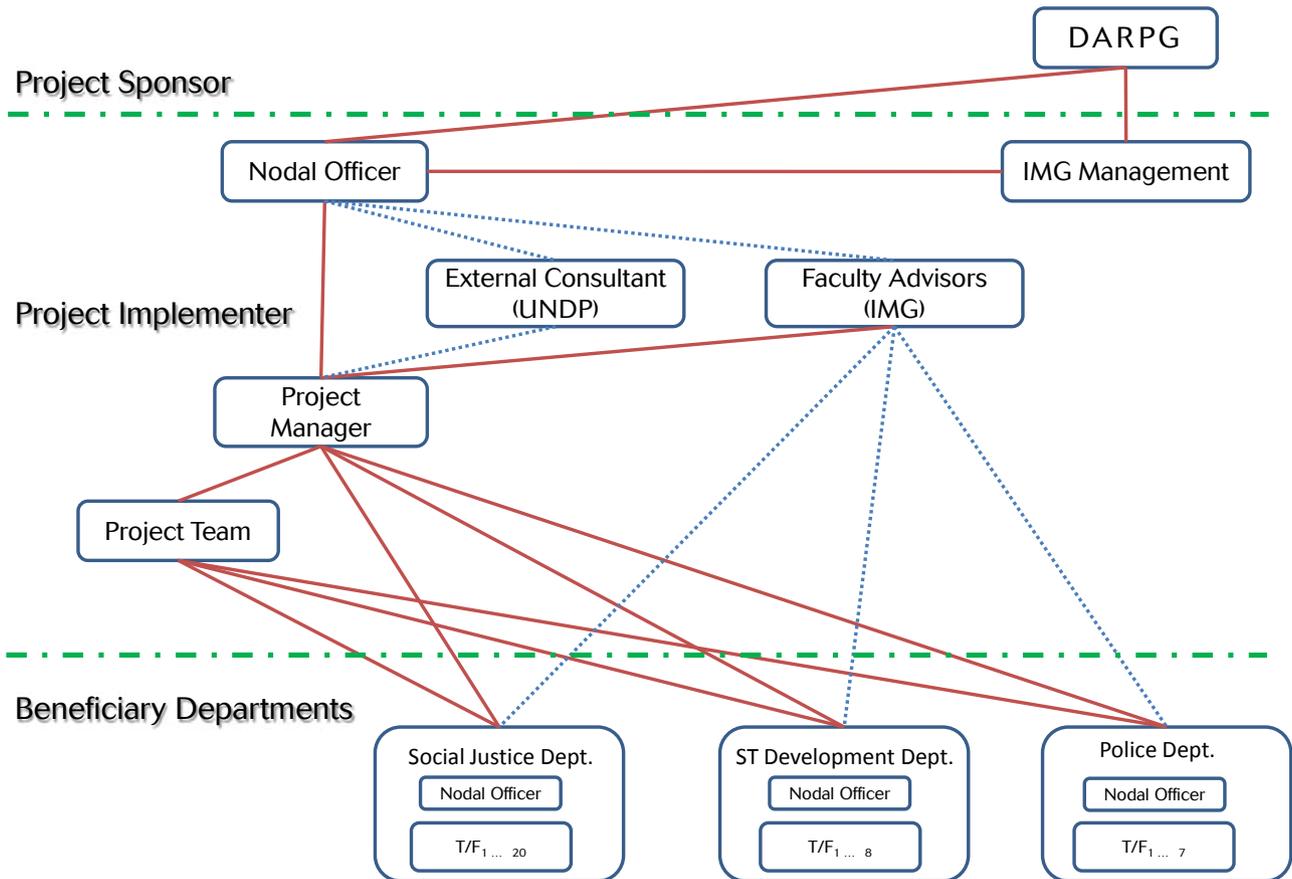
Step 2	
Purpose	To map proficiency to roles
Process	Determine levels of proficiency required based on the nature of role, level of responsibility and problem solving complexity
Involvement	Task Force members
Tool	Consultative meetings
Output	A set of 10 competencies and the most appropriate behaviours

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

Sample Competency Framework



Stakeholder Relationship



No. of meetings held:

Cadre/Category	No. of meetings held
Tribal Development Officer/ Project Officer	07
Asst. Tribal Development Officer/ Asst. Project Officer	09
Senior Superintendent of MRS	09
Tribal Extension Officer	09
ST Promoter	07
Hostel Warden	05



THE JOURNEY SO FAR









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

Mahatma Gandhi



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Scheduled Tribes Development Department

The Scheduled Tribes Development Department was formed in July 1975 after bifurcating the erstwhile Harijan Welfare Department. The primary responsibility of the Department is to implement programmes and schemes that support and supplement the needs of scheduled tribes.

Scheduled Tribes Development Department is the nodal department of the Ministry of Tribal Affairs, Government of India for the implementation of specially tailored schemes which target the economic, educational and social development of scheduled tribes. Broadly the mandate of the department is:

- 1) Welfare and development of scheduled tribes,
- 2) Protection of legal rights, and
- 3) Protection and promotion of tribal culture and heritage.

A multi-pronged strategy has been adopted for overall development of tribal people in the state, which includes, support for education, health, sanitation, water supply, livelihood, preservation of cultural heritage etc.

Mission

The mission of the department is "freedom from exploitation and poverty"

Vision

The vision of the department is the evolvement of an educated, healthy and economically self-sufficient tribal society, which is at par with the mainstream in every aspect of life.

Vital Statistics

Composition of Employees at the cutting-edge level

Cadre/Category chosen

Tribal Development officer	10
Project Officer	7
Assistant Tribal Development Officer	13
Assistant Project Officer	13
Senior Superintendent of MRS	18
Tribal Extension Officer	53
Hostel Warden	109
ST Promoter	1022

Source: Scheduled Tribes Development Department- TVPM, July 2016.

DISCLAIMER

Duties and responsibilities detailed in this document were captured in the process of development of competency framework, and includes only those which could be professionally outlined in specific and achievable terms at that point in time (June 2016). This collection excludes moral/social obligations that are not otherwise entrenched or explicitly stated. This excludes responsibilities that may be entrusted on an *ad hoc* basis or based on exigencies, by the authorities, from time to time.

