



Competency Framework for Civil Servants At the Cutting-edge Level

Social Justice 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



Executive Team

Professor & Nodal Officer
Dr. Ram Mohan R

Project Manager
Manoj G. Kadakampally

Team Members
Nilasha S
Visakh V. R

AUGUST 2016





S. M. VIJAYANAND
Chief Secretary



Government of Kerala
Secretariat
Thiruvananthapuram-695 001

Tel: +91-471-2333147, 2518181

e-mail : sm.vijayanand@nic.in

chiefsecy@kerala.gov.in

Dated, 25/07/2016.

FOREWORD

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

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

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

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

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


S.M. VIJAYANAND



INSTITUTE OF MANAGEMENT IN GOVERNMENT

(An Autonomous Body Constituted by the Government of Kerala)

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



Satyajeet Rajan IAS

Director General

Vikas Bhavan P.O.
Thiruvananthapuram - 695 033

30/07/2016

PREFACE

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

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


Satyajeet Rajan IAS



Dr. R. Ram Mohan
Professor &
Project Nodal Officer

ACKNOWLEDGEMENT

The project to develop Competency Framework for 20 categories at the cutting-edge level in the **Social Justice Department** of Kerala was approved by the Department of Administrative Reforms and Public Grievances (DARPG), Government of India, in December 2014. This exercise was the first of its kind, for any category of employee at the cutting-edge level in any state of India.

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

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

I am thankful to the Heads of the Department for their sincere support, reciprocating our needs by constituting departmental task forces for each category of employee for which the frame works were developed. I may acknowledge the support and patronage extended by Shri. V N Jithendran IAS, former Director and Shri. B S Thirumeni, the present Director of the Social Justice Department.

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

I recall the academic support extended by Dr. R Jayasree, Professor, IMG during the preliminary phase of the project.

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

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

Dr. R Ram Mohan
Professor & Project Nodal Officer



A

Introduction

01 - 18

B

Methodology

19 - 30

C

Competency Profile

31 - 112

D

Competency Dictionary

113 - 137

E

Annexure

139 - 144

A

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

Elon Musk



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

Introduction

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

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

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

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

Following research, discussions with senior officials, subject matter experts and extensive consultations with a range of stakeholders, including among others, task force members, potential users, carried out 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



Ethos

- People First
- Strategic Thinking
- Organisational Awareness
- Commitment to the Organisation
- Leading Others

Ethics

- Integrity
- Self Confidence
- Attention to Detail
- Taking Accountability

Equity

- Consultation and Consensus Building
- Decision Making
- Empathy
- Delegation

Efficiency

- Results Orientation
- Conceptual Thinking
- Initiative and Drive
- Seeking Information
- Planning and Coordination
- Desire for Knowledge
- Innovative Thinking
- Problem Solving
- Developing Others
- Self-Awareness and Self-Control
- Communication Skills
- Team-Working

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:

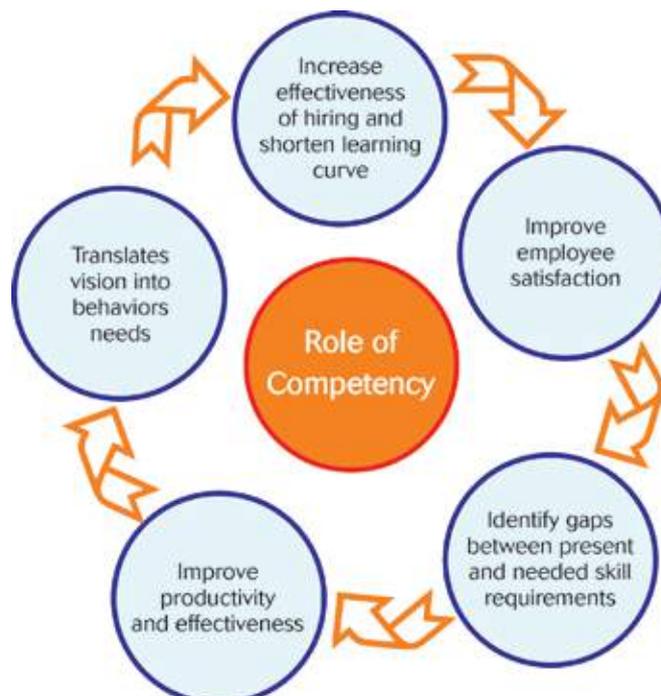
Competency-based system

- 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

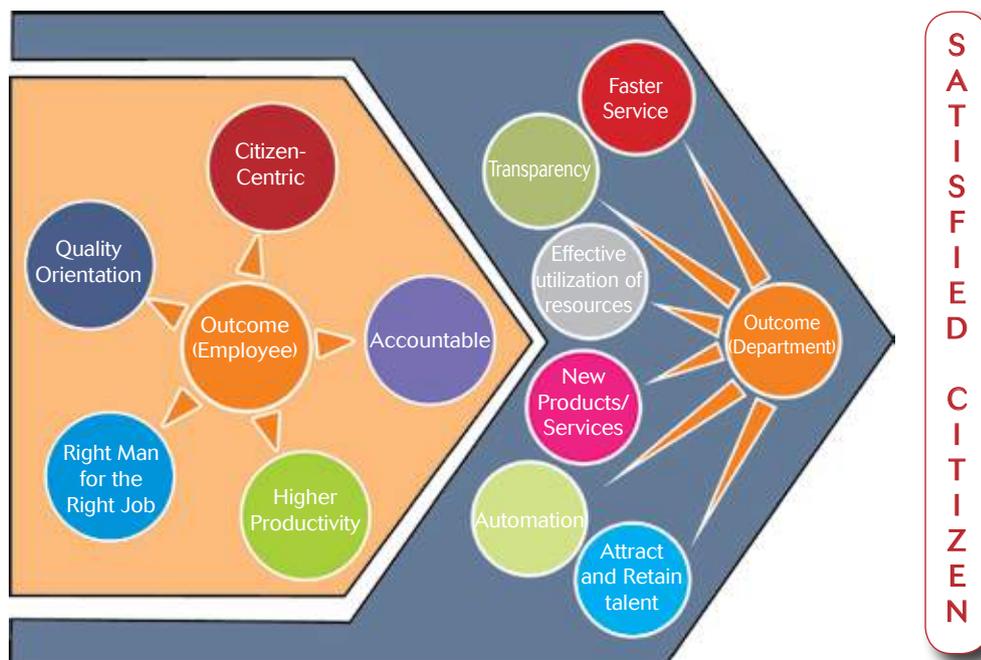


Moving from Output-oriented to Outcome-oriented System

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



Overview	19
Methodology	20
Stakeholder Relationship	26
The Journey so far	28

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 **20** categories of Social Justice Department across **12** cadres. We had decided to develop the competency framework for certain categories, as we felt the need for developing competencies of serving personnel though such categories are likely to be absorbed, merged or abolished in future. This was necessitated due to the fact that for certain categories, new recruitments are not taking place. Some of the categories have been merged, some are retained, and others are likely to disappear on superannuation of persons serving against the respective categories.

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 	<ol style="list-style-type: none"> Job Analysis 	<ol style="list-style-type: none"> To understand the stated and unstated complexities the job-holder handles in the process of achieving organizations objectives To map proficiency to roles 	<ol style="list-style-type: none"> To validate mapped competencies
S/H Involved	Heads of Department, Task Force members	Task Force members	Task Force Members	Subject Matter Experts, Supervising officers, Heads of Department, Senior officials
Outcome	<ul style="list-style-type: none"> A broad set of behaviors expected from employees by senior management Task Forces constituted Competencies and behaviors that are critical to fulfil organization's objectives and strategies A set of 15 competencies to achieve the Departments' broad objectives 	<ul style="list-style-type: none"> Job purpose/Position summary Key/Principal accountabilities Reporting relationships 	A set of 10 competencies and the most appropriate behaviors	Competency Profile for selected cadres/categories

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

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

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

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

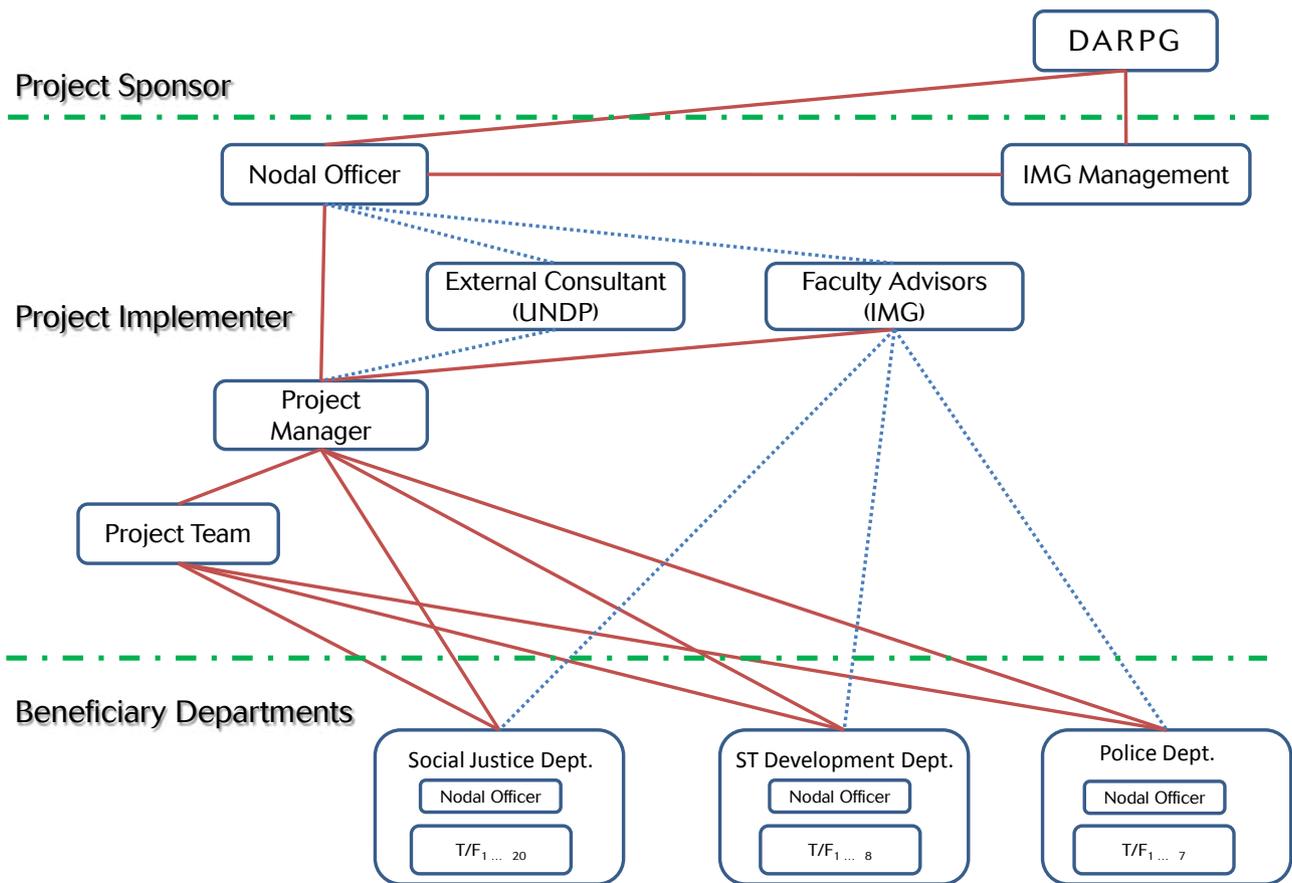
Step 2	
Purpose	To map proficiency to roles
Process	Determine levels of proficiency required based on the nature of role, level of responsibility and problem solving complexity
Involvement	Task Force members
Tool	Consultative meetings
Output	A set of 10 competencies and the most appropriate behaviours

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

Sample Competency Framework



Stakeholder Relationship



No. of meetings held:

Cadre/Category	No. of meetings held
District Social Justice Officer (DSJO)	08
Accounts Officer/Section Officer	09
Probation Officer	08
Programme Officer	09
District Child Protection Officer (DCPO)	06
Child Development Project Officer (CDPO)/ Assistant Child Development Project Officer (ACDPO)	08
Women Protection Officer (WPO)	09
Welfare Institution Superintendent (WIS)/ Deputy Superintendent/ Deputy Superintendent HM & HM II	11
ICDS Supervisor	09
Matron	04
Care Taker- Male	09
Care Taker- Female	09
Child Welfare Inspector	09
Regional Dowry Prohibition Officer/ USNP-Programme Officer	08



THE JOURNEY SO FAR









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

Mahatma Gandhi



Skill

Knowledge

Social Role

Self Image

Traits

Motives

Social Justice Department	31
Competency Framework	33
District Social Justice Officer	35
Accounts Officer/Section Officer	39
District Child Protection Officer	43
Probation Officer	47
Regional Dowry Prohibition Officer	53
Programme Officer	57
Child Development Project Officer	61
ICDS Supervisor	67
Welfare Institution Superintendent	71
Child Welfare Inspector	77
Care Taker (Male/Female)	81
Women Protection Officer	85
Deputy Superintendent (HM)	89
Deputy Superintendent (HM II)	93
Deputy Superintendent	97
USNP Project Officer	101
Assistant Child Development Project Officer	105
Matron	109
Essential Skills	112

Social Justice Department

The Department of Social Justice was set up for initiating and implementing social defense and social welfare programmes and services for women in distress, differently abled, mentally challenged, women and children, destitute, orphans and neglected children. They provide security for the aged and destitute through a network of organizations, residential institutions and non-institutional schemes. The Department of Social Justice was originally established on 9th September 1975, as Social Welfare Department and was renamed to Social Justice Department in the year 2012.

Department of Social Justice is the nodal department for implementing various schemes of Ministry of Women and Child Development, Ministry of Social Justice and Empowerment-Government of India. Schemes run by NGO's for welfare of disabled, destitute, women and children are also administered by this Department.

The thrust areas of the Department are: women and child development, social justice and empowerment, social defense and provide care and protection through welfare institutions. Since its inception, the Social Justice Department has attempted to fulfill its mandate by expanding its sphere of activities by providing more facilities and welfare measures to the needy persons of the State.

Mission

To empower senior citizens, persons with disabilities, victims of abuse and destitute through capacity building, economic and social development and rehabilitation as appropriate; to empower women through policies and programmes; to ensure development, care and protection of children; and to create an enabling environment for social justice.

Vision

To move on to a caring and equitable society in which senior citizens, persons with disabilities, and victims of abused lead productive, safe and dignified lives; women live with dignity contributing as equal partners in development in an environment free from violence and discrimination; and children are well nurtured with full opportunities for growth and development in a safe and protective environment.

