Competency Framework for the Indian Civil Services

Ethos — Exhibits citizen centricity and inclusiveness, promotes public good and long-term interests of the Nation

Ethics — Demonstrates integrity, transparency, openness and fairness

Equity — Treats all citizens alike, ensures justice to all, with empathy for the weaker section

Efficiency — Promotes operational excellence and value for money, manages human capital and nurtures capability

COMPETENCY FRAMEWORK FOR CIVIL SERVICES: EFFICIENCY
GROUP IV

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INTRODUCTION

- **NTP 2012**

- **Transformation from rule based to competency based strategic HRM**

- **Competencies**
  - **Underlying characteristics of an employee – motive, trait, skill, aspects of one's social image, social role or a body of knowledge**
  - **Contribute to effective and/or superior performance in a job or role**

- **Competency & Performance**
  - **Threshold competency**
 - **Differentiating competency**

Iceberg model

BUREAUCRACY, PROFESSIONALISM & COMPETENCY: THEORETICAL PERSPECTIVE

Specialisation

Impersonality

Weberian Premise

Formal rules & regulations

Hierarchy

Ideal Typical Bureaucracy (Efficient)
1. Task specialisation (Division of Labor)
2. Hierarchical layers of authority
3. Formal selection
4. Rules and requirements
5. Impersonal
6. Career orientation

Expertise

Corporateness

Responsibility
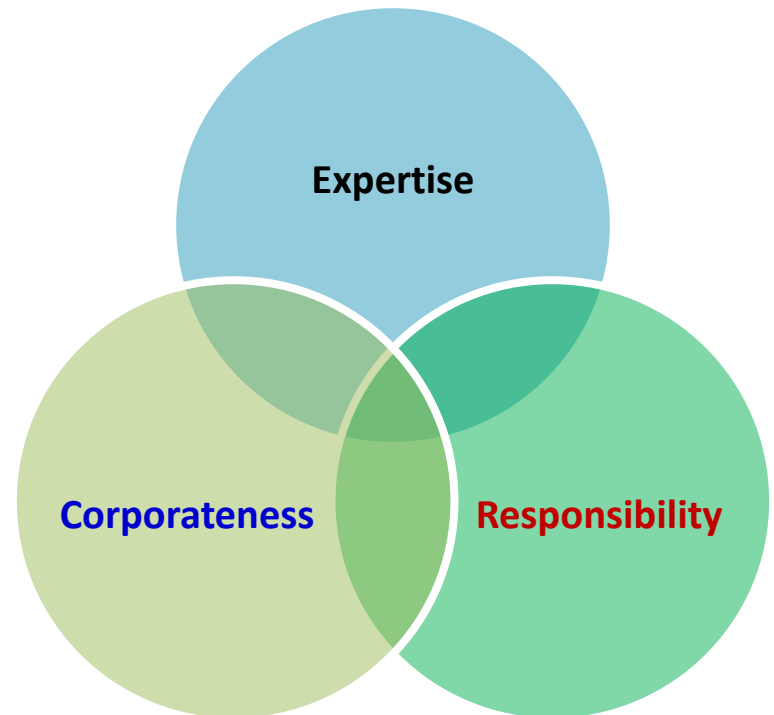
CHANGING PARADIGM OF GOVERNANCE

"The fully developed bureaucratic apparatus compares with other organisations exactly as does the machine with the non-mechanical modes of production."

