No.12039/04/2011-PIIA
Government of India
Department of Personnel & Training
(Training Division)

Old JNU Campus, New Delhi- 110067
Dated November 12, 2013

Subject: Inviting Inputs/ Comments on Competency Dictionary for Civil Services

National Training Policy (NTP)- 2012 stipulates that each Government Department/ Ministry should classify all posts with a clear job description and competencies required in order to move from the current system of rule-based Personnel Administration to Competency-based system of Strategic Human Resource Management. The objective of moving towards a competency-based approach is to ensure that each job is performed by the person who has the required competencies for that job.

2. DoPT in collaboration with UNDP has prepared a Competency Dictionary for Civil Services to assist Departments/ Ministries/ Training Institutions in identification of competencies for various posts. This Competency Dictionary has been developed in consultation with various stakeholders including Senior Civil Servants from Central and States Government Departments, Cadre Controlling Authorities, PM Award Winners and Training Institutions.

3. The Competency Dictionary is not specific to any Department/ Ministry, Function or Post. However, this could be useful for Departments/ Ministries/ Training Institutions while identifying competencies for various posts and levels within their organizations. An Implementation tool-kit has also been prepared to provide step-by-step guidance on how Departments/ Organizations can identify competencies for each post.

4. Once the competencies for various posts are defined, an assessment of job-holder's competencies vis-à-vis current or future roles could be carried out. This assessment is valuable in preparing the Personal Development Plan (PDP) for each officer to ensure that training is closely aligned to the specific needs. Training Institutions can play a vital role in this entire process from identifying the competencies to designing of Personal Development Plans.

5. Inputs/ Comments are invited from all Government Departments/ Ministries, Training Institutions, Civil Servants, HR Experts and Public in-general on Competency Dictionary for Civil Services and Implementation Tool-Kit. The Inputs/ Comments may be sent latest by December 15, 2013 to the undersigned (Email: sinha.vijay@nic.in/ Postal Address: Room No. 315, Training Division, Department of Personnel and Training (DoPT), Block 04, Old JNU Campus, New Mehrauli Road, New Delhi – 110067).

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Competency Dictionary for the Civil Services

GoI-UNDP Project: 'Strengthening Human Resource Management of Civil Service'

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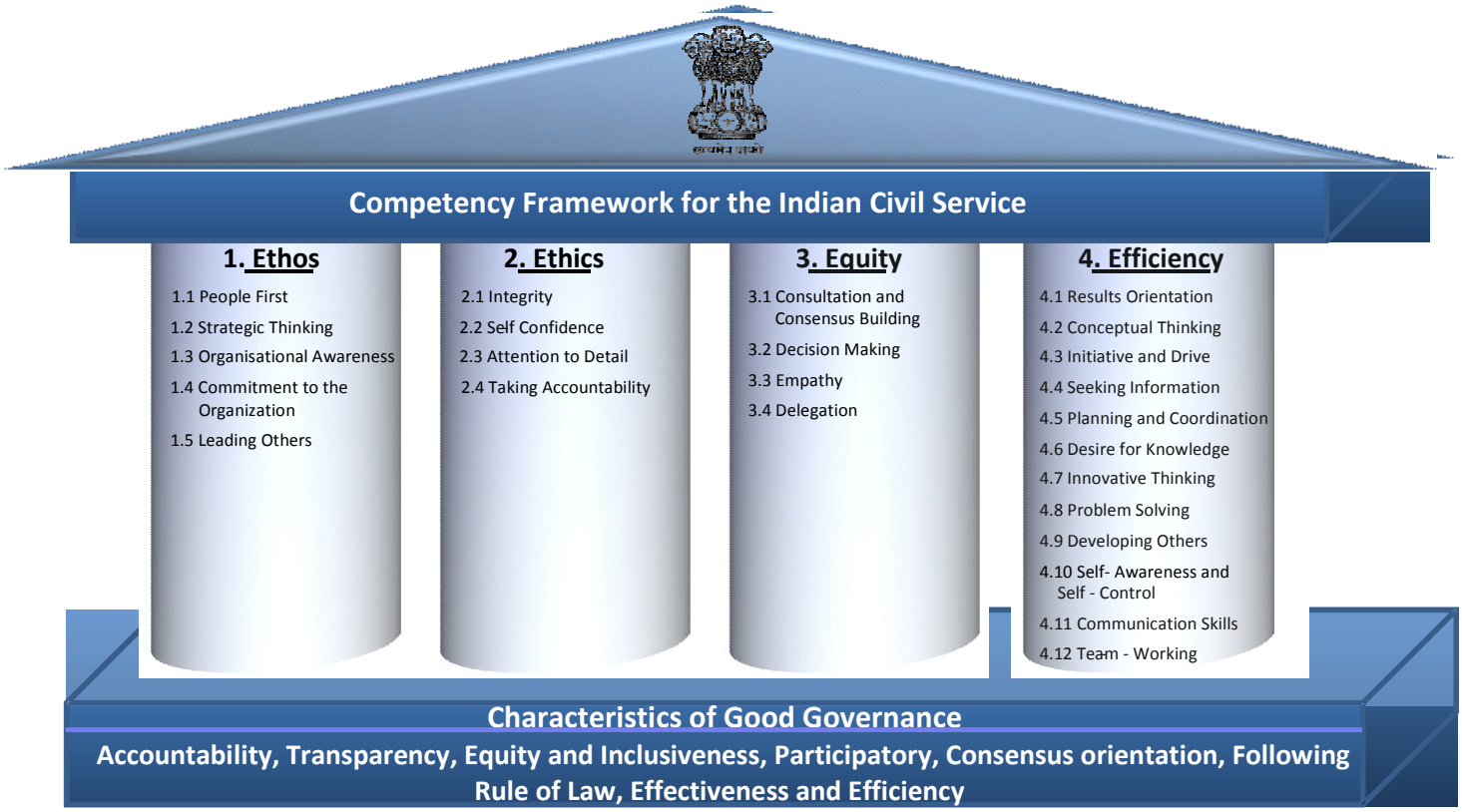
Competency Framework for the Civil Services



The Pillars of Good Governance and Citizen Centric Administration

1. Competency Definitions: 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. Competency Definitions: 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. Competency Definitions: 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. Competency Definitions: 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 /

	out of box solutions and strives for efficiency by working smartly
4.8) Problem solving	Understanding a situation by breaking it into small parts, organising information systematically and setting priorities
4.9) Developing others	Genuinely believes in others' capabilities to develop and take personal responsibility for their development. Creates a positive environment for learning and provides developmental opportunities for individual and team
4.10) Self-awareness and Self-Control	Identifies one's own emotional triggers and controls one's emotional responses. Maintains sense of professionalism and emotional restraint when provoked, faced with hostility or working under increased stress. It includes resilience and stamina despite prolonged adversities
4.11) Communication Skills	Articulates information to others in language that is clear, concise, and easy to understand. It also includes the ability to listen and understand unspoken feelings and concerns of others.
4.12) Team-working	Working together as a unit for common goal, Building teams through mutual trust, respect and cooperation.

1. Ethos

1.1 People First	
Passion for serving people with special care for the marginalised and disadvantaged. Being approachable, welcoming, caring and rising above all bias while interacting with people. Understands the needs of the people and constantly strives to improve the services.	
Level 1: **Responds Sensitively to the Needs of the Citizens**	▪ Understands the needs of the marginalised and disadvantaged, along with the needs of the wider public ▪ Strives to respond quickly to meet their needs in a respectful, helpful and responsive manner ▪ Reports issues that affect service delivery, where necessary ▪ Addresses all the issues of the citizens in an unbiased manner ▪ Ensures that levels of service are maintained – highlights risks or concerns in order to meet community requirements ▪ Understanding the value of an affirmative action towards the marginalised and disadvantaged
Level 2: **Anticipates the Needs of the Citizens**	▪ Actively seeks information from all sections of community to understand their needs and expectations ▪ Is accessible to all citizens and seeks their feedback to develop a clear understanding of their needs and outcomes ▪ Establishes mechanisms to address feedback from the community about the service provided ▪ Involves a diverse range of staff members, stakeholders, and delivery partners while developing implementation approaches in order to provide clarity on the benefits to the disadvantaged and to improve the quality of service provided to the citizens ▪ Understands issues from others' perspective, particularly the disadvantaged ▪ Keeps others up-to-date with information and decisions that might affect their area of work
Level 3: **Promote the Service to the Citizens**	▪ Is a role model of positive community service behaviours ▪ Promotes a culture focused on serving and meeting the needs of the citizens ▪ Thoroughly explores all the sections of the community, including the marginalised and the disadvantaged; and identifies methods to meet their needs - including using new technology where relevant ▪ Tracks trends that will affect their own Department's ability to meet current and future community needs and continuously strives to provide effective services to the public ▪ Focuses their decision making around the most excluded sections of the society; and designs and monitors the execution of these initiatives
Level 4: **Actively Improves the Service to the Citizens**	▪ Uses multiple mechanisms to obtain insights from the community, in order to drive proposals, outcomes and quality in the area ▪ Constantly improves service by managing risks and ensuring service delivery within defined outcomes ▪ Works collaboratively with staff, stakeholders, community, and service delivery partners to deliver against service level agreements
Level 5: **Drives a Culture of Serving the Citizens**	▪ 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

1.2 Strategic Thinking	
Ability to understand dynamic internal and external environment and its impact. Responds to the opportunities and challenges for the betterment of the society.	
Level 1: **Understands Own Work**	▪ Understands what is required in their role and how this contributes to Departmental priorities ▪ Considers how their job impacts colleagues in own and other Departments ▪ Takes an active interest in expanding knowledge of areas related to their role
Level 2: **Aligns Work to Department**	▪ Keeps up-to-date with a broad set of issues relating to the work of the Department ▪ Develops an understanding of how their area's strategy contributes to Departmental priorities ▪ Ensures their area/team activities are aligned to Departmental priorities ▪ Gathers additional information from relevant sources inside and outside their Department ▪ Focuses on the overall intent of what one is trying to achieve, not just the task ▪ Identifies bottleneck in existing systems and suggests steps to overcome them
Level 3: **Contributes to Strategy**	▪ Is alert to emerging trends which might impact or benefit the Department ▪ Ensures that relevant issues relating to their policy area are effectively fed into big picture considerations ▪ Actively seeks out knowledge and shares experiences to develop understanding of one's area of responsibility ▪ Seeks to understand how the services, and strategies in the area work together to create value for the public
Level 4: **Identifies Strategic Imperatives**	▪ Anticipates the long-term impact of national and international developments in one's area, including economic, political, environmental, social, and technological ▪ Identifies implications of Departmental and political priorities in one's area to ensure alignment ▪ Creates joint strategies that have positive impact and add value for stakeholders, citizens, and communities ▪ Uses appropriate forms of technology during evaluations and/ or implementation to achieve strategic goals
Level 5: **Develops Long Term Strategies**	▪ Shapes the Department's purpose in delivering Civil Service priorities for the public and economic good ▪ Leverages technology in program design ▪ Shapes plans which help put into practice and support the Department's long-term direction, including those shared with other departments

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.

Level 1: Understands Formal Structure	▪ 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.
Level 2: Understands Informal Structure	▪ 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
Level 3: Understands Different Perspectives and Agendas	▪ 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
Level 4: Recognises Coalitions and Implications of their Agendas	▪ 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
Level 5: Predicts the Building of Coalitions or Unstated Agendas, and its Wider Implications	▪ 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

1.4 Commitment to the Organization	
Aligns behaviors and interests with the needs and goals of the organization.	
Level 1: **Aligns Self with the Organisation**	▪ Understands the rules and procedures in the organization ▪ Respects and follows the rules and other norms of working ▪ Understands Civil Services values and acts accordingly ▪ Executes work according to expectations
Level 2: **Promotes Organisational Objectives**	▪ Respects and accepts organizational priorities and sets own accordingly ▪ Expresses pride, pleasure about being part of this organization ▪ Promotes and/or defends the organization's credibility and visibility with outsiders ▪ Pursues work with passion and dedication
Level 3: **Supports the Organization**	▪ Makes choices and sets priorities to fit with the organization's goals ▪ Collaborates with others to achieve larger organizational objectives ▪ Suggests improvements in process and systems to promote the organisation's effectiveness ▪ Strives to deliver at high standards to external and internal stakeholders
Level 4: **Puts the Organisation First**	▪ Puts organizational needs first even in trying circumstances ▪ Stands by decisions that benefit the larger organization even if they are unpopular or undercut the unit's short-term good ▪ Acts as per the Civil Services Values even under trying circumstances
Level 5: **Encourages Others in Putting the Organization First**	▪ Nurtures the culture of commitment to the organisation ▪ Acts as a role model ▪ Supports colleagues in making difficult decisions ▪ Is able to elicit commitment to the cause of the organization from others (within and across own organization) ▪ Is able to make difficult decisions and stands by such decisions made by colleagues for the larger benefit of the organisation

1.5 Leading Others	
Ability to engage, energise and enable the team to excel.	
Level 1: **Shares Information/** **Reasons to Motivate**	▪ Openly and proactively shares information ▪ Explains the reasons for a decision taken ▪ Makes sure the team has all the necessary information ▪ Regularly updates team regarding changes and decisions made on related work
Level 2: **Promotes Team Effectiveness**	▪ 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 ▪ Welcomes and takes into account positive as well as negative feedback
Level 3: **Backs the Team**	▪ Defends the team and its reputation in public and stands by it ▪ Secures the required level of support and development for both members and the leadership within the team ▪ Encourages and promotes a culture of open feedback and takes corrective action wherever required ▪ Resolves conflict, if any, within the team in an effective manner
Level 4: **Assumes Leadership**	▪ 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 ▪ Sets a good example by personally modelling desired behaviour ▪ Motivates the members to buy into the team/organization's policy and mission ▪ Empowers, inspires, and energises the team to understand and thrive in the changing environment
Level 5: **Communicates a Compelling Vision**	▪ Communicates and creates buy-in for a compelling vision, that inspires confidence and generates enthusiasm and passion ▪ Inspires people in rising to the challenge of meeting the goals of Civil Services ▪ Is charismatic and is recognised as an outstanding team builder across departments