Vital Statistics

Composition of Employees at the cutting-edge level

Cadre/Category chosen	
DSJO	14
Accounts Officer/Section Officer	43
Probation Officer	17
Programme Officer	16
DCPO	14
CDPO	258
ACDPO	83
WPO	14
WIS	17
ICDS Supervisor	1082
Matron	27
Care Taker- Male	55
Care Taker -Female	33
Child Welfare Inspector	19
USNP Project Officers	3
Regional Dowry Prohibition Officer	3
Deputy Superintendent	3
Deputy Superintendent HM	2
Deputy Superintendent HM II	2

Source: Directorate of Social Justice 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

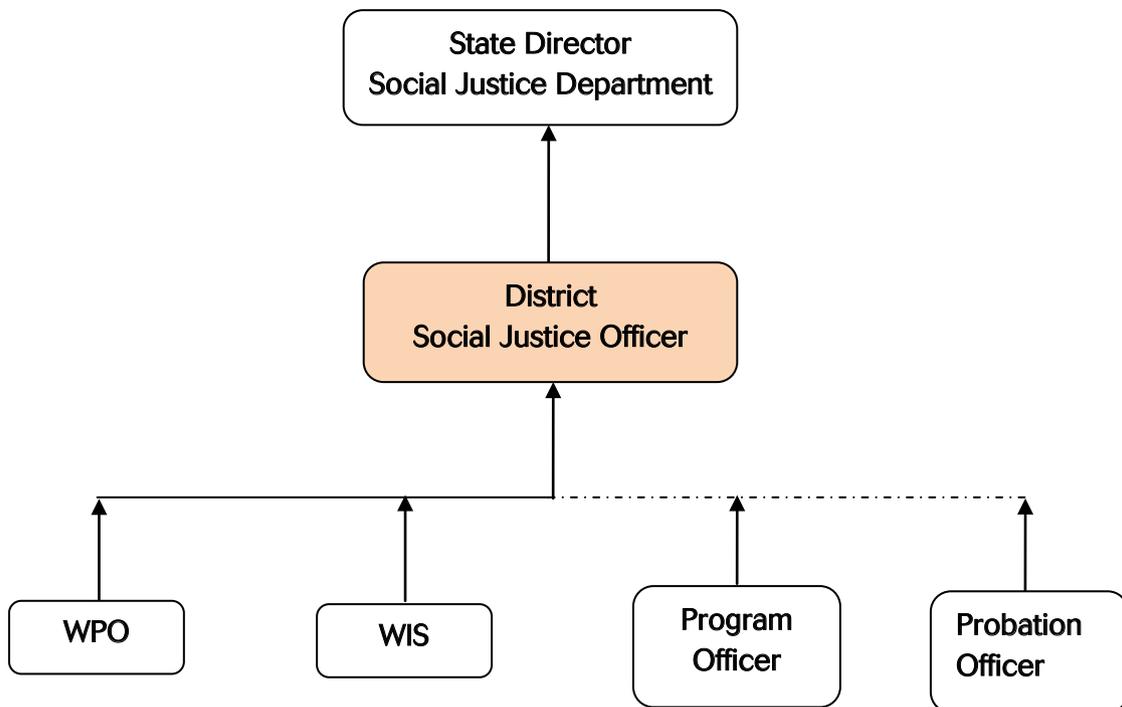


Position Title: District Social Justice Officer (DSJO)

I. Position Summary:

District Social Justice Officer (DSJO) is an officer who creates awareness about various Government schemes among public that focuses on mainstreaming the marginalized. S/he also arranges to identify and disburse financial aid to target groups.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Create awareness about various schemes offered by the Department,
2. Invite and process applications received.
3. Direct Institution Superintendent/Sub Office heads about schemes and its implementation,
4. Process allotment of funds (proceedings) for use by Sub Office/LSGD,
5. Disburse financial aid to eligible beneficiaries under various schemes,
6. Monitor schemes carried out at Institutions/Sub Offices and recommend corrective action if needed,
7. Coordinate with individuals/outside agencies to garner support (financial/material) for organizing social responsibility activities,
8. Formulate project proposals classified under Social Security Sector of Peoples Plan Program,
9. Consult LSGD for suitability of the above and obtain approval,
10. Administer the implementation of the above,
11. Convene meetings at District level, based on GO's received,
12. Represent Social Justice Department in meetings convened by District Collector, Perform duties of ex-officio secretary of the SJ Dept. at Dist. Panchayath,
13. Organize programs in connection with observance of days of National/International importance (related to Social Justice),
14. Create awareness about achievement/recognition awards,
15. Invite, process and make specific recommendations to Head of Department (In the absence of applicants in any category, necessary steps may be taken to identify and applaud achievements reported),
16. Monitor operations of Welfare Institutions/Charitable Homes run by external agencies and those of the Government,
17. Provide Grant-in-aid for institutions/homes run by external agencies,
18. Maintain working relationship with line Department and other Departments for effectively carrying out the implementation of schemes and programs,
19. Administer the activities of Kerala State Anganawadi Workers and Helpers Welfare Fund at District level,

20. Conduct training programs for sub-ordinates and personnel of other Department/ Agencies (as instructed by Director),
21. Perform selection of Counselors for schools and orphanages,
22. Endorse entries made in Management Information System (MIS) (fund management, fund allotment, employee details, etc.),
23. Perform statutory duties given under various Social Legislations (Senior Citizen Act, PWD Act, Orphanage Act etc.),
24. Collaborate with external agencies (NGO's and other agencies) to fulfill Department's objectives,
25. Co-ordinate with the line Departments/NGO's to manage crisis situation,
26. Administer office activities.

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:

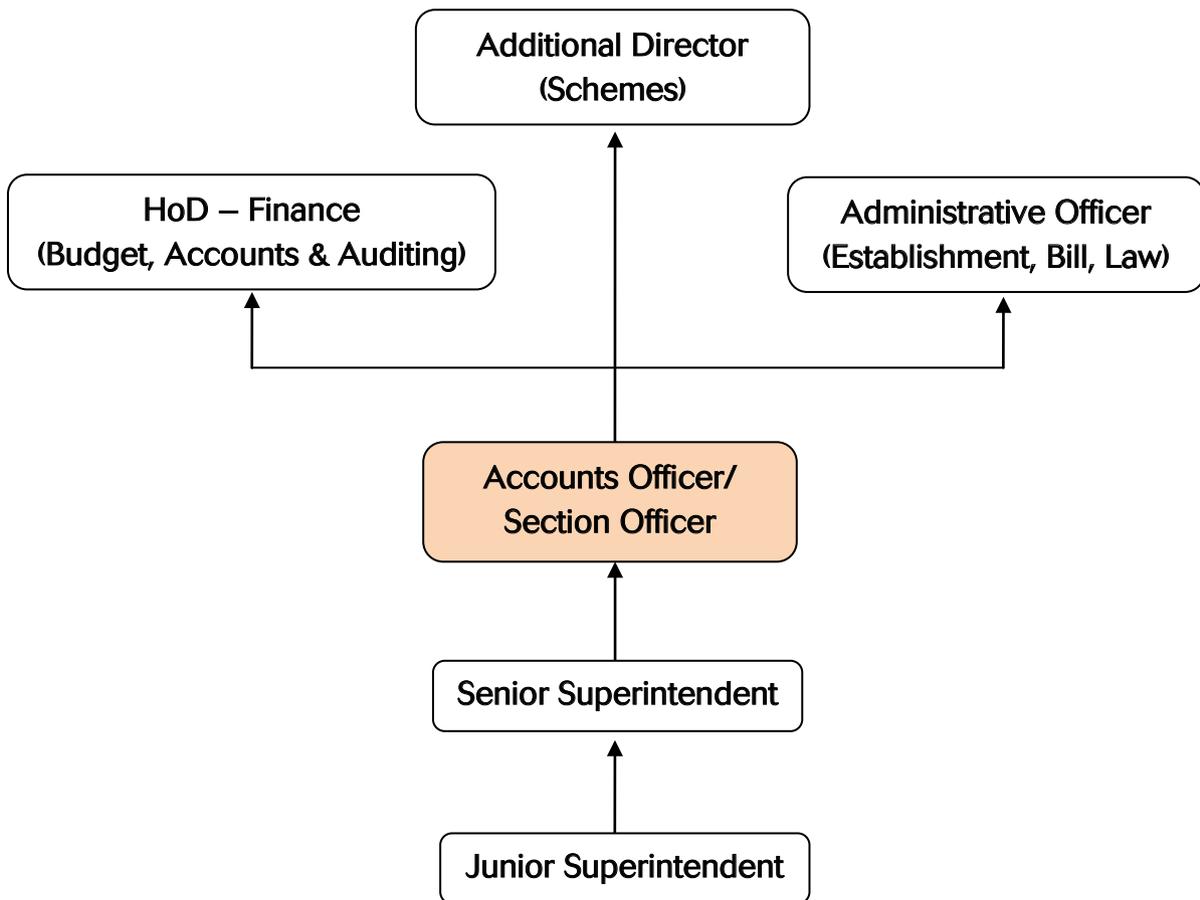
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
People First	○					Responds Sensitive to the Needs of the Citizens
Leading Others				○		Assumes Leadership
Attention to Detail			○			Monitors Own and Other's Work
Consultation & Consensus Building				○		Helps to Align Diverse Interests to a Common Goal
Decision Making	○					Follows Guidelines Effectively
Result Orientation	○					Focuses on doing what is Expected
Seeking Information		○				Investigates Situation
Communication Skill	○					Listens Attentively and Presents Information Clearly

Position Title: Accounts Officer/Section Officer

I. Position Summary:

Accounts Officer/Section Officer is an officer who supports superior officers (Finance Officer - Budget, Accounts & Auditing, Additional Director- Schemes, Administrative Officer - Establishment matters and Bill Section, Law Officer) in administrative matters.

II. Reporting Relationship:



III. Duties & Responsibilities:

A. Schemes:

1. Prepare draft plan proposal for new schemes,
2. Compile inputs from other sections regarding enhancement/modification of existing/ongoing schemes,
3. Arrange approval from NITI Aayog and obtain Administrative Sanction from Government,
4. Facilitate issue of orders/guidelines from HoD,
5. Initiate action for scheme implementation,
6. Monitor progress of scheme implementation,
7. Periodically evaluate the appropriateness of benefits provided under different schemes
8. Compile Statement of Expenditure (SOE) and Utilization Certificate (UC)

B. Establishment:

1. Supervise the maintenance of records/registers,
2. Recommend action for redressal of grievances of Department staff,
3. Process file from the stage of Tapal to disposal,
4. Process service matters of employees (posting through retirement).
5. Perform the duties of Drawing & Disbursing officer.

C. Budget & Accounts:

1. Compile and prepare budget for upcoming financial year,
2. Scrutinize and issue funds,
3. Monitor expenditure,
4. Scrutinize SDG/additional authorization/re- appropriation of proposals prepared by the section,
5. Scrutinize 'surrender proposal' forwarded by the section,
6. Furnish records for audit/inspection,
7. Verify expenditure statements,
8. Reconcile expense statements.

D. Bills:

1. Verify establishment and contingent bills,
2. Verify all bills before making payment,

3. Verify receipts received against bill settlement,
4. Verify whether cash book is maintained properly.

E. Audit:

1. Conduct internal audit,
2. Conduct enquiry and inspection of sections/units,
3. Co-ordinate audit (Finance/AG), according to Audit Plan,
4. Compile audit/enquiry report for initiating corrective action,
5. Furnish corrective action report to AG/Finance Department,

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:

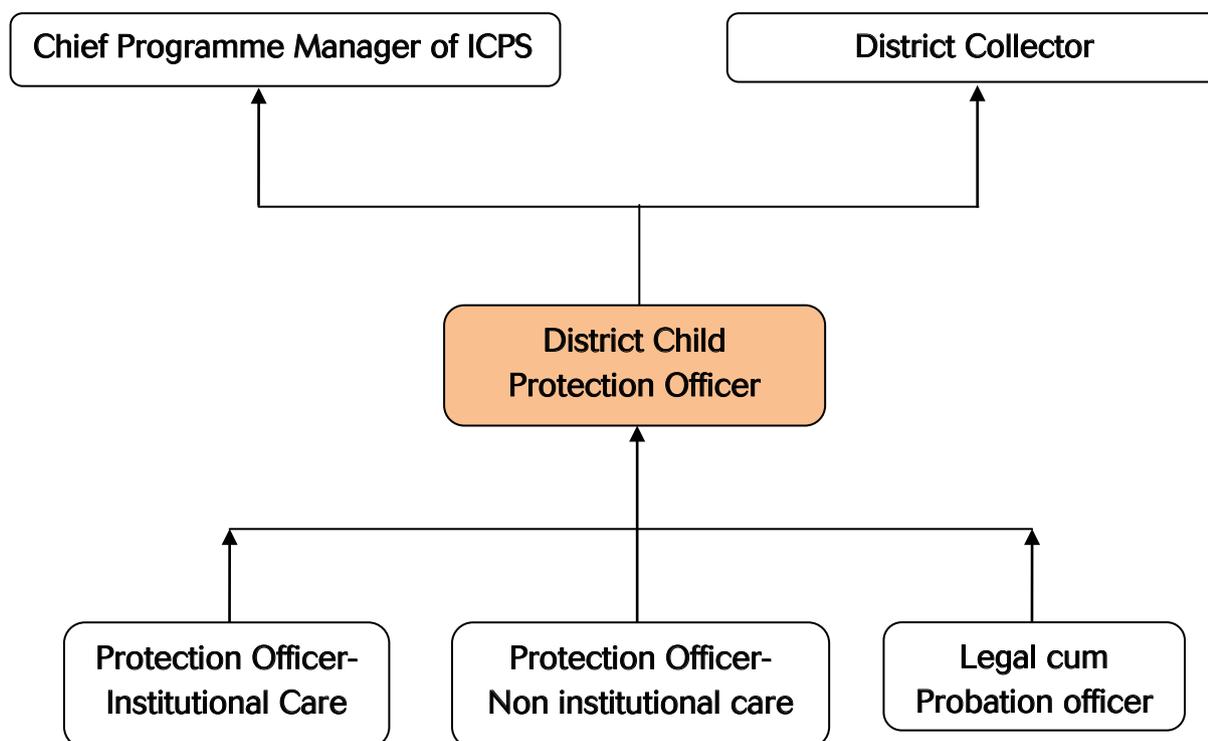
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Organizational Awareness			🎯			Understands different Perspectives and Agendas
Integrity					🎯	Is a Role Model
Attention to Detail				🎯		Proactively Manages Standards
Taking Accountability		🎯				Delivers Results Even in Unfavorable Conditions
Consultation & Consensus Building		🎯				Consults Others and Takes Multiple Actions to Persuade Others
Result Orientation		🎯				Creates Own Measures of Better Results
Seeking Information			🎯			Digs Deeper
Communication Skill	🎯					Listens Attentively and Presents Information Clearly

Position Title: District Child Protection Officer (DCPO)

I. Position Summary:

District Child Protection Officer (DCPO) is an officer who co-ordinates, supervises, and implements Integrated Child Protection Scheme. In this connection, s/he monitors and supervises institutions involved in child care & protection and implements various government sponsored schemes at district level. S/he facilitates the implementation of child protection, child right Acts & such laws through District Child Protection Units, NGOs, Child Line, partnership with civil society.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Administer the office of the District Child Protection Unit,
2. Monitor all Institutions/Agencies/Projects/Programmes/NGOs involved in care and protection of children,
3. Conduct research programmes,
4. Maintain and update database of children in the district,
5. Disseminate information available to the stakeholders,
6. Collaborate with stakeholders for development of an Annual District Child Protection Plan,
7. Implement Annual District Child Protection Plan,
8. Conduct periodic resource mapping,
9. Maintain and update directory of child-related services in the district,
10. Assure proper maintenance of the Child Tracking System,
11. Co-ordinate initiatives to track the children who are reported missing,
12. Co-ordinate all functions related to Adoption, Foster care and Sponsorship,
13. Monitor functions of the agencies involved in Adoption, Foster care and Sponsorship,
14. Supervise enquiry, prepare objective report about children in conflict with law or those needing care & protection and submit to concerned authority (JJB/CWC/ District Collector etc.),
15. Act as the Functional Head of the Home Management Committee of Child Care Institutions in the District,
16. Conduct periodic review of the functioning of institutions involved in care and protection of children,
17. Recommend mid-course corrections and identify suitable institutions for release of grant from State Child Protection Society (SCPS),
18. Conduct fortnightly review meetings of staff to plan and evaluate the work of DCPU,
19. Organize monthly stakeholder meetings in the district,
20. Function as the head of Foster care and Sponsorship Committee and District Adoption Placement Committees,
21. Supervise and monitor the activities of the “**Our Responsibility to Children**” project in the District,
22. Organize District Child Protection Committee meetings,
23. Send periodic reports to higher authorities,
24. Repatriate and rehabilitate children in need of care and protection and children in conflict with law,
25. Organize IEC activities in the district.