Competency Framework

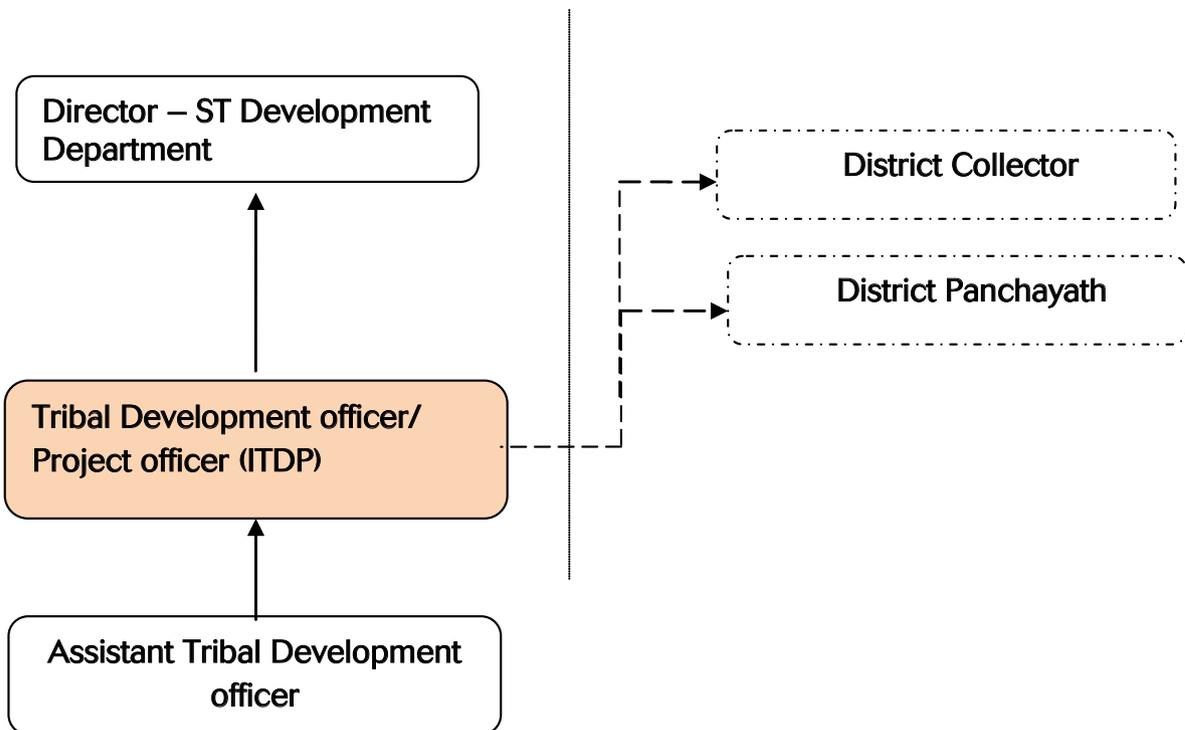


Position Title: Tribal Development Officer (TDO)

I. Position Summary:

Tribal Development Officer (TDO)/Project Officer (PO) is an officer who formulates policies & plans, and assists the Director in evaluating both Centrally Sponsored (CSS) and State Sponsored (SS) schemes that support the welfare and development of tribal population. S/he plans and approves Tribal Sub Plans (TSP) schemes of local bodies.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Assist the Director/Joint Director/Deputy Director in formulating Tribal Sub Plan (TSP) for area under his/her jurisdiction,
2. Implement Tribal Sub Plan and all other welfare/development schemes within the district panchayath level,
3. Conduct review meetings with Tribal Extension Officers in connection with developmental works and implementation of both Central and State Sponsored Tribal Sub Plan Schemes,
4. Co-ordinate with Director and field functionaries for implementation of assigned schemes,
5. Submit Monthly and Quarterly progress report of TSP to the Director, Collector, District Planning Office and Economics and Statistics Department,
6. Administer activities of office and assign tasks and duties to subordinates.
7. Conduct periodic monitoring and evaluation of schemes implemented by self and Tribal Extension Officers,
8. Act as a facilitator in resolving grievances raised by tribes and subordinates.
9. Act as a member of District Planning Committee (DPC), Vigilance and Monitoring Committee for Prevention of Atrocities Act (PoA), District Level Committee (DLC) for the implementation of Forest Rights Act and District Development Committee (DDC),
10. Act as a convener for District Level Working Group and Executive Committee of Model Residential Schools (MRS),
11. Act as a drawing and disbursing officer,
12. Formulate proposals for sanction of funds from different heads of accounts for meeting exigencies/unexpected events that relate to development/or welfare activities,
13. Undertake recruitment of staff on contract basis,
14. Act as liaison officer between higher authorities, subordinate staff, people representatives, target group and public,
15. Supervise the functioning of institutions - Model Residential Schools (MRS), Pre- Metric Hostels, Industrial Training Centers, Kindergartens, Nursery Schools, Govt. Ayurveda Dispensaries, Peripatetic schools and Old Age Homes coming under their jurisdiction,
16. Collaborate with line Departments, avail support and services wherever required for implementation of schemes and programmes,
17. Scrutinize, prioritize and categorize district wise schemes and programs that cater to the welfare and development of tribes,
18. Assure timely submission of reports related to RTI/RTE/RTS.

Note: The officer shall perform any other duties as assigned by the Head of the Institution/Head of the Department from time to time.

IV. Competencies Identified for the Position:

The eight critical competencies and their proficiency levels identified for successfully carrying out the duties and responsibilities are as given below:

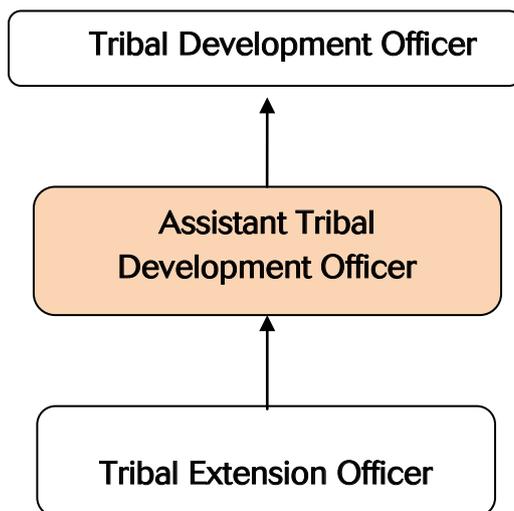
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Leading Others						Assumes Leadership
Self Confidence						States Confidence in Own Ability
Attention to Detail						Contributes to Overall Monitoring of Quality and Standards
Consultation and Consensus Building						Helps to Align Diverse Interests to a Common Goal
Empathy						Expresses Concern for Others
Result Orientation						Creates a Culture of Achieving Challenging Goals
Problem Solving						Develops Solutions to Complex Problems
Communication Skill						Adapts Communication to Others

Position Title: **Assistant Tribal Development Officer (ATDO)**

I. Position Summary:

Assistant Tribal Development Officer (ATDO) is an officer who provides access to ST students for availing education schemes and concessions. S/he ensures that such services are provided to them in a time-bound manner.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Authorize regular education concessions such as lump-sum grant, monthly stipend, actual boarding and lodging charges, pocket money, fees and other special scholarships, awards and incentives to both pre-metric and post-metric ST students,
2. Assist TDO/PO in formulating welfare schemes for the upliftment of tribal people,
3. Formulate proposals for sanction of funds from different heads of accounts for meeting exigencies/unexpected events relating to development and welfare activities,
4. Evaluate proposals and suggestions received from TEO and forward them with suitable recommendations to higher authorities,
5. Prepare yearly/quarterly/monthly budgets for maintenance of office/institutions and for the implementation of various schemes,
6. Administer activities of office and supervise duties of subordinates,
7. Direct TEO and subordinates in the implementation of schemes,
8. Collaborate with line departments for implementation of educational schemes, and health care programmes,
9. Verify the veracity and authenticity of replies given during audit,
10. Recommend new policies & approaches to TDO for development and improvement of tribal life (eg: 'Kaithangu', 'Janani Janma Raksha' etc.,)
11. Perform duties of Public Information Officer,

Note: The officer shall perform any other duties as assigned by the Head of the Institution/Head of the Department from time to time.

