



सत्यमेव जयते



Empowered lives.  
Resilient nations.

# Civil Services **Competency Dictionary**



GoI-UNDP Project:

Strengthening Human Resource  
Management of Civil Service



Civil Services

# Competency Dictionary



GoI-UNDP Project:

Strengthening Human Resource  
Management of Civil Service

डा. एस. के. सरकार

Dr. S. K. Sarkar

सचिव

**SECRETARY**

Tel : 23094848

Fax : 23094500

E-mail : sarkardk@nic.in



सत्यमेव जयते

भारत सरकार

कार्मिक और प्रशिक्षण विभाग

कार्मिक, लोक शिकायत तथा पेंशन मंत्रालय

नोर्थ ब्लॉक, नई दिल्ली – 110001

GOVERNMENT OF INDIA  
DEPARTMENT OF PERSONNEL & TRAINING  
MINISTRY OF PERSONNEL PUBLIC GRIEVANCES  
AND PENSIONS

NORTH BLOCK, NEW DELHI - 110001

Website : <http://persmin.gov.in>



26<sup>th</sup> February, 2014

### **MESSAGE**

The National Training Policy (NTP) – 2012 emphasizes that there is an imperative need to move from the current system of rule-based Personnel Administration to competency-based system of Strategic Human Resource Management. For a shift towards competency-based approach, it is necessary to classify the distinct types of posts and indicate the competencies required for performing work in such posts. NTP-2012 stipulates that each Government Department/Ministry should classify each post with a clear job description and competencies required.

2. It gives me immense pleasure and honour to share with you the Competency Dictionary for Civil Services along with the implementation tool-kit developed by Department of Personnel and Training (DoP&T) in collaboration with United Nations Development Programme (UNDP). The competency dictionary has been developed after extensive consultation with various stakeholders including Senior Civil Servants from the Central and State Government Departments, Cadre Controlling Authorities, PM Award Winners and Training Institutes. This Competency Dictionary could be applied to various Human Resource Management functions such as training, recruitment, performance management, placement and promotions. The implementation toolkit provides detailed guidelines on how Departments/Organisations can apply this Competency Dictionary for HRM functions.

**(Dr. S.K. Sarkar)**





*Empowered lives.  
Resilient nations.*



### **Message**

This important compendium aims to support the competency-based administrative reforms being introduced by the Government of India. We hope that officials will find the competency framework, competency dictionary and implementation tool kit included in the compendium useful.

We wish to congratulate the Department of Personnel and Training, Ministry of Personnel, Public Grievances and Pensions for its commitment to more efficient and effective public administration and for the consultative process underway to introduce the reforms.

The United Nations Development Programme is privileged to have supported the Department of Personnel and Training, Ministry of Personnel, Public Grievances and Pensions in the preparation of this Competency Dictionary for Civil Services and salutes the Government of India for its steadfast commitment to public administration reform.

A handwritten signature in blue ink, which appears to read 'Lise Grande', is positioned above the printed name.

Lise Grande

United Nations Resident Coordinator  
Resident Representative United Nations Development Programme



# Contents

## Introduction | 8

## Basic Features of Civil Services | 10

## Competency Framework for the Civil Services | 11

## Competency Definitions | 12

### 1. Ethos | 14

- 1.1 People First | 14
- 1.2 Strategic Thinking | 15
- 1.3 Organisational Awareness | 16
- 1.4 Commitment to the Organisation | 17
- 1.5 Leading Others | 18

### 2. Ethics | 19

- 2.1 Integrity | 19
- 2.2 Self-Confidence | 20
- 2.3 Attention to detail | 21
- 2.4 Taking Accountability | 22

### 3. Equity | 23

- 3.1 Consultation and Consensus Building | 23
- 3.2 Decision Making | 24
- 3.3 Empathy | 25
- 3.4 Delegation | 26

### 4. Efficiency | 27

- 4.1 Result Orientation | 27
- 4.2 Conceptual Thinking | 28
- 4.3 Initiative and Drive | 29
- 4.4 Seeking Information | 30
- 4.5 Planning and Coordination | 31
- 4.6 Desire for Knowledge | 32
- 4.7 Innovative Thinking | 33
- 4.8 Problem Solving | 34
- 4.9 Developing Others | 35
- 4.10 Self Awareness and Self Control | 36
- 4.11 Communication Skills | 37
- 4.12 Team-Working | 38