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:

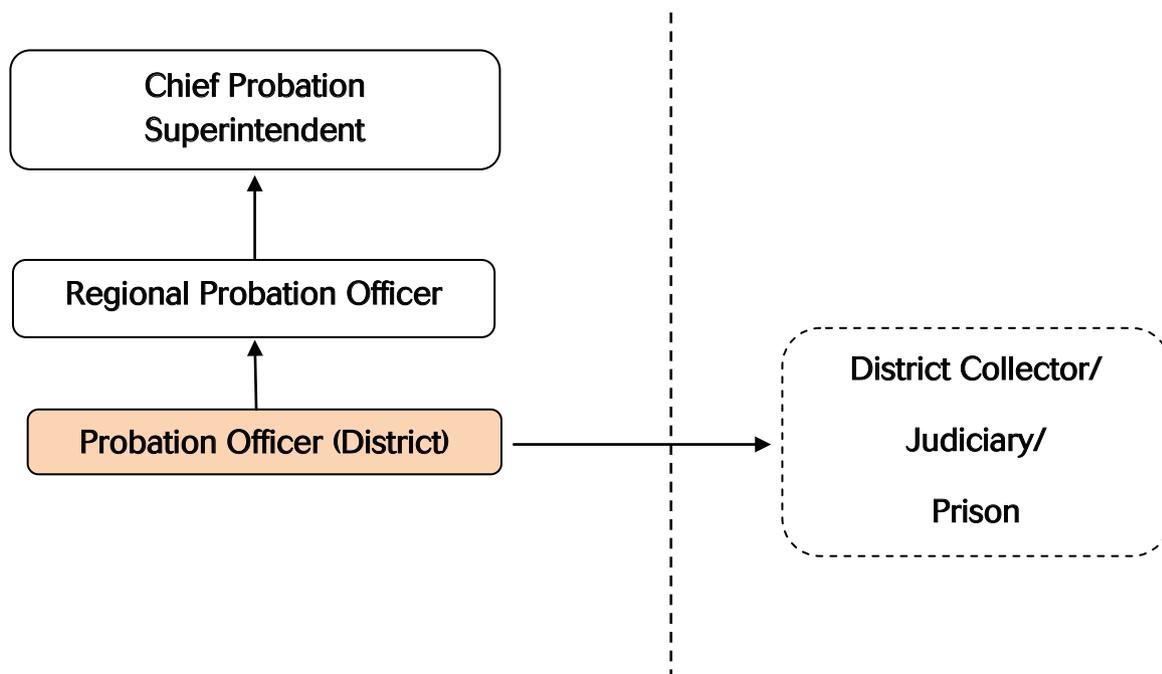
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Leading Others		🎯				Promotes Team Effectiveness
Attention to Detail		🎯				Plans and Double Checks
Consultation and Consensus Building					🎯	Promotes consensus building and Convergence
Decision Making			🎯			Draws Conclusions from Complex Information, in the Short- to Medium-term
Result Orientation				🎯		Sets Challenging Goals for the Organization and works to meet them
Seeking Information			🎯			Digs Deeper
Planning and Coordination				🎯		Manages Competing Priorities
Communication Skill				🎯		Communicates Complex Messages Clearly and Credibly

Position Title: Probation Officer

I. Position Summary:

Probation Officer (District) is an officer, who is in charge of the work of probation in the whole district or in a part of a district, as designated from time to time. S/he renders necessary assistance to a probationer (any offender in respect of whom supervision is required or conjoint by a supervision order) to be reintegrated with the society.

II. Reporting Relationship:



III. Duties & Responsibilities:

A. Probation of Offenders Act, 1958 & Kerala Probation of Offenders Rules, 1960:

1. Conduct preliminary enquiry into the domestic surroundings, collect criminal record and social history of the offender, when directed upon by a court of law,
2. Submit Preliminary Enquiry (PE) report to the court,
3. Assure/Ascertain that the probationer understands the conditions of the order and shall endeavor to ensure its observance by him/her,
4. Conduct regular visits to the house/institution of the probationer under supervision and make enquiry as to his/her behavior, mode of life and employment,
5. Recommend to the State Government, an institution or premise when the probationer has no fixed abode or an abode suitable for due supervision or that his surroundings are not suitable for achieving the objects of probation,
6. Recommend to Chief Probation Superintendent to avail permission to change the place of residence of a probationer to an area under the jurisdiction of another probation officer,
7. Communicate arrival of the probationer to the Regional Probation Officer when transfer of probationers happens,
8. Prepare history-sheet containing particulars of the offender placed under the supervision of Probation Officer by a court,
9. Submit monthly report to the court, on the conduct and mode of life of the probationer,
10. Submit report on the failure of observance of any conditions of the bond to the concerned court,
11. Submit to Chief Probation Superintendent:
 - a) Half-yearly report on the conduct and progress of all probationers under his/her jurisdiction,
 - b) A final report on the conduct and progress of each probationer on the termination of the period,
 - c) Such other reports as may be required from time to time prescribed by the State Government.
12. Maintain
 - a) A diary showing his day-to-day work including preliminary inquiries, attendance at courts, visits to probationers and contact made in the advancement of probation work,

- b) A file containing copies of all reports submitted to the courts,
- c) A history-sheet in the prescribed form for each probationer recording in all important events during the period of his probation,
- d) An index card and chronological register,
- e) Such other records as may be directed by the Director of Social Justice department from time to time.

13. Organize District level Advisory Committee meetings.

B. Kerala Borstal School Act and Rules, 1961:

- 1. Conduct enquiry in all cases referred by the Court of Kerala Borstal School Act, 1961,
- 2. Conduct pre-release and post-release enquiries,
- 3. Supervise activities of ex-residents from Borstal School,
- 4. Facilitate the rehabilitation of ex-residents by identifying suitable job placements,
- 5. Assist the ex-residents avail financial assistance for self employment.

C. Immoral Traffic Prevention Act and Rules, 1986:

- 1. Conduct enquiries in all the cases referred by the court,
- 2. Conduct pre-release and post-release enquiries,
- 3. Facilitate the rehabilitation of individuals.

D. The Madras Prevention of Begging Act, 1945 and the Travancore Prevention of Begging Act, 1945 :

- 1. Conduct all enquiries referred by the court.

E. Code of Criminal Procedure (CrPC):

- 1. Conduct surety verification as per the directions of the court,
- 2. Conduct enquiry and report to the court, information about persons convicted under the Criminal Act and Rules when directed upon.

F. Under Kerala Prison Rules :

- 1. Conduct ordinary leave/home leave/emergency leave enquiry of convicted prisoners,
- 2. Conduct pre-mature release enquiry of life convicts after 8 years of conviction and others after two-third period of sentence,

3. Monitor activities of ex-convicts (life convicts) for 4 years,
4. Monitor unserved portion of sentence by other convicts,
5. Conduct enquiry relating to interstate transfer of prisoners,
6. Facilitate rehabilitation of ex-prisoners.

G. Jail Review Committee:

1. Perform monthly visit to all jails in the district,
2. Participate in District Level Committee to review cases of under-trial prisoners chaired by the District Judge,
3. Participate in Jail Advisory Board meetings convened by competent authority,
4. Summarize the reports of other District Probation Officers, prior to attending such meetings,
5. Implement Grant-in-Aid scheme and assist in the rehabilitation of Probationers,
6. Participate in joint inspection of Welfare Institutions along with DSJO.

H. Duties entrusted as per G.O 7/81 LA/SWD Dated 9 -1-1981 and Circular no: 501/2014 Dated 8-8-2014:

1. Conduct enquiry on all persons residing at various Institutions under Social Justice Department,
2. Conduct enquiry entrusted by the Director/Regional Assistant Director of Social Justice Department,
3. Facilitate the rehabilitation of residents by identifying suitable job placements.

I. Marriage Enquiry:

1. Conduct pre-marriage enquiry of suitors for eligible residents of Social Justice Institutions and Sri Chithra Poor Home, Thiruvananthapuram.

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:

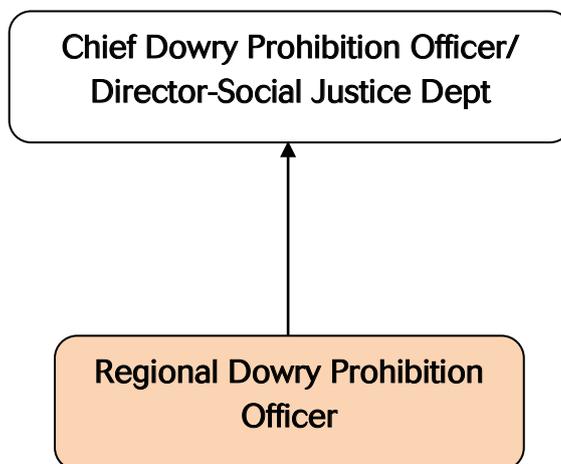
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Integrity			🎯			Acts on Values even when it is not easy to do so
Attention to Detail				🎯		Proactively Manages Standards
Taking Accountability		🎯				Delivers Results Even in Unfavorable Conditions
Consultation and Consensus Building		🎯				Consults Others and Takes Multiple Actions to Persuade Others
Empathy					🎯	Creates and Promotes an Environment of Respect
Seeking Information					🎯	Develops own Sources of Direct Information
Problem Solving		🎯				Identifies Basic Relationship
Communication Skill	🎯					Listens Attentively and Presents Information Clearly

Position Title: **Regional Dowry Prohibition Officer (RDPO)**

I. Position Summary:

Regional Dowry Prohibition Officer (RDPO) is an officer who creates awareness among the public regarding the Dowry Prohibition Act and on the necessity of preventing/eradicating the dowry system from society.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Create awareness among the public by organizing camps & publicity campaigns through Information & Broadcasting Department, Panchayat Samiti and other media and involve local people for prevention of dowry by:
 - a) Collaborating with Kerala Legal Service Authority (KLSA),
 - b) Identifying supporting programs/events,
 - c) Preparing project proposals for availing infrastructure and funds.
2. Receive complaints in regard to any offence under the Dowry Prohibition Act, 1961 (Act) from the party, parent or other relative of such person aggrieved or from any recognized welfare institution/ organization [under Rule-2] in writing,
3. Maintain a register for the purpose of the Act to record all complaints, enquiries and results thereof and other relevant information connected therewith in the prescribed (form No.1). S/he shall also maintain separate files with relevant records for each individual case,
4. Scrutinize the complaint and if it is found that the nature and the contents of the complaint is such, that it is apparently coming within the purview of Section 3 or 4 or 4A or 5 or 6 of the Act, conduct an enquiry to collect evidence from the parties on the genuineness of the complaint,
5. Utilize the services of District Probation Officers or Additional District Probation Officers or City Probation Officers of the area for collecting information or conduct of enquiry or assist in any stage of enquiry or proceedings related to a complaint petition or application under the Dowry Prohibition Act,
6. Provide assistance to the police in investigating the complaint filed under the Act in a court of law during trial of the case,
7. Serve notices to the parties and witness on the date, time and place of hearing of the complaints in Form No. III,
8. Record findings (petition enquired into and heard) within a month from the date of its receipt,
9. Dismiss the complaint or petition for default, or hear and come to a finding as to its merit, if on the date fixed for hearing, the complainant or petitioner fails to appear,
10. Issue directions to person/party to transfer any dowry received, when a complaint in respect of non-transfer is raised by a woman who is entitled to such dowry,
11. Submit report to the concerned Magistrate for prosecuting the offenders. The report shall include among others, a statement, connected documents of proceedings and a brief of own findings about the case,

12. Send quarterly reports to the Chief Dowry Prohibition Officer on the number of complaints received under the Act and the action taken or the nature of settlement of the issue in Form No.II.
13. Send details/or reports, as may be required by Chief Dowry Prohibition Officer or the Government from time to time,
14. Conduct enquiry regarding non-compliance of the provision of the act in respect of the marriages held or proposed to be held within his/her jurisdiction,

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:

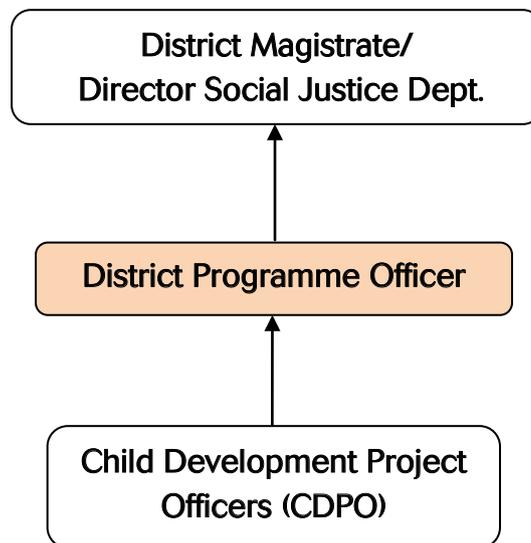
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Self Confidence		○				Continues to act Confidently Beyond the Limits of Job Role
Consultation and Consensus Building	○					Open to Consultation and Presents Views in a Concise manner with the help of Data
Decision Making	○					Follows Guidelines Effectively
Empathy			○			Expresses Concern for Others
Result Orientation	○					Focuses on doing what is Expected
Seeking Information				○		Conducts Research
Problem Solving	○					Breaks Down Problems
Communication Skill	○					Listens Attentively and Presents Information Clearly

Position Title: **Programme Officer**

I. Position Summary:

Programme Officer is the district level officer in charge of development and implementation of strategies formulated for Integrated Child Development Services (ICDS) scheme

II. Reporting Relationship:



III. Duties & Responsibilities:

A. Administrative:

1. Notify department about position(s) of functionaries that are vacant at different ICDS at the district level,
2. Review and report plan progress of self and of subordinates to the Director,
3. Review progress of local plan projects,
4. Prepare annual budget and APIP for submission to the Director,
5. Act as Public Information Officer.

B. Human Resource Development:

1. Conduct periodic Training Need Analysis (TNA) of ICDS functionaries,
2. Design training modules based on TNA findings,
3. Prepare training plan for ICDS functionaries and stakeholders involved,
4. Train ICDS functionaries and stakeholders (CDPO, Supervisors, Anganawadi Workers, School Counselors),
5. Conduct joint training with Health Department for ICDS functionaries,
6. Document training activities.

C. Consultation & Advocacy:

1. Consult and co-ordinate with line Departments, NGOs and other agencies for effective implementation of ICDS,
2. Collaborate with community and organizations to propagate ICDS objectives and garner support and services for its progress and effective functioning,
3. Engage subject matter experts for technical support in carrying out ICDS activities,
4. Undertake IEC activities to create awareness among community,
5. Conduct periodic meetings with stakeholders and submit report to government to facilitate policy formulation.

D. Supervisory:

1. Conduct field visits to evaluate the functioning of *Anganawadis*, ICDS projects and training centers,
2. Provide support/resources and or undertake corrective actions as needed.

E. Audit and Finance:

1. Perform audit of scheme and related activities,
2. Facilitate social audit of schemes implemented and undertake corrective actions.