IV. Competencies Identified for the Position:

The eight critical competencies and their proficiency levels identified for successfully carrying out the duties and responsibilities are as given below:

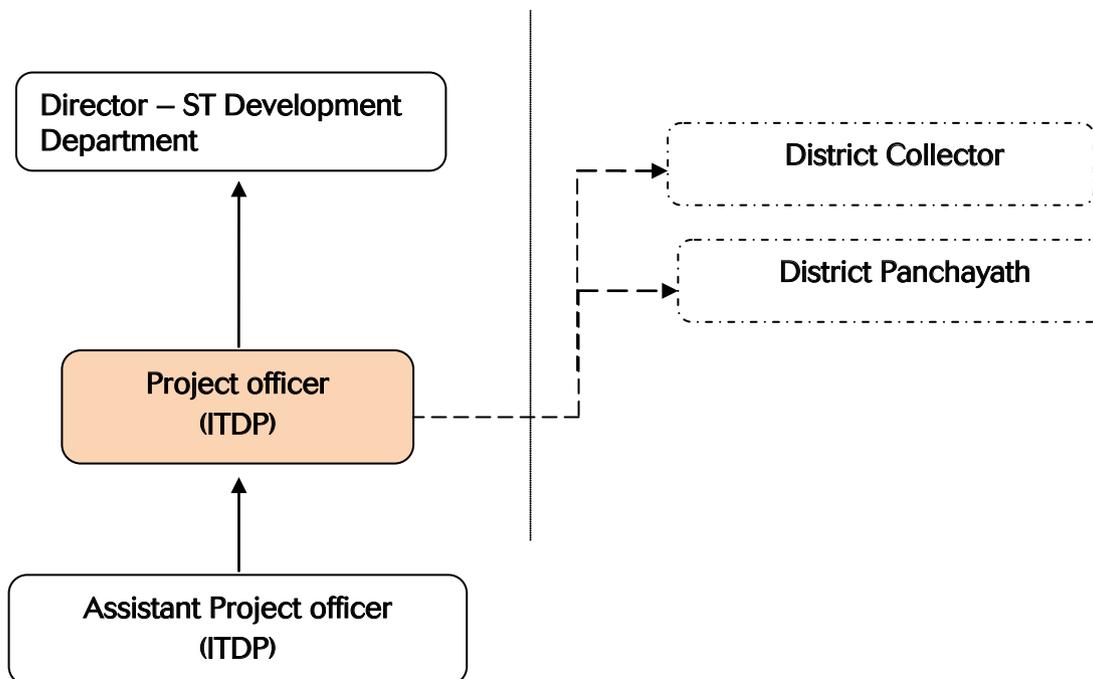
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
People First						Promote the Service to the Citizens
Attention to Detail						Monitors Own and Other's Work
Consultation and Consensus Building						Proactively looks for Opportunities to Promote Convergence
Decision Making						Draws Conclusions from Complex Information, in the Short-to-Medium term
Result Orientation						Consistently Improves Systems as well as Performance
Seeking Information						Digs Deeper
Planning and Coordination						Manages Competing Priorities
Communication Skill						Adapts Communication to Others

Position Title: Project Officer (PO)

I. Position Summary:

Project Officer (PO) is an officer who formulates policies & plans, and assists the Director in evaluating both Centrally Sponsored (CSS) and State Sponsored (SS) schemes that support the welfare and development of tribal population. S/he plans and approves Tribal Sub Plans (TSP) schemes of local bodies.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Assist the Director/Joint Director/Deputy Director in formulating Tribal Sub Plan (TSP) for area under his/her jurisdiction,
2. Implement Tribal Sub Plan and all other welfare/development schemes within the district panchayath level,
3. Conduct review meetings with Tribal Extension Officers in connection with developmental works and implementation of both Central and State Sponsored Tribal Sub Plan Schemes,
4. Co-ordinate with Director and field functionaries for implementation of assigned schemes,
5. Submit Monthly and Quarterly progress report of TSP to the Director, Collector, District Planning Office and Economics and Statistics Department,
6. Administer activities of office and assign tasks and duties to subordinates.
7. Conduct periodic monitoring and evaluation of schemes implemented by self and Tribal Extension Officers,
8. Act as a facilitator in resolving grievances raised by tribes and subordinates,
9. Act as a member of District Planning Committee (DPC), Vigilance and Monitoring Committee for Prevention of Atrocities Act (PoA), District Level Committee (DLC) for the implementation of Forest Rights Act and District Development Committee (DDC),
10. Act as a convener for District Level Working Group and Executive Committee of Model Residential Schools (MRS),
11. Act as a drawing and disbursing officer,
12. Formulate proposals for sanction of funds from different heads of accounts for meeting exigencies/unexpected events that relate to development/or welfare activities,
13. Undertake recruitment of staff on contract basis,
14. Act as liaison officer between higher authorities, subordinate staff, people representatives, target group and public,
15. Supervise the functioning of institutions - Model Residential Schools (MRS), Pre-Metric Hostels, Industrial Training Centers, Kindergartens, Nursery Schools, Govt. Ayurveda Dispensaries, Peripatetic schools and Old Age Homes coming under their jurisdiction,
16. Collaborate with line Departments, avail support and services wherever required for implementation of schemes and programmes,
17. Scrutinize, prioritize and categorize district wise schemes and programs that cater to the welfare and development of tribes,
18. Assure timely submission of reports related to RTI/RTE/RTS.

Note: The officer shall perform any other duties as assigned by the Head of the Institution/Head of the Department from time to time.