Max Weber

"Bureaucracy is a construction by which a person is conveniently separated from the consequences of his or her actions."
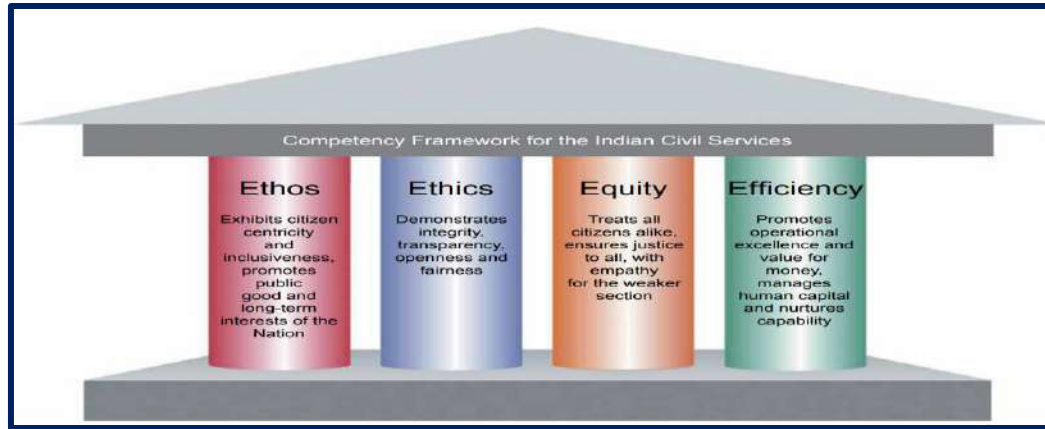
Nassim Nicholas Talib

- **New Public Service**

- **De-centralization**

- **Participative Governance**

- **Changed societal milieu**
  - **Enhanced aspirations**
  - **Social media & visibility, transparency**

**Task specialisation
Hierarchical layers of authority
Formal selection
Rules and requirements
Impersonal**

- **Inter-disciplinary approach**
- **Flatter organization Vs Pyramidical structure**
- **Rule based to role based**
  - **Rule of law Vs rule by law**
- **Lateral absorption of specialists**

COMPETENCY & GOVERNANCE

Competency Framework for the Indian Civil Services

Ethos — Exhibits citizen centricity and inclusiveness, promotes public good and long-term interests of the Nation

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Characteristics of Good Governance

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

Political Stakes/Capacity

		Low (P_L)	High (P_H)
Bureaucratic Efficiency	Low (B_L)	(A) Ineffective decision-making, Ineffective implementation, Structural negligence	(B) Ineffective, delayed implementation of desired policy or action
	High (B_H)	(C) Unchecked bureaucracy, Bureaucratic shirking, escaping accountability	(D) Effective, prompt implementation of flawed policy or action

EFFICIENCY

$$\eta = \frac{Output}{Input} \times 100\%$$

- **Effectiveness ~ Degree of is success in producing a desired result**
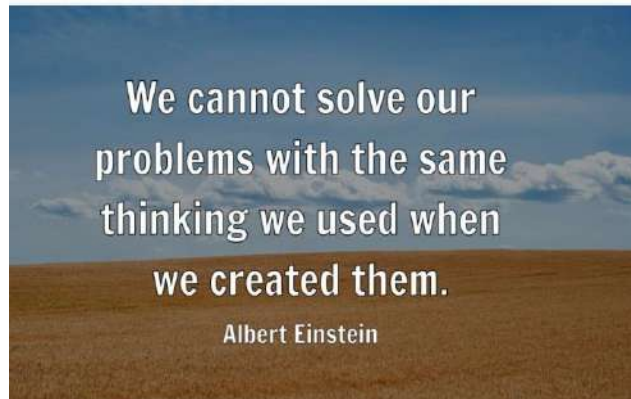- **Efficiency ~ Ability to accomplish the result with the least amount of resources**

Ability to implement plans with smallest possible expenditure of resources

or

Process of using fewer resources, as well as less time and less money, to achieve the same goal

- **Promote operational excellence and value for money**
- **Manage human capital**
- **Nurture capability**

We cannot solve our problems with the same thinking we used when we created them.
Albert Einstein