2. Ethics

2.1 Integrity	
Consistently behaves in an open, fair, and transparent manner; honours one's commitments; and works to uphold the Public Service Values.	
Level 1: **Acts Ethically**	▪ Is open and honest in one's dealings with others ▪ Honours commitments made to others ▪ Acts in ways to avoid conflict of interest - perceived or real – for example -by disclosing potential issues on time ▪ Honest and open in all communications ▪ Gives frank and honest opinion when sought ▪ Follows the rules and regulations and is guided by Public Service values ▪ Does not share information loosely with others
Level 2: **Models the Values of the Civil Services**	▪ Is guided by Public Interest in conflicting situations. ▪ Encourages others to consistently follow Public Service values ▪ Is trustworthy in all circumstances ▪ Treats people impartially, regardless of political, social, demographic, geographic, circumstances or bias
Level 3: **Acts on Values even when it is not easy to do so**	▪ Enforces law, public service values and rules of conduct even in difficult situations ▪ Has the courage and conviction to make and stand by the right decisions, even at significant personal cost ▪ Provides honest and frank advice to uphold public interest
Level 4: **Is Seen Unflinching on Public Service Values**	▪ Ensures full disclosure, by sharing the political implications of the decisions being made ▪ Challenges powerful and influential people, and holds them accountable to make the right decisions ▪ Stands firm when dealing with unreasonable requests and demands
Level 5: **Is a Role Model**	▪ Leads by example by maintaining high standards of professionalism and impartiality ▪ Takes accountability for own actions and creates a cultures for others also to take accountability for their own actions ▪ Creates a culture that encourages open, honest, and ethical behaviour ▪ Holds people accountable to their actions and rewards those who demonstrate integrity ▪ Acts as a role model for courageous leadership by adopting a principled stance on critical issues

2.2 Self-Confidence

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

Level 1: **Acts Confidently within Job Role**	▪ Confidently performs the tasks within the job role ▪ Presents oneself well ▪ Executes activities with minimal supervision ▪ Displays the willingness to take up additional responsibilities
Level 2: **Continues to act Confidently Beyond the Limits of Job Role**	▪ Makes job-related decisions on his or her own, keeping in mind civil services' values ▪ Able to say 'No' to all backed by a strong reason ▪ Acts confidently when the outcome benefits the public good, even when peers or partners disagree ▪ Presents own point of view clearly and confidently in front of others
Level 3: **States Confidence in Own Ability**	▪ Exhibits expertise and believes in own ability to get the work done ▪ Explicitly demonstrates confidence in own judgment ▪ Accepts responsibility for the consequences ▪ Able to articulate own point of view confidently and clearly even when in disagreement with others
Level 4: **Takes on Challenges**	▪ Gets excited by challenging assignments ▪ Expresses own point of view clearly, confidently and politely when in disagreement with senior officers, stakeholders, or others in power ▪ Acts in the favour of larger public good without being afraid of consequences
Level 5: **Is Confident Under Extremely Challenging Situations**	▪ Willingly takes on extremely challenging (that is, personally risky) tasks ▪ Challenges the status quo and is not afraid to take action, as long as the outcome is for the betterment of the community ▪ Remains positive even under stressful conditions ▪ Explores multiple ways to overcome the challenge at hand

2.3 Attention to detail	
Having an underlying drive to being thorough and meticulous and to comply with procedures, rules, guidelines, and standards. Digs deeper and strives to reduce uncertainties and errors.	
Level 1: **Pays Attention to Detail**	▪ Pays attention to detail to obtain comprehensive information ▪ Is knowledgeable of the policies and standards of his/her own department and adheres to them while working ▪ Willingness to consult superiors and peers in order to validate or reconfirm the details ▪ Respects confidential information
Level 2: **Plans and Double Checks**	▪ Holds self accountable for delivery of high standard outcomes ▪ Double checks own work to ensure standards and guidelines are adhered to and re-work is avoided / minimised ▪ Devotes sufficient time to complete tasks, review documents, and prepare for meetings ▪ Plans own work thoroughly and meticulously by using planning tools such as work plans, checklists, etc and supports the introduction of better ways of working
Level 3: **Monitors Own and Other's Work**	▪ Holds self and others accountable for delivery of high standard outcomes and adherence to policies and procedures ▪ Monitors quality of others' work and provides them support / guidance to perform better by paying more attention to detail ▪ Keeps detailed records of discussions and agreed actions to ensure that information is accurate and prompt follow-up occurs where applicable ▪ Digs deeper by asking questions, examining literature or consulting the experts when not satisfied with the level of detail
Level 4: **Proactively Manages Standards**	▪ Monitors compliance to procedures and regulatory requirements and takes action in case of any deviation ▪ Ensures that breaches of regulatory requirements are treated with appropriate procedures ▪ Builds systemic checks and balances and is proactive and quick in resolving grievances and issues ▪ Conducts overall reviews and spot checks to ensure that procedures and standards are being maintained
Level 5: **Contributes to Overall Monitoring of Quality and Standards**	▪ 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.	
Level 1: **Delivers Results Consistently**	▪ 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
Level 2: **Delivers Results Even in Unfavorable Conditions**	▪ 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
Level 3: **Manages Performance**	▪ 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
Level 4: **Takes Ownership of Others' Performance**	▪ 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
Level 5: **Drives Performance Culture**	▪ 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.

Level 1: **Open to Consultation and Presents Views in a Concise Manner with the help of Data**	▪ Confidently presents views in a clear, concise and constructive manner ▪ Demonstrates openness to consult others, with the aim of delivering value and benefit to the public ▪ Reaches out inside and outside the Department, with those who can provide work-related information ▪ Invites others' views and opinions ▪ Communicates the pros and cons of an initiative, as well as its benefits for the public in order to get buy-in
Level 2: **Consults Others and Takes Multiple Actions to Persuade Others**	▪ Develops links with the experts and relevant information sources, proposes good solutions to benefit the public ▪ Develops and nurtures key contacts as a source of information, keeping in mind the end goal of providing better services to the public ▪ Contacts colleagues to identify synergies and convergence ▪ Understands the target groups' views and customises the communication to convince them
Level 3: **Proactively looks for Opportunities to promote convergence**	▪ Continuously looks for opportunities to partner and transfer knowledge ▪ Takes initiative to engage with stakeholders to create new ideas and solutions ▪ Proactively shares knowledge and information to build capacity and convergence ▪ Keeps stakeholders informed about various initiatives and engages with them regarding new initiatives ▪ Makes an effort to understand the motives of others and uses this insight to customise the communication ▪ Prepares for others' reactions in advance by visualising the implications of the proposal on the wider public including the marginalised and disadvantaged
Level 4: **Helps to Align Diverse Interests to a Common Goal**	▪ Explores innovative ways to converge different opinions, keeping in mind the end goal ▪ Creatively uses the knowledge of the experts in order to address diverse interests of the stakeholders ▪ Communicates with conviction and clarity in face of tough negotiations
Level 5: **Promotes consensus building –and Convergence**	▪ Creates forums where people can interact with each other on the larger goal and move away from a 'silo' mindset ▪ Identifies opportunities to build relationships with external partner and larger communities with the purpose of serving the wider public ▪ Demonstrates willingness to trade-off immediate gain with long-term benefit ▪ Takes a long-term view of Public Good ▪ Inspires others to consult, keeping the greater good in mind, before arriving at any critical decisions

3.2 Decision Making

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

Level 1: **Follows Guidelines Effectively**	▪ Makes timely decisions, based on applicable rules or guidelines ▪ Clearly explains (verbally and in writing) the rationale behind each decision ▪ Maintains clear communication and transparency on the reasons for the decision taken
Level 2: **Gathers Information for Decision Making**	▪ Identifies relevant and credible information sources and collects new data, when necessary, from internal and external sources ▪ Recognises scope of own authority for decision making and escalates to the appropriate level if necessary ▪ Empowers team members to make decisions ▪ Demonstrates accountability and rises above bias when making decisions
Level 3: **Draws Conclusions from Complex Information, in the Short- to Medium-term**	▪ Consults experts to get additional information to make right decision ▪ Develops feasible solutions even when dealing with uncertainty and limited information ▪ Demonstrates decisiveness when under pressure or faced with complex or sensitive situation aligning with policy trend in that field. ▪ Analyses the impact of past decisions made and incorporates lessons learnt in future decision making process
Level 4: **Makes Decisions in Complex Situations**	▪ Foresees impact of decisions on the society by conducting social cost-benefit analysis ▪ Weighs up competing views to generate ways forward which will meet organisational goals ▪ Ensures involvement and consultation of the subject experts where necessary ▪ Confidently takes decisions and clearly communicates at a strategic level to move things forward
Level 5: **Makes Long-term Strategic Decisions**	▪ Swiftly analyses complex and ambiguous data to provide clarity of thinking and direction to the Department ▪ Foresees the unintended impact(s) of decisions and takes actions to overcome them ▪ Interprets political and national pressures to develop strategies that positively impact the public good, especially for the benefit of the marginalised and disadvantaged ▪ Develops Department-wide strategies to manage and mitigate risks ▪ Gives unbiased advice to Ministers based on the basis of robust analysis, and not on the basis of what will be welcomed ▪ Makes decisions for the good of the society (even if it leads to loss of personal popularity) and defends them at the highest level when required

3.3 Empathy

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

Level 1: **Understands Unspoken Content**	▪ Demonstrates active listening skills (such as asking probing questions, not interrupting) ▪ Recognises body language, facial expression, and/or tone of voice to understand the unspoken message ▪ Recognises unexpressed or poorly expressed thoughts, concerns, and feelings ▪ Picks up signals when others are not feeling comfortable and displays consideration
Level 2: **Has Concern for Others**	▪ Open to diversity of opinion ▪ Understands both what is being said by a person and underlying reasons for the emotional state of the person ▪ Understands and appreciates other's concerns and feelings ▪ Probes to understand people's issues, unspoken thoughts, and feelings ▪ Displays openness to diversity of opinion and adapts behaviour to be helpful and considerate
Level 3: **Expresses Concern for Others**	▪ Makes inferences that go beyond the explicitly expressed content and emotion ▪ Identifies a unique characteristic or the strengths of the other person ▪ Is sensitive to underlying problems, and why people act or behave the way they do ▪ Demonstrates empathy by correctly understanding reactions or emotions of others ▪ Builds trust by demonstrating respect for other's point of view
Level 4: **Acts as a Role Model**	▪ Displays an in-depth understanding of the ongoing reasons for a person's behaviour and response ▪ Understands the longer-term reasons for behaviour ▪ Makes a balanced assessment of a person's strengths and weaknesses based on a deeper understanding of the individual ▪ Demonstrates an astute understanding of others' views by asking the right questions at the right time
Level 5: **Creates and Promotes an Environment of Respect**	▪ Creates a culture of mutual trust and respect ▪ Encourages others to read deeper into others' emotions by providing practical tips ▪ Creates the systems promoting empathy

3.4 Delegation	
Delegates responsibility with the appropriate level of autonomy so that others are free to innovate and take the lead.	
Level 1: **Provides Personal Guidance and Direction**	▪ Finalizes work plan in a participatory manner ▪ Makes resources available as per work plan ▪ Expresses confidence in the ability of the team members to get the work done ▪ Keeps track of assigned tasks by monitoring milestones as per work plan
Level 2: **Expresses Trust and Stays Focused**	▪ Assigns stretched targets while designing work plan ▪ Ensures the employee or team has the clarity of the task assigned and understands its importance ▪ Provides timely feedback and encourages the employee to undertake the task ▪ Provides them the specific direction and hands-on support needed to undertake the task ▪ Does not indulge in fault finding in the event of failure ▪ Recognises success and gives credit for the same
Level 3: **Sets the Criteria for Success**	▪ Provides forums to elicit diverse perspectives across teams to enable robust decisions ▪ Provides direction and process expectations for delivery against a standard of performance ▪ Communicate the criteria of success and does not get into monitoring the details of the plan
Level 4: **Sets and Monitors Key Policy Objectives**	▪ Sets policy direction as well as targets on key indicators to monitor the policy implementation ▪ Ensures adequate level of authority, required to deliver a specified outcome or series of outcomes ▪ Provides others the autonomy to operate within Departmental policies
Level 5: **Pushes the Limits of Autonomy within norms of Governance**	▪ Has faith in the technical know-how, decision- making, and managerial ability of others ▪ Delegates full authority and responsibility to team members to provide solutions for the Government and community on agreed policies ▪ Creates a culture of trust and empowerment amongst team members

4. Efficiency

4.1 Result Orientation

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

Level 1: **Focuses on doing what is Expected**	▪ Tries to do the job well and as expected ▪ Works towards meeting timelines and expresses a desire to do better ▪ Is mindful of waste, inefficiency and red-tapism while discharging duties
Level 2: **Creates Own Measures of Better Results**	▪ Keeps track of and measures outcomes against a higher standard of performance ▪ Consistently ensures on-time delivery of quality work ▪ Exhibits creative ways to meet Departmental goals and priorities. ▪ Makes suggestions on how work processes can be improved
Level 3: **Consistently Improves Systems as well as Performance**	▪ Regularly makes specific changes in the system or in own work methods to improve performance ▪ Takes the initiative to ensure that key objectives are consistently achieved ▪ Monitors efficiency of work practices and modifies them to provide better service ▪ Works to achieve tasks better, faster, and more efficiently; and looks to improve quality, community satisfaction, and morale, without setting any specific goal
Level 4: **Sets Challenging Goals for the Organisation and works to meet them**	▪ Helps set stretched but achievable goals by the team ▪ Benchmarks against standards of excellence and continually strives for superior performance ▪ Motivates, encourages others to set higher benchmarks and strive for superior performance ▪ Continually looks to adapt leading practices from other Departments/ organisations to improve performance
Level 5: **Creates a Culture of Achieving Challenging Goals**	▪ Uses a variety of methods to help team members to attain higher levels of performance ▪ Recognises and rewards innovation, setting higher benchmarks to create a culture of high achievement ▪ Encourages and rewards continuous review and improvement of work processes ▪ Inspires individuals to consistently exceed performance targets

4.2 Conceptual thinking

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

Level 1: **Applies Basic Rules**	▪ Applies basic rules, common sense, and past experiences to identify causal relations, patterns etc or their absence ▪ Is able to recognise when a current situation is exactly the same as / similar to a past situation
Level 2: **Recognises Patterns**	▪ Quickly identifies key issues or patterns in day-to-day situations ▪ Able to derive conscious rationale or its absence from recurring situations or events ▪ Creates own hypothesis to current situation or problem
Level 3: **Applies Learning**	▪ Uses well-chosen analogies to illustrate an issue or a situation ▪ Applies and modifies complex learned concepts appropriately ▪ Considers how well situations are described by existing models ▪ Reaches conclusions by identifying the similarities and differences between situations ▪ Steps back in order to see the bigger picture
Level 4: **Clarifies Complex Situations to Stakeholders**	▪ Communicates the 'big picture' clearly to others ▪ Makes complex ideas or situations clear, simple, and understandable ▪ Breaks- down a complex issue into a useful model or illustration ▪ Assembles ideas, issues, and observations into a clear and useful explanation
Level 5: **Develops New Understanding /Meaning**	▪ Develops new ideas that lead to greater efficiency and inclusiveness, for eg by analysing global best practices ▪ Willing to experiment without being constrained by bias, stereotypes and traditional views ▪ Proposes new approaches to the department and / or Civil Services ▪ Proposes alternative, radical hypotheses and tests them / keeps them in play ▪ Redefines the understanding of stakeholder and community needs

4.3 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.