IV. Competencies Identified for the Position:

The eight critical competencies and their proficiency levels identified for successfully carrying out the duties and responsibilities are as given below:

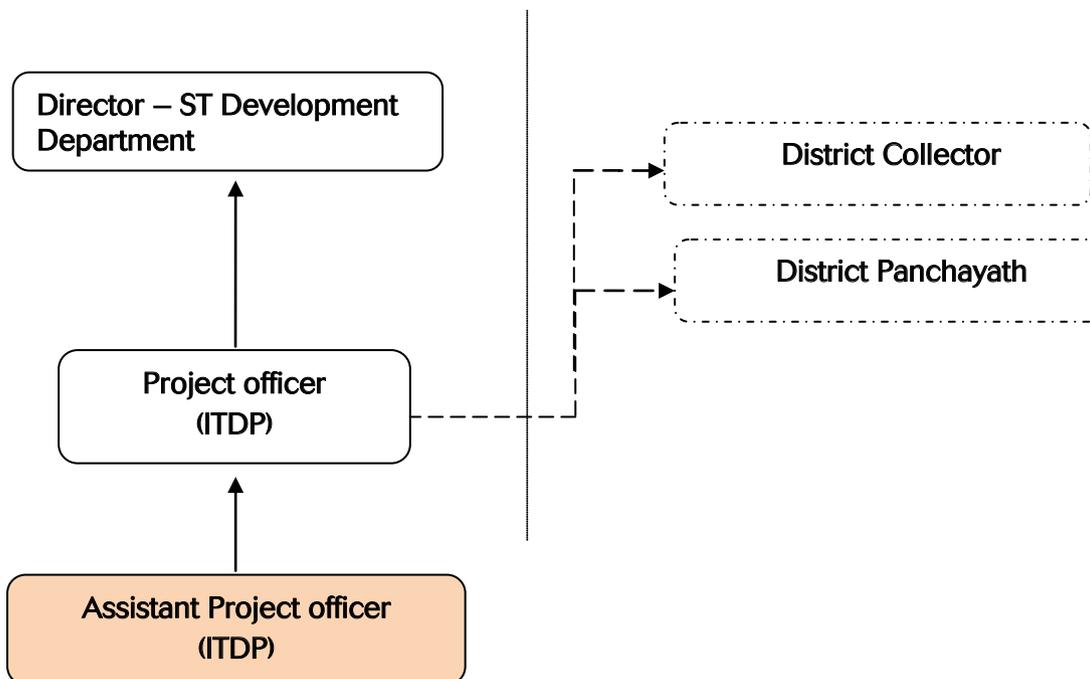
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Leading Others						Promotes Team Effectiveness
Attention to Detail						Monitors Own and Other's Work
Self Confidence						Continues to act Confidently Beyond the Limits of Job Roles
Empathy						Act as a Role Model
Consultation and Consensus Building						Proactively Looks for Opportunities to Promote Convergence
Result Orientation						Consistently Improves Systems as well as Performance
Planning and Coordination						Manages Competing Priorities
Communication Skill						Listens Attentively and Presents Information Clearly

Position Title: Assistant Project Officer (APO)

I. Position Summary:

Assistant Project Officer (APO) is an officer who assists Project Officer in formulating policies & plans, schemes that support the welfare and development of tribal population. S/he helps Project Officer in planning and sanctioning Tribal Sub Plans (TSP) schemes of local bodies.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Assist Project Officer in formulating Tribal Sub Plan (TSP) for area under his/her jurisdiction,
2. Assist Project Officer in implementing Tribal Sub Plan and all other welfare/development schemes within the district panchayath level,
3. Assist Project Officer in conducting review meetings with Tribal Extension Officers in connection with developmental works and implementation of both Central and State Sponsored Tribal Sub Plan Schemes,
4. Co-ordinate with Project Officer and field functionaries for implementation of assigned schemes,
5. Prepare Monthly and Quarterly progress report of TSP to the Director, Collector, District Planning Office and Economics and Statistics Department,
6. Assist Project Officer in administering the activities of office and duties of subordinates,
7. Schedule periodic monitoring and evaluation of schemes implemented by self and Tribal Extension Officers,
8. Participate in District Planning Committee (DPC), Vigilance and Monitoring Committee for Prevention of Atrocities Act (PoA), District Level Committee (DLC) for the implementation of Forest Rights Act and District Development Committee (DDC) on behalf of Project Officer,
9. Assist Project Officer in convening District Level Working Group and Executive Committee of Model Residential Schools (MRS),
10. Assist Project Officer in formulating proposals for sanction of funds from different heads of accounts for meeting exigencies/unexpected events that relate to development/or welfare activities,
11. Act as liaison officer between higher authorities, subordinate staff, people representatives, target group and public,
12. Monitor the functioning of institutions - Model Residential Schools (MRS), Pre-Metric Hostels, Industrial Training Centers, Kindergartens, Nursery Schools, Govt. Ayurveda Dispensaries, Peripatetic schools and Old Age Homes coming under their jurisdiction,
13. Collaborate with line Departments, avail support and services wherever required for implementation of schemes and programmes,
14. Assist Project Officer in scrutinizing, prioritizing and categorizing district wise schemes and programs that cater to the welfare and development of tribes,
15. Assure timely submission of reports related to RTI/RTE/RTS.

Note: The officer shall perform any other duties as assigned by the Head of the Institution/Head of the Department from time to time.

IV. Competencies Identified for the Position:

The eight critical competencies and their proficiency levels identified for successfully carrying out the duties and responsibilities are as given below:

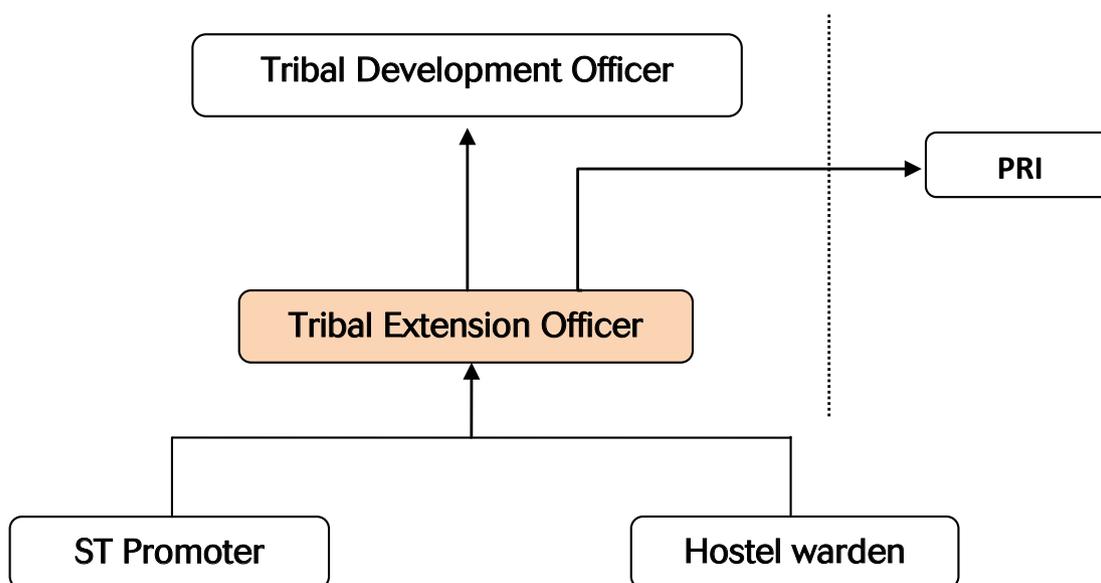
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Leading Others						Promotes Team Effectiveness
Self Confidence						Continues to act Confidently Beyond the Limits of Job Roles
Attention to Detail						Monitors Own and Other's Work
Consultation and Consensus Building						Proactively Looks for Opportunities to Promote Convergence
Empathy						Expresses Concern for Others
Result Orientation						Creates Own Measures of Better Results
Planning and Coordination						Considers Interrelated Activities
Communication Skill						Listens Attentively and Presents Information Clearly

Position Title: Tribal Extension Officer (TEO)

I. Position Summary:

Tribal Extension Officer (TEO) is an officer who proposes to Government, projects and proposals beneficial for the welfare and development of tribal population. S/he undertakes the implementation of such proposed projects as well as schemes/projects launched by Government from time to time in a proactive and participatory manner.