If you want something you never had
You have to do something you've never done

SCHEMA

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

Brig Manoj Upreti

Brig Jayachandran & DIG Dushyant Kumar

Capt Anil Kumar & Shri T Kabilan

Cmde Karthikeyan & Shri Ajay Jaiswal

Shri SS Prasad & Shri Harshdeep Srivastava

Shri Manish Agarwal & Shri Manoj Kumar

Brig Bharat Huria

Cmde Chanti Varanasi & Smt Julia Mohapatra

Brig Manish Bakshi & Brig Samir Bhalla

Shri Arvind Varma

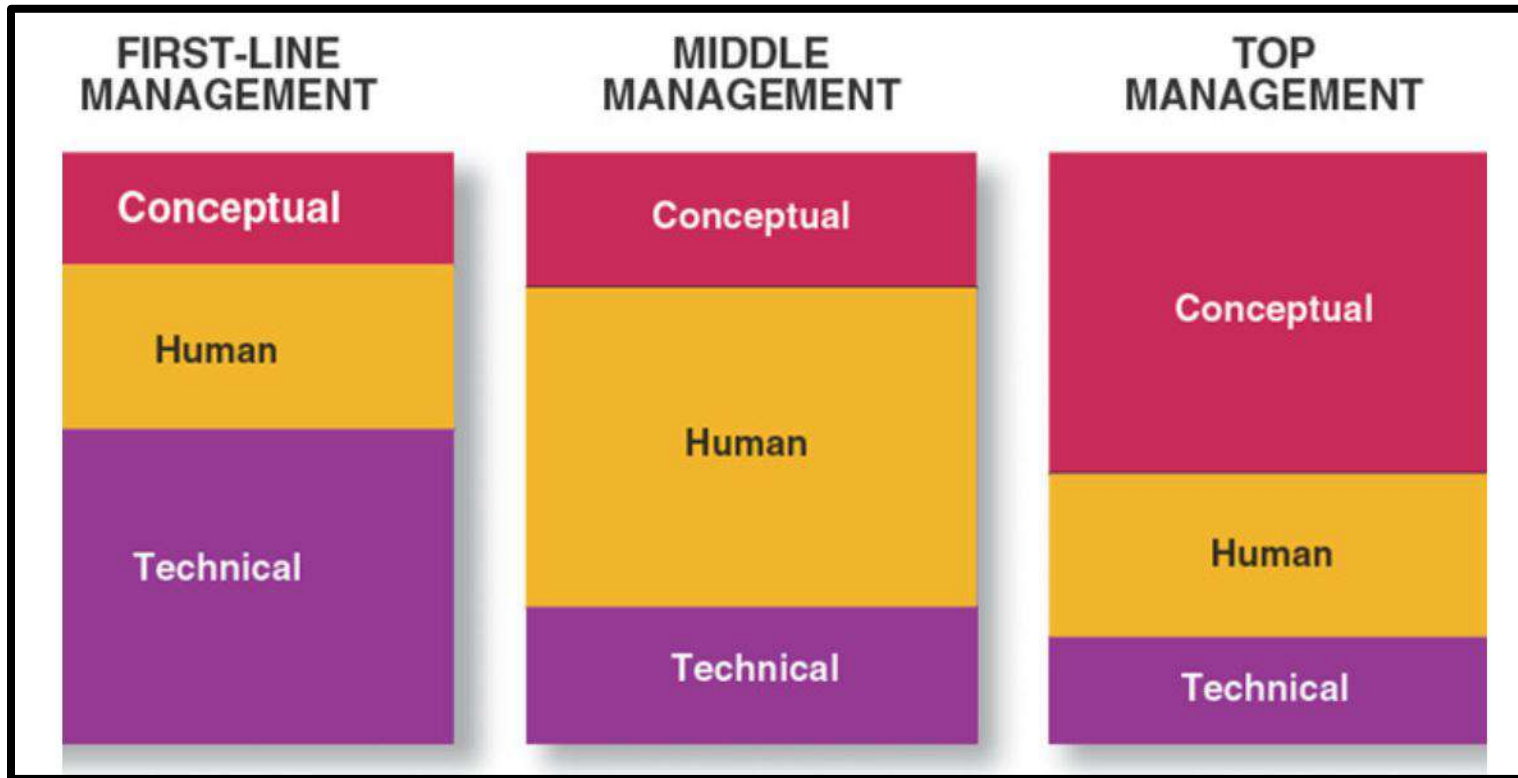**Brig Abhinav Gurha**

Brig TM Pattanaik, SM

CONCEPTUAL THINKING

CONCEPTUAL THINKING

Develop new understanding

Clarify Complex situations

Apply learning

Discern Patterns

Apply basic rules
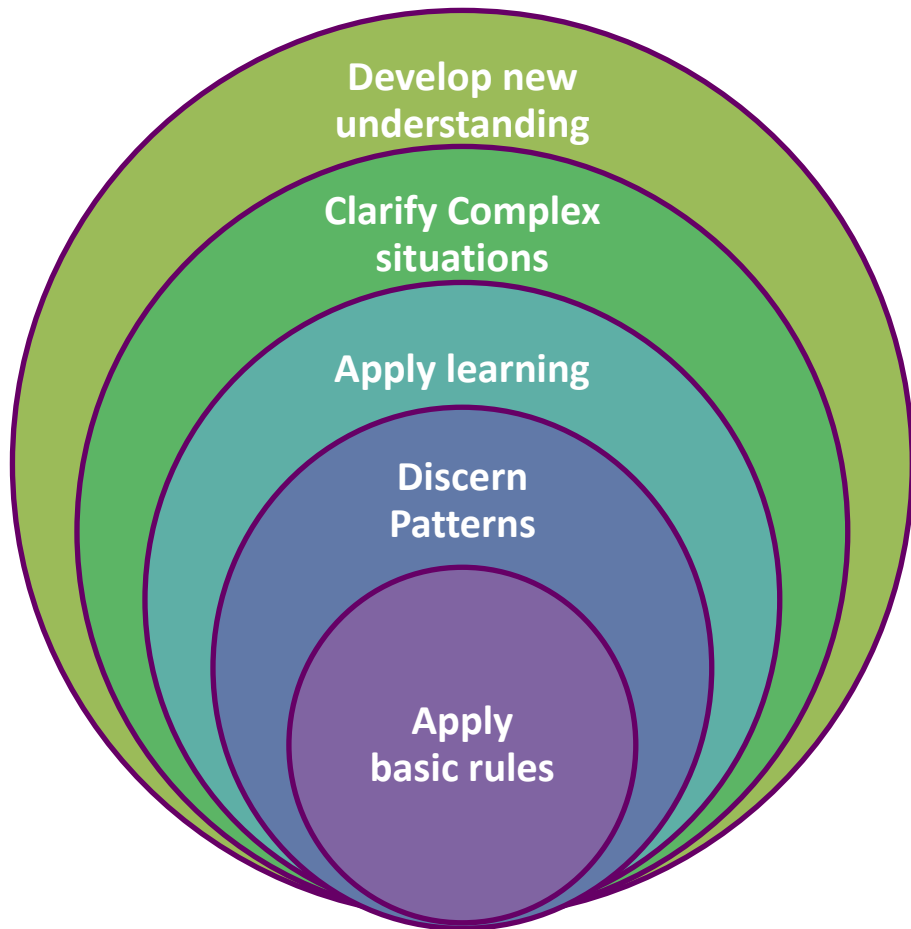
- **Understanding the macro-picture**
  - **Connecting dots**
  - **Identifying patterns**
  - **Ability to connect disparate concepts to find innovative ideas**
  - **Reflect on past decisions to improve future outcomes.**
- **Capacity for Abstraction**
  - **Resisting stereotyping**
  - **Ability to comprehend nebulous concepts**
  - **Inductive & Deductive reasoning**
- **Clarity**
  - **Think through chaos**
  - **Segregate wheat from chaff**
  - **Not to miss the woods for trees**
  - **'The larger good' & 'Moral dilemmas'**

SIGNIFICANCE OF CONCEPTUAL SKILLS

FIRST-LINE MANAGEMENT	MIDDLE MANAGEMENT	TOP MANAGEMENT
Conceptual	Conceptual	Conceptual
Human	Human	Human
Technical	Technical	Technical

Thoughts without content are empty,
Intuitions without concepts are blind.
The understanding can intuit nothing,
the senses can think nothing.
Only through their unison can knowledge arise.