# Introduction

## In Summary

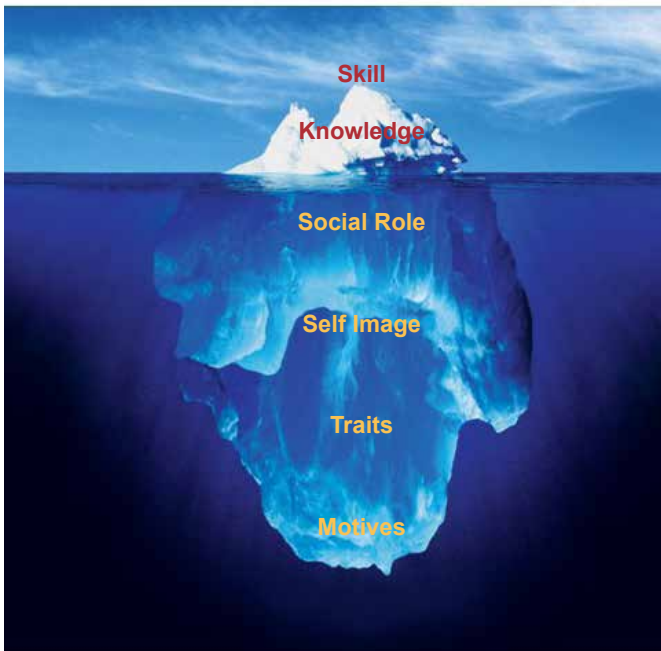
This document will help to understand the process and methodology for adapting the Civil Services Competency Dictionary at your organisation.

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

## What are Competencies and why are they Important?

Competencies have been defined in many ways. However, a practical definition 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.



## 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.

## 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.

### Social Role

Social role relates to how we project ourselves in our roles. Some doctors, for example, may project the image of EXPERT by focussing 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 focussing on what they can do for others. How we choose to project ourselves to others influences where we put emphasis while performing our roles.