F. Monitoring and Evaluation :

1. Conduct review meetings of ICDS functionaries,
2. Undertake research/studies to evaluate the impact of schemes implemented,
3. Design tools to monitor and evaluate performance of subordinates and other functionaries,
4. Prepare database on infrastructure, functionaries, service coverage and findings of research studies conducted and use them to identify gaps and formulate strategies to close them,
5. Compile Monthly Progress Report (MPR), Annual Program Implementation Plan (APIP), Annual Status Report (ASR) to identify gaps and formulate strategies to close them,
6. Monitor all services under ICDS,
7. Monitor performance of training centers,
8. Monitor other schemes run through ICDS platform,
9. Monitor psycho-social services offered through schools,
10. Document best practices or innovative practices institutionalized at *Anganawadi*/sector/project and district level,
11. Verify quality of food supplements (raw & cooked) supplied at *Anganawadis*,
12. Perform inspection at FCI warehouses and THRS units.

G. Additional duties:

1. Perform duties of ex-officio Secretary and implementing officer for Women and Child Development projects undertaken by District Panchayath

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:

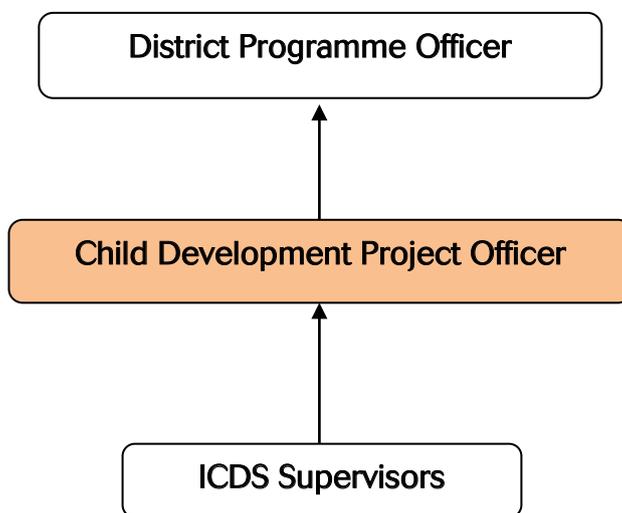
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Leading Others						Promotes Team Effectiveness
Attention to Detail						Contributes to overall Monitoring of Quality and Standards
Consultation and Consensus Building						Helps to Align Diverse Interests to a Common Goal
Result Orientation						Sets Challenging Goals for the Organization and works to meet them
Initiative and Drive						Anticipates and Acts for the Medium- Term
Planning and Coordination						Manages Competing Priorities
Desire for Knowledge						Seen as a Role Model
Problem Solving						Develops Solutions to Complex Problems

Position Title: **Child Development Project Officer (CDPO)**

I. Position Summary:

Child Development Project Officer (CDPO) is an officer who provides leadership, guidance, coordination, monitoring, and continuing education for the holistic development of children (within the age group 0 – 6 years) enrolled under ICDS Services.

II. Reporting Relationship:



III. Duties & Responsibilities:

A. Administration of office and ICDS scheme services offered:

1. Supervise and guide the work of entire project team,
2. Inspect registers and records maintained at THRS units, Training centers, *Anganawadi Centres* (AWCs), Welfare Institutions periodically,
3. Perform the duties of Public Information Officer & Child Marriage Prohibition Officer,
4. Perform the duty of Returning Officer,
5. Act as Drawing/Disbursing officer for the ICDS Scheme,
6. Take necessary measure for recruitment and training of *Anganawadi Workers* (AWWs) and Helpers,
7. Act as a Convener or Secretary at Block Level Monitoring Committee (BLMC),
8. Act as an enquiry and reporting officer for cases related to violation of norms at AWCs and that of subordinates,
9. Ensure that there is perfect clarity among the AWWs and supervisors regarding the records to be maintained at their office and those to be submitted periodically for review,
10. Submit records of accounts to audit as and when audit takes place,
11. Generate enquiry reports for social security schemes under SJ Department,
12. Prepare case studies on successful AWCs,
13. Finalize monthly and yearly budget for each AWCs,
14. Make necessary arrangements for transportation, storage, and distribution of various supplies to AWCs,
15. Maintain functional liaison with Block Head Quarters, Public Health Institutions (PHCs), Panchayati Raj Institutions (PRIs), and voluntary organizations,
16. Maintain functional relationship between PHC/Sub Center staff and Supervisors/ AWCs,
17. Incur contingency expenditure for articles required by AWWs,
18. Initiate and guide the AWWs for quick survey's at project villages to identify children, pregnant women and nursing mothers,
19. Utilize funds released by SJ Dept. for constructing AW building under ICDS Scheme.

B. Implementation of ICDS Scheme:

I. Early Childhood Care, Education and Development (ECCED)

- a) Provide training and Teaching/Learning Materials (TLM) for activity based education for ICDS Supervisors & AWWs,
- b) Provide Early Screening charts to parents and direct AWWs for giving home based guidance to parents having children between 0 - 3 years of age,
- c) Monitor child development activities and records available at AWCs,
- d) Evaluate ECCED activities on ECCE Day,
- e) Provide tools for activity based learning process,
- f) Monitor periodically the holistic development of children between the age 0-6 yrs,
- g) Promote learning-by-doing activities at AWCs.

II. Care and Nutrition Counseling:

- a) Train AWW workers on providing care and counseling to Adolescent Girls/ Pregnant Women/Lactating Mothers/0 - 6 yrs during various stages of growth and development,
- b) Monitor growth and development of children by using WHO Growth Chart and MCP card maintained at AWCs,
- c) Provide information on various Schemes and Plans to ICDS Supervisors and AWWs.
- d) Monitor execution of plans and schemes,
- e) Acquire knowledge about nutritional feeding norms and National Food Security Act, 2013,
- f) Conduct field visits and verify records maintained at AWCs,
- g) Ensure the availability of IEC Materials at AWCs,
- h) Promote nutrition counseling among care-givers of severely underweight children through the process of learning-by-doing activities.

III. Health Services including referral services:

- a) Liaison with the Health Department to ensure that the messages on breast feeding, complementary feeding and home based child care practices are conveyed to the target group,
- b) Correspond with Health Dept. about immunization and micronutrient supplementation, neonatal and childhood illness and health,

- c) Collect report of Immunization status and health checkup status from AWCs,
- d) Collect report from ICDS Supervisor about Village Health Nutrition Day (VHND) program and include it in Monthly Progress Report (MPR),
- e) Collect report on Referral Services made from AWCs and include it in Monthly Progress Report (MPR),
- f) Verify records maintained at AWCs in connection with health services provided.

IV. Community Mobilization, Awareness, Advocacy and IEC:

- a) Design programs to create awareness about ICDS Schemes,
- b) Correspond with *Gramasabha* and other line Departments about nutrition standards and ECCED,
- c) Collaborate with Voluntary Action Groups to implement ICDS support programs,
- d) Initiate Village Contact Drives,
- e) Collaborate with sponsors and professional agencies for conducting advocacy programs.

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:

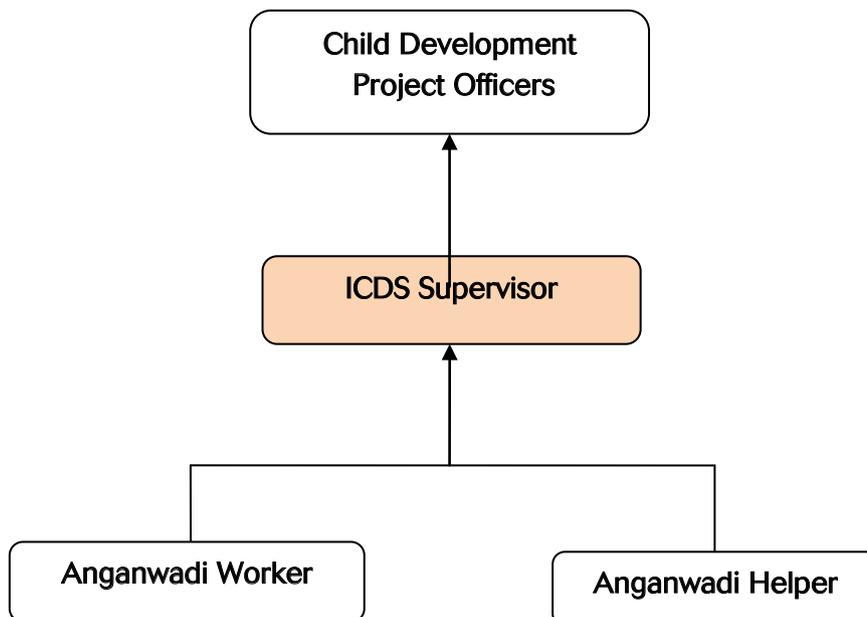
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Attention to Detail				🎯		Proactively manages Standards
Consultation and Consensus Building			🎯			Proactively looks for Opportunities to Promote Convergence
Result Orientation			🎯			Consistently Improves Systems as well as Performance
Planning and Coordination				🎯		Manages Competing Priorities
Desire for Knowledge				🎯		Prepares for the Long Term
Developing Others					🎯	Develops Future Leaders
Communication Skill				🎯		Communicates Complex Messages Clearly and Credibly
Team Working					🎯	Works to Build Team Commitment

Position Title: ICDS Supervisor

I. Position Summary:

The ICDS supervisor is an officer who guides an *Anganawadi* worker in planning and organizing the delivery of Integrated Child Development Services (ICDS) Schemes at *Anaganawadi* Centers.

II. Reporting Relationship:



III. Duties & Responsibilities:

A. Planning and Administration at AWCs:

1. Direct the AWWs/helpers to carry out the activities at AWC as per the scheduled plan,
2. Prepare the list of equipments & materials required at each AWC in consultation with AWWs,
3. Provide food, medicine, Pre-School Education (PSE) materials & equipments to AWC as required,
4. Collect and compile Monthly Progress Reports (MPR) from AWCs,
5. Verify accuracy of data from the records maintained at AWCs,
6. Organize Sectoral/Project level meeting,
7. Maintain attendance & leave records of AWWs/Helpers,
8. Prepare a list of AWWs/Helpers for training purpose,
9. Correspond with CDPO for making alternative arrangements, when the AWWs/Helpers avail long leave,
10. Assist CDPO in distributing honorarium to AWWs/Helpers,
11. Arrange storage facility for food materials & equipments at AWCs,
12. Identify the personal & functional problems faced by AWWs/Helpers,
13. Provide necessary help to illiterate AWWs in filling up registers & records.

B. Supervision of AWCs:

1. Monitor the enrollment of beneficiaries at AWCs,
2. Identify severely malnourished children from the growth chart maintained by AWCs,
3. Monitor the quantity & quality of food prepared, served, distributed and in stock.

C. Training and Continuing Education :

1. Provide data on training need requirements to approved Agencies/Organizations,
2. Organize induction training for AWWs/Helpers,
3. Conduct periodic, need based training programmes for AWWs/Helpers,
4. Conduct awareness training programme for the beneficiaries of ICDS,
5. Conduct periodic need-based training for *Sakhi & Saheli* (Adolescent Girls),
6. Supervise the peer training activities of '*Sakhi & Saheli*'.

7. Supervise the training activities through *Sakhi & Saheli*,
8. Provide training to AWWs for organizing PSE activities and mothers meetings,
9. Provide assistance in the distribution of SNP.

D. Service Delivery:

1. Monitor the growth of children by maintaining growth charts at AWCs,
2. Collaborate with Health Dept. officials to identify & treat illness, as well as early detection of disabilities among children,
3. Recommend appropriate course of action,
4. Monitor the status of receipt of Iron Folic Acid (IFA) tablets in each AWCs.

E. Monitoring & Evaluation:

1. Monitor the functioning of AWCs with respect to specified guidelines
2. Monitor the performance of AWWs with respect to the guidelines (Knowledge/Skill/Work),
3. Monitor the activities of AWWs/Helpers with respect to Quarterly/Annual action plan,
4. Compile reports and MPRs of AWCs,
5. Review reports and MPRs of AWCs,
6. Report to CDPO, findings regarding short fall in the functioning of AWCs,
7. Recommend corrective action for the short falls noted,
8. Collaborate with various depts. (Family Welfare, Dept. of Education, Dept. of Field Publication - Song & Drama division under the Directorate of Information & Broadcasting) for creating awareness about programmes and 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:

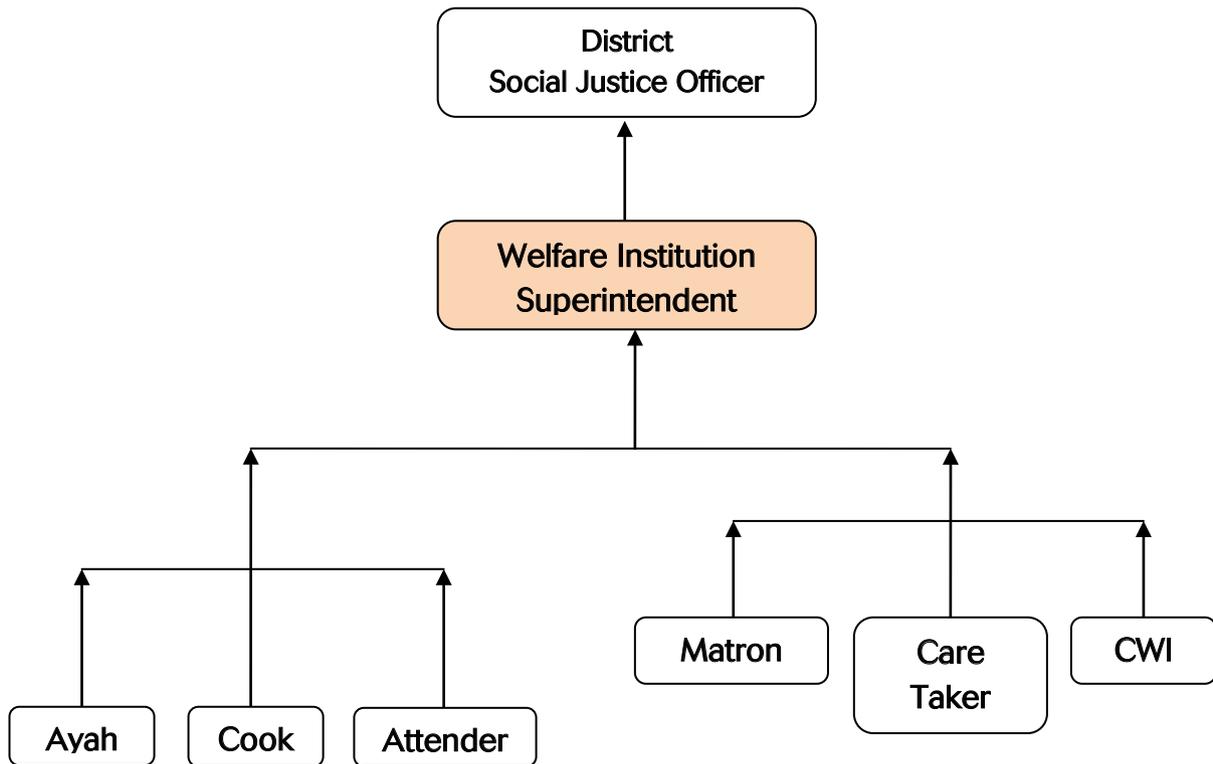
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Attention to Detail						Monitors Own and Other's Work
Consultation and Consensus Building						Open to Consultation and Presents Views in a Concise manner with the help of Data
Empathy						Understands Unspoken Content
Result Orientation						Creates Own Measures of Better Results
Seeking Information						Conducts Basic Search
Planning and Coordination						Monitoring Own Progress
Communication Skill						Fosters Two-Way Communication
Team Working						Cooperates with Others

Position Title: Welfare Institution Superintendent (WIS)