Level 1: **Takes Actions on Immediate Priorities**	▪ 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
Level 2: **Identifies Opportunities and Responds Adequately**	▪ 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
Level 3: **Creates Opportunities for the Short-Term**	▪ 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
Level 4: **Anticipates and Acts for the Medium-Term**	▪ 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
Level 5: **Nurtures environment that is conducive to taking initiative**	▪ 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.

Level 1: **Conducts Basic Search**	▪ Uses available information in the organisation ▪ Asks direct questions from those who are directly involved in the situation ▪ Conducts basic search to obtain more information in books, journals and internet
Level 2: **Investigates Situation**	▪ Investigates each situation beyond routine questioning ▪ Identifies people who are related and investigates the situation further ▪ Connects all the information available and conducts field visits, if needed, to gain a comprehensive understanding of the situation
Level 3: **Digs Deeper**	▪ Asks a series of probing questions to get at the root of a situation or a potential opportunity ▪ Consults with experts and practitioners to get their independent perspective, background information, experience, etc. ▪ Seeks to develop deeper understanding and get an in-depth perspective of the subject
Level 4: **Conducts Research**	▪ Makes a systematic effort within limited time to obtain needed data or feedback ▪ Conducts in-depth investigation from different and a wide range of sources ▪ Studies best practices of other states, sectors, regions organisations etc ▪ Tries to obtain new insight or meaning by conducting or commissioning a formal research if required
Level 5: **Develops Own Sources of Direct Information**	▪ 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.

Level 1: Organises and Schedules Own Work	▪ 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
Level 2: Monitoring Own Progress	▪ 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
Level 3: Considers Interrelated Activities	▪ 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
Level 4: Manages Competing Priorities	▪ 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
Level 5: Long-Term Planning Focus	▪ 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.	
Level 1: **Maintains up-to-date Knowledge**	▪ Maintains up-to-date knowledge about practices and policies that assist in performing day-to-day work ▪ Keeps own policy and procedure binders (circulars, memorandums, OMs), working papers, and ensures that files are up-to-date
Level 2: **Proactively Keeps Abreast of Change in Environment**	▪ Seeks to understand policies and procedures in the related work area, ▪ Proactively reads relevant literature to enhance knowledge of relevant practices ▪ Keeps abreast of changes in internal and external environment that impacts work area ▪ Identifies and utilises learning opportunities to improve knowledge (for example, courses, observation of others, assignments, etc.)
Level 3: **Develops Broader Conceptual Knowledge**	▪ Draws opportunities for learning from day to day experience ▪ Seeks to enhance knowledge through interaction with experts and by reading articles and journals ▪ Consults closely with other Departments and relevant stake holders to develop broader conceptual understanding' ▪ Pursues challenging assignments to develop expertise
Level 4: **Prepares for the Long Term**	▪ Develops an external orientation, by keeping up-to-date with professional bodies, trends, and new legislation ▪ Reads widely, such as policy documents, external reports, or professional and Government journals ▪ Explores best practices and identifies opportunities for implementation in the existing environment ▪ Encourages knowledge and experience sharing ▪ Looks beyond the short term and makes changes in systems and processes which focuses on long term knowledge enhancement (capacity development, planning, research etc)
Level 5: **Seen as a Role Model**	▪ 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

4.7 Innovative thinking

Open to change, approaches issues differently, offers alternate/out of the box solutions and strives for efficiency by working smartly.

Level 1: **Is Open to New Ideas and Change**	▪ Identifies possibilities of improvements in current areas of work ▪ Open to the possibilities of change and considers ways to implement and adapt change in current area of work ▪ Improvises in case of issues of urgent importance
Level 2: **Suggests Innovative Ways of Solving Issues and Improving Current Ways of Working**	▪ Suggests ideas and feedback for improvements with others in a constructive manner ▪ Applies learning from experiences and observations and implements to improve efficiency in the area of work ▪ Conducts regular reviews of the progress and identifies possible areas of improvements ▪ Puts aside preconceptions and considers new ideas on their merits
Level 3: **Proactively Seeks Opportunities to Initiate New Ideas / Change**	▪ Seeks improvement in public service delivery through multiple methods such as technology, efficient work practices etc ▪ Proactively engages with stakeholders for continuous improvement in service delivery ▪ Identifies bottlenecks and warning signs and initiates preventive action ▪ Prepared to meet the challenges of difficult change and encourages others in doing the same ▪ Challenges the status quo and looks for unconventional solutions
Level 4: **Encourages Innovation**	▪ Encourages ideas, improvements and measured risk-taking to improve services ▪ Identifies & implements changes to transform flexibility, responsiveness, and quality of service ▪ Creates comprehensive plans and redesigns control mechanisms to respond promptly to critical events and to manage change.
Level 5: **Creates a Culture of Innovative Thinking and Ability to Handle Change**	▪ Critically Challenges decision making and allocation of resources ▪ Promotes innovative thinking and welcomes game changing ideas ▪ Tolerates genuine mistakes and measured risk taking to achieve transformation ▪ Rethinks systems and partnership approaches to achieve desired outcomes ▪ Creates a culture of innovation, flexibility and responsiveness, mobilising the Department to respond swiftly to changing priorities

4.8 Problem Solving

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

Level 1: Breaks Down Problems	▪ Breaks down complex issues into smaller parts for easier analysis ▪ Collects and analyses related information from a variety of sources ▪ Is able to effectively sift through information ▪ Identifies the links between situations and given information
Level 2: Identifies Basic Relationships	▪ Identifies the cause-and-effect relationship between two aspects of a situation ▪ Develops an action plan based on causal relations and pros and cons ▪ Weighs pros and cons of different options
Level 3: Identifies Multiple Relationships	▪ Able to diagnose multiple cause and effect relationships in a problem (ability to see several potential causes of an event or several events) ▪ Develops potential solutions and identifies risks involved
Level 4: Develops Solutions to Complex Problems	▪ 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.	
Level 1: Expresses Positive Expectations of others	▪ 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
Level 2: Provides Guidance and Detailed Instructions	▪ 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
Level 3: Ensures Learning and Development and Provides Specific Feedback	▪ 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
Level 4: Empowers for Long-Term Development	▪ 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
Level 5: Develops Future Leaders	▪ 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.

Level 1: **Is Aware of Self and Restrains Emotional Impulses**	▪ Aware of own feelings, strengths and weaknesses ▪ Aware of the connection between own feelings and their impact on own actions and performance ▪ Reads situations rationally ▪ Resists the temptation to act impulsively ▪ Remains calm in stressful situations and listens to others' point of view
Level 2: **Responds Calmly**	▪ Aware of how one's emotions and actions impact others ▪ Conducts rationally even under strong internal emotions ▪ Knows what emotional 'hot buttons' he/she has and avoids situations that will cause emotional responses ▪ Acts calmly and respectfully towards others despite difficult situations ▪ Has an honest understanding of own weaknesses and strengths
Level 3: **Manages Stress Effectively**	▪ Actively manages self-effectiveness in different situations by thoroughly understanding of one's own responses ▪ Uses stress management techniques to deal with stress and control responses ▪ Responds constructively and professionally to extreme challenges, provocation and/or professional disappointments ▪ Continues providing effective leadership in situations of stress or adversity
Level 4: **Managing Self and Others Under High Stress or Adversity**	▪ Calms others during stressful situations (by remaining calm, listening attentively) ▪ Diffuses stressful situation and lightens the environment for example by humour, presenting analogies etc ▪ Coaches and mentors others on ways to manage stress ▪ Accepts negative feedback in a mature manner
Level 5: **Nurtures a Culture of Rationality and Calm Behaviour**	▪ Able to maintain focus and stamina for self and others in prolonged adversity ▪ Nurtures a culture to identify and dissolve stressors by better planning and analyzing the past instances ▪ Creates and promotes culture of calm behavior in a large group or organization ▪ Improvises and innovates to out-manoeuvre stressful situations to attain expected results

4.11 Communication Skills

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

Level 1: Listens Attentively and Presents Information Clearly	▪ Listens actively and objectively without interrupting ▪ Checks own understanding of others' communication (e.g., repeats or paraphrases, asks additional questions) ▪ Is able to ask questions clearly to gather basic understanding of issues at hand ▪ Presents basic facts in a clear and concise manner, both orally and in writing ▪ Keeps superiors and other relevant stakeholders informed
Level 2: Fosters Two-Way Communication	▪ Conveys information, opinions and arguments fluently and confidently in a manner that clearly explains the benefits of one's proposition on different people in the society ▪ Elicits feedback on what has been said ▪ Is able to ask leading and open-ended questions to allow for deeper thoughts to surface during communication ▪ Understands complex non-verbal cues and incorporates the understanding to achieve better two-way communication of ideas ▪ Maintains an open communication channel with others ▪ Communicate information likely to be perceived negatively with sensitivity and tact ▪ Supports messages with relevant data and examples to create better impact and to enhance understanding ▪ Is able to write complex ideas in an easy to read, coherent, accurate manner devoid of jargon
Level 3: Adapts Communication to Others	▪ Adapts communication style to suit the situation ▪ Takes others' perspectives into account during communication, ▪ Times communication effectively keeping in mind the overall context and public opinion ▪ Anticipates the response to messages and adapts communications accordingly ▪ Is able to understand the non-verbal cues of the speaker
Level 4: Communicates Complex Messages Clearly and Credibly	▪ Does not bluff, acknowledges lack of information, acts tactfully and follows up response in agreed time ▪ Communicates complex issues clearly and credibly, to widely varied audiences ▪ Shares the idea with opinion makers, before "voicing" it ▪ Uses varied communication methodologies to promote dialogue and shared understanding through interesting examples (stories, myths, cases, best practices etc)
Level 5: Communicates Strategically	▪ Uses different forums, media vehicles, tailors messages accordingly to achieve optimum results

4.12 Team-Working

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

Level 1: **Cooperates with Others**	▪ Willingly complies with the team decisions, is a good team player, does his or her share of the work ▪ Willingly gives support to co-workers and works collaboratively rather than competitively ▪ Shares all relevant information with the team members, provides ideas, inputs and suggestions ▪ Deals honestly and fairly with others, showing consideration and respect
Level 2: **Appreciates Positive Attitudes and Expresses Positive Expectations of Team**	▪ Has a positive attitude towards team members ▪ Communicates their expectations towards others positively, in terms of their abilities, expected contributions, etc. ▪ Acknowledges the work of others ▪ Speaks positively about the team members , when either communicating with them directly or to a third party ▪ Shares experiences, knowledge, and best practices with team members ▪ Assumes responsibility for own work activities and coordinating efforts
Level 3: **Solicits Inputs**	▪ Solicits ideas and opinions to help form specific decisions or plans ▪ Displays willingness to learn from others, including subordinates and peers ▪ Genuinely values others' expertise ▪ Incorporates others' suggestions into planning and decision making
Level 4: **Encourages Others**	▪ Publicly and formally credits others who have performed well ▪ Encourages and empowers others, making them feel strong and important ▪ Builds relationships with team members and with other inter- / intra-Department work units ▪ Encourages others to share experience, knowledge and best practices with the team
Level 5: **Works to Build Team Commitment**	▪ 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

Competency-based Human Resource Management for the Indian Civil Service

Implementation Tool-kit

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Introduction

1. Introduction

1.1. In Summary

This document will help to understand the process and methodology for adapting the Civil Services Competency Dictionary at your organisation.

By the end of this section, you would know what is a competency dictionary and what are the different elements of a competency.

1.2. About the Project

The Department of Personnel and Training is implementing a project "Strengthening Human Resource Management of Civil Service" in collaboration with UNDP.

This project focuses on developing the capacities of civil servants and on strengthening their enabling environment in view of a more effective, efficient, transparent and accountable Public Administration at National and State level that takes to heart the GoI objective of inclusion through an enhanced delivery of services to the marginalised and vulnerable. This project is supporting the Government of India (GoI) in the shift towards Competency-based Human Resource Management (HRM) for the Indian Civil Services.

1.3. About this Document

Under the project, a Competency Dictionary for the Indian Civil Service has been developed along with an implementation tool-kit outlining the application of competencies with HRM practices.

This document outlines the detailed process that is required to identify competency requirements for various positions in an organisation. It contains information, resources and guidance to support organisations as they move forward with the introduction and implementation of Competencies.

1.4. What are competencies and why are they important?

Competencies have been defined in many ways. However, a practical defiition of competencies that is easy to understand, has been defined by Boyatzis (of Hay Group, 1982). It states that competencies are those underlying characteristics of an employee – motive, trait, skill, aspects of one's social image, social role or a body of knowledge, which can result in effective and/or superior performance in a job or role'.

This definition can be explained further in the context of the Iceberg model, as illustrated and further explained below.

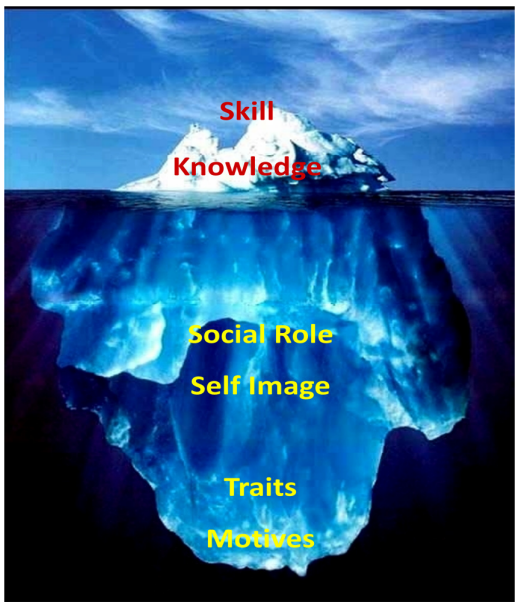


Figure 1: Iceberg Model of Competencies

1.4.1. Above The Waterline - Knowledge and Skill

Knowledge is the operational or technical understanding a person has about something and skills are the things a person can do; for example, keyboarding on a computer or writing a report. Some skills, like thinking about new ideas or how to solve a problem, are actually below the waterline because it's harder to see someone actually doing it.

While knowledge and skills are the most common means of matching people to jobs, it is important to note that rarely do they differentiate performance. Most often, they represent the baseline requirements for a job. They are necessary but not sufficient conditions or pre-requisites for outstanding performance in the role. Excellence usually depends on the more deep-seated characteristics of the person.