### 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.



**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.

**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)

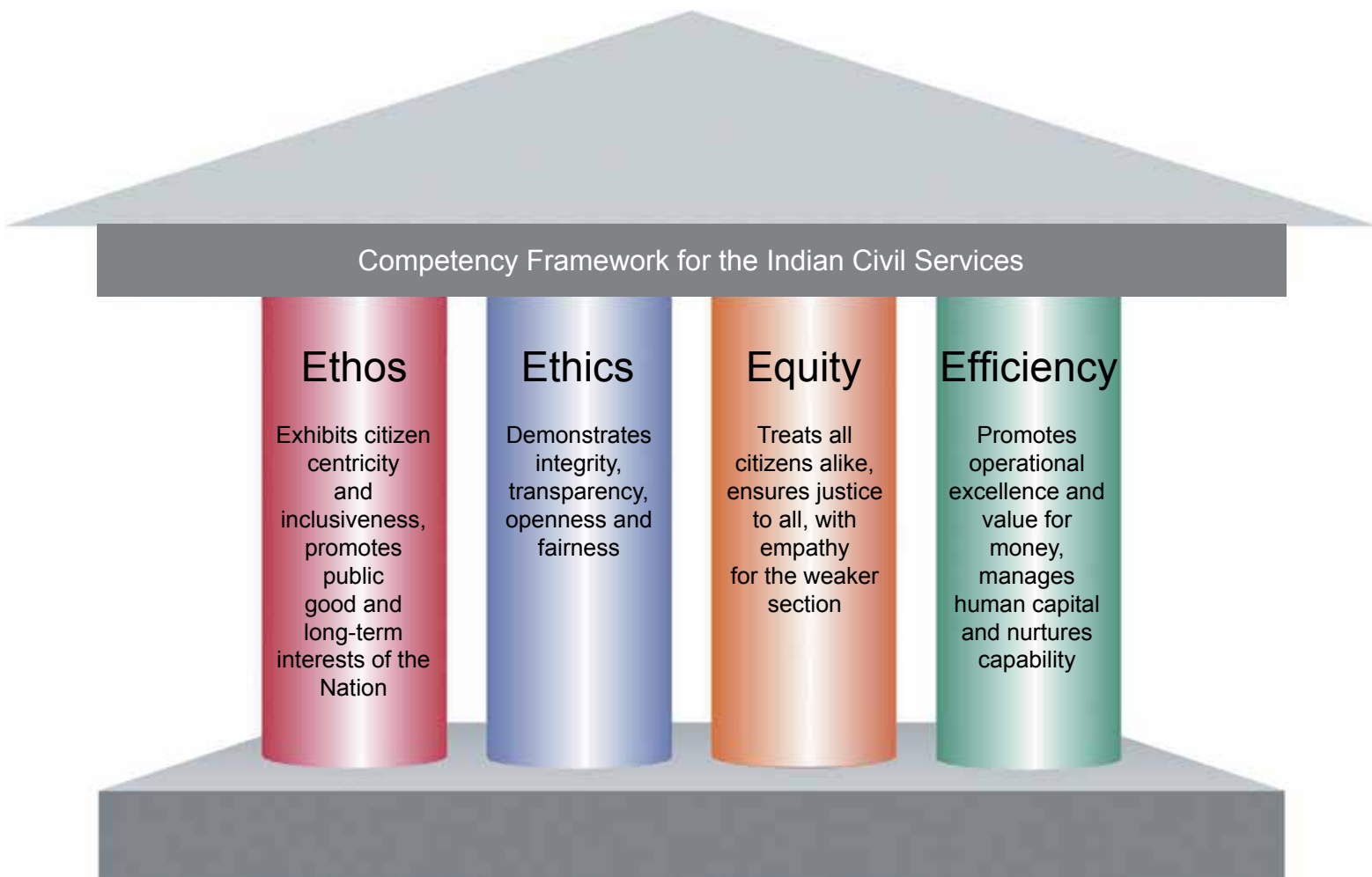
**What is a Competency Dictionary?**

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.

**Figure 2:  
Competency Definition, Levels and Indicators**

<b>Name of the Competency</b>	<b>Emotional Maturity</b>	
<b>Definition of the Competency</b>	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.	
<b>Behavioural indicators of the Proficiency Level</b>	<b>Level 1: Restrains Emotional Impulses</b>	<ul style="list-style-type: none"> <li>• Resists temptation to act immediately when it is inappropriate</li> <li>• Feels strong emotions (such as anger, extreme frustration, or high stress) but does not react.</li> </ul>
<b>Proficiency Level within the Competency</b>	<b>Level 2: Responds Calmly</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Acknowledges angering actions or stressful situations and is able to think through and then respond in a calm and composed manner.</li> </ul>
	<b>Level 3: Manages Stress Effectively</b>	<ul style="list-style-type: none"> <li>• When feeling strong emotions (such as anger or frustration), holds back and/or removes self from situation to reduce negative impact on others.</li> <li>• Responds constructively and professionally to challenges, provocation and/or disappointments.</li> <li>• Uses deliberate strategies or self-control to ensure ability to function and provide effective leadership in situations of stress or adversity.</li> </ul>
	<b>Level 4: Calms Others During Periods of High Stress or Adversity</b>	<ul style="list-style-type: none"> <li>• In stressful situations, controls own emotions and calms others as well</li> <li>• Demonstrates maturity and self control to engage effectively when challenged or while driving an outcome through.</li> <li>• Remains non-defensive, composed and optimistic to seek a positive resolution to a highly challenging situation by managing self and others.</li> </ul>
	<b>Level 5: Maintains Effectiveness Despite Prolonged Stressors</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Applies specific techniques such as planning ahead to manage and minimise stress in self and others; coaches and mentors others to do the same.</li> </ul>

## Basic Features of Civil Services



## Competency Framework for the Civil Services



### **Ethos**

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



### **Ethics**

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



### **Equity**

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



### **Efficiency**

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

### **Characteristics of Good Governance**

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

# Competency Definitions

## 1. Ethos

Competency	Definition
1.1) <b>People First</b>	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) <b>Strategic Thinking</b>	Ability to understand dynamic internal and external environment and its impact. Responds to the opportunities and challenges for the betterment of society.
1.3) <b>Organisational Awareness</b>	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) <b>Commitment to the organisation</b>	Aligns behaviours and interests with the needs and goals of the organisations.
1.5) <b>Leading Others</b>	Ability to engage, energise, and enable the team to excel.

## 2. Ethics

Competency	Definition
2.1) <b>Integrity</b>	Consistently behaves in an open, fair and transparent manner, honours one's commitments and works to uphold the Public service values.
2.2) <b>Self-Confidence</b>	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) <b>Attention to Detail</b>	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) <b>Takes Accountability</b>	Takes ownership for outcomes (successes or failures) while addressing performance issues fairly and promptly.