I. Position Summary:

Welfare Institution Superintendent (WIS) is the custodian of the welfare institution. S/he ensures the welfare of people residing at the institution by providing food, shelter and other necessities, while also monitoring whether or not, the rights of the inmates are violated.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Comply with provisions of the Juvenile Justice (Care and Protection of Children) Act, 2000 and the Rules and Orders made there under:
 - a) Acquire knowledge of Act/Rules/Constitution,
 - b) Initiate corrective actions when rights of inmates are violated,
 - c) Advise reconciliation measures/or issue warning to inmates when rules of Institution is violated,
 - d) Comply with guidelines given under the Act/Rules,
 - e) Create awareness among staff, inmates and their near ones about provisions, rules given under the Act,
 - f) Disseminate information regarding Act/Rules/Manual among management committee members,
 - g) Correspond with LSGD and other Departments about services that have to be mandatorily provided at institutions,
 - h) Correspond with Health Dept. about services that have to be mandatorily provided to inmates,
 - i) Advise relatives on rehabilitation of person admitted to Institution.
2. Provide homely atmosphere based on love, affection, care development and welfare for the child or juvenile,
3. Maintain minimum standards of care at the institution,
4. Maintenance of buildings and premises: Conduct periodic review of building and infrastructure under custody and prepare proposals for maintenance/modification/improvement as the case may be.
5. Administer the activities of common mess:
 - a. Formulate menu for inmates with the help of external consultant (dietician, doctor etc.),
 - b. Issue indents for purchase to Government approved agencies,
 - c. Inspect Stock and Stock Register,
 - d. Monitor quality and quantity of food provided to inmates,
 - e. Collect feedback from inmates, and undertake corrective actions,
 - f. Conduct daily inspection of food stocks and storage facility.
6. Supervise and monitor juvenile's or children's discipline and well being,

7. Planning, implementation and co-ordination of all institutional activities, programmes and operations, including training and treatment programmes or correctional activities:
 - a) Arrange health check up of persons admitted to the institution,
 - b) Supervise duties assigned to medical staff (Maintaining medical record files and health record of inmates),
 - c) Conduct routine awareness programs on hygiene and personal health with the help of Health Dept.,
 - d) Direct staff on maintenance of hygiene in the Institution,
 - e) Provide instruction to staff about medical treatments to be given to inmates,
 - f) Monitor special needs (Nutritional/Treatment) of bed-ridden and differently abled inmates,
 - g) Monitor palliative care needs of inmates,
 - h) Quarantine a juvenile or child suffering from contagious or infectious diseases; and facilitate routine medical check-up.
8. Initiate action during emergency situations,
9. Ensure accident and fire preventive measures are installed and maintained within the institution premises,
10. Provide stand-by arrangements for water storage, power plant, emergency lighting,
11. Ensure careful handling of machinery and equipments installed,
12. Ensure staff and residents follow daily routine of the Institution,
13. File monthly report of juvenile or child in the case file,
14. Submit monthly reports in Form No. XLIV to the Director of Social Justice,
15. Organize local/national festivals and birthday celebrations of children in the institution,
16. Organize trips, excursions, picnics, balamela, children's fest for juvenile children,
17. Prepare budget to meet institutions requirements,
18. Assign duties to subordinates,
19. Administer office activities,
20. Maintain discipline at the institution,
21. Organize Management Committee meetings,
22. Maintain records and registers, as per requirements of rules/regulations/statutes

23. Liaison, co-ordinate and co-operate with the District and State Child Protection Unit or Government as and when required,
24. Co-ordinate with legal officer for availing free legal aid and other support services,
25. Arrange marriage of inmates at Women Welfare Institutions.

- Note: 1. The officer shall perform any other duties as assigned by the Head of the Institution/Head of the Department from time to time.*
- 2. The Officer-in-charge or Superintendent shall have the primary responsibility of maintaining the institution and shall stay within the institutional premises to be readily available as and when required by the juveniles or children and the staff and in case where an accommodation is not available within the institutional premises, the Officer-in-charge or Superintendent shall stay at a place in close proximity to the institution till such time that such an accommodation is made available within the institution.*

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:

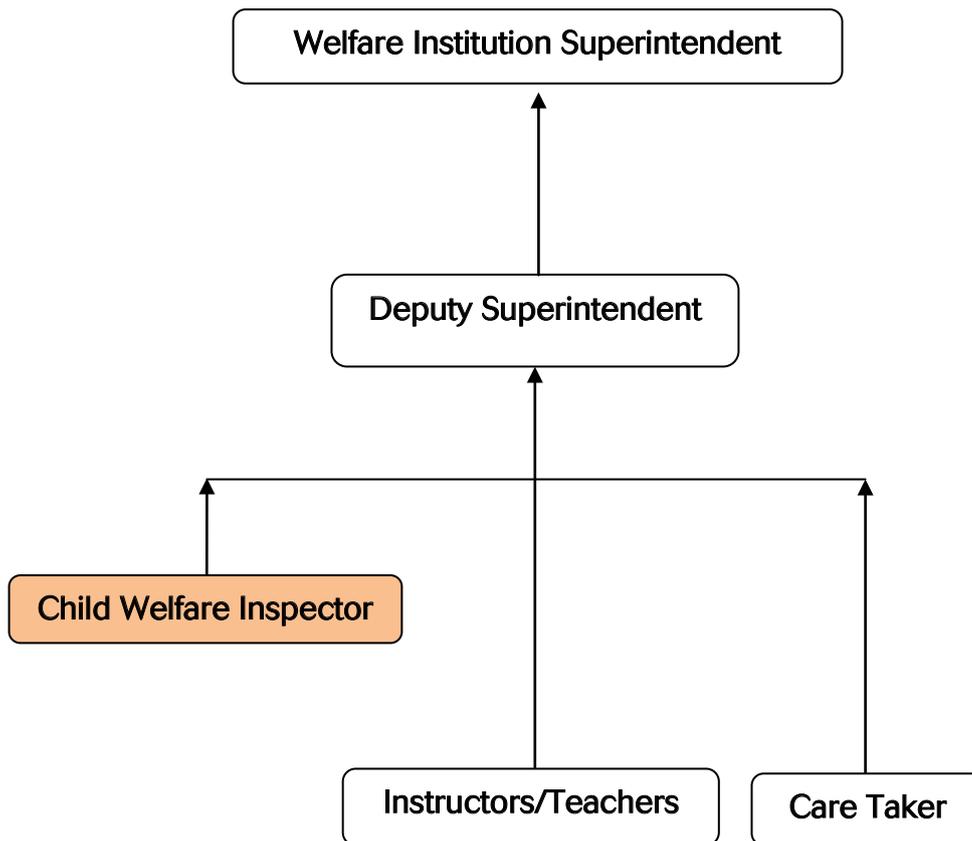
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Leading Others		🎯				Promotes Team Effectiveness
Self Confidence				🎯		Takes on Challenges
Attention to Detail			🎯			Monitors Own and Other's Work
Consultation and Consensus Building				🎯		Helps to Align Diverse Interests to a Common Goal
Decision Making	🎯					Follows Guidelines Effectively
Empathy				🎯		Act as a Role Model
Planning and Coordination				🎯		Manages Competing Priorities
Communication Skill	🎯					Listens Attentively and Presents Information Clearly

Position Title: Child Welfare Inspector (CWI)

I. Position Summary:

Child Welfare Inspector (CWI) is an officer, who provides facilities/materials for children residing at welfare institutions. S/he formulates rehabilitation plans of children residing at welfare institutions and carries out follow up activities of rehabilitated children for a fixed period of time.

II. Reporting Relationship



III. Duties & Responsibilities:

1. Compile all the personal and other mandatory details about children admitted to the institution,
2. Recommend necessary steps to re-instate children in their families/or rehabilitate them (in their home state/district),
3. Arrange food items (nutrition/diet), clothing, bedding, toiletry and other materials for use by children in the institution,
4. Collaborate with Superintendent to provide education/recreation facilities for children,
5. Attend Child Welfare Committee meetings as a representative of the institution,
6. Maintain Stock Register,
7. Supervise activities/duties of Care Taker,
8. Monitor recreational activities undertaken by the children,
9. Perform duties of a librarian in the institution.

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:

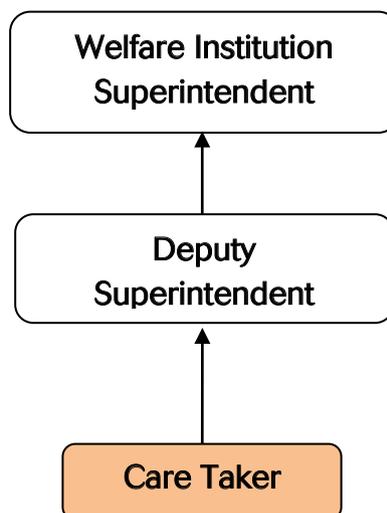
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
People First						Responds Sensitive to the Needs of the Citizens
Self Confidence						Acts Confidently within Job Role
Taking Accountability						Delivers Results Consistently
Result Orientation						Focuses on doing what is Expected
Seeking Information						Conducts Research
Communication Skill						Listens Attentively and presents information clearly
Team Working						Cooperates with Others
Concern for Safety						Acts to Uphold Safety

Position Title: **Care Taker - Male/Female**

I. Position Summary:

Care Taker is one who caters to the developmental and participatory needs of the children residing in welfare institutions.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Execute an Individual Care Plan (ICP) for mainstreaming children, admitted to Children's Home
2. Provide care and protection for children admitted to children's home,
3. Arrange & facilitate individual development of children,
4. Monitor children/facilities provided at children's home,
5. Recommend educational facilities for children at children's home,
6. Maintain discipline among children,
7. Supervise personal hygiene of children,
8. Act as a role model for children,
9. Monitor daily routine activities of children,
10. Direct children to conduct committees, *Balasabha*, etc.,
11. Monitor security measures at institution, to prevent loss or drop out of children,
12. Inspect children before admitting them to Children's Home,
13. Maintain registers/case files in the absence of a designated case worker,

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:

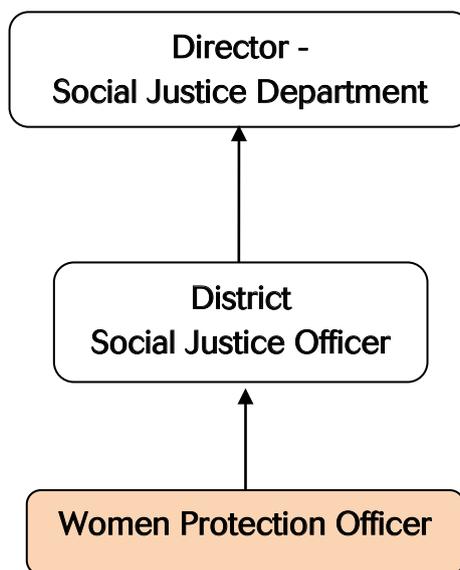
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Integrity	○					Acts Ethically
Empathy			○			Expresses concern for others
Initiative & Drive	○					Takes Actions on Immediate priorities
Problem Solving				○		Develops Solutions to Complex Problems
Self Awareness & Self Control		○				Responds calmly
Communication Skill	○					Listens Attentively and presents information clearly
Team Working	○					Cooperates with Others
Concern for Safety	○					Acts to Uphold Safety

Position Title: **Women Protection Officer (WPO)**

I. Position Summary:

Women Protection Officer (WPO) is the statutory authority appointed for protection of women from domestic violence. The primary duty is to receive complaints of domestic violence and provide the aggrieved person, access to support services and protective measures under the PWDVA Act.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Submit Domestic Incident Report(DIR) and applications under PWDV Act before the concerned JFMC's on receipt of complaints of domestic violence from aggrieved women,
2. Provide aggrieved person free legal aid, free medical facilities, safe shelter and other supporting services required,
3. Serve notice of appearance issued by the Magistrate to the concerned persons and report compliance to the court within prescribed time,
4. Maintain list of all service providers, shelter homes and medical facilities notified under the PWDV Act and details of other supporting departments/agencies,
5. Assure that the orders of Magistrate(s) issued under various provisions of PWDV Act are complied with and executed, in accordance with the prescribed procedures,
6. Prepare "Safety Plan" in Form V, in consultation with aggrieved person,
7. Coordinate with service providers, shelter homes, medical agencies, legal aid and the services of other line departments, for effective implementation of PWDV Act,
8. Update list of counselors once every three years and forward the revised list to the magistrate,
9. Provide services of a Welfare Expert as required by the magistrate,
10. Conduct field enquiries on the direction of the Courts and submit reports within prescribed time,
11. Conduct enquiry on the wealth, assets, financial position, and income potential of the respondent, and file report to the court,
12. Restore possession of personal effects like gifts, jewels, shared household etc. to the aggrieved person,
13. Assist the aggrieved person to regain custody of children and secure visitation rights as directed by the court,
14. Assist the court in enforcement of orders,
15. Report to Magistrate, breach of protection orders,
16. Conduct enquiry on applications received from NGOs aspiring to become Service Providing Centre's (SPC), and make rejection/recommendation report to the Government,

17. Convene District-level monitoring and evaluation committee constituted under PWDV Act,
18. Coordinate and monitor functions of service providers,
19. Organize seminars, workshops, and awareness/sensitization programs on PWDV Act,
20. Coordinate such activities that relate to women protection services undertaken by Social Justice Department at district-level,
21. Invite applications, vet, recommend/reject applications, disburse financial assistance, and undertake follow-up activities of "Scheme for financial assistance to women who are victims to violence including domestic violence."
22. Administer office activities

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:

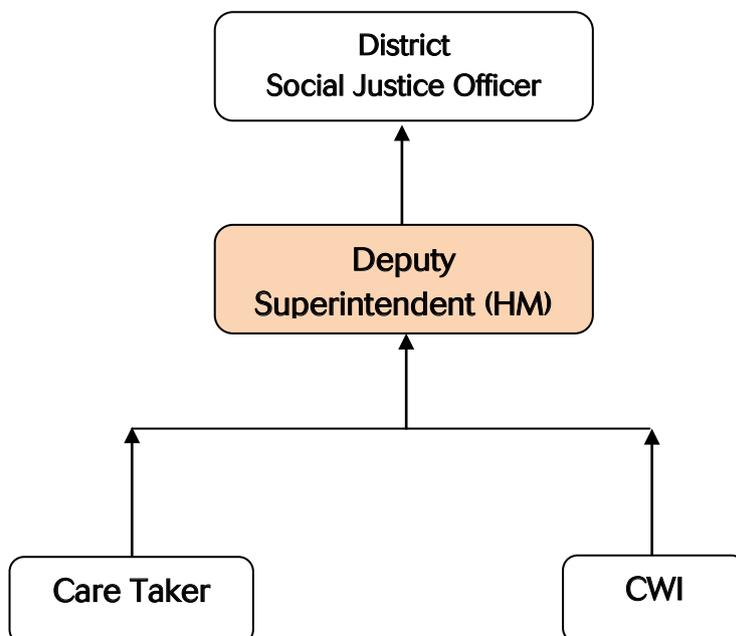
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
People First		○				Anticipates the needs of the Citizens
Leading Others	○					Shares Information / Reasons to Motivate
Attention to Detail			○			Monitors Own and Other's Work
Consultation and Consensus Building			○			Proactively looks for Opportunities to Promote Convergence
Result Orientation				○		Sets Challenging Goals for the Organization and works to meet them
Seeking Information					○	Develops own Sources of Direct Information
Planning and Coordination					○	Long Term Planning Focus
Communication Skill			○			Adapts Communication to Others