Immanuel Kant

DEVELOPING CONCEPTUAL THINKING

> *"The decision to reject one paradigm is always simultaneously the decision to accept another, and the judgment leading to that decision involves the comparison of both paradigms with nature and with each other."*
>
> **Thomas Kuhn**

- **Link from paradigm to action**
- **Importance of 'Why' along with 'What' and 'How'**
- **Organisational Goal always at the Centre**
- **Centre of Gravity & 'Schwerpunkt'**
- **Freedom of action, creativity**
- **Leadership study**
- **Observation, understanding motivations**
- **Widening of horizons; knowledge enhancement**
- **Inter-disciplinary approach**

Auftragstaktik

Trust

> *"The test of a first-rate intelligence is the ability to hold two opposing ideas in mind at the same time and still retain the ability to function"*
>
> **F Scott Fitzgerald**

RESULT ORIENTATION

RESULT ORIENTATION

- **LEVEL 1. FOCUSSES 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.

RESULT ORIENTATION

- **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.

RESULT ORIENTATION

- **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.

RESULT ORIENTATION

- **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.

RESULT ORIENTATION

- **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.

INITIATIVE & DRIVE

LEVELS OF INITIATIVE

Immediate action on priorities

Identifies Opportunities & Responds

Creates Opportunities in the short term

Anticipates & Acts for the Medium Term

Nurtures an environment conducive to displaying initiative
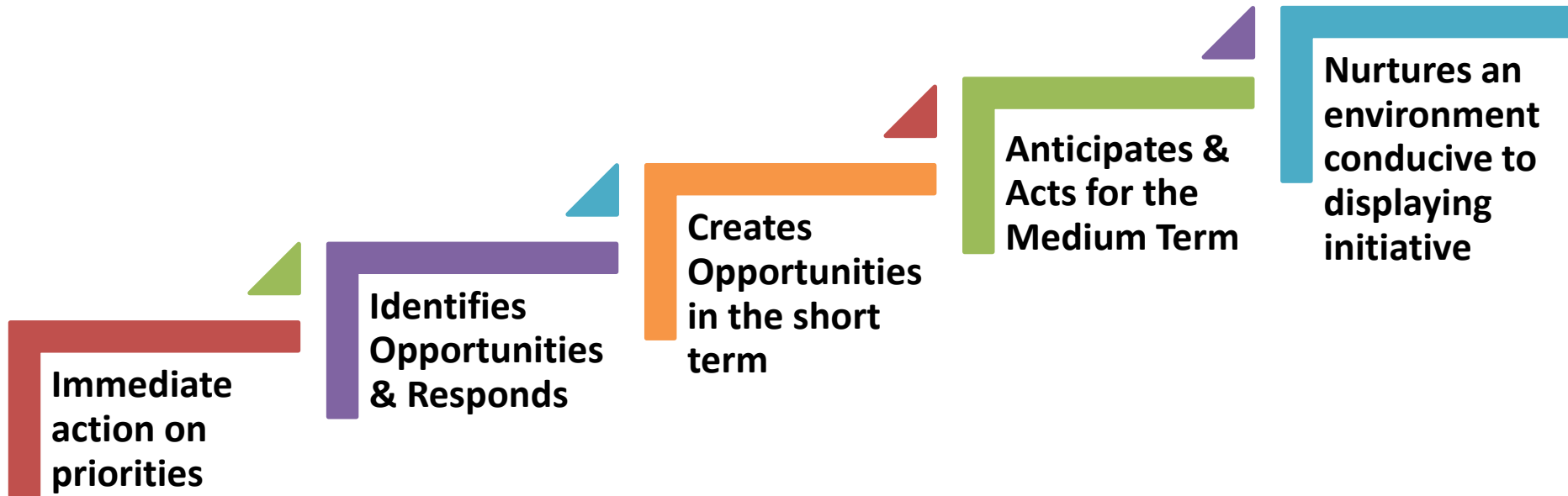
INITIATIVE & ORGANISATIONAL EFFICIENCY