## 3. Equity

Competency	Definition
3.1) <b>Consultation and Consensus Building</b>	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.
3.2) <b>Decision Making</b>	Makes timely decisions that takes into account relevant facts, tasks, goals, constraints, risk and conflicting points of view.
3.3) <b>Empathy</b>	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) <b>Delegation</b>	Delegates responsibility with the appropriate level of autonomy so that others are free to innovate and take the lead.

## 4. Efficiency

Competency	Definition
<b>4.1) Result Orientation</b>	High drive for achieving targets and competing against a standard of excellence.
<b>4.2) Conceptual Thinking</b>	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.
<b>4.3) Initiative and Drive</b>	Contributing more than what is expected in the job. Refusing to give up when faced with challenges and finding or creating new opportunities.
<b>4.4) Seeking Information</b>	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.
<b>4.5) Planning and Coordination</b>	Ability to plan, organise and monitor work with effective utilisation of resources such as time, money, and people.
<b>4.6) Desire for Knowledge</b>	Keeps up-to-date with relevant knowledge and technology, share latest developments with others, and advocates the application of acquired knowledge.
<b>4.7) Innovative Thinking</b>	Open to change, approaches issues differently, offers alternate/out of box solutions and strives for efficiency by working smartly.
<b>4.8) Problem Solving</b>	Understanding a situation by breaking it into small parts, organising information systematically and setting priorities.
<b>4.9) Developing Others</b>	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.
<b>4.10) Self-Awareness and Self-Control</b>	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.
<b>4.11) Communication Skills</b>	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.
<b>4.12) Team-Working</b>	Working together as a unit for common goal, building teams through mutual trust, respect and cooperation.

# 1. Ethos



## 1.1 People First

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

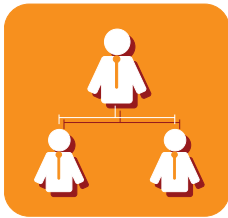
<p><b>Level 1: Responds Sensitive to the Needs of the Citizens</b></p>	<ul style="list-style-type: none"> <li>• Understands the needs of the marginalised and disadvantaged, along with the needs of the wider public</li> <li>• Strives to respond quickly to meet their needs in a respectful, helpful and responsive manner</li> <li>• Reports issues that affect service delivery, where necessary</li> <li>• Addresses all the issues of the citizens in an unbiased manner</li> <li>• Ensures that levels of service are maintained – highlights risks or concerns in order to meet community requirements</li> <li>• Understanding the value of an affirmative action towards the marginalised and disadvantaged</li> </ul>
<p><b>Level 2: Anticipates the Needs of the Citizens</b></p>	<ul style="list-style-type: none"> <li>• Actively seeks information from all sections of community to understand their needs and expectations</li> <li>• Is accessible to all citizens and seeks their feedback to develop a clear understanding of their needs and outcomes</li> <li>• Establishes mechanisms to address feedback from the community about the service provided</li> <li>• 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</li> <li>• Understands issues from others’ perspective, particularly the disadvantaged</li> <li>• Keeps others up-to-date with information and decisions that might affect their area of work</li> </ul>
<p><b>Level 3: Promote the Service to the Citizens</b></p>	<ul style="list-style-type: none"> <li>• Is a role model of positive community service behaviours</li> <li>• Promotes a culture focussed on serving and meeting the needs of the citizens</li> <li>• 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</li> <li>• 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</li> <li>• Focusses their decision making around the most excluded sections of the society; and designs and monitors the execution of these initiatives</li> </ul>
<p><b>Level 4: Actively Improves the Service to the Citizens</b></p>	<ul style="list-style-type: none"> <li>• Uses multiple mechanisms to obtain insights from the community, in order to drive proposals, outcomes and quality in the area</li> <li>• Constantly improves service by managing risks and ensuring service delivery within defined outcomes</li> <li>• Works collaboratively with staff, stakeholders, community, and service delivery partners to deliver against service level agreements</li> </ul>
<p><b>Level 5: Drives a Culture of Serving the Citizens</b></p>	<ul style="list-style-type: none"> <li>• Creates in-depth understanding of broad range of community requirements in the Department</li> <li>• Leads community service outcomes at a strategic level</li> <li>• Works across the Government to deliver best quality service, with a strong focus on the marginalised and disadvantaged</li> <li>• Creates a culture of working with and through delivery partners to establish service levels and outcomes</li> <li>• Incorporates elements of affirmative action into planning and strategy formulation</li> </ul>