Position Title: Deputy Superintendent - HM

I. Position Summary:

Deputy Superintendent - HM is an officer who serves as the Chief Administrator of the Institution in developing and implementing various academic and non-academic activities in a manner that promotes the educational development of children at welfare institutions.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Prepare a time table for academic activities of children at Welfare Institution,
2. Organize sports activities, for the physical and personality development of children,
3. Consult academicians/professionals to prepare action plan to solve the problems of learning, faced by the child/children,
4. Monitor the performance of teachers and provide guidance for improving performance,
5. Advise the Officer-in-Charge or superintendent of the Institution to update/modify educational programs and trainings given to teachers,
6. Maintain records of performance of teachers employed at the Institution,
7. Direct the class teachers to maintain individual performance records of children,

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:

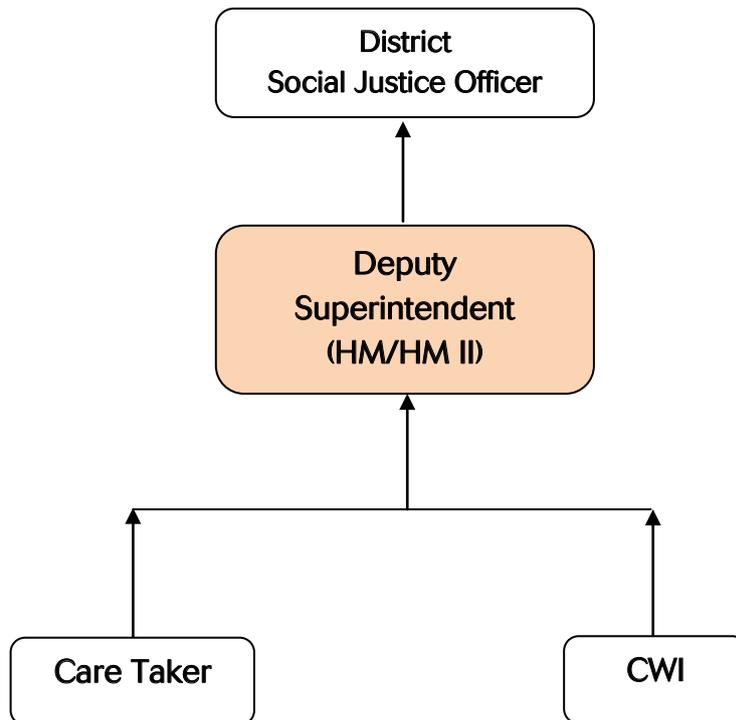
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Leading Others		🎯				Promotes Team Effectiveness
Self Confidence		🎯				Continues to act Confidently Beyond the Limits of Job Role
Attention to Detail			🎯			Monitors Own and Other's Work
Consultation and Consensus Building			🎯			Proactively looks for Opportunities to Promote Convergence
Decision Making	🎯					Follows Guidelines Effectively
Empathy				🎯		Act as a Role Model
Planning and Coordination			🎯			Considers Interrelated Activities
Communication Skill	🎯					Listens Attentively and Presents Information Clearly

Position Title: Deputy Superintendent - HM II

I. Position Summary:

Deputy Superintendent - HM II is an officer who assists the Chief Administrator/ HM of the Institution in developing and implementing various academic and non-academic activities in a manner that promotes the educational development of children at welfare institutions.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Assist HM in developing a time table for academic activities, of children at Welfare Institution,
2. Organize sports activities, for the physical and personality development of children,
3. Identify the slow learners and report to HM for initiating appropriate measures to overcome them,
4. Monitor the performance of teachers and provide guidance for improving performance,
5. Assist Officer-in-Charge/Superintendent/HM of the institution to update/modify educational programs and training given to teachers,
6. Assist HM in maintaining performance report in respect of teachers and advice the class teachers to maintain such performance report in respect of children,

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:

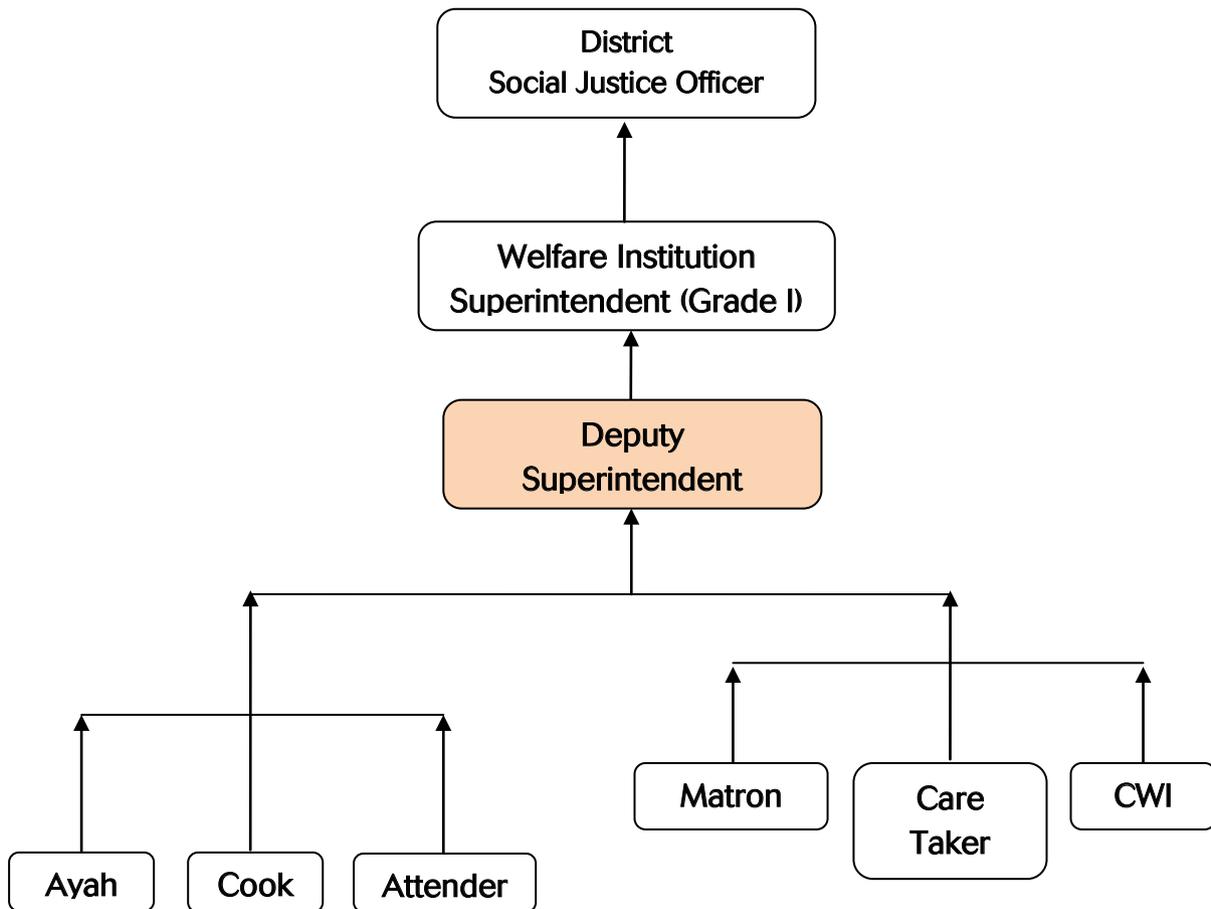
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Leading Others		●				Promotes Team Effectiveness
Self Confidence		●				Continues to act Confidently Beyond the Limits of Job Role
Attention to Detail			●			Monitors Own and Other's Work
Consultation and Consensus Building			●			Proactively looks for Opportunities to Promote Convergence
Decision Making	●					Follows Guidelines Effectively
Empathy				●		Act as a Role Model
Planning and Coordination			●			Considers Interrelated Activities
Communication Skill	●					Listens Attentively and Presents Information Clearly

Position Title: Deputy Superintendent

I. Position Summary:

Deputy Superintendent is an officer who provides assistance to Welfare Institution Superintendent (WIS) for ensuring the welfare of people residing at the institution.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Act as custodian of Placement Order and copy of the Individual Care Plan,
2. Supervise food preparation, food distribution and maintain related records,
3. Conduct open house meetings with children and staff to encourage participation of children in various curricular and extra curricular activities of the Institution,
4. Conduct interview with parents of children admitted to the institution,
5. Maintain control over communication between children and outsiders,
6. Arrange facilities for children to participate in seminars, cultural programmes and meetings,
7. Monitor the application of positive reinforcement/cognitive restructuring and prepare a status report in consultation with the houseparents or warden,
8. Monitor the supply of external eatables if any supplied to children by parents,
9. Act as custodian of clothing and bedding supplied to children's home,
10. Organize camps, picnics, cultural programmes, extracurricular activities like Scouts, Red Cross work for children residing at the Institution,
11. Ensure that protective and developmental rights of children are met with,
12. Ensure that children's need of food and clothing are met as per requirement and standards set,
13. Ensure the cleanliness of premises and maintenance of physical infrastructure including provision of water and electricity at the Institution,
14. Take measures at least six months in advance from the date of release to call for the pre-release report regarding a juvenile or child from the probation officer having jurisdiction through the Director of Social Justice Department.

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:

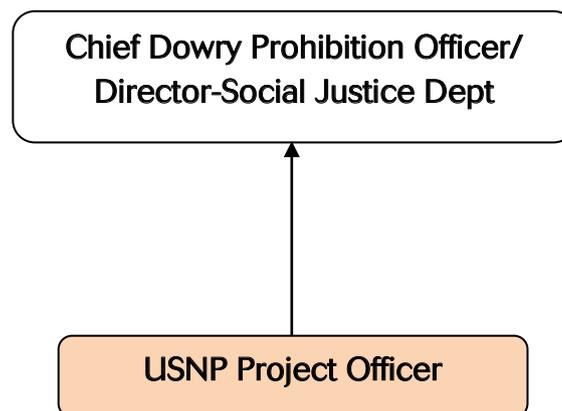
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Self Confidence	◎					Acts Confidently within Job Role
Attention to Detail		◎				Plans and Double Checks
Consultation and Consensus Building				◎		Helps to Align Diverse Interests to a Common Goal
Decision Making	◎					Follows Guidelines Effectively
Empathy				◎		Act as a Role Model
Planning and Coordination				◎		Manages Competing Priorities
Communication Skill	◎					Listens Attentively and Presents Information Clearly
Team Working					◎	Works to Build Team Commitment

Position Title: **USNP Project Officer**

I. Position Summary:

USNP Project Officer is an officer who creates awareness among the public regarding the Dowry Prohibition Act and on the necessity of preventing/eradicating the dowry system from society.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Create awareness among the public by organizing camps & publicity campaigns through Information & Broadcasting Department, Panchayat Samiti and other media and involve local people for prevention of dowry by:
 - a) Collaborating with Kerala Legal Service Authority (KLSA),
 - b) Identifying supporting programs/events,
 - c) Preparing project proposals for availing infrastructure and funds.
2. Receive complaints in regard to any offence under the Dowry Prohibition Act, 1961 (Act) from the party, parent or other relative of such person aggrieved or from any recognized welfare institution/ organization [under Rule-2] in writing,
3. Maintain a register for the purpose of the Act to record all complaints, enquiries and results thereof and other relevant information connected therewith in the prescribed (form No.1). S/he shall also maintain separate files with relevant records for each individual case,
4. Scrutinize the complaint and if it is found that the nature and the contents of the complaint is such, that it is apparently coming within the purview of Section 3 or 4 or 4A or 5 or 6 of the Act, conduct an enquiry to collect evidence from the parties on the genuineness of the complaint,
5. Utilize the services of District Probation Officers or Additional District Probation Officers or City Probation Officers of the area for collecting information or conduct of enquiry or assist in any stage of enquiry or proceedings related to a complaint petition or application under the Dowry Prohibition Act,
6. Provide assistance to the police in investigating the complaint filed under the Act in a court of law during trial of the case,
7. Serve notices to the parties and witness on the date, time and place of hearing of the complaints in Form No. III,
8. Record findings (petition enquired into and heard) within a month from the date of its receipt,
9. Dismiss the complaint or petition for default, or hear and come to a finding as to its merit, if on the date fixed for hearing, the complainant or petitioner fails to appear,
10. Issue directions to person/party to transfer any dowry received, when a complaint in respect of non-transfer is raised by a woman who is entitled to such dowry,
11. Submit report to the concerned Magistrate for prosecuting the offenders. The report shall include among others, a statement, connected documents of proceedings and a brief of own findings about the case,

12. Send quarterly reports to the Chief Dowry Prohibition Officer on the number of complaints received under the Act and the action taken or the nature of settlement of the issue in Form No.II.
13. Send details/or reports, as may be required by Chief Dowry Prohibition Officer or the Government from time to time,
14. Conduct enquiry regarding non-compliance of the provision of the act in respect of the marriages held or proposed to be held within his/her jurisdiction.

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:

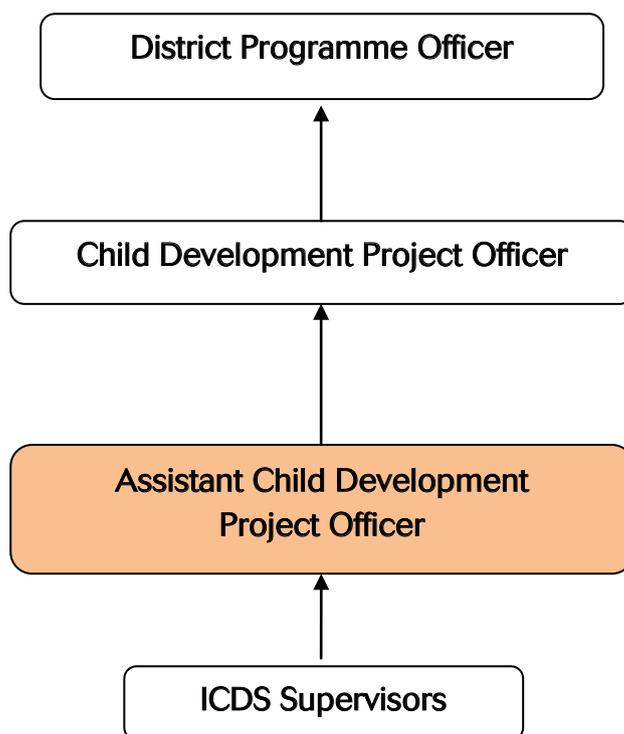
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Self Confidence		○				Continues to act Confidently Beyond the Limits of Job Role
Consultation and Consensus Building	○					Open to Consultation and Presents Views in a Concise manner with the help of Data
Decision Making	○					Follows Guidelines Effectively
Empathy			○			Expresses Concern for Others
Result Orientation	○					Focuses on doing what is Expected
Seeking Information				○		Conducts Research
Problem Solving	○					Breaks Down Problems
Communication Skill	○					Listens Attentively and Presents Information Clearly

Position Title: Assistant Child Development Project Officer (ACDPO)

I. Position Summary:

Assistant Child Development Project Officer (ACDPO) is an officer who supports CDPO in providing leadership, guidance, coordination, monitoring, and continuing education for the holistic development of children (within the age group 0 – 6 years) enrolled under ICDS Scheme.