1.4.2. Below The Waterline - Personal Characteristics

The other factors related to performance are more personal and harder to see in someone, like the rest of the iceberg below the waterline. Also, like an iceberg, with most of the ice below the waterline, the factors below the waterline are significant drivers of higher performance.

1.4.2.1. Social Role

Social role relates to how we project ourselves in our roles. Some doctors, for example, may project the image of EXPERT by focusing on how much they know about some specialty or how much skill they have at some specific function. Others may project the image of a HELPER by focusing on what they can do for others. How we choose to project ourselves to others influences where we put emphasis while performing our roles.

1.4.2.2. Self-Image

Self-image relates to the attitudes and values we hold, what is important to us as individuals, and how we feel about ourselves. For example, if a person has an attitude or value that serving customers is important, that person may be more driven to provide better customer service than someone else who doesn't feel that way.

1.4.2.3. Traits

Traits are the characteristics or consistent responses of someone. For example, someone may demonstrate the trait of self-control consistently when confronted. Someone else may show a consistent concern for detail. A person's traits may be very helpful in a job, especially when the job calls for the kind of traits a person has.

1.4.2.4. Motives

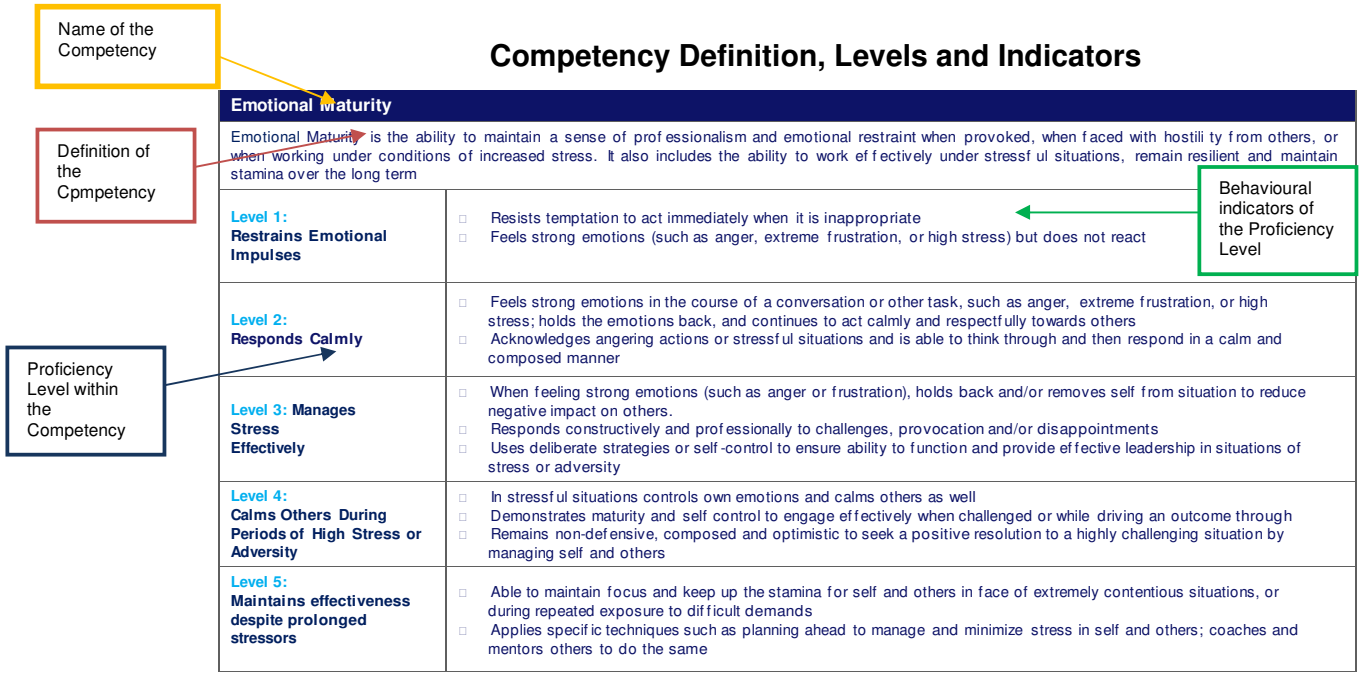
Motives are the things a person consistently thinks about or wants, which cause them to take action. For example, a person may be highly achievement-oriented and this may drive their performance on the job. Or a person may be motivated by affiliation or friendship and this may drive their performance because the job involves dealing with many people.

Thus, a competency is any knowledge, skill, trait, motive, attitude, value or other personal characteristic that:

- Is essential to perform a job (threshold competency)
- Differentiates typical from superior performers (differentiating competency)

1.5. What is a Competency Dictionary?

A competency dictionary is a collection of competencies for an organisation or set of organisations from where competencies for specific jobs or roles can be identified.



Competency Definition, Levels and Indicators

Emotional Maturity	
Emotional Maturity is the ability to maintain a sense of professionalism and emotional restraint when provoked, when faced with hostility from others, or when working under conditions of increased stress. It also includes the ability to work effectively under stressful situations, remain resilient and maintain stamina over the long term	
Level 1: Restrains Emotional Impulses	□ Resists temptation to act immediately when it is inappropriate □ Feels strong emotions (such as anger, extreme frustration, or high stress) but does not react
Level 2: Responds Calmly	□ Feels strong emotions in the course of a conversation or other task, such as anger, extreme frustration, or high stress; holds the emotions back, and continues to act calmly and respectfully towards others □ Acknowledges angering actions or stressful situations and is able to think through and then respond in a calm and composed manner
Level 3: Manages Stress Effectively	□ When feeling strong emotions (such as anger or frustration), holds back and/or removes self from situation to reduce negative impact on others. □ Responds constructively and professionally to challenges, provocation and/or disappointments □ Uses deliberate strategies or self-control to ensure ability to function and provide effective leadership in situations of stress or adversity
Level 4: Calms Others During Periods of High Stress or Adversity	□ In stressful situations controls own emotions and calms others as well □ Demonstrates maturity and self control to engage effectively when challenged or while driving an outcome through □ Remains non-defensive, composed and optimistic to seek a positive resolution to a highly challenging situation by managing self and others
Level 5: Maintains effectiveness despite prolonged stressors	□ Able to maintain focus and keep up the stamina for self and others in face of extremely contentious situations, or during repeated exposure to difficult demands □ Applies specific techniques such as planning ahead to manage and minimize stress in self and others; coaches and mentors others to do the same

Figure 2: Competency Definition, Levels and Indicators

1.6. Practice

An exercise to identify the training needs of your team

Instructions:

PART 1

Assume your team to be a single unit for this exercise.

Identify 5 competencies from the Competency Dictionary that would make the maximum impact on the results your team could achieve

You have 100 points to distribute among each of these 5 competencies. Allocate most points to the one you consider most important and least points to the least important among the 5 chosen ones.

PART 2

Where does your team stand on each one of them?

Rate the current performance of the team on each of the 5 competencies

What will be the impact if these Competencies were as per your expectations?

Competency **A**	**Importance (points assigned out of 100)** **B**	**Your Assessment (Points scored out of B)**	**Impact the Competency would have**
1			
2			
3			
4			
5			
TOTAL (Max Points)	**100**		

Did you notice that the competencies were a mixture of knowledge, skills, attidudes, motives, trait? Did you also notice that with the right kind of competencies, there can be a large improvement in performance of the entire unit?

1.7. Do you want to know more

Recommended Reference Books

The Accountable Organization: Reclaiming Integrity, Restoring Trust; (2004) by John Marchica; Consulting Psychologists Press

High Performance with High Integrity; (2008) by Ben W. Heineman Jr.; Harvard Business School Publishing

A Better Way to Think About Business: How Personal Integrity Leads to Corporate Success; (1999) by Robert C. Solomon ; Oxford University Press (US) -

Integrity Works: Strategies for Becoming a Trusted, Respected and Admired Leader; (2005) by Dana Telford and Adrian Gostick; Gibbs Smith -

Managing By Accountability: What Every Leader Needs to Know about Responsibility, Integrity and Results; (2007) by M. David Dealy and Andrew R. Thomas; Greenwood Publishing –

The Integrity Advantage: How Taking the High Road Creates a Competitive Advantage in Business;
(2003) by Adrian Gostick and Dana Telford; Gibbs Smith
.
Corporate Integrity: Rethinking Organizational Ethics and Leadership; (2005) by Marvin T.
Brown; Cambridge University Press –

Building Reputational Capital: Strategies for Integrity and Fair Play That Improve the Bottom Line;
(2004) by Kevin T. Jackson; Oxford University Press (US) -

The Bottom Line on Integrity: 12 Principles for Higher Returns; (2004) by Quinn McKay; Gibbs Smith

Introduction to the Civil Service Competency Dictionary

2. Introduction to the Civil Service Competency Dictionary

2.1. In Summary

By the end of this section, you would be familar with the contents of the Civil Services Competency Dictionary (provided as Annexure 1).

The 25 Competencies in Civil Services Competency Dictionary have been categorised in four pillars namely Ethos, Ethics, Equity, and Efficiency.

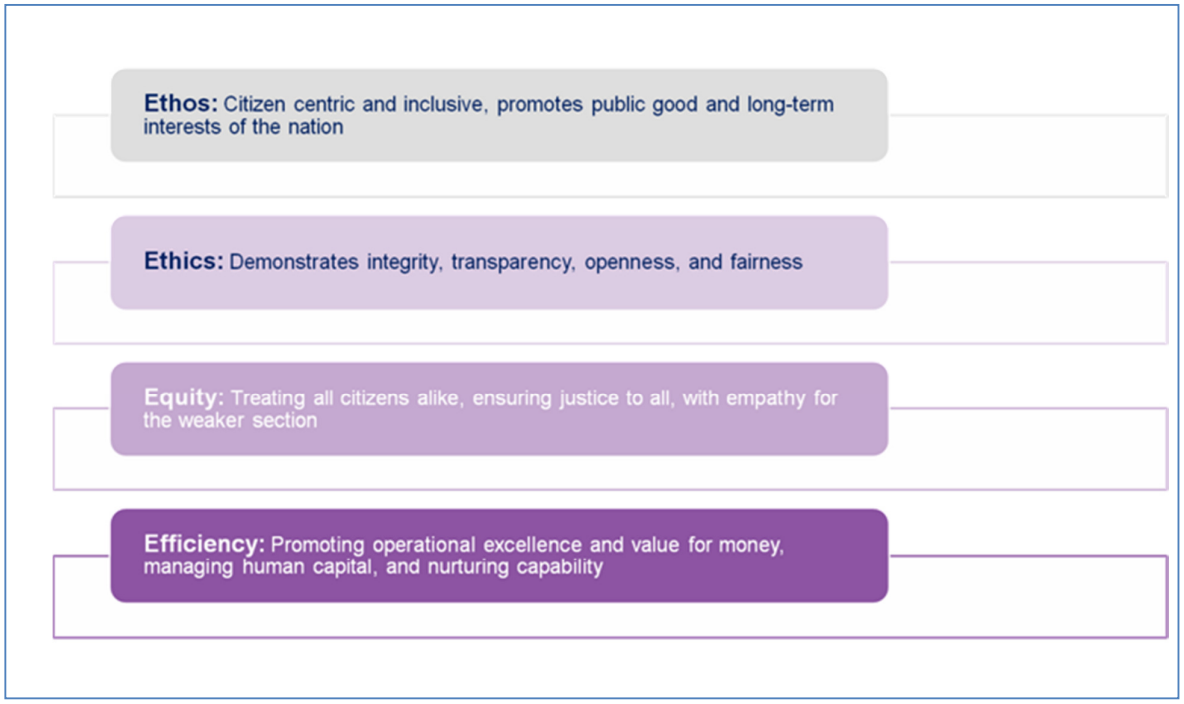


Figure 3: Pillars of Good Governance and Citizen Centric Administration

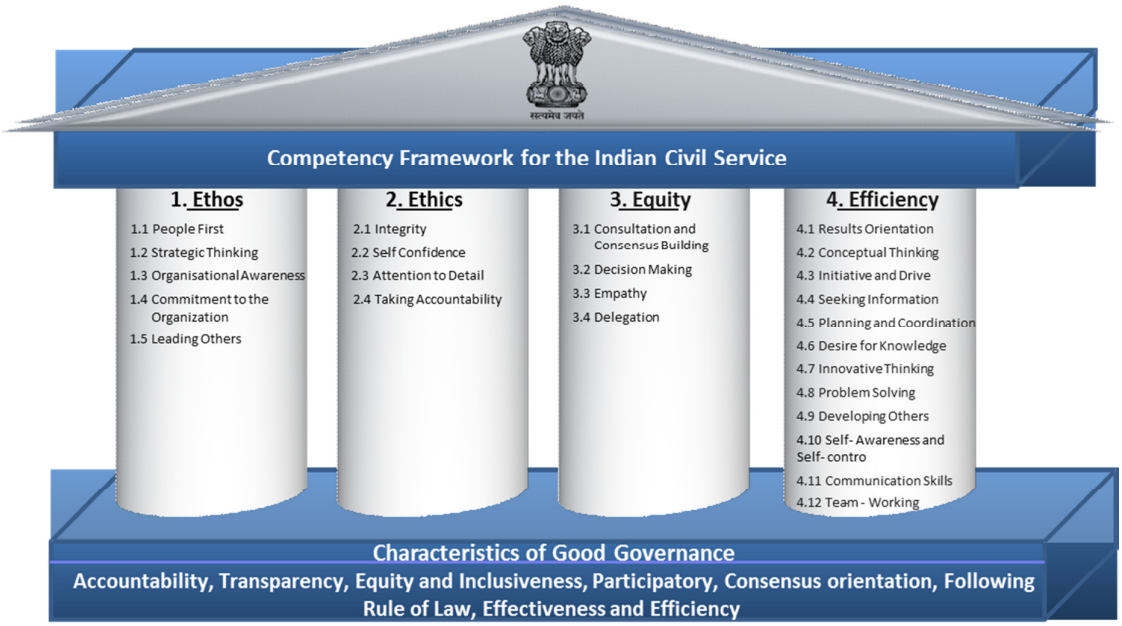


Figure 4: Competency Dictionary for the Indian Civil Service

2.2. Competency Definitions: 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.

Table 1: Definitions of Competencies under Ethos

2.3. Competency Definitions: 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

Table 2: Definitions of Competencies under Ethics

2.4. Competency Definitions: 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.

Table 3: Definitions of Competencies under Equity

2.5. Competency Definitions: 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 / 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.