II. Reporting Relationship:



III. Duties & Responsibilities:

A. Preparing Project Proposal:

1. Conduct field visits and analyze the issues faced by the tribes,
2. Convene *Oorukoottam* for selecting scheme and likely beneficiaries,
3. Consult professional bodies for obtaining inputs for the preparation of proposals,
4. Submit proposal to higher officers.

B. Project Implementation:

1. Conduct meetings with *oorukoottam* for implementation of schemes,
2. Select suitable beneficiaries (for pre-approved government schemes/ projects),
3. Submit the initial list of beneficiaries to higher officials,
4. Verify beneficiary documents received for appropriateness,
5. Communicate formally to the beneficiaries about discrepancy, if any,
6. Submit final list along with application and other supporting documents to higher officers for final approval,
7. Direct beneficiaries about time schedule, best practices, purchase of materials and other/general requirements,
8. Record funds disbursed to beneficiaries,
9. Monitor progress of schemes under implementation and recommend corrective actions where necessary,
10. Conduct stage-wise project review and report to higher officers.

C. Implementation of out-sourced projects:

1. Collaborate with designated agencies for implementing the project,
2. Monitor progress of the project periodically and recommend corrective actions wherever necessary,
3. Conduct stage-wise project review and report status to higher officers,
4. Initiate project/scheme follow-up activities.

D. Supervision of Institutions (Hostel):

1. Select students to be admitted to hostels after verification of application and other relevant documents,
2. Supervise employee/staff at the institutions,

3. Prepare proposals for procurement of infrastructure/study materials/uniform and other items required at the institution,
4. Conduct periodic inspection of hostel (academic standards, food quality standards, health of students, cleanliness of institution and its premises, tutor selection and their appointment),
5. Conduct periodic committee meetings (PTA, hostel advisory committee, students, staff).

E. Administration:

1. Perform the duties of drawing/disbursing officer,
2. Participate and whenever necessary, schedule or conduct review meetings,
3. Issue feasibility and other certificates upon request
4. Supervise activities of subordinates, ST Promoters and Management Trainees,
5. Maintain office registers and records,
6. Collect, maintain and periodically update data regarding local bodies, educational institutions, health institutions, *Anganawadis*, hamlets, public goods, operating in the area,
7. Act as a mediator for resolving petitions, disputes and other requests.

Note: The officer shall perform any other duties as assigned by the Head of the Institution/Head of the Department from time to time.

IV. Competencies Identified for the Position:

The eight critical competencies and their proficiency levels identified for successfully carrying out the duties and responsibilities are as given below:

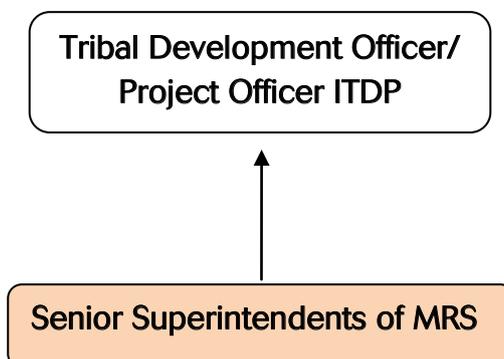
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
People First						Promote the Service to the Citizens
Attention to Detail						Monitors Own and Other's Work
Consultation and Consensus Building						Consults Others and Takes Multiple Actions to Persuade Others
Decision Making						Draws conclusions from Complex information, in the Short-to-medium term
Result Orientation						Consistently Improves Systems as well as Performance
Planning and Coordination						Manages Competing Priorities
Desire for Knowledge						Develops Broader Conceptual Knowledge
Communication Skill						Fosters Two-Way Communication

Position Title: Senior Superintendent of Model Residential School (MRS)

I. Position Summary:

Senior Superintendent of MRS is an officer who provides educational facilities, guidance, appropriate and adequate environment including infrastructure for holistic development of ST students, through Model Residential Schools.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Administer the activities of MRS and ensure education provided through the institutions is of high standards and quality,
2. Maintain office accounts, financial statements, related documents and exercise control over financial matters,
3. Implement decisions of the Governing Body and of the Executive Committee at the institution,
4. Perform the duties of drawing and disbursing officer,
5. Purchase such materials as required by the institution, as permitted by the Executive Committee and the Governing Body, and
 - a. ensure its proper utilization,
 - b. maintain records, registers and supporting documents.
6. Perform the duties of Estate Officer of the institution complex and maintain the assets of the institution,
7. Monitor the execution of all essential construction/maintenance works required in the institution complex after obtaining approval from the Executive Committee,
8. Monitor the execution of emergency repairs of furniture, equipments and other installation such as electricity, water supply, sanitary arrangements used at the institution,
9. Arrange disposal of old newspaper/ magazines, used note books/ text books and waste paper / materials,
10. Arrange disposal of irrelevant files and records of the institution, according to the provisions of the Manual of Office Procedures (MOP) and other provisions prescribed under the statutes,
11. Conduct auction of the usufruct rights of the produce and the dead trees within the campus that cannot be put to useful purposes of the inmates and remit the money to the treasury,
12. Maintain attendance register, sanction and where necessary recommend leave for staff to the Head of Institution/higher officers,
13. Supervise the healthcare needs of the inmates of the institution,
14. Arrange medical services for the students,
15. Assign duties to the teachers including that of supervision/charge of dormitory, in consultation with HM/Principal,
16. Allot quarters to the staff of the institution and collect rent from them as per prevalent rules and procedures,

17. Conduct performance evaluation of staff at the institutions and submit report to higher officers in consultation with HM/Principal,
18. Allot accommodation facility for teachers who are in charge of the MRS and dormitory on rotation basis,
19. Prepare project proposal for new/modification of infrastructure/facilities and submit to higher officers,
20. Monitor the academic progress of students and take remedial actions where necessary in consultation with HM/Principal,
21. Revise the food menu in accordance with the taste and preferences, socio-cultural background of the students,
22. Arrange moral science, yoga and meditation classes to students in consultation with HM/Principal,
23. Create kitchen garden and common garden in the school with the participation of the students,
24. Assure that the students are utilizing the library in the institution.
25. Monitor the activities of teacher who is in charge of the library,
26. Conduct screening/entrance examination for students wanting to avail vacant seats at MRS,
27. Supervise the activities of student counselor,
28. Take corrective measures on students who are in conflict with law/or when found destroying any property in the premises,
29. Guard against persons visiting hostel premises without prior permission from Director-Scheduled Tribes Development Department,
30. Obtain Food Safety registration for the institution and renew it periodically,
31. Regulate the visit of parents,
32. Facilitate homely atmosphere in the school.