- **Employee initiative; manifestation of ambition and/or healthy organizational climate**

- **Measure of a sense of belongingness**

- **Essential for target achievement**

- **Enable crisis management**

- **Generates ideas**

- **Provides innovative solutions**

The boundaries of initiative; Importance of shared vision

DEVELOPING A CULTURE OF INITIATIVE

- **Acknowledging professionalism, integrity & honesty**

- **Clarity of organizational goals**

- **The importance of dissenting views**

  - **Thesis + Antithesis= Synthesis**

- **Incentivizing initiative; public acknowledgement**

- **Risk appetite, shunning zero error syndrome**

- **Organisational Trust, A two-way street**

Taking initiative is a form of self-empowerment
Stephen Covey

SEEKING INFORMATION

An underlying curiosity to know about things, people or issues

BASIC SEARCH AND INVESTIGATE SITUATION

- **Uses available information in the organisation**
- **Asks direct question from those who are directly involved in the situation**
- **Conduct basic search to obtain more information in books, journals and internet**
- **Investigate each situation beyond routine questioning**
- **Check assumption against the facts by asking questions**
- **Identify the people who are related and investigate the situation further**
- **Connects all the information available and conduct field visits, if needed, to gain a comprehensive understanding of the situation**

DIGS DEEPER AND CONDUCT RESEARCH

- Ask a series of probing questions to get at a root of a situation or a potential situation or a potential opportunity .

- Consults with experts and practitioners to get the independent perspective, background information, experience etc.

- Seeks to develop deeper understanding and get in-depth perspective of the subject.

- Makes a systematic efforts within limited time to obtain needed data or feedback.

- Conducts in-depth investigation from different and wide range of sources.

- Studies best practices of other states, sectors, regions organisation etc.

- Tries to obtain new insight or meaning by conducting or commissioning formal research if required.

DEVELOPS OWN SOURCE OF DIRECT INFORMATION

- **Conduct field visits (if needed) to gain a comprehensive understanding of situation.**

- **Identifies individuals or develops trusted source to conduct regular information gathering.**

- **Validates the veracity of information through other means and information**

PLANNING & COORDINATION

PLANNING AND COORDINATION

•Planning and Coordinating involves **proactively planning, establishing priorities and allocating resources**. It is expressed by developing and implementing increasingly complex plans. It also involves monitoring and adjusting work to accomplish goals and deliver to the organization's mandate.

•Relationship between planning and coordination: **Planning also facilitates coordination by integrating various plans through mutual discussion and exchanging ideas**. Whenever the management assigns tasks or activities to individuals or groups, coordination allows them to organize it well.

•Role of Coordination in planning: Coordination **minimizes the conflicts, wastages, delays, indifferences and other organizational problems and ends rivalries**. It ensures smooth function of the organization. Hence, with the help of coordination an organization can fulfill its objectives promptly.

PLANNING AND COORDINATION

•Difference between planning and coordination: **A planner creates the vision for an event and a coordinator helps make that vision a reality**. Coordinators look at vendors, organize delivery dates, and often handle logistical tasks. Large organizations may have two coordinators for every planner, while small operations might only have one coordinator.

•**The 4 Types of Planning are** Operational Planning, Strategic Planning, Tactical Planning and Contingency Planning.

•**The 4 Types of co-ordination are**

External Co-Ordination (external agencies and the organization)

Internal Co-Ordination

Vertical Co-Ordination (Within the Organization)

Horizontal Co-Ordination (Within the Organization)

PLANNING AND COORDINATION

PLANNING AND COORDINATION

Importance of Coordination in Management

1. Unity of Action
2. Increase in Efficiency and Economy
3. Development of Personnel
4. Differential Perception
5. Survival of the Organization
6. Accomplishment of Objectives
7. End of Conflicts
8. Paths Proper Direction and Facilitates Motivation
9. Unity in Diversity
10. Cohesive unity
11. Optimum Utilization of Resources
12. Promoting Team Spirit