Extensive Consultative Process Adopted

A large number of civil servants in the Centre and State were consulted to develop Civil Services Competency Dictionary. These included Secretaries to Government of India, Cadre Controlling Authorities, PM Award Winners and Chief Secretaries of the States.

Note: *The Civil Services Competency Dictionary is attached as Annexure 1*

2.7. Practice

1. What is the definition of the competency "People First" in the Civil Services Competency Dictionary

_____
_____

2. Under which Competency will you find the following proficiency level

Level 2: Plans and Double Checks

_____
_____

3. Under which competencies will you find the following Behavioural indicators

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

_____
_____

2.8. Do you want to know more

Recommended Reference Books

Horton, S., Hondeghem, A. & Farnham, D. (2002) Competency Management in the Public Sector, International Institute of Administrative Science, IOS, Amsterdam.

Hondeghem, A., Horton, S. & Scheepers, S. (2005) "Modèles de gestion des competences en Europe", Revue française d'administration publique,

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Adapting the Competency Dictionary

3. Adapting the Competency Dictionary

3.1. In Summary

By the end of this section, you will be able to identify the relevant competencies required for your organisation from the Competency Dictionary and identify the competencies needed for each of the roles.

3.2. Recommended Process

Adapting the Competency Dictionary to a particular Division/ Department or Ministry involves three main steps. These include identifying the relevant competencies, understanding the roles and jobs and assigning competencies and levels of proficiency to each role.

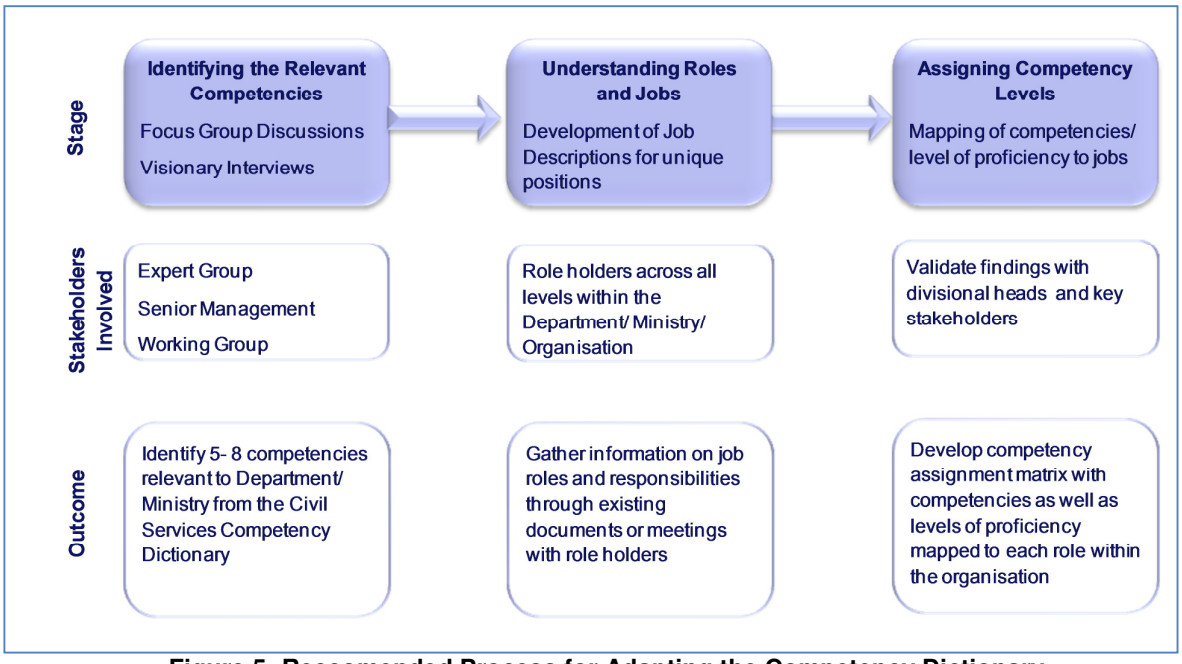


Figure 5: Reccomended Process for Adapting the Competency Dictionary

Note:
Keep these documents handy:
1. Annual Report
2. Strategy, Vision document
3. Organization Structure
4. Channel for Documents Submissions
5. Induction Manual
6. Work Allocation Orders

3.3. Step 1: Identifying the Relevant Competencies

In order to identify competencies to suit the unique and specific needs of the Department or Ministry, it is important to have an understanding of the long- term strategic vision of the Department/ Ministry and identify current and future organisational requirements. To gather this information, visionary interviews may be conducted with the Senior Management. Focus Group Discussions may also be organised with multiple stakeholders across all levels within the Department/ Ministry to gather relevant information and data on critical competencies.

3.2.1 Conduct Visionary Interviews

The Senior Management of the organisation, (Head of the Organisation and other members of the Senior Managewment Team) should be interviewd to understand the strategy and the vision of the organisation.

A Visionary Interview should allow you to understand the vision and strategy of the organization. By the end of the interveiw, you should be able to clearly identify what the organization intends to do, why and how it intends to carry out the plan. Expectations from its Human Capital is a key ingredient of the discussion

The interview is best conducted by the leader of the project along with a person who is well versed in the art of investigative interviewing techniques.

The focus of visionary interview is to understand the strategic plan, vision, mission and values of the organisation. An understanding of the strategic drivers is also critical. It is also important to elicit the assumptions made on people capabilities that are inherent (and sometimes explicitly mentioned) in the plan.

Visionary interviews also help to identify new initiatives underway, specific instances of how superior performers handle specific job tasks or problems, and effective and ineffective job behaviors, thoughts, and feelings.

From visionary interviews, you should be able to identify the broad behavioural expectations from the employees. These may not be exhaustive, but will help in identifying the critical behaviours expected by the organisation's leadership.

3.2.2 Conduct Focus Group Discussions

The objective of facilitating Focus Group Discussions with relevant stakeholders is to obtain information on current and future organisational requirements, behaviours required to succeed within the organisation, validate findings and draft competency framework.

Focus Group Discussions can help to identify, review and discuss the current challenges and those anticipated in the future. They can also help identify applicable competencies required for effective job performance. In addition, Focus Group Discussions can help identify examples of the different types of behavoiurs that would be exhibited by individuals at different levels of a competency. Therefore, the information gathered through Focus Groups can also be used as a valuable input when developing proficiency levels of each competency.

Focus Group Discussions, therefore, help to identify competencies and behaviours that are linked to organisation objectives and strategy.

Assembling your Focus Groups

- Have separate focus groups for employees and supervisors/managers to foster an environment of open discussion.
- Make the focus groups as diverse as possible.
- In large organizations, have three or four focus groups for each classification of jobs (or job family).
- Have at least two facilitators for each focus group – one to lead the discussion and one to observe and take notes.
- Limit the size of each focus group to twelve to fifteen participants.
- Schedule two to three hours for each focus group meeting.

A Brief Guide to Conducting a Focus Group

Welcome/ Introductions	• Set up the context for the roles to be discussed in the focus group • Set the 'roles' the participants are in. Clarify the perspective they bring to the meeting. • Let participants introduce themselves: current or past role(s), number of years with organisation, etc.

Project Context and Background	• What brings us here?
	  • Invite key stakeholder to share background of the project.
	  • "What do you know about the project?"

Objectives for the Session	• What are we trying to accomplish today? • Review the objectives/deliverables for the day. • Define purpose and core accountabilities for a role • Look for what makes the difference in the job
Agenda	• The timing of the day • Review the Agenda for the day.
Ground Rules	• To participate • To be on time • To respect each other • To share your thoughts and opinions • To have fun • To arrive at an agreement/consensus at the end of the meeting • Add any others that may be helpful to the participants
Overview of Why, What, How	• *WHY*: Broad departmental objectives which links into the overall purpose of the role - why does it exist? What value does it bring? • *WHAT*: What, at the end of the day, does the role need to accomplish and how do we know if the role is doing what it is supposed to? Accountabilities delineate what we hold people accountable to do in a given role, thinking about not only key activities or actions carried out, but also measures and expectations. This is a key foundation piece. • *HOW*: This is a key piece of the puzzle. The Why and What is only part of the picture; it's also about How. For e.g. there could be a person who gets the results but with whom nobody wants to work.
Behaviors	• Gathering the behavioral examples from the participants is the most important element to a successful focus group • This section of the focus group allows you to gather the behavioral data directly from the incumbents. Emphasise the importance of keeping real individuals in mind within the client's organisation. This will ensure that the

data gathered is not an unrealistic composite of superior performance, but instead reflects what actual superior looks like inside their organisation. For example, the panel may identify "Uses Influence Strategies" as a competency or behavior, but not the how, when, or what an effective influence strategy looks like in this particular organisation. Strive to gather the richness of detail to make the behaviors identified "come alive" in sufficient detail to be useful for developing the model and future applications.

- Ask for examples:
    - Take key accountabilities for the outstanding performer, and ask the group to generate the behaviors that they have observed.
    - Continue generating the first behavior from all participants, asking probing questions to get at high-level, detailed examples of behaviors observed in outstanding performers within their organisation.
    - Repeat this process for a typical performer in order to gain insight on the gap between typical and outstanding.
    - Obtaining thorough and detailed data on the behaviors of outstanding performers is essential to running an effective focus group. This is the basis for developing the competency model.

Table 5: Conducting Focus Group Discussions

Please Note:
There is a practice exercise (3.5) at the end of this Chapter. A very useful way to practice is to read the exercise in its entirety now, but attempt to answer the questions Step wise following the sequence of the steps listed in this Chapter.

If more than one colleague is intersted in the process, you may involve him/her and compare notes of your findings. Discuss 'how and why' you chose certain competencies and take note of the reasons behind the other person's findings.

3.4. Step 2: Understanding Jobs and Identifying Competencies

The next step in customizing the Competency Dictionary to the specific and unique needs of a Division/ Department or Ministry involves understanding the roles that exist within the organisation.

Jobs within an organisation can be understood through a process called 'Job Analysis' which involves understanding the "what" and "why" of the work to be done. It is a process of gathering facts that would enable others to make judgment about the work to be done. This process would involve

Did You Know
A typical Job Description consists of a statement of accountabilities of the role holder, that clearly define the Job in terms of its function and its reporting relationships).
It is mandatory in many coutries to have a written job description

- Understanding the department structure and distinct roles
- Collating existing published and unpublished sources of information regarding the list of distinct roles in the Organisation
- Conducting meetings with the key stakeholders to understand the structure and distinct roles within the department
- Documenting the job descriptions for all the distinct roles. Information from existing government documents, such as induction material, could be used to gather the necessary information.

Since the Ministries/ Departments have a wide range of existing documents that clearly detail the work allocation of role holders, specific interviews need not be conducted in order to develop Job Descriptions for each role. Existing documents such as induction material, internal delegation of authority and channel of submission documents, may be used as an input to obtain the necessary information required in a Job Description. Some of the key ingredients of a Job Description include basic information on the role, organisation chart, job purpose, dimensions, principal accountabilities, key decisions, key interactions and the knowledge, skills and experience required for a job.

3.5. Step 3: Assigning Competencies and Proficiency Levels to Jobs/ Roles

3.5.1 Developing a Competency Assignment Matrix

To assign competencies, it is important to understand the stated and the unstated complexities that the job-holder handles. In order to assign competencies to the jobs identified in Step 2, a Competency Assignment Matrix needs to be created. The objective of this matrix is to identify different roles in the organisation, their levels and accountabilities and cluster jobs as per different levels of complexities and responsibility. The competencies and proficiency level requirements are then mapped to each role. These may vary across different Division/ Department or Ministry for the same job levels.

The Competency Assignment Matrix helps in classifying jobs in the organisation as per their role in achieving the organisation's objectives and their level of complexity. Complexities within a role could be degree of public contact, nature of the problems being solved, uncertainities being handled by the job-holder (less or no precedences or guidelines available) or the impact the job can have on the organisation.

The Competency Assignment Matrix, helps to understand the right competencies and the proficiency level needed to meet the job objectives and can be used to take better decisions on the kind of training required, job rotation and career movements.

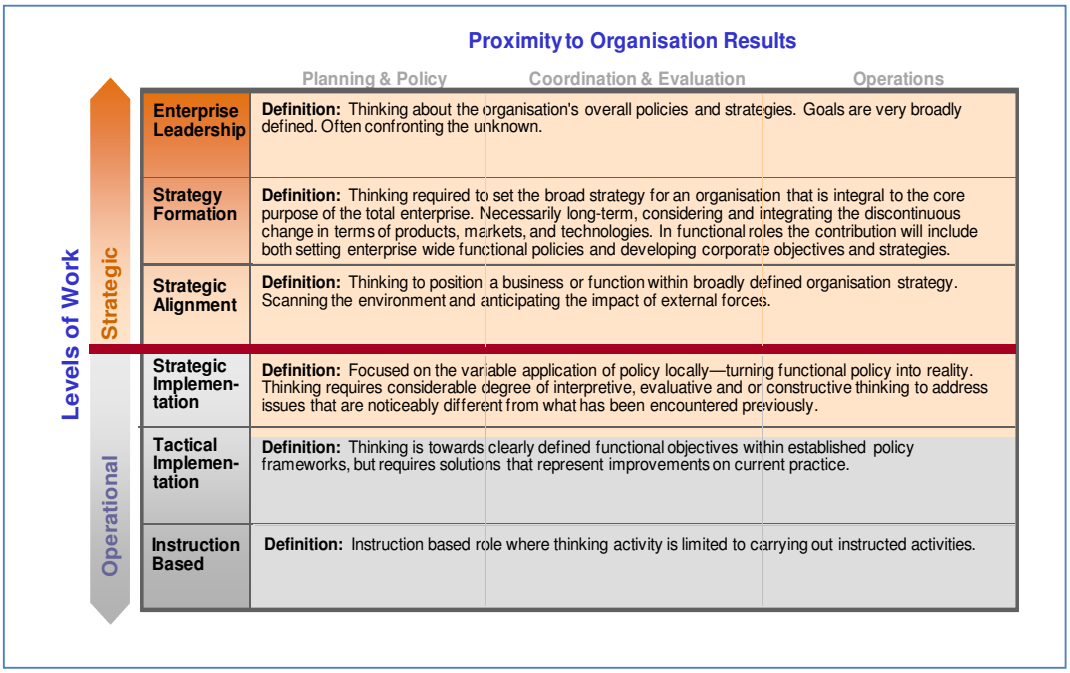


Figure 6: Sample Competency Assignment Matrix

3.5.2 Mapping Competencies to Roles

Once the roles have been mapped to the Competency Assignment Matrix, the next step is mapping of the relevant competencies to the role. The process would include the following steps:

Sore thumbing is the process of looking for things that "stick out like a sore thumb". As the Competency assignment process is about relative values, each job must be assessed correctly relative to all other jobs. Getting a visual look after all the jobs have been assigned competencies and their respective levels is a very helpful process.