Note: The officer shall perform any other duties as assigned by the Head of the Institution/Head of the Department from time to time.

IV. Competencies Identified for the Position:

The eight critical competencies and their proficiency levels identified for successfully carrying out the duties and responsibilities are as given below:

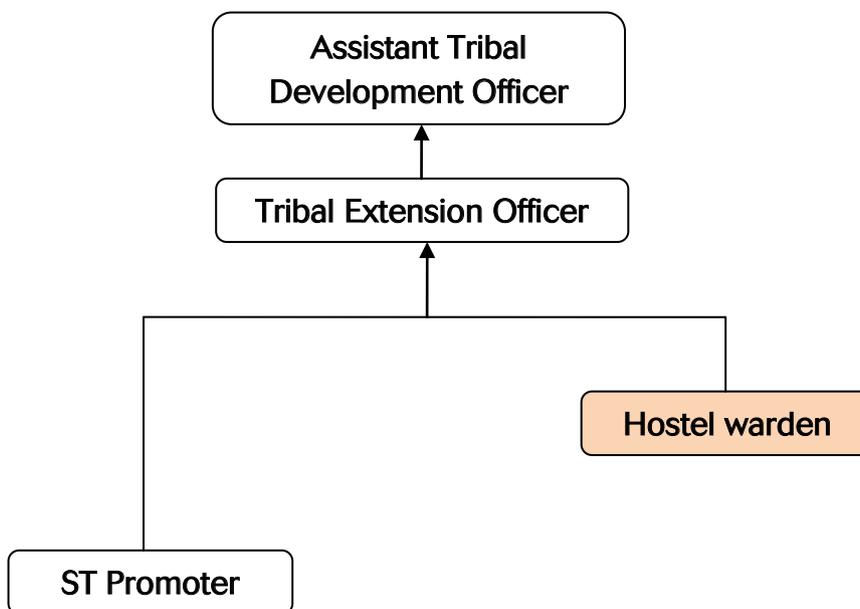
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Leading Others						Backs the Team
Integrity						Is a Role Model
Attention to Detail						Monitors Own and Others Work
Result Orientation						Sets Challenging Goals for the Organization and works to meet them
Planning and Coordination						Considers Interrelated Activities
Innovative Thinking						Encourage Innovation
Problem Solving						Develops Solutions to Complex Problems
Communication Skill						Fosters Two-Way Communication

Position Title: **Hostel Warden**

I. Position Summary:

Hostel Warden is an officer who is in charge of facilities in pre-metric and post-metric hostels run by the Government for the upliftment, especially for the socio-economic and educational advancement of ST students.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Direct the activities of cook, servant and watchman,
2. Record and maintain registers related to activities of hostel,
3. Process all financial matters of the institution,
4. Assure welfare of the inmates,
5. Propagate good manners among inmates,
6. Provide necessary medical aid for the inmates,
7. Direct inmates to avail educational facilities,
8. Monitor academic progress of the inmates periodically by contacting teachers and headmaster,
9. Record marks of test papers and academic progress of inmates in the concerned registers,
10. Monitor class-wise attendance of inmates,
11. Identify qualified part-time teachers for appointment at the hostel and submit proposal to the higher authorities within 10 days of the beginning of the academic year,
12. Monitor teaching activity of teachers appointed on part-time basis,
13. Ensure that all inmates regularly attend tuition classes,
14. Ensure vessels and other equipments are properly maintained at the institution,
15. Direct the staff to maintain school/hostel premises neat and clean,
16. Ensure personal hygiene of inmates,
17. Train inmates to receive by greeting, the guests or higher officials when they visit the institution,
18. Arrange necessary documents for perusal for inspecting offices when the warden is absent,
19. Prepare daily routine chart for inmates and display it in the notice board,
20. Exhibit the daily/weekly/monthly menu in the dining room and study room,
21. Select mess committee members in a democratic manner,
22. Communicate with mess committee members regarding the quality and quantity of food items that will be released to the cook and make entries in the daily issue register,
23. Inspect quality of food provided to the inmates. Ensure that warden and other employees eat food half an hour before the inmates eat,

24. Adhere strictly to mess timings,
25. Obtain permit/or renew permit for ration and other necessary goods before the beginning of each academic year,
26. Report to higher officers uniform requirements for the inmates within 10 days of the beginning of each academic year,
27. Report to higher officers the need to purchase new materials so as to replace soiled mat, pillow, blanket, bed sheet, pillow cover etc., within 10 days of the beginning of the academic year,
28. Submit proposal to higher official, regarding the purchase of sports equipments within 10 days of the beginning of the academic year,
29. Select informative articles from news dailies, magazines and other periodicals and communicate it with inmates,
30. Arrange haircutters for inmates every month,
31. Create kitchen garden and common garden at the institution with the help of inmates,
32. Monitor that neither the head of the institution nor other employees do not get their own duties done through any of the inmates,
33. Communicate with parents of inmates, regarding assistance and facilities provided at the institution,
34. Train inmates to behave well with parents who visit them and to receive them in the parlor/office room,
35. Create awareness among inmates about rules and regulation of the institution and ensure they abide by it,
36. Assure that the inmates go to their home only during vacation and emergency situation,
37. Guard that inmates do not leave the hostel campus without having a valid reason,
38. Ensure that staff leave hostel premises only with permission and after marking in the movement register,
39. Provide casual leave, compensation leave, weekly off, etc., to office staff without adversely affecting the functioning of the institution,
40. Guard that the children, relatives or helpers of the staff are not brought and made to stay in the hostel,
41. Guard that no unauthorized person(s) is provided access to campus.

Note: The officer shall perform any other duties as assigned by the Head of the Institution/Head of the Department from time to time.