II. Reporting Relationship:



III. Duties & Responsibilities:

A. Administration of office and ICDS scheme offered:

1. Coordinate the activities of the project,
2. Inspect registers and records maintained at THRS units, Training centers, Anganawadi Centres (AWCs), Welfare institutions periodically,
3. Assist CDPO in performing the duties of Public Information Officer & Child Marriage Prohibition Officer,
4. Assist CDPO in recruitment and training of *Anganawadi Workers* (AWWs) and Helpers,
5. Coordinate Block Level Monitoring Committee (BLMC),
6. Ensure that there is perfect clarity among the AWWs and supervisors regarding the records to be maintained at their office and those to be submitted periodically for review,
7. Assist CDPO in preparing case studies on successful AWCs,
8. Assist CDPO in making necessary arrangements for transportation, storage, and distribution of various supplies to AWCs,
9. Assist CDPO in guiding the AWWs for quick survey's at project villages to identify children, pregnant women and nursing mothers,

B. Implementation of ICDS Scheme:

I. Early Childhood Care, Education and Development (ECCED)

- a) Assist CDPO in providing training and Teaching/Learning Materials (TLM) for activity based education for ICDS Supervisors & AWWs,
- b) Assist CDPO in providing Early Screening charts to parents and direct AWWs for giving home based guidance to parents having children between 0-3 years of age
- c) Assist CDPO in monitoring child development activities and records available at AWCs,
- d) Assist CDPO in evaluating ECCED activities on ECCE Day,
- e) Assist CDPO in providing tools for activity based learning process,
- f) Assist CDPO in monitoring periodically the holistic development of children between age 0-6 yrs,
- g) Assist CDPO in promoting learning-by-doing activities at AWCs.

II. Care and Nutrition Counseling:

- a) Assist CDPO in training AWW workers on providing care and counseling to AG/PW/LM/O - 6 yrs during various stages of growth and development,

- b) Assist CDPO in monitoring growth and development of children by using WHO Growth Chart and MCP card maintained at AWCs,
- c) Assist CDPO in providing information on various Schemes and Plans to ICDS Supervisors and AWWs.
- d) Assist CDPO in monitoring execution of plans and schemes,
- e) Acquire knowledge about nutritional feeding norms and National Food Security Act, 2013,
- f) Assist CDPO in conducting field visits and verify records maintained at AWCs,
- g) Ensure the availability of IEC Materials at AWCs,
- h) Promote nutrition counseling among care-givers of severely underweight children through the process of learning by doing activities.

III. Health Services including referral services :

- a) Liaison with the Health Dept. to ensure that the messages on breast feeding, complementary feeding and home based child care practices are conveyed to the target group,
- b) Correspond with Health Dept. about Immunization and micronutrient supplementation, neonatal and childhood illness and health,
- c) Collect report of Immunization status and health checkup status from AWCs,
- d) Collect report from ICDS Supervisor about Village Health Nutrition Day (VHND) program and include it in Monthly Progress Report (MPR),
- e) Collect report on Referral Services made from AWCs and include it in Monthly Progress Report (MPR),
- f) Assist CDPO in verifying records maintained at AWCs in connection with health services provided.

IV. Community Mobilization, Awareness, Advocacy and IEC:

- a) Assist CDPO in designing programs to create awareness about ICDS Services,
- b) Correspond with *Gramasabha* and other line Departments about nutrition standards and ECCED,
- c) Collaborate with Voluntary Action Groups to implement ICDS support programs,
- d) Assist CDPO in initiating Village Contact Drives
- e) Collaborate with sponsors and professional agencies for conducting advocacy programs.

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:

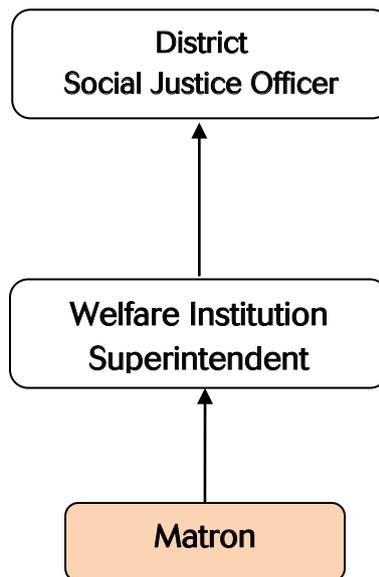
Competency	Proficiency Levels					Proficiency
	1	2	3	4	5	
Attention to Detail		○				Plans and Double Checks
Consultation and Consensus Building			○			Proactively looks for Opportunities to Promote Convergence
Result Orientation	○					Focuses on doing what is Expected
Planning and Coordination			○			Considers Interrelated Activities
Desire for Knowledge				○		Prepares for the Long Term
Developing Others		○				Provides Guidance and Detailed Instructions
Communication Skill				○		Communicates Complex Messages Clearly and Credibly
Team Working				○		Encourages Others

Position Title: **Matron**

I. Position Summary:

Matron is one who supports Institution Superintendent in the maintenance and upkeep of Welfare Institution. She ensures the welfare of people residing at the institution by providing food, shelter and other necessities, while also acting as Officer-in-Charge in the absence of Institution Superintendent.

II. Reporting Relationship:



III. Duties & Responsibilities:

1. Monitor daily routine activities of the residents.
2. Monitor quality and quantity of food materials provided to the residents,
3. Maintain stock of medicines and food materials arriving at the Institutions,
4. Arrange medical facilities to residents (including timely availability of medicines).
5. Maintain institution premises neat and clean,
6. Supervise the academic progress of students,
7. Supervise the vocational training activities of students,
8. Provide assistance to the superintendent in ensuring people participation in institution,
9. Participate in various meetings conducted within the institution,
10. Perform various duties in the absence of Superintendent,
11. Ensure the safe custody of material/resources/infrastructure in the institution and maintain inventory list,
12. Supervise the activities of subordinates,
13. Organize activities that enhance psychological development of the inmates,
14. Provide assistance to superintendent.

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 Sensitive to the Needs of the Citizens
Self Confidence						States Confidence in Own Ability
Attention to Detail						Plans and Double Checks
Result Orientation						Consistently Improves Systems as well as Performance
Planning and Coordination						Organizes and Schedules Own Work
Desire for Knowledge						Maintains up-to-date Knowledge
Communication Skill						Listens Attentively and Presents Information Clearly
Team Working						Appreciates Positive Attitudes and Expresses Positive Expectations of Team

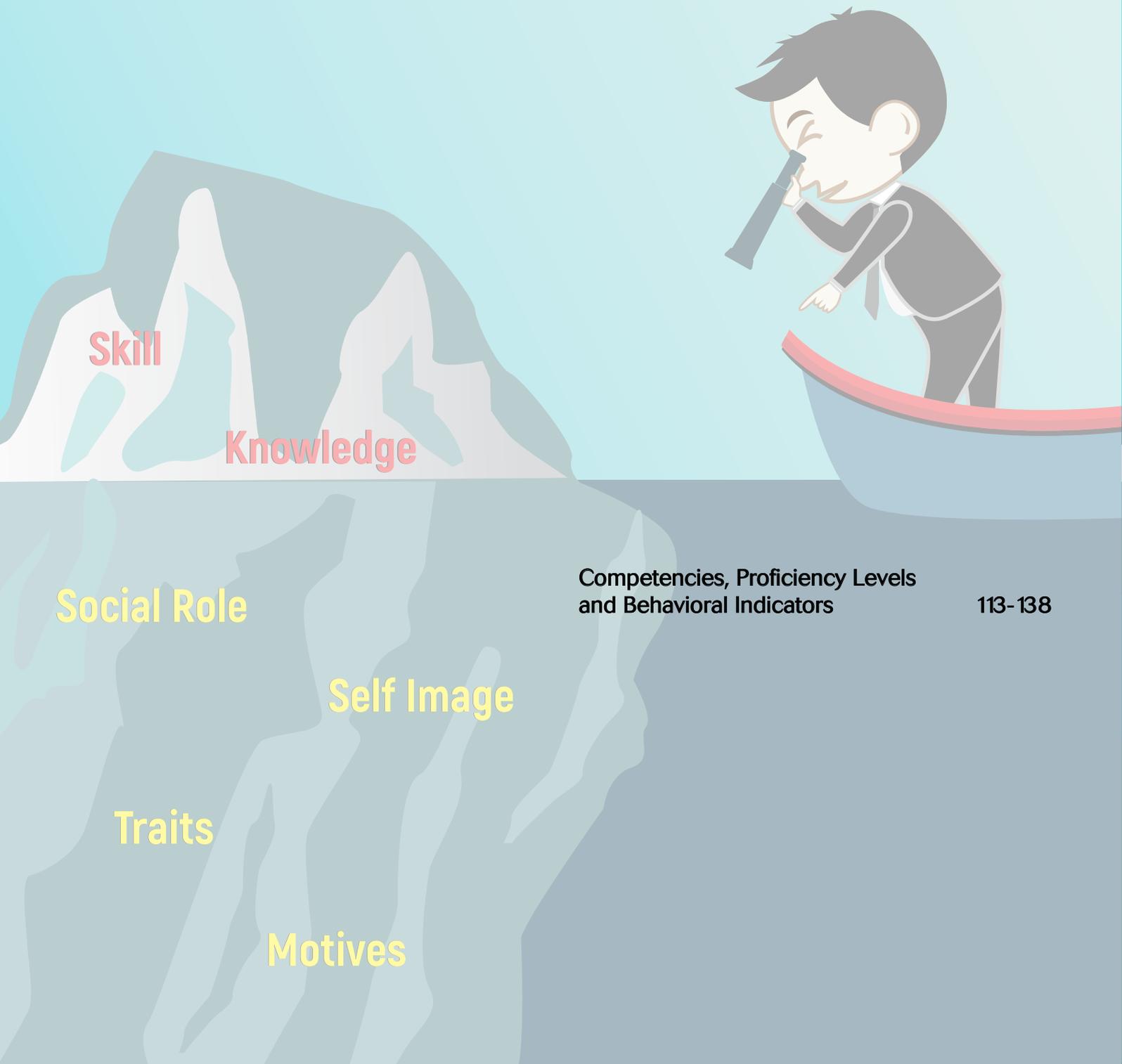
Essential Skills

Essential Skills	DSJO	Accounts Officer	DCPO	Probation Officer	RDPO	WPO	Programme Officer	CDPO	ACDPO	ICDS Supervisor	WIS	Matron	CWI	Care Taker - Male	Care Taker - Female	Deputy Superintendent	Deputy Superintendent HM	Deputy Superintendent HM II	USNP Program Officer	Section Officer
Basics of Computers and Peripherals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge in MS Office Suite	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Accounting and Auditing			✓			✓														
Data Entry Malayalam		✓																		
Counseling				✓		✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	
Case Work				✓																
Time Management						✓				✓										
Stress Management						✓														
Data Analysis Techniques								✓	✓											
Socially Useful Productive Work - Art and Craft										✓										
Management of Elderly, differently abled, cured mental patients, children in need of care and protection, women in distress											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
First Aid and Safety Measures																				

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

113-138

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

Concern for Safety
Political Awareness

1. Competency Definitions:

1. Ethos

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

2. Ethics

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

3. Equity

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

4. Efficiency

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

1. Ethos

1.1 People First

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

<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

1.3 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.

<p>Level 1: Understands Formal Structure</p>	<ul style="list-style-type: none"> ▪ Understands the formal structures within the legal and political environment and knows who the key decision makers are ▪ Understands chain of command, positional power, rules and regulations, policies and procedures, standard operating procedures, etc.
<p>Level 2: Understands Informal Structure</p>	<ul style="list-style-type: none"> ▪ Effectively uses both formal and informal networks within Civil Services for acquiring information, assistance, and accomplishing work goals ▪ Recognises customs, norms, specific language of the organisation ▪ Recognises key players, decision-influencers, organisational constraints ▪ Applies this knowledge when formal structure does not work as desired
<p>Level 3: Understands Different Perspectives and Agendas</p>	<ul style="list-style-type: none"> ▪ Able to visualise others’ perspectives ▪ Able to articulate the agenda and concerns of stakeholders ▪ Able to interpret the dynamics of various stakeholders ▪ Keeps oneself abreast of internal dynamics and external environment
<p>Level 4: Recognises Coalitions and Implications of their Agendas</p>	<ul style="list-style-type: none"> ▪ Able to identify different coalitions which are either hidden or less obvious ▪ Understands the objectives of the different coalitions and their impact on the organisation ▪ Understands the implication of the broad social and economic context for the Civil Services ▪ Able to form unconventional partnerships to drive Organisational Agenda
<p>Level 5: Predicts the Building of Coalitions or Unstated Agendas, and its Wider Implications</p>	<ul style="list-style-type: none"> ▪ Demonstrates an in-depth understanding of the socio-political and economic context and its implications ▪ Anticipates trends in the political environment and their impact on the organisation ▪ Able to anticipate the creation of coalitions and agendas of different factions, and the multiple implications of these on the organisation ▪ Operates successfully in a variety of social, political, and cultural environments

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

2.4 Taking Accountability

Takes ownership for outcomes (successes or failures) while addressing performance issues fairly and promptly.

<p>Level 1: Delivers Results Consistently</p>	<ul style="list-style-type: none"> ▪ Demonstrates sincerity and commitment to the job/duty ▪ Does not make excuses, demonstrates a 'can do' attitude and delivers consistently ▪ Takes personal ownership for the quality of own work and keeps stakeholder informed about the progress ▪ Remains focused on delivery within specified timeframe
<p>Level 2: Delivers Results Even in Unfavorable Conditions</p>	<ul style="list-style-type: none"> ▪ Remains positive and focused on achieving outcomes despite setbacks ▪ Sets and achieves challenging goals and monitors quality regularly ▪ Regularly reviews performance priorities and fine tunes to achieve results ▪ Takes ownership of any shortfall and draws lessons to improve performance
<p>Level 3: Manages Performance</p>	<ul style="list-style-type: none"> ▪ Clarifies priorities, roles, and responsibilities; ensures role and talent fit and secures individual and team ownership of objective ▪ Communicates expectation and standard clearly ▪ Promotes a culture of accountability for service delivery to citizens ▪ Provides feedback to support performance improvement ▪ Maintains effective performance in difficult and challenging circumstances, and encourages others to do the same ▪ Reviews, challenges, and adjusts performance levels to ensure quality outcomes are delivered on time ▪ Takes accountability for team performance especially in case of failure
<p>Level 4: Takes Ownership of Others' Performance</p>	<ul style="list-style-type: none"> ▪ Energises and drives others for achieving set objectives ▪ Holds others accountable for delivering high standards and effective performance, and assists them continuously to improve performance while serving the citizens ▪ Maintains a strong focus on priorities and swiftly responds to changing requirements ▪ Incentivises desired behaviours and rewards successful performance
<p>Level 5: Drives Performance Culture</p>	<ul style="list-style-type: none"> ▪ Takes accountability for achieving the Department's strategic priorities ▪ Drives a performance culture across the Department to achieve results through others ▪ Resolutely holds others accountable for outcomes to the citizens ▪ Drives long-term objective of the organisation even in the face of short-term difficulties

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

3.4 Delegation

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

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

4. Efficiency

4.1 Result Orientation

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

<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

4.9 Developing Others

Genuinely believes in others capabilities to develop and takes personal responsibility for their development. Creates a positive environment for learning and provides developmental opportunities for individuals and teams.