- Use existing material or Job Descriptions as an input to identify areas of accountability for roles at a particular level
- Identifying competencies relevant to the Department or Ministry from the Civil Service Competency Dictionary
- Identify competencies that would support role holders in successfully carrying out their duties and map competencies to accountabilities
- Determine the level of profiency for each competency required for the role
- Assign the level of proficiency for each competency to roles based on nature of role, level of responsibility and problem solving complexity

- Validate mapped competencies with divisional heads and key stakeholders

The following framework can be used to identify the kind of work (as defined by the Levels of Work) and nature of work being carried out by the job-holder. The nature of work is being defined in terms of proximity to the Organisations' main results or purpose.

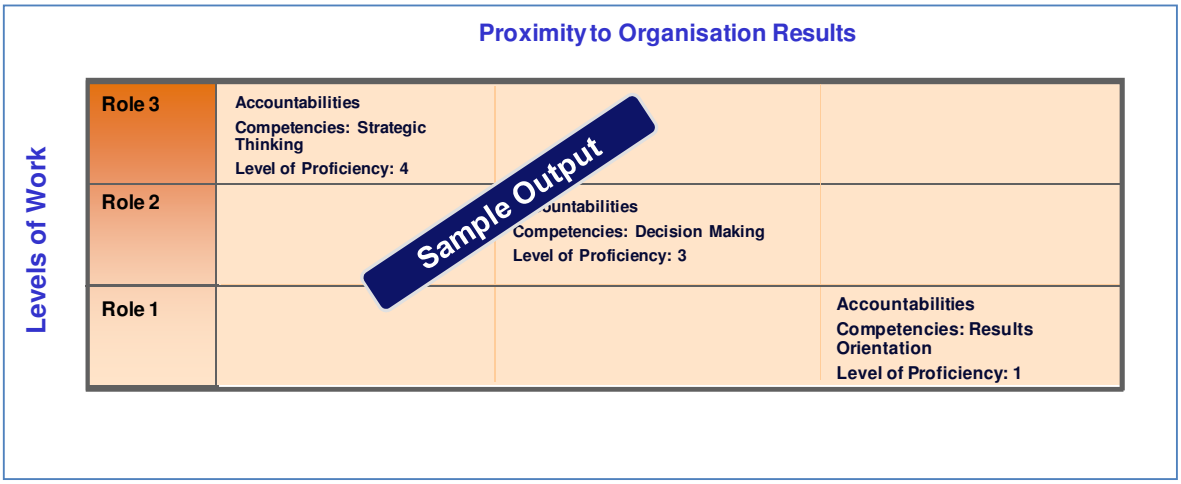


Figure 7: Sample output of mapping competencies to roles within an organisation

3.6. Practice

Practice Exercise: Mapping Competencies

From the information provided below and the Civil Service Competency Dictionary identify the competencies and the levels of proficiency for each role.

Suggested steps

Identify relevant competencies from the Competency Dictionary (between 5-8)

Study Job Descriptions and identify competencies for each role

Identify Levels of Proficiency required for each role

After identification of the competencies and levels of proficiency, please provide the following information

Criteria for identifying relevant competencies

Criteria for the identification of competencies and proficiency levels for each job

Criteria used for differentiating competencies and proficiency levels between jobs

Case Study: Kendriya Vidyalaya ***(Please note that the material used in this case has been adpated and may not bear any resemblance to reality)***

Mission

The Kendriya Vidyalayas have a four - fold mission, viz.,

1. To cater to the educational needs of children of transferable Central Government including Defence and Para-military personnel by providing a common programme of education ;

2. To pursue excellence and set the pace in the field of school education;

3. To initiate and promote experimentation and innovations in education in collaboration with other bodies like the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) etc. and

4. To develop the spirit of national integration and create a sense of "Indianness" among children.

Salient Features

Common text-books and bilingual medium of instructions for all Kendriya Vidyalayas.

All Kendriya Vidyalayas affiliated to Central Board of Secondary Education

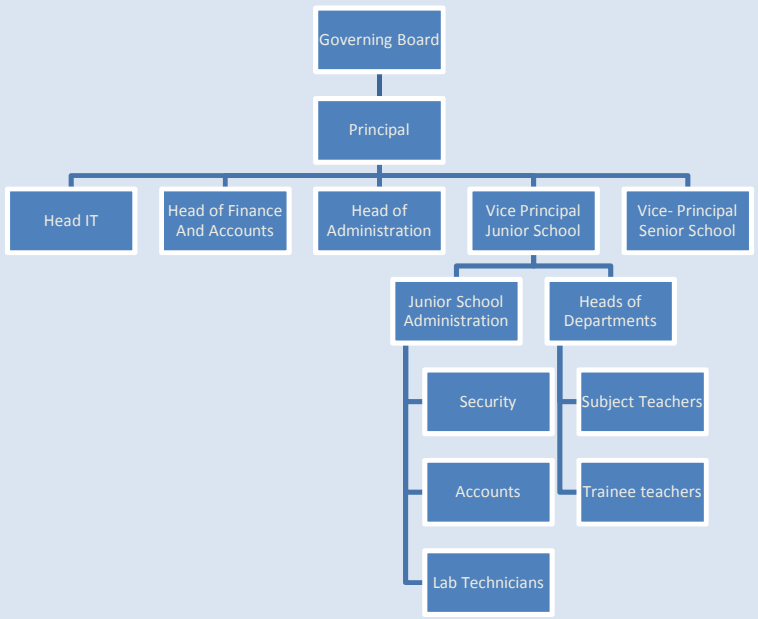
All Kendriya Vidyalayas are co-educational, composite schools.

Sanskrit is taught from class V to IX

The quality of teaching is kept reasonably high by an appropriate teacher-pupil ratio, approximately 18:1

No tuition fee for boys upto Class VIII, girls upto Class XII and SC/ST students and children of KVS employees.

Organisation Structure



Case Study: Sample Job Descriptions

A. Elementary School Principal

1. **Primary Function**: The Principal will provide leadership and administration which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally.

2. **Line of Authority**: Directly responsible to the Superintendent of Schools except in the areas of curriculum and instruction where the responsibility is to the Director of Educational Services, unless modified by the Superintendent of Schools.

3. **Supervision of Others**: Direct supervision over Teaching Staff, Administration Staff, Secretarial/clerical staff, all regular instructional and other professional staff members assigned to the school.

4. **Areas of Responsibility**: In addition to the primary function, the principal is responsible for:

- Developing/ administering the general school routine, coordinating all activities within the school.
- Participating in the selection of new teaching and classified personnel as per approved policies.
- Observing, counseling, and motivating staff toward performances to attain educational goals.
- Utilizing all available school facilities, materials, and staff service personnel.
-- Encouraging/ initiating continued improvement in curriculum/ teaching methods in conjunction with faculty
- Identifying intellectual, physical, social and emotional needs affecting students' success in school, and taking steps to direct and coordinate the efforts of teachers and parents with staff services and special education personnel.
- Planning and submitting annual budget needs for the building to the Director
- Maintaining effective communication to keep the staff, students, and parents properly informed.
- Orienting new personnel assigned to the school.
- Having school records available and up to date for ready reference and reporting.
- Planning and conducting faculty meetings as necessary.
- Interpreting/ clarifying relationships between teachers and specialized personnel in accordance with District policy.
- Affecting/ recommending changes which lead to improved administration and opportunity for student development.
- Actively participating and encouraging staff participation in parent-teacher and other community groups, as a means of developing understanding, cooperation, and respect for school objectives and endeavors.
- Review, authorize, or disapprove staff requests for instructional materials and equipment within approved budget.
- Authorizing all requests for special pupil transportation needs of the professional staff.
- Attending professional conferences, seminars, and workshops in education and/or educational administration

Case Study: Sample Job Descriptions
B. Lab Assistant

1. **Teacher Support**:
- Liaise with science teaching staff on their needs for practical work and
- Maintain an efficient system for use and allocation of materials and equipment, setting a priority system
- Advise science teaching staff on technical components of curriculum
- Assist science teaching staff with demonstrations
- Assist science teaching staff in instructing students on use/care of equipment
- Advise and assist science teaching staff in safety matters relating to the science laboratory
- Demonstrate laboratory techniques to science teaching staff/students
- Assist with the use of computers and learning technologies within the department
- Set out equipment and materials for classroom/department use
- Clear classroom demonstrations

2. **Preparation and Maintenance Task in the Lab**
- Prepare solutions, stains, and media for use in the laboratory
- Maintain a safe chemical storage/handling/disposal system in accordance with current regulations
- Assist with security of science laboratory and equipment
- Maintain an inventory of equipment and annual stocktaking
- Keep a record of the consumables used regularly and maintain adequate supplies of them (including chemicals).
- Acquire relevant catalogues and price lists
- Assist with labelling, storage, stocktaking and ordering of equipment and chemicals
- Keep appropriate records of purchases, confirming safe arrival of all products

3. **Budget**
- Assist with the science budget and petty cash system
- Assist with record keeping
- Evaluate and select equipment, and make recommendations for purchase to Science Coordinator.

3.7. Do you want to know more

Recommended Reference Books

Athey, T. R., & Orth, M. S. (1999). Emerging competency methods for the future. Human Resource Management, 38, 215-226.

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Developing an Action Plan for Implementing Competencies

4. Developing an Action Plan for Implementing Competencies

4.1. In Summary

This section will help you to understand the project team requirements and roles to develop a Competency Dictionary for your organisation

4.2. Developing an Action Plan

During the design of the Competency model in the Organisation, a collaborative, team-based approach is essential to successful implementation. The following points summarise the key ingredients for an effective team.

1. **Shared interest:** Begin by discussing the intent of competencies and developing a shared understanding of the principles motivating adoption of the competencies.

2. **Mutual support:** The process of change is challenging. Establish clear objectives and break the process into manageable steps. Celebrate your success along the way.

3. **Collaboration:** Team members will need to support each other and collaborate to achieve the objectives. It is critical to use each other's strengths and help each other in the implementation while working on the day job as well.

4. **Communication:** Information sharing and communication within the team and across the Organisation is key to success.

4.3. Project Planning

This step involves agreeing on project management components such as:

- Detailed workplan including timelines, accountabilities, and resource requirements
- Communication strategy to achieve understanding and acceptance of project initiatives
- It is recommended to establish a core group to assist in the planning, coordinating, communication, and support of the project implementation and to make key decisions throughout the project.

The detailed work plan should clearly specify the tasks, responsibilities, and milestones, and target dates for their accomplishment. It should also include resource requirements to facilitate Focus Group Discussions, conduct Visionary Interviews, develop and validate the customised Competency Model and monitor the project on an ongoing basis.

4.4. Establishing a team to develop competencies

There are several key roles that will contribute to the successful development of Competencies within your Organisation. The following table lists and describes each role.

Role	Description
Project Champion	• The role of the Project Champion is to support the development of Competencies in the Organisation • It is the responsibility of the Project Champion to identify resources and funds that are available to support the development of the competency model • Ideally, the Project Champion should be the Head of the Organisation.
Change Advocate	• The Change Advocate is responsible for implementing competencies. • The key responsibilities of the Change Advocate are: ▪ Establish an team of Change Agents

	▪ Drive and lead the project management activities ▪ Act as an expert who provides Organisational information / data required to contextualise and develop the Competency Model for the Organisation ▪ Ensure that the milestones are completed in a timely manner • Establishing a fully functional team of Change Agents is essential as it will ensure that representatives are prepared and confident to support the develoment of Competencies • Ideally, the Change Advocate should be a member of the Core Group
Change Agents	• The Change Agents are a group of employees who will help to champion Competencies throughout the Organisation • The role of the Change Agents is to: ▪ Determine the critical needs of the Organisation and what are the competencies that will help employees achieve objectives. ▪ Encourage individuals to challenge existing belief's and arrive at innovative solutions that will result in better outcomes for the Organisation. ▪ Determine the process for implementation – i.e. focus groups, interviews, surveys, etc. ▪ To ensure deliverables are completed on time ▪ Communicate status updates and final outcomes to the stakeholders .
Subject Matter Expert	• The role of the Subject Matter Expert is to: ▪ Drive the competency model development process along with the Change Advocate ▪ Provide technical expertise, guidance, support, training and mentoring as the Competencies are implemented in the Organisation

Table 6: Establishing a team to develop competencies

Note: It is the joint responsibility of the Change Advocate and Subject Matter Expert to ensure the development of the Competency Model in the Organisation. The establishment of a true partnership between the Change Advocate and Subject Matter expert is critical for the success of the project

Key Success Factors

- Creating a detailed project plan and ensuring adherence to set project timelines
- Ensuring on-going communication between relevant stakeholders
- Involving the employees for identyifying the Competencies for your organisation
- Providing information on the training schedules for each of the training programs
- Providing regular updates around the progress of the implementation in your organisation

4.5. Sample Action Plan

Process	Activity	Responsibility	Involvement of	Mode
Project Planning	Unique Roles Identification		Respective Core Group Members	Discussion
Job description- up to Director level	Understanding Roles		Incumbents up to Director Level	Interviews
	1st Validation of Document-		Each Incumbent Interviewed	Email
	2nd validation of Document		Supervisor of each document	Email
Job description- below Director level	Conducting Workshop to write Job descriptions		1 representative of each role	Workshop
	1st Validation of Document-		Workshop participants	Email
	2nd validation of Document		Each Incumbent's supervisor	Email
	Final Validation of Document		Division Head	Email
Role Competencies	Idendtification of Departmental Competency Dictionary		Top Management of each department	Interview
	Developing Draft Role Competencies for each role		Project Manager	
	1st Validation of Role Competencies		Divisional Heads for each set of roles falling within their Divisions	
	2nd Validation of Role Competencies- If Needed			

Figure 8: Sample Action Plan

Useful Tip: Use the table below to identify the different stakeholders and representatives that you would need to involve in order to further advocate this process and implement it within your department. These represenatives may be from within your organisation or from external organisations. It would also be useful to identify the support you may require in order to successfully implement this initiative.

Resources Required	Within Organisation	External Organisation	DoPT

4.6. Do you want to know more

Recommended Reference Books

In Beyond the Core, published by Harvard Business School Press, 2004, author Chris Zook,.

Elspeth Murray, Peter Richardson, Fast Forward, Oxford Press Inc., 2002.

Angel Customers & Demon Customers, co-authored Larry Selden and Geoffrey Colvin (2003, Penguin Books) provided useful insights into augmenting processes for sub-segmenting and creating new value propositions.