IV. Competencies Identified for the Position:

The eight critical competencies and their proficiency levels identified for successfully carrying out the duties and responsibilities are as given below:

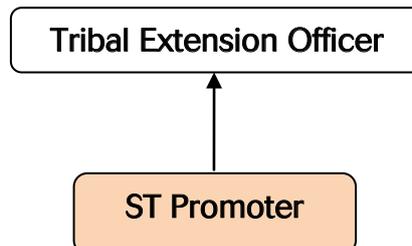
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Leading Others						Promotes Team Effectiveness
Integrity						Acts on values even when it is not easy to do so
Attention to Detail						Proactively Manages Standards
Consultation and Consensus Building						Open to Consultation and Presents Views in a Concise Manner with the help of Data
Decision Making						Gathers Information for Decision Making
Result Orientation						Consistently Improves Systems as well as Performance
Problem Solving						Develops Solutions to Complex Problems
Communication Skill						Listens Attentively and Presents Information Clearly

Position Title: **ST Promoter**

I. Position Summary:

ST Promoter is one who interfaces between tribes and the Government. S/he educates the tribes about various schemes and services offered by the Government/Department and provides assistance in availing them with the help of Tribal Extension Officer.

II. Reporting Relationship:



III. Duties & Responsibilities:

A. Providing help to tribes in availing basic amenities:

I. Housing:

1. Select beneficiaries through *Oorukoottam*,
2. Monitor progress of housing scheme implementation,
3. Provide assistance to avail stage-wise benefits (viz. opening bank accounts, operating ATMs etc.).

II. Drinking Water:

1. Provide help in identifying water sources,
2. Monitor implementation of approved drinking water scheme/projects.

III. Road:

1. Propose road access requirements to Local Self Government Department,
2. Prepare social map and feasibility certificate in consultation with Tribal Extension Officer (TEO),
3. Obtain sanction from Forest Department for the implementation of the scheme,
4. Monitor and report implementation of the above.

IV. Electricity:

1. Propose electricity connection requirements to Local Self Government Department,
2. Prepare social map and feasibility certificate in consultation with Tribal Extension Officer (TEO),
3. Consult Kerala State Electricity Board about feasibility of providing electricity connection, to the intended location,
4. Suggest alternate methods (non- conventional) if KSEB connection seems unfeasible,
5. Monitor and report implementation of the above.

B. Community Mobilization:

1. Arrange *Oorukoottam* as per directions received from higher authorities,
2. Schedule meeting based on the needs and requirements of *Oorukoottam*,
3. Coordinate with Local Self Government Department and other Departments for ensuring officers attendance in *Oorukoottam*.

C. Data Collection:

1. Collect and compile information from the hamlet, using questionnaire,
2. Report to TEO about services the residents of assigned tribal settlement have availed from Welfare Institutions,
3. Collect geographical data regarding allotted tribal settlement,
4. Inspect geographical data regarding ownership and availability of land, natural resources within their jurisdiction,
5. Report to TEO information regarding benefits received by target group from other Departments/Service Providers.

D. Educational Scheme:

1. Conduct periodic awareness programs about various educational schemes offered by the Department,
2. Determine eligibility of candidates for admission to institutions,
3. Provide transportation facility for accessing educational institutions,
4. Provide help in availing educational concession.

E. Health Care:

1. Provide means for accessing medical/healthcare facilities,
2. Suggest alternate facilities/locations that provide better treatment/services,
3. Conduct periodic medical camps in assigned tribal settlements.

F. Social Security Scheme:

1. Conduct periodic awareness programs about various Social Security schemes offered by the Government,
2. Determine eligibility of tribes for availing the above schemes,
3. Provide help in availing pension schemes.

Note: The officer shall perform any other duties as assigned by the Head of the Institution/Head of the Department from time to time.

IV. Competencies Identified for the Position:

The eight critical competencies and their proficiency levels identified for successfully carrying out the duties and responsibilities are as given below:

Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
People First						Responds Sensitively to the Needs of the Citizens
Attention to Detail						Plans and Double Checks
Consultation and Consensus Building						Proactively looks for Opportunities to Promote Convergence
Result Orientation						Creates Own Measures of Better Results
Initiative and Drive						Identifies Opportunities and Responds Adequately
Seeking Information						Investigates Situation
Innovative Thinking						Is Open to New Ideas and Change
Communication Skill						Adapts Communication to Others

Essential Skills – ST Development Department

Essential Skills	TDO	Project Officer	ATDO	Assistant Project Officer	TEO	SS of MRS	Hostel Warden	ST Promoter
Basics of Computers and peripherals	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge in MS Office Suite	✓	✓	✓	✓	✓	✓	✓	✓
Construction Management			✓			✓		

D

"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

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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

Political Awareness
Valuing Culture and Diversity

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.

<p>Level 1: Responds Sensitive to the Needs of the Citizens</p>	<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
<p>Level 2: Anticipates the Needs of the Citizens</p>	<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
<p>Level 3: Promote the Service to the Citizens</p>	<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
<p>Level 4: Actively Improves the Service to the Citizens</p>	<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
<p>Level 5: Drives a Culture of Serving the Citizens</p>	<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.

<p>Level 1: Shares Information/ Reasons to Motivate</p>	<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
<p>Level 2: Promotes Team Effectiveness</p>	<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
<p>Level 3: Backs the Team</p>	<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
<p>Level 4: Assumes Leadership</p>	<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
<p>Level 5: Communicates a Compelling Vision</p>	<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.

<p>Level 1: Acts Ethically</p>	<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
<p>Level 2: Models the Values of the Civil Services</p>	<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
<p>Level 3: Acts on Values even when it is not easy to do so</p>	<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
<p>Level 4: Is Seen Unflinching on Public Service Values</p>	<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
<p>Level 5: Is a Role Model</p>	<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.

<p>Level 1: Acts Confidently within Job Role</p>	<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
<p>Level 2: Continues to act Confidently Beyond the Limits of Job Role</p>	<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
<p>Level 3: States Confidence in Own Ability</p>	<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
<p>Level 4: Takes on Challenges</p>	<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
<p>Level 5: Is Confident Under Extremely Challenging Situations</p>	<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.

<p>Level 1: Pays Attention to Detail</p>	<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
<p>Level 2: Plans and Double Checks</p>	<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
<p>Level 3: Monitors Own and Other's Work</p>	<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
<p>Level 4: Proactively Manages Standards</p>	<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
<p>Level 5: Contributes to Overall Monitoring of Quality and Standards</p>	<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.

<p>Level 1: Open to Consultation and Presents Views in a Concise Manner with the help of Data</p>	<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
<p>Level 2: Consults Others and Takes Multiple Actions to Persuade Others</p>	<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
<p>Level 3: Proactively looks for Opportunities to Promote Convergence</p>	<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
<p>Level 4: Helps to Align Diverse Interests to a Common Goal</p>	<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
<p>Level 5: Promotes consensus building and Convergence</p>	<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.

<p>Level 1: Follows Guidelines Effectively</p>	<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
<p>Level 2: Gathers Information for Decision Making</p>	<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
<p>Level 3: Draws Conclusions from Complex Information, in the Short to Medium term</p>	<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
<p>Level 4: Makes Decisions in Complex Situations</p>	<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
<p>Level 5: Makes Long-term Strategic Decisions</p>	<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.