<p>Level 1: Expresses Positive Expectations of others</p>	<ul style="list-style-type: none"> ▪ Makes positive comments regarding others’ future development, particularly those who may be perceived as not having high potential ▪ Believes that others want to and can learn to improve their performance
<p>Level 2: Provides Guidance and Detailed Instructions</p>	<ul style="list-style-type: none"> ▪ Explains how to do a task, with detailed instructions and demonstration ▪ Provides practical support with the aim of developing others depending on their needs ▪ Expresses positive expectations for the development of others
<p>Level 3: Ensures Learning and Development and Provides Specific Feedback</p>	<ul style="list-style-type: none"> ▪ Reviews work delivery and provides timely, constructive, and specific feedback in key strengths and areas for improvement ▪ Encourages team members to develop learning and career plans and follows up to guide their development and measure progress ▪ Values different personal needs of the team members and uses this understanding to promote inclusiveness ▪ Ensures diversified exposure for team members, for example, opportunities to work on stretched projects
<p>Level 4: Empowers for Long-Term Development</p>	<ul style="list-style-type: none"> ▪ Takes risks on others to enable them to grow, by delegating responsibility and decision-making ▪ Allows others to learn from mistakes in non-critical settings ▪ Provides mentoring support and direction to attain the team members’ learning needs for the long-term development ▪ Creates an inclusive environment, from which all staff, including under-represented groups, can develop
<p>Level 5: Develops Future Leaders</p>	<ul style="list-style-type: none"> ▪ Continuously assesses the talent requirements and proactively manages talent pipeline to ensure operational excellence ▪ Institutionalises mechanisms that support continuous learning and improvement ▪ Manages and develops teams with an acute awareness of inclusiveness, equality, and diversity ▪ Builds capacity-development strategies to support career development for all employees

4.10 Self Awareness and Self Control

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

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

4.11 Communication Skills

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

<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

4.12 Team-Working

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

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

Concern for Safety

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

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

Political Awareness

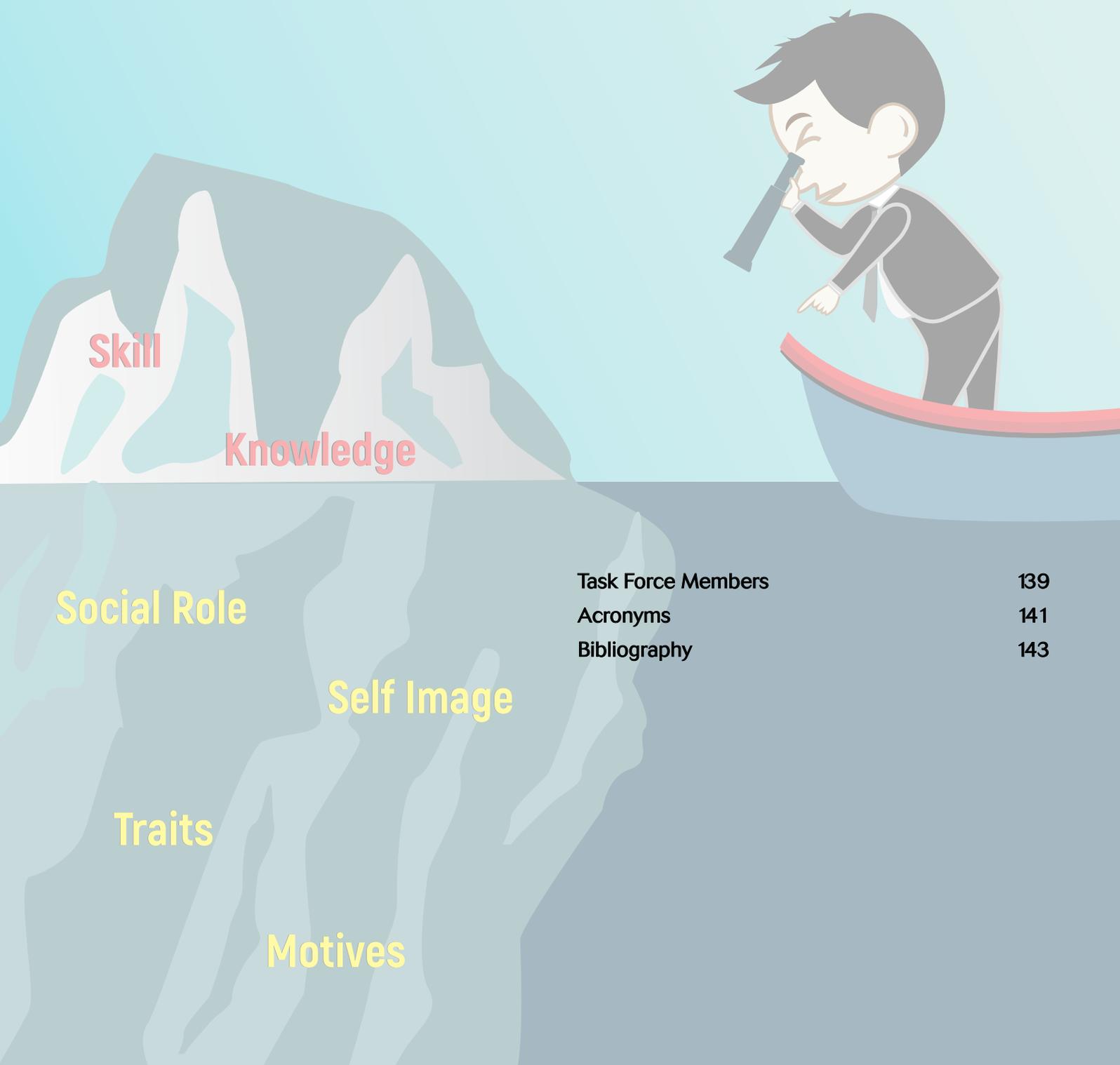
Understands and utilizes the dynamics of power, organization, and decision making to achieve objectives

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

E

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

Willa A Foster



Task Force Members	139
Acronyms	141
Bibliography	143

Task Force Members

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

Nodal Officer: Mr. R Rajagopalan Nair, Accounts Officer

1.	Mr. Mohammad P K	Child Welfare Inspector, KKD
2.	Mr. Georgekutty J D	Child Welfare Inspector, Govt. Observation Home, Pathanamthitta
3.	Mr. Sreekumar K	Superintendent, Care Home, Pulayanarkotta
4.	Ms. Suma Devi V	Superintendent, HPH for Women, Poojappura
5.	Ms. Beena George	Superintendent, VTC TvpM
6.	Ms. Aswathi V	Superintendent, Care Home, Pulayanarkotta
7.	Mr. Siddeeqe P	Care Taker, Govt. Childrens Home, KKD
8.	Mr. Unnimammu P	Care Taker, Govt. Observation Home, PLKD
9.	Mr. Mohammad Asharaf O K	Care Taker, Govt. Observation Home, Thavanoor
10.	Ms. Suja G	Care Taker, Govt. Childrens Home, Girls KKD
11.	Ms. Indulekha B S	ICDS Supervisor
12.	Ms. Rema Devi	CDPO, ICDS Athiyanoor Addl., TvpM
13.	Ms. Sheela Kumari	CDPO, Konni Addl. , Kollam
14.	Ms. Offirthankam C M	CDPO, Urban II ICDS, TVPM
15.	Mr. Binoy V J	DCPO, Kottayam
16.	Mr. Sameer M	DCPO, Malappuram
17.	Mr. Shamnad V A	DCPO, Idukki
18.	Mr. Abeen A O	DCPO, Pathanamthitta
19.	Mr. Subair K K	DCPO, Kollam
20.	Mr. Shanmukhadas N	DPO, Kollam
21.	Mr. K T Ashraf	DCPO, Kozhikode
22.	Ms. Jalaja S	Dist. Social Justice Officer, Pathanamthitta
23.	Mr. H S Babu	Dist. Social Justice Officer, TvpM
24.	Mr. Abbas M	Programme Officer, Pathanamthitta

25.	Ms. Sunitha M V	Women Protection Officer, Tvpm
26.	Ms. Tessy Abraham	Women Protection Officer, Idukki
27.	Ms. Thahira Beevi H	Women Protection Officer, Kollam
28.	Ms. Anitta S Lin	Women Protection Officer , Trissur
29.	Ms. Sulaja P	Women Protection Officer, Kasaragod
30.	Ms. Jeeja S	Women Protection Officer, Allapuzha
31.	Ms. Kavitha Rani Renjith	CDPO, ICDS Nemom, Tvpm
32.	Ms. Sreekala	CDPO, ICDS Idukki
33.	Ms. K H Lejina	CDPO, Urban II, Kollam
34.	Ms. Devi N	CDPO, Kasaragod
35.	Ms. Bindu Gopinath	Programme Officer, Tvpm
36.	Ms. Sheeba L	Programme Officer, Ernakulam
37.	Ms. Sophy Jacob	Programme Officer, Idukki
38.	Ms. Meera	Programme Officer, Trissur
39.	Ms. Maya Lakshmi J	Programme Officer, Kollam
40.	Ms. Thasneem P S	Programme Officer, Nirbhaya
41.	Mr. N Radhakrishnan	Senior Superintendent, Directorate of Social Justice, Tvpm
42.	Mr. M Madhusoderan	Senior Superintendent, Directorate of Social Justice, Tvpm
43.	Mr. M Mohamed Nazar	Senior Superintendent, Programme Office, Tvpm
44.	Mr. S Rajeev Kumar	Senior Superintendent, Directorate of Social Justice, Tvpm
45.	Mr. L Rajan	Regional Dowry Prohibition Officer, Tvpm
46.	Mr. Sabu B	Senior Superintendent, Kozhikode
47.	Mr. John Joshi	Regional Dowry Prohibition Officer

Acronyms

SJ	:	Social Justice
HoD	:	Head of the Department
SoE	:	Statement of Expenditure
UC	:	Utilization Certificate
AG	:	Accountant General
DSJO	:	District Social Justice Officer
GO	:	Government Order
PWD	:	Person with Disability
NGO	:	Non Governmental Organization
DCPO	:	District Child Protection Officer
DCPU	:	District Child Protection Unit
IEC	:	Information Education & Communication
SCPS	:	State Child Protection Scheme
PE	:	Preliminary Enquiry
RDPO	:	Regional Dowry Prohibition Officer
KLSA	:	Kerala State Legal Service Authority
ICDS	:	Integrated Child Development Services
APIP	:	Annual Programme Implementation Plan
TNA	:	Training Need Analysis
CDPO	:	Child Development Project Officer
AWC	:	Anganwadi Centre
AWW	:	Anganwadi Worker
ASR	:	Annual Status Report
ECCED	:	Early Childhood Care and Education
MPR	:	Monthly Progress Report
PSE	:	Pre-School Education
LSGD	:	Local Self Government Department
WIS	:	Welfare Institution Superintendent
IFA	:	Iron Folic Acid
MIS	:	Management Information System
AS	:	Administrative Sanction

JJB	:	Juvenile Justice Board
CWC	:	Child Welfare Committee
CrPC	:	Code of Criminal Procedure
FCI	:	Food Corporation of India
THRS	:	Take Home Ration Strategy
PRI	:	Panchayati Raj Institution
PHC	:	Primary Health Centre
WHO	:	World Health Organization
MCP	:	Mother & Child Protection
WPO	:	Women Protection Officer
PWDVA	:	Protection of Women from Domestic Violence
SDG	:	Supplementary Demands for Grants
ICPS	:	Integrated Child Protection Scheme
FCI	:	Food Corporation of India
BLMC	:	Block Level Monitoring Committee
VHND	:	Village Health and Nutrition Day
SNP	:	Supplementary Nutrition Programme
CWI	:	Child Welfare Inspector
ICP	:	Individual Care Plan
JFMC	:	Court of Judicial Magistrate of First Class
SPC	:	Service Providing Centres
ACDPO	:	Assistant Child Development Project Officer

Bibliography

- 📖 Horton, S., Hondeghe, A. & Farnham, D. (2002). *Competency Management in Public Sector*, International Institute of Administrative Science, IOS, Amsterdam.
- 📖 Lavelle, J. (2007). "On Workforce Architecture, Employment Relationships and Lifecycles: Expanding the Purview of Workforce Planning and Management", *Public Personnel Management*.
- 📖 McCormick, E. J. (1976). Job and task analysis. In M. Dunnette (Ed.) *Handbook of industrial and organizational Psychology* (PP. 652-653). Chicago: Rand-McNally
- 📖 Marrelli, A.F. (1998). "An Introduction to Competency Analysis and Modeling". *Performance Improvement*.
- 📖 Nunes, F., Martins, L. & Duarte, H. (2007). *Competency Management in EU Public Administrations*, EUPAN- Human Resources Working Group.
- 📖 Vakola, M., Soderquist, K.K. & Prastacos, G.P. (2007). "Competency management in support of organizational change", *International Journal of Manpower*.
- 📖 Currie, G., & Darby, R. (1995) *Competence-based management development: Rhetoric and reality*. *Journal of European Industrial Training*.
- 📖 Ghorpade, J., & Atchinson, T. J. (1980). The concept of job analysis: A review and some suggestions. *Public Personnel Management*.
- 📖 Hoffmann, T. (1999). The meanings of competency. *Journal of European Industrial Journal*.
- 📖 McLagan, P. A. (1997). *Competencies: The Next generation*. Training and Development.
- 📖 Parry, S. B. (1998). *Just What is a competency? (And why should you care?)*. Training.
- 📖 Robotham, D., & Jubb, R. (1996) *Competencies: measuring the unmeasurable*. *Management Development Review*.
- 📖 Spencer, L. M., & Spencer, S. M. (1993). *Competencies at work: models for superior Performance*. New York: Wiley.
- 📖 Zerga, J. E. (1943). Job analysis: A resume and bibliography: *Journal of Applied Psychology*.
- 📖 Dr. Annie Hondeghe. *Managing Competencies in Government: State of the Art Practices and Issues at Stake for the Future*.
- 📖 Dave Bartram. (2012). *The SHL Universal Competency Framework*. The CEB Talent measurement Solution.
- 📖 Overview: *The Integrated Competency Model, Work Force Planning*. CPS Human Resource Services. Sacramento.

-  OECD Review of Human Resource Management in Government. Belgium Brussels-Capital Region; Federal Government; French Community; Walloon Region. (2007). OECD Publication.
-  OECD Review of Human Resource Management in Government. (2010). Brazil. Federal Government. OECD Publication.
-  Whiddett & Hollyforde. (2003). 2nd Edition. A Practical Guide to Competencies: How to enhance individual and organizational performance. CIPD Publication.
-  Public Service Competency Framework. (2011). Republic of Kenya.
-  Public Service Middle Management Competency Framework. (2005). South Africa
-  Chris Brewster & Wolfgang Mayrhofer. (2012). Handbook of Research on Comparative Human Resource Management. MPG Books Group. UK
-  Edward J. Cripe & Richard S. Mansfield. 2nd Ed. (2011). The value added employee: 31 skills to make yourself irresistible to any company. Rutledge. (Taylor & Fancies Group). USA
-  Stephen E. Condrey. 3rd Ed. (2010). Handbook of Human Resource Management In Government. Jossey-Bass. A Wiley Imprint. CA.
-  Kerala Gazette. Social Justice Department. (2014), G.O (P) No.50/2014/SJD
-  The Maintenance and Welfare of Parents and Senior Citizens Act, 2007
-  The Dowry Prohibition Act, 1961
-  The Persons with Disabilities Act, 1995
-  The Orphanages & Other Charitable Homes (Supervision and Control) Act, 1960
-  The Probation of offenders Act, 1958
-  The Kerala Probation of Offenders Rules, 1960
-  The Kerala Borstal Schools Act, 1961
-  The Immoral Traffic (Prevention) Act, 1956
-  The Madras Prevention of Begging Act, 1945
-  The Travancore Prevention of Begging Act, 1945
-  Code of Criminal Procedure, 1973
-  The Kerala Prison Rules, 1958
-  The Protection of Women from Domestic Violence Act, 2005
-  The National Food Security Act, 2013
-  The Juvenile Justice (Care and Protection of Children) Act, 2015 GO 7/81 LA/SWD dtd: 09/01/1981
-  Circular no: 501/2014 dtd: 08/08/2014

The Institute of Management in Government

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

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

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



Director General, IMG
Mr. Satyajeet Rajan IAS



Professor & Nodal Officer
Dr. Ram Mohan R

TEAM MEMBERS



Project Manager
Manoj G. Kadakampally



Nilasha S



Visakh V. R



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”

Institute of Management in Government
Vikas Bhavan P.O., Trivandrum- 695 033, Kerala, India
Tel: 0471-230 4229/ 230 3230, Fax: 0471-230 2391
Web: www.img.kerala.gov.in