Six principles for making new growth initiatives work, Adrian Slywotzky and Richard Wise, Ivey Business Journal, May/June 2003.

Competing on Strategic Capabilities: The new rules of corporate strategy by George Stalk, Philip Evans and Lawrence Shulman, Harvard Business Review, March – April, 1992.

Bringing Strategy to Life: How scorecards help RBC align business and HR plans, Donald Baer, HR Professional, February/March, 2005.

Maverick at Work, William C. Taylor & Polly LaBarre, HarperCollins, 2006

Application of Competencies

5. Application of Competencies to Human Resource Management Practices

5.1. In Summary

This section will help you to understand the different uses of competencies and the various ways in which competencies can be applied and integrated into existing Human Resource Management Practices.

5.2. Using competencies

Competencies have a wide range of applications across human resource management practices. Competencies can be applied and integrated into recruitment and selection, performance management, training and development, career and succession planning and reward systems. The figure below describes the different Human Resource Management practices to which competencies can be applied.

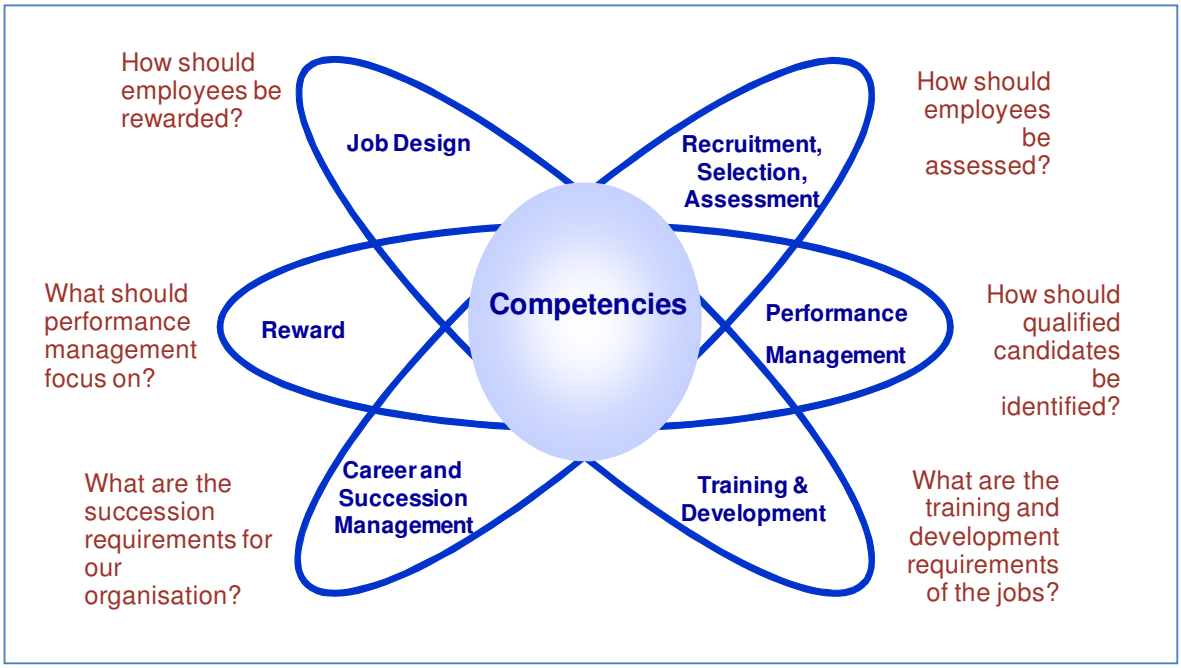


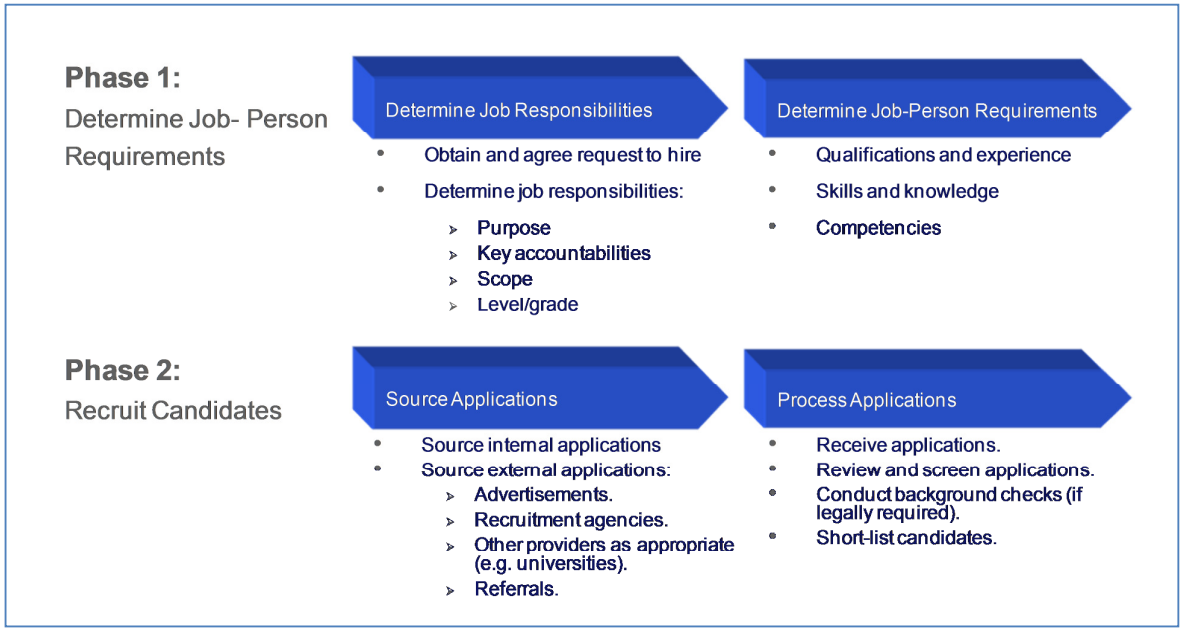
Figure 9: Application of Competencies to Human Resource Management Practices

5.3. Using competencies in recruitment and selection

Competencies can be used in both recruitment, for attracting a candidate for a position, as well as for selecting a candidate based on a job requirements. The basic hypothesis of a competency-based selection is that the smaller the gap between the certain job requirement and the competencies of the job holder, the higher performance and satisfaction that will be gained.

Various assessment methods can be used during the course of competency based recruitment or selection and these vary widely in terms of predictive validity. Some interviewing methods include discussions, citing evidence, competency-based interviewing, assessment centres and competency questionnaires.

5.3.1 How to implement competencies in recruitment and selection



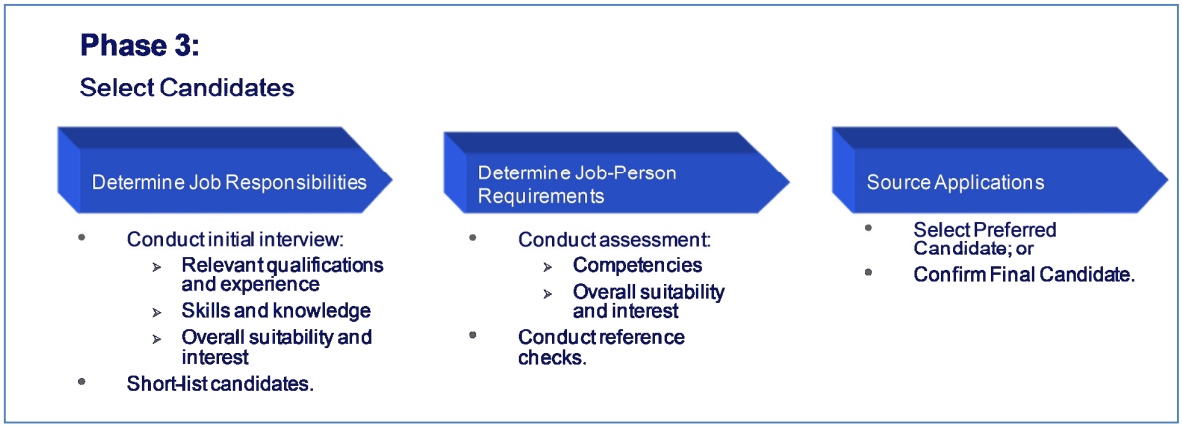


Figure 10: Application of competencies to Recruitment and Selection

5.4. Using competencies in performance management

Competencies can be used in performance management to provide a clear link to bottom-line results. Integration of competencies within the existing performance management system also helps create a motivating organisational climate that enhances performance and provides additional role clarity in terms of expected standards, responsibilities/ accountabilities, rewards and recognition.

5.4.1 How to implement competencies in performance management

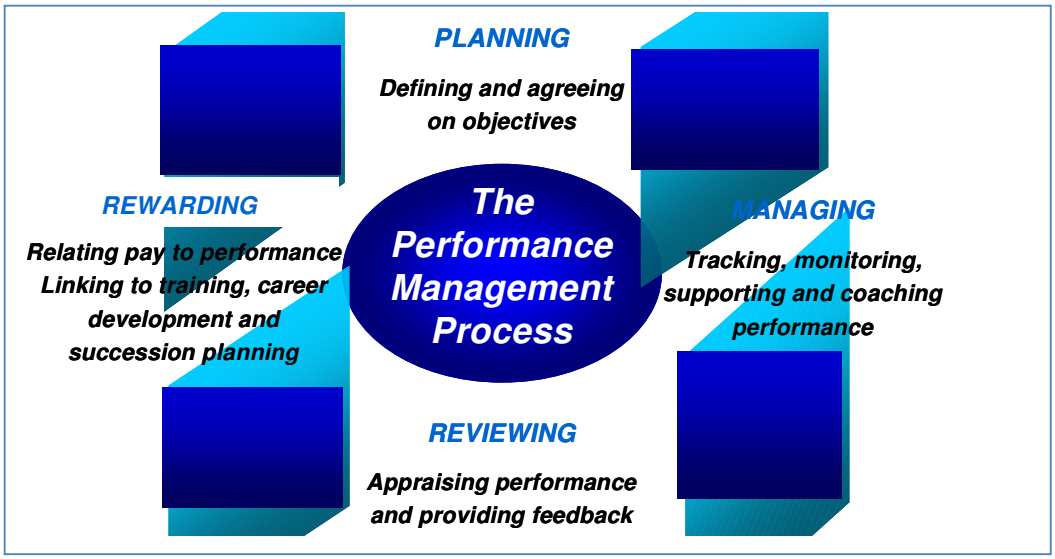


Figure 11: Application of competencies to Performance Management

5.5. Using competencies in training

Competencies can be applied to training and integrated into various training programs. When applying competencies to training it is imperitive to set competency development objectives and ensure these are reviewed on an on-going basis to check if the objectives have been achieved. This can often be a part of a performance management process or as the result of an assessment process or training program.

Training programs may be focused on one or more competencies like leadership or on providing additional learning and development support through executive coaching, competency development resource guide/other self study/independent learning materials or referent groups/learning sets following a development program.

5.5.1 How to implement competencies in training

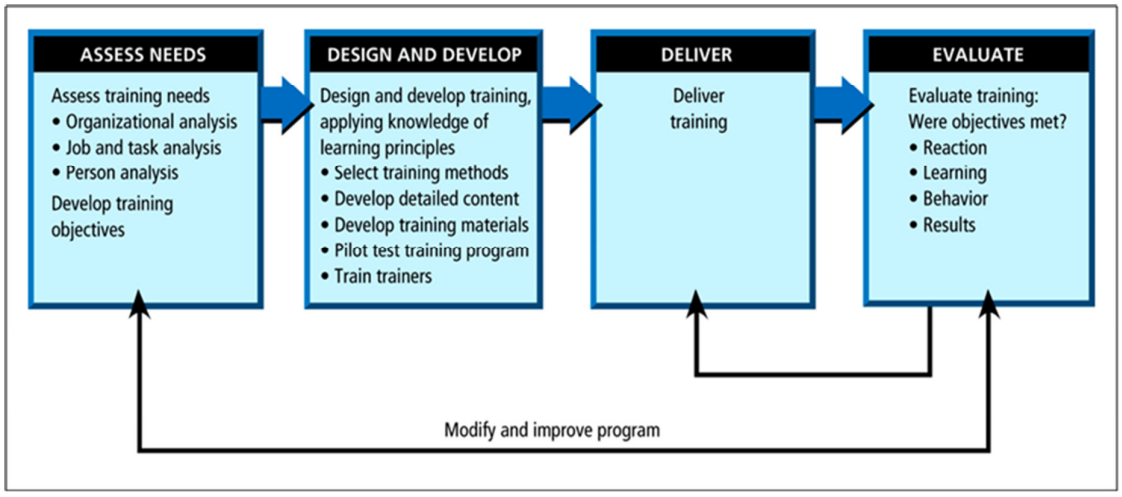


Figure 12: Application of competencies to Training

5.6. Competency Assessment

Assessing competencies of job-holders vis-a-vis current or future role requirements can help in identifying training needs of the indivudals. Based on the training needs identified, a developmenal plan could be prepared to provide targeted developmental inputs over a period of time to bridge the gaps identified.

5.6.1. Modes of Competency Assessment

Competencies can be assessed in many different ways. Some of these are:

- Assessment by the colleagues, peers, subordinates and superiors. This community of assessors usually has the best data to to rate the assessee. However, the key limitations in using this method has been
  - Validity of the instrument to collect the data
  - Bias of the raters
  - Organisation's ability to handle the feedback thus generated
- Assessment by trained assessors
  - One technique often used is called the Behavioural Event Interview. This is used by certified assessors and is reputed to have among the highest validity among various tools. This is an interviewing technique which uses a defined and structured intervieing process to identify the competency displayed by the assessee.
- Using Psychometric Tools: Psychometric tools are of many types and hence have varied degree of validity. They are also pre-constructed to measure behaviours and therefore may need to be limited only to a set of competencies. Sometimes one may need to use a basket of such tools such that all the competencies that need to be assessed are covered. It is very important to ensure that the tools have validity among the target population.

Competency Assesment process is subject to legal scrutiny in many countries. Such scrutiny may be applicable to government and non-government organizations. It may pertinent to keep this in mind while selecting assessment tools even in India

5.6.2. Designing a Competency Assessment Plan

The first thing that needs to be identified is the purpose for which the assessment results will be used. The main reason for such care is that different assessment tools have different degree of validity. Depending upon the risk associated with the process, the appropriate tool (or tools) may be chosen.