PLANNING AND COORDINATION

Limitations of Planning

1. Planning Creates Rigidity
2. Planning Doesn't Work in a Dynamic Environment
3. Planning Reduces Creativity
4. Planning Involves Huge Costs
5. Planning is a Time-consuming Process

Limitations of Coordination

1. Difficulty in Setting of Standards
2. External Factors Not in Control
3. Less Willingness of the Employees
4. Lack of Management Talent
5. Misunderstandings

DESIRE FOR KNOWLEDGE

DESIRE FOR KNOWLEDGE

"Not All Readers Are Leaders, but All Leaders Are Readers"

-Harry S. Truman

- Desire for knowledge innate in all humans

- Basis of progress of civilization

DESIRE FOR KNOWLEDGE- DEFINITION

✓Keeps up-to-date with relevant knowledge and technology,

✓shares latest developments with others, and

✓advocates the application of acquired knowledge

DESIRE FOR KNOWLEDGE

Level 1: Maintains Up-To-Date Knowledge

- Maintains up-to-date knowledge about practices and policies

- Keeps own policy and procedure binders and ensures that files are up-to-date

DESIRE FOR KNOWLEDGE

Level 2: Proactively Keeps Abreast of Change in Environment

- Seeks to understand policies and procedures

- Proactively reads relevant literature

- Keeps abreast of changes in internal and external environment

- Identifies and utilizes learning opportunities to improve knowledge

DESIRE FOR KNOWLEDGE

Level 3: Develops Broader Conceptual Knowledge

- Draws opportunities for learning from day to day experience

- Seeks to enhance knowledge through interaction with experts

- Consults closely with other departments and relevant stake holders

- Pursues challenging assignments to develop expertise

DESIRE FOR KNOWLEDGE

Level 4: Prepares for Long Term

- Develops an external orientation, by keeping up-to-date with professional bodies, trends, and new legislation

- Reads widely (policy documents, reports, journals etc.)

- Explores best practices and identifies opportunities for implementation

- Encourages knowledge and experience sharing

- Makes changes in systems and processes which focus on long term knowledge enhancement

DESIRE FOR KNOWLEDGE

Level 5: Seen as a Role Model

- Is identified as a thought leader in own field
- Encourages and facilitates the acquisition of knowledge in others
- Suggests strategies to develop overall knowledge base of the department
- Creates an environment for development of knowledge of self and others

INNOVATIVE THINKING

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

What is Innovative Thinking?

Innovative thinking is a **creative thought process** used to **generate ideas and solutions**. It is a complex task that involves **finding new methods to approach problems or procedures**. Innovative thinking **produces results that change or challenge the status quo**. In the workplace, this means looking for ways to think differently to produce better business practices for both employees and customers.

Skills Required

Creativity	**Originality**	**Problem Solving**	**Critical thinking**
Curiosity	**Collaboration**	**Communication**	

Innovative Thinking in Public Admin

Modernisation of public administration involves **re-thinking and re-inventing public processes and procedures**, in the backdrop of ICT based **digital e-governance**, more **efficiently, effectively, faster and economically**.

In view **to enhance India's competitiveness**, public administration modernisation should focus on reforms of the **institutional framework**, conditions under which private enterprises operate and implementation of internal measures in effort to **improve the quality of service** provisioned by **increasing the capacities and incentives** of public administration in order to **provide goods and services in an integrated, reliable, flexible, efficient and effective manner**

High quality institutions and governance structures	Physical capital	Human capital and knowledge	Improvement of efficiency, effectiveness and speed of service provision

Accomplishment of high standards of predictability, reliability and accountability

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

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

- Articulates and demonstrates the change messages, on possible occasions, to possible audience