<p>Level 1: Understands Unspoken Content</p>	<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
<p>Level 2: Has Concern for Others</p>	<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
<p>Level 3: Expresses Concern for Others</p>	<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
<p>Level 4: Acts as a Role Model</p>	<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
<p>Level 5: Creates and Promotes an Environment of Respect</p>	<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

4. Efficiency

4.1 Result Orientation

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

<p>Level 1: Focuses on doing what is Expected</p>	<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
<p>Level 2: Creates Own Measures of Better Results</p>	<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
<p>Level 3: Consistently Improves Systems as well as Performance</p>	<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
<p>Level 4: Sets Challenging Goals for the Organisation and works to meet them</p>	<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
<p>Level 5: Creates a Culture of Achieving Challenging Goals</p>	<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

4.3 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.

<p>Level 1: Takes Actions on Immediate Priorities</p>	<ul style="list-style-type: none"> ▪ Addresses present issues immediately without waiting to be told to act on them ▪ Is action-orientated and self-motivated towards his/her work ▪ Makes more than one attempt to resolve issues
<p>Level 2: Identifies Opportunities and Responds Adequately</p>	<ul style="list-style-type: none"> ▪ Spots opportunities and is quick to respond to them ▪ Overcomes obstacles to ensure completion of work ▪ Tries to predict clients' needs (internal and external) before they are voiced and addresses them ▪ Uses own judgement to escalate issues
<p>Level 3: Creates Opportunities for the Short-Term</p>	<ul style="list-style-type: none"> ▪ Proactively engages in new initiatives and partnerships with the objective of creating a future opportunity or bringing about an improvement ▪ Introduces process changes that alleviates pressure during busy periods ▪ Anticipates potential problems and keeps superiors informed about developments ▪ Acts quickly to seize an opportunity or address a crisis by drawing on required resources and similar experiences
<p>Level 4: Anticipates and Acts for the Medium-Term</p>	<ul style="list-style-type: none"> ▪ Takes initiative in creating solutions that would support organisation in future ▪ Acts proactively by planning ahead, and pursues specific opportunities ▪ Anticipates situations up to a year in advance, in order to plan action and build in contingencies ▪ Encourages others to take initiative
<p>Level 5: Nurtures Environment that is Conducive to Taking Initiative</p>	<ul style="list-style-type: none"> ▪ Plans for long term to anticipate and take action on possible opportunities or crises ▪ Creates an environment where individuals are willing and able to take initiative without fearing consequences of failure ▪ Persists at the problem to overcome obstacles ▪ Creates and supports environment that allows team members to make mistakes and learn from them ▪ Nurtures an environment of accepting mistakes and learn from them

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.

<p>Level 1: Conducts Basic Search</p>	<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
<p>Level 2: Investigates Situation</p>	<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
<p>Level 3: Digs Deeper</p>	<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
<p>Level 4: Conducts Research</p>	<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
<p>Level 5: Develops Own Sources of Direct Information</p>	<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

4.5 Planning and Coordination

Ability to plan, organise and monitor work with effective utilisation of resources such as time, money, and people.

<p>Level 1: Organises and Schedules Own Work</p>	<ul style="list-style-type: none"> ▪ Demonstrates good time management skills to meet short and medium-term objectives ▪ Plans own work schedule and monitors progress against it optimally ▪ Uses available resources optimally to meet work objective ▪ Identifies and tries to solve bottlenecks in own area of work
<p>Level 2: Monitoring Own Progress</p>	<ul style="list-style-type: none"> ▪ Monitors progress periodically and revises work plans as required ▪ Keeps oneself up-to-date and makes necessary adjustments to timelines, work plan, and resource allocation as necessary ▪ Identifies risks and early warning signals and modifies work plan accordingly
<p>Level 3: Considers Interrelated Activities</p>	<ul style="list-style-type: none"> ▪ Produces an integrated plan taking into account inter-related activities to achieve the overall objectives ▪ Clearly prioritises multiple, interrelated tasks when working with others ▪ Considers a range of factors in the planning process (for example, costs, timing, public needs, resources available, etc.) ▪ Anticipates risks and incorporates mitigation plan into overall work plan
<p>Level 4: Manages Competing Priorities</p>	<ul style="list-style-type: none"> ▪ Steers planning and coordination of Department activities to achieve sustainable enabling environment in respective fields ▪ Manages resources to meet competing objectives ▪ Establishes alternative courses of action, organises people, and prioritises activities to achieve results more effectively ▪ Sets, communicates, and regularly assesses priorities ▪ Balances the priorities of different interest groups keeping in mind the bigger picture
<p>Level 5: Long-Term Planning Focus</p>	<ul style="list-style-type: none"> ▪ Creates a stable and predictable environment to enable organisation in reaching its full potential ▪ Incentivises to create a level playing field for citizens to be able to harness their capabilities

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.

<p>Level 1: Maintains up-to-date Knowledge</p>	<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
<p>Level 2: Proactively Keeps Abreast of Change in Environment</p>	<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.)
<p>Level 3: Develops Broader Conceptual Knowledge</p>	<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
<p>Level 4: Prepares for the Long Term</p>	<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)
<p>Level 5: Seen as a Role Model</p>	<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.

<p>Level 1: Breaks Down Problems</p>	<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
<p>Level 2: Identifies Basic Relationships</p>	<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
<p>Level 3: Identifies Multiple Relationships</p>	<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
<p>Level 4: Develops Solutions to Complex Problems</p>	<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

4.11 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.

<p>Level 1: Listens Attentively and Presents Information Clearly</p>	<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
<p>Level 2: Fosters Two-Way Communication</p>	<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
<p>Level 3: Adapts Communication to Others</p>	<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
<p>Level 4: Communicates Complex Messages Clearly and Credibly</p>	<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)
<p>Level 5: Communicates Strategically</p>	<ul style="list-style-type: none"> ▪ Uses different forums, media vehicles, tailors messages accordingly to achieve optimum results

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
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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

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“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



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Task Force Members

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

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4.	Mr. Rajeev Kumar	Assistant Project Officer, Attapady
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Acronyms

TDO	:	Tribal Development officer
PO	:	Project Officer
ATDO	:	Assistant Tribal Development Officer
APO	:	Assistant Project Officer
TSP	:	Tribal Sub-Plan
ST	:	Schedule Tribe
DPC	:	District Planning Committee
PoA	:	Prevention of Atrocities
DLC	:	District Level Committee
MRS	:	Model Residential School
RTI	:	Right To Information
RTE	:	Right To Education
RTS	:	Right To Service
ATDO	:	Assistant Tribal Development Officer
TEO	:	Tribal Extention Officer
PRI	:	Panchayat Raj Institution
ITDP	:	Integrated Tribal Development Project
LSGD	:	Local Self Government Department

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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.



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IMG Mission

“ To become a centre for excellence for capacity building for providing an efficient, transparent equitable and citizen-centric public service delivery system in a knowledge society ”

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