## 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.

<p><b>Level 1: Understands Own Work</b></p>	<ul style="list-style-type: none"> <li>• Understands what is required in their role and how this contributes to Departmental priorities</li> <li>• Considers how their job impacts colleagues in own and other Departments</li> <li>• Takes an active interest in expanding knowledge of areas related to their role</li> </ul>
<p><b>Level 2: Aligns Work to Department</b></p>	<ul style="list-style-type: none"> <li>• Keeps up-to-date with a broad set of issues relating to the work of the Department</li> <li>• Develops an understanding of how their area's strategy contributes to Departmental priorities</li> <li>• Ensures their area/team activities are aligned to Departmental priorities</li> <li>• Gathers additional information from relevant sources inside and outside their Department</li> <li>• Focusses on the overall intent of what one is trying to achieve, not just the task</li> <li>• Identifies bottleneck in existing systems and suggests steps to overcome them</li> </ul>
<p><b>Level 3: Contributes to Strategy</b></p>	<ul style="list-style-type: none"> <li>• Is alert to emerging trends, opportunities and risks in the environment which might impact or benefit the Department</li> <li>• Ensures that relevant issues relating to their policy area are effectively fed into big picture considerations</li> <li>• Actively seeks out knowledge and shares experiences to develop understanding of one's area of responsibility</li> <li>• Seeks to understand how the services, and strategies in the area work together to create value for the public</li> </ul>
<p><b>Level 4: Identifies Strategic Imperatives</b></p>	<ul style="list-style-type: none"> <li>• Anticipates the long-term impact of national and international developments in one's area, including economic, political, environmental, social, and technological</li> <li>• Identifies implications of Departmental and political priorities in one's area to ensure alignment</li> <li>• Creates joint strategies that have positive impact and add value for stakeholders, citizens, and communities</li> <li>• Uses appropriate forms of technology during evaluations and/or implementation to achieve strategic goals</li> </ul>
<p><b>Level 5: Develops Long Term Strategies</b></p>	<ul style="list-style-type: none"> <li>• Shapes the Department's purpose in delivering Civil Service priorities for the public and economic good</li> <li>• Leverages technology in programme design</li> <li>• Shapes plans which help put into practice and support the Department's long-term direction, including those shared with other departments</li> </ul>



## 1.3 Organisational Awareness

Understanding of the organisation’s mandate, structure, policies, processes, norms and its interface with other organisations. It also includes an understanding of the organisation’s informal structures, power dynamics, and constraints.

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





## 1.4 Commitment to the Organisation

Aligns behaviours and interests with the needs and goals of the organisation.

<p><b>Level 1: Aligns Self with the Organisation</b></p>	<ul style="list-style-type: none"> <li>• Understands the rules and procedures in the organisation</li> <li>• Respects and follows the rules and other norms of working</li> <li>• Understands Civil Services values and acts accordingly</li> <li>• Executes work according to expectations</li> </ul>
<p><b>Level 2: Promotes Organisational Objectives</b></p>	<ul style="list-style-type: none"> <li>• Respects and accepts organisational priorities and sets own accordingly</li> <li>• Expresses pride, pleasure about being part of this organisation</li> <li>• Promotes and/or defends the organisation's credibility and visibility with outsiders</li> <li>• Bargains and create goodwill for the organisation</li> <li>• Pursues work with passion and dedication</li> </ul>
<p><b>Level 3: Supports the Organisation</b></p>	<ul style="list-style-type: none"> <li>• Makes choices and sets priorities to fit with the organisation's goals</li> <li>• Collaborates with others to achieve larger organisational objectives</li> <li>• Suggests improvements in process and systems to promote the organisation's effectiveness</li> <li>• Strives to deliver at high standards to external and internal stakeholders</li> </ul>
<p><b>Level 4: Puts the Organisation First</b></p>	<ul style="list-style-type: none"> <li>• Puts organisational needs first even in trying circumstances</li> <li>• Stands by decisions that benefit the larger organisation even if they are unpopular or undercut the unit's short-term good</li> <li>• Acts as per the Civil Services Values even under trying circumstances</li> </ul>
<p><b>Level 5: Encourages Others in Putting the Organisation First</b></p>	<ul style="list-style-type: none"> <li>• Nurtures the culture of commitment to the organisation</li> <li>• Acts as a role model</li> <li>• Supports colleagues in making difficult decisions</li> <li>• Is able to elicit commitment to the cause of the organisation from others (within and across own organisation)</li> <li>• Is able to make difficult decisions and stands by such decisions made by colleagues for the larger benefit of the organisation</li> </ul>