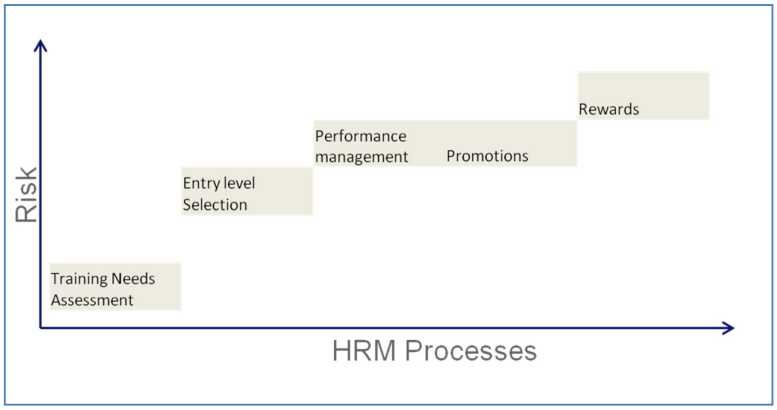


Figure 13: Measuring the risks associated with designing a Competency Assessment Plan for various HR processes

Given below is the validity of some of the tools as measured by the British Psycological Society:

Predictive Validity Findings of some of the methods of Assessments	
Assessment Method	**Predictive Validity**
Assessment Centres (multiple methods)	.65
Behavioural Interviews	.4 – .6
Work-sample Tests	.54
Ability Tests	.53
Modern Personality Tests	.39
Biographical data	.38
References	.23
Traditional Interviews	.05 – .19

Table 7: Validity of Competency Assessment Tools

5.7. Practice

Read the transcript below between the interviewer (INT) and a candidate (Chri Pipers).

INT: Do you like to be called Chris?(INT)
CP: Chris Pipers. (CP)
INT: And is this working? Why is this making noises?
(Thumping noise in background)
CP: It sounds better now.
INT: Okay. We're doing a BEI.
CP: How about that!
INT: So, can you start and tell me a little bit about your career; how you started?
CP: I started with Elton in 1975 when I was a sophomore in college. I was an Engineering Co-op student, and I had quite an unusual and positive experience. I was 19 to 20 years old, and I was a co-op student in a small town in Ohio, and I built a foundry; I managed a construction project.
INT: Wow. That must have been good.
CP: So, that was very exciting with a significant amount of responsibility at a very young age, and that really had a lot of influence on me, and as you can imagine 25 years later, I am still at Elton. So, I think that's one of the positive aspects.
INT: So, you've been at Elton your whole career?
CP: Yes, I have. Right.
INT: Okay. So, after you're a co-op student, can you just like briefly take me through the kinds of jobs you had?
CP: Well, I continued to work for Elton in the summers, and I went straight to business school., and I graduated from business school in 1979, and then I went to work for Skill Corporation as Manager of Advanced Planning. Skill was a new acquisition, and I took over a planning role. It was a very large acquisition at that point, and I went to work for a man named Jim Harniman, who was my mentor for probably the next seven years, and I did strategic planning work in a turnaround mode at skill, and within a seven year period – like I said I did planning work. The first two years were primarily working at Skill on that turnaround.
The second phase of this was Jim Harniman got promoted and became the first Tool Group Executive, so it was the first grouping divisions at Elton, and became the Tool Group Planner. So, I extended the work and theories that had applied at Skill to the other companies within the Tool Group, and then Jim Harniman eventually became President of Elton, and I extended further within the corporation to where by 1986 I had pretty much done planning work, and I'd like to say 60 to 70 percent of Elton.
So, at that point I was 30 years old, and I wanted very much to get into a line position, and I became a Division President. So, from '86 to 1990, I was President of a company called Harris Calorific –C-A-L-O-R-I-F-I-C, and it was about a $30 million company when I started, and I ran that for four years and that was sold to Lincoln Electric at which point I was not sold, and I came back to Corporate and worked first as Head of Corporate Planning, beginning at – really at the beginning 1990, and I expanded my responsibilities.
By '92 I was in charge of technology planning and also the whole acquisition area. So, I ran acquisitions for Elton in addition to doing the planning, and worked for the CEO at that point. That job became a combination of acquisitions and then the start of what we called the growth initiative, and so I evolved into doing a lot of – putting in place a lot the fundamentals to improve growth witin Elton. In 1991 or'92, Elton had what was called the Profit Initiative, and Jim Burgess became the first so called profit Czar. And so, by 1997 I evolved into being Elton's first Growth Czar.
INT: Ah!
CP: So, at that point, I went back into a job where no one reported to me per se, but I had pretty far-reaching latitude to go and initiate growth, and I had committees of people, and so I took on the Growth Czar. I ---
INT: How was that?

CP: It's a fascinating experience, and in your three or four hours with me you'll never have time to go through all of it. No, I learned – I haven't chosen yet what my positive experiences were, but probably as far as personal growth is concerned, I probably learned more about that, about what it takes to succeed with these companies than anything.
We worked with Gary Hammill, who wrote the book, "Competing for the Future," and was doing a lot of work on innovation, and he became a close collaborator of mine on how you create an innovative environment in a company. And perhaps the unfortunate part of this story is that after doing that for a year, I pushed to get back into a line position. And a business leader position became available, and to (Chuck Knight's) credit he let me to do that, so I went back and I became a business leader with eight divisions reporting to me. And so, I went back into a line role, running the induistrial components and equipment business, which is a collection of eight very successful businesses, and I went into a role of managing these eight divisions Presidents.
And I did that for a year and a half, and six weeks ago I was asked to do the growth job again in addition to my business leader duties.So, now I am the Growth Czar of Industrial Components and Equipment Business Leader. And as the Growth Czar, I have the Chief Marketing Officer and the Chief Information Officer, and the person who is in charge of service reporting to me.
INT: In charge of service. So these are your direct reports?
CP: I have Division Presidents –
INT: Your Division Presidents?
CP: Right.
INT: And your Chief Marketing Officer, your Chief Information Officer?
CP: And the Vice President of the Service Initiative.
INT: Okay. This is going to be the next question (inaudible word).
CP: Excuse me?
INT: This is going to be my next question anyhow : Who are your direct reports?
CP: Oh, okay. Well, I am down to now, I think, I only have – spun off – one division went to another group, and we are selling one division. So, hopefully in another month I'll be down to six Division Presidents reporting to me. Okay?

List the competencies of Chris Pipers that you are able to identify
Make a note of why you thought these competencies are important

5.8. Do you want to know more

Recommended Reference Books

Arthur, W. Jr., Day, E. A., McNelly, T. L., & Edens, P. S. (2003). A meta-analysis of the criterion-related validity of assessment center dimensions. *Personnel Psychology,*

Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology,*

Brackett, M. A., Rivers, S. E., Shiffman, S., Lerner, N., & Salovey, P. (2006). Relating emotional abilities to social functioning: A comparison of self-report and performance measures of emotional intelligence. *Journal of Personality and Social Psychology*,

Caldwell, C., Thornton, G. C., & Gruys, M. (2003). Ten classic assessment center errors: Challenges to selection validity. *Public Personnel Management,*

Cullen, M. J., & Sackett, P. R. (2004). Integrity testing in the workplace. In J. C. Thomas & M. Hersen (Eds.), *Comprehensive handbook of psychological assessment, Volume 4: Industrial and organizational psychology*

Gaugler, B. B., Rosenthal, D. B., Thornton, G. C., & Bentson, C. (1987). Meta-analysis of assessment center validity. *Journal of Applied Psychology,*

Hogan, R., Hogan, J., & Roberts, B. W. (1996). Personality measurement and employment decisions: Questions and answers. *American Psychologist,*

Ones, D. S., Viswesvaran, C., & Schmidt, F. L. (1993). Comprehensive meta-analysis of integrity test validities: Findings and implications for personnel selection and theories of job performance. *Journal of Applied Psychology*,

Testing and Assessment: An Employer's Guide to Good Practices. (2000). Washington, DC: U.S. Department of Labor, Employment and Training Administration. Note: Article can be accessed at http://www.onetcenter.org/guides.html.

Appendix

APPENDIX 1

Civil Services Competency Dictionary: Please refer to attached document

APPENDIX 2

Facilitator Guide for Conducting Focus Group Discussions

Introduction

- An focus group is a specific group of individuals gathered together to provide input through a facilitated discussion around a particular role for the purpose of understanding it as fully as possible, and thus creating a behavior-based competency model.
- A focus group is formally structured. It requires a minimum of 4 hours to complete all the necessary data gathering, discussion, and the steps of the process.
- **Participants:** An important step in conducting a focus group is to choose the most appropriate participants, including a minimum of six and no more than 15 people. A focus group includes knowledgeable people and stakeholders in project outcomes. Choose your participants according to the type of information you are seeking. The important thing is to consider the output you want and participants best suited to provide it. It's important to have participants that know the job well. Participants could include:
    - Jobholders- it is best to have as many outstanding as possible because they are the people who will give a lot of data
    - Managers (of the jobholders)
    - Direct reports of jobholders
    - Other knowledgeable people (e.g., HR or Organisational Development)
    - Determiners of strategic direction for the role holders
- Role holders and their managers have internal knowledge of what is required for outstanding job performance. Recipients of a role holder's actions (direct report,

clients) provide insight into what performance outcomes should be from the client's perspective rather than from inside the organisation. The strategic determiners (usually executives) may be less aware of daily activities but may dictate a change in strategic direction that will have a profound impact on the nature of a given position.

- A focus group should ideally comprise a credible (representative or acceptable) sample and participants who are supportive of or open to project goals
- The purpose of a focus group is to collect information and gain effective participation from its members. Exclude individuals who will make achievement of these goals difficult. If some people are known to interfere with such meetings, do not include them in the focus group. If there are rival groups who would rather argue with each other than work together, do not include members from both groups in the same panel. An effective panel should contain participants who will provide good data in the short term and support the project in the long term.

Structure of the focus group

- The structure that we have designed for conducting focus group is below. It seeks to gain data on Key Accountabilities and Behaviors, for Outstanding and for Typical and, if needed, for the future of the role.
  - Key Accountabilities: The few (3-5) most important outcomes, or contributions that are produced by the job.
  - Behaviors: The specific behaviors shown by job incumbents (the 'how' as well as the 'what' is done in the job), similar to the behavioral evidence collected in a BEI.
- It is also important to determine if you should consider the "future" of the role: Is it going to change dramatically in the future? How so? Why? Or is the role evolving to include elements not reflective of its current status?

Probing for behaviours in focus groups

In order to analyse data for evidence of competencies we must use probes to gather evidence of a competency. Behaviours reported must be specific and completed actions involving the participants. The following guidelines must be kept in mind when collecting evidence of behaviours:

- In the examples shared the more detail provided, the better
- Encourage participants to use "I" so that facilitators have a picture of their personal involvement
- Avoid vague statements, in which the participants use nonspecific terms to describe the activity. Vague information does not provide the participant's motives, thoughts, and feelings.

Some of the probing questions that can be applies to probe for specific behaviours are as follows:

- What led up to the situation?
- Who was involved?
- What did you do?
- What happened first/next?
- What did you say?
- How were you feeling then?
- What were you thinking then?

APPENDIX 3

Application of Assessment Tools

Following is a list of competency assessment tools along with their application. This list is indicative only. Once the Competencies for the jobs have been identified, these tools could be used for assessing the competencies of the job-holders and identfying the gaps. (Please refer to Section 5.6 for more details)

S.No.	Surveys/ Tools	Personal development	Team effectiveness	Coaching	Leadership development
1	Inventory of leadership styles (ILS)	*		*	*
2	Organizational climate survey (OCS)				*
3	Managerial style workbook (MSW)	*		*	*
4	Organizational climate workbook (OCW)				*
5	Leadership styles and organizational climate e-learning modules				*
6	Growth factor inventory (GFI)				*
7	Picture story exercise (PSE)	*			*
8	Personal values questionnaire (PVQ)	*		*	*
9	Influence strategies exercise (ISE)	*		*	*
10	Optimizing team development (OTD)		*		
11	Coaching process questionnaire (CPQ)	*		*	*
12	Kolb learning style inventory 3.1 (LSI)	*	*		*
13	Kolb team learning experience (TLE)	*	*		
14	Kolb learning style exercise—stuck truck (LSE)		*		
15	Boyatzis-Kolb learning skills profile (LSP)	*			
16	Emotional and social competency inventory (ESCI)	*		*	*
17	Emotional and social competency inventory—university edition (ESCI-U)	*		*	*
18	Emotional intelligence e-learning module	*		*	*
19	EI workbook	*		*	*
20	EI card deck	*		*	*
21	Executive competency portfolio (ECP)	*			*
22	Manager portfolio (MP)	*			*
23	Sales manager portfolio (SMP)	*			*
24	Sales portfolio (SP)	*			*
25	Leadership fundamentals portfolio (LFP)	*			*
26	Competency behavior inventory (CBI)	*			*
27	Customized 360° assessment tools	*			*
28	Resilience workbook	*	*		*
29	Talent Q Dimensions and Elements				

Table 1: Application of Assessment Tools to Personal Development, Team Effectiveness, Coaching and Leadership Development

S.No.	Surveys/ Tools	Organizational improvement	Career development	Influence	Conflict management	Selection
1	Inventory of leadership styles (ILS)	*		*	*	
2	Organizational climate survey (OCS)	*				
3	Managerial style workbook (MSW)	*		*	*	
4	Organizational climate workbook (OCW)	*				
5	Leadership styles and organizational climate e-learning modules	*				
6	Growth factor inventory (GFI)	*	*			*
7	Picture story exercise (PSE)	*				
8	Personal values questionnaire (PVQ)		*	*		
9	Influence strategies exercise (ISE)			*		
10	Optimizing team development (OTD)				*	
11	Coaching process questionnaire (CPQ)					
12	Kolb learning style inventory 3.1 (LSI)		*	*	*	
13	Kolb team learning experience (TLE)				*	
14	Kolb learning style exercise—stuck truck (LSE)				*	
15	Boyatzis-Kolb learning skills profile (LSP)		*			
16	Emotional and social competency inventory (ESCI)	*			*	
17	Emotional and social competency inventory—university edition (ESCI-U)	*			*	
18	Emotional intelligence e-learning module	*			*	
19	EI workbook	*			*	
20	EI card deck	*			*	
21	Executive competency portfolio (ECP)	*		*		
22	Manager portfolio (MP)	*		*		
23	Sales manager portfolio (SMP)	*		*		
24	Sales portfolio (SP)	*		*		
25	Leadership fundamentals portfolio (LFP)	*		*		
26	Competency behavior inventory (CBI)	*		*		
27	Customized 360° assessment tools	*				
28	Resilience workbook				*	
29	Talent Q Dimensions and Elements					*

Table 2: Application of Assessment Tools to Organisational Improvement, Career Development, Influence, Conflict Management and Selection