## 1.5 Leading Others

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

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

## 2. Ethics



### 2.1 Integrity

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

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



## 2.2 Self-Confidence

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

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



## 2.3 Attention to Detail

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

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



## 2.4 Taking Accountability

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

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

# 3. Equity



## 3.1 Consultation and Consensus Building

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

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



## 3.2 Decision Making

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

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





### 3.3 Empathy

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

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

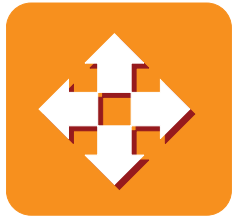


## 3.4 Delegation

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

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

# 4. Efficiency



## 4.1 Result Orientation

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

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



## 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.

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



## 4.3 Initiative and Drive

Contributing more than what is expected in the job, refusing to give up when faced with challenges, and finding or creating new opportunities.

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



## 4.4 Seeking Information

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

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



## 4.5 Planning and Coordination

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

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



## 4.6 Desire for Knowledge

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

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





## 4.7 Innovative Thinking

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

<p><b>Level 1: Is Open to New Ideas and Change</b></p>	<ul style="list-style-type: none"> <li>Identifies possibilities of improvements in current areas of work</li> <li>Open to the possibilities of change and considers ways to implement and adapt change in current area of work</li> <li>Improvises in case of issues of urgent importance</li> </ul>
<p><b>Level 2: Suggests Innovative Ways of Solving Issues and Improving Current Ways of Working</b></p>	<ul style="list-style-type: none"> <li>Suggests ideas and feedback for improvements with others in a constructive manner</li> <li>Applies learning from experiences and observations and implements to improve efficiency in the area of work</li> <li>Conducts regular reviews of the progress and identifies possible areas of improvements</li> <li>Puts aside preconceptions and considers new ideas on their merits</li> </ul>
<p><b>Level 3: Proactively Seeks Opportunities to Initiate New Ideas/Change</b></p>	<ul style="list-style-type: none"> <li>Seeks improvement in public service delivery through multiple methods such as technology, efficient work practices etc</li> <li>Proactively engages with stakeholders for continuous improvement in service delivery</li> <li>Identifies bottlenecks and warning signs and initiates preventive action</li> <li>Prepared to meet the challenges of difficult change and encourages others in doing the same</li> <li>Challenges the status quo and looks for unconventional solutions</li> </ul>
<p><b>Level 4: Encourages Innovation</b></p>	<ul style="list-style-type: none"> <li>Encourages ideas, improvements and measured risk-taking to improve services</li> <li>Identifies &amp; implements changes to transform flexibility, responsiveness, and quality of service</li> <li>Articulates and demonstrates the change messages, on possible occasions, to possible audience</li> <li>Creates comprehensive plans and redesigns control mechanisms to respond promptly to critical events and to manage change</li> </ul>
<p><b>Level 5: Creates a Culture of Innovative Thinking and Ability to Handle Change</b></p>	<ul style="list-style-type: none"> <li>Critically challenges decision making and allocation of resources</li> <li>Promotes innovative thinking and welcomes game changing ideas</li> <li>Tolerates genuine mistakes and measured risk taking to achieve transformation</li> <li>Rethinks systems and partnership approaches to achieve desired outcomes</li> <li>Creates a culture of innovation, flexibility and responsiveness, mobilising the Department to respond swiftly to changing priorities</li> </ul>



## 4.8 Problem Solving

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

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



## 4.9 Developing Others

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

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



## 4.10 Self Awareness and Self Control

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

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



## 4.11 Communication Skills

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

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



## 4.12 Team-Working

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

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





## **DoPT Vision**

***"To create an enabling environment for the development and management of human resources of the Government for efficient, effective, accountable, responsive and transparent governance."***

**Training Division**  
**Department of Personnel & Training**  
Old JNU Campus  
New Delhi-110067 India

Website: <http://persmin.gov.in/otraining/Index.aspx>