- 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

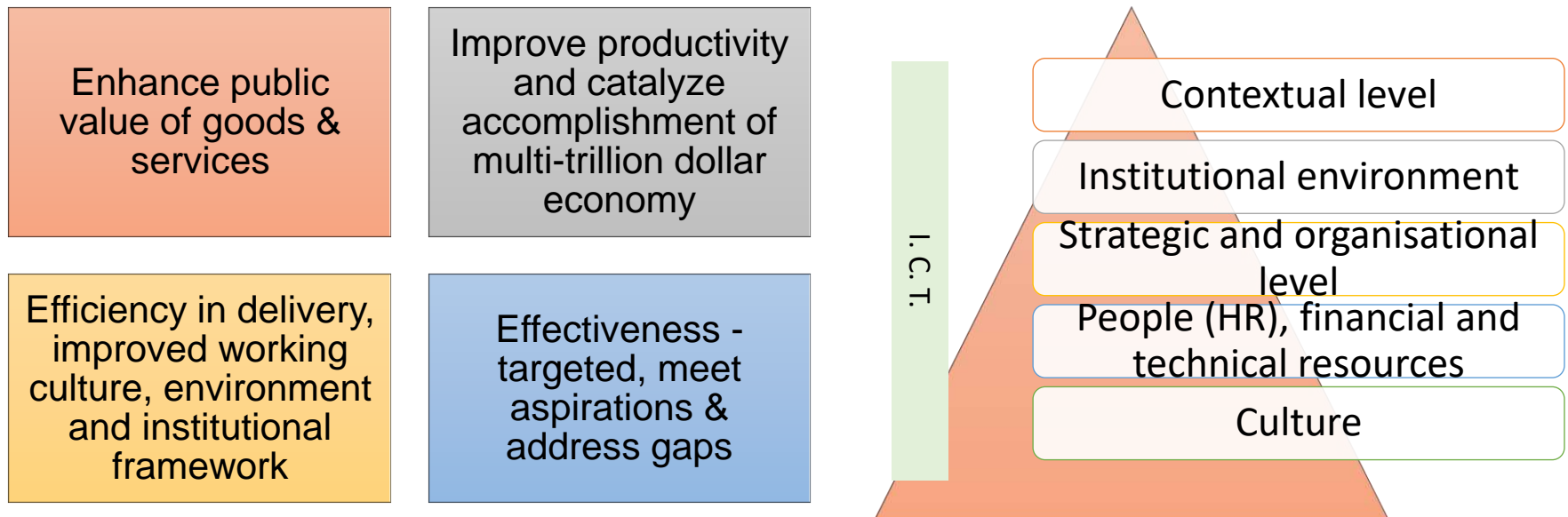- Tolerates genuine mistakes and measured risk taking to achieve transformation

- 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

Capability of Innovative Thinking in Public Admin

Need to engage civil society and citizens; partnership with private sector & improvement in access conditions

Enhance public value of goods & services	Improve productivity and catalyze accomplishment of multi-trillion dollar economy
Efficiency in delivery, improved working culture, environment and institutional framework	Effectiveness - targeted, meet aspirations & address gaps

I.C.T

- Contextual level
- Institutional environment
- Strategic and organisational level
- People (HR), financial and technical resources
- Culture

A long-term clear vision and an adequate strategy can boost innovations in the public organisations, acknowledging the value of innovation which enables the employees to adapt to changing contexts

PROBLEM SOLVING

PROBLEM SOLVING

What is Problem Solving?

A present unsatisfactory state that needs to be changed to a desired state as soon as possible

OR

It is a process whereby a dilemma is identified and corrected

PROBLEM SOLVING

Steps for Problem Solving:-

- ➢ **Identify the problem**

- ➢ **Gather data to analyze the causes & effect**

- ➢ **Evaluate and explore the alternatives**

- ➢ **Select the appropriate solution**

- ➢ **Implement the solution**

- ➢ **Evaluate the results**

PROBLEM SOLVING

LEVEL 1. Break Down Problems

➢ Break down complex issues into smaller parts for easier analysis

➢ Collect and analyses related information from a variety of sources

➢ Is able to effectively sift through information

➢ Identifies the link between situations and given information

PROBLEM SOLVING

LEVEL 2. Identifies Basic Relationships

➢ Identifies the cause-and-effect relationship between two aspects of a situation

➢ Develops an action plan based on casual relations and pros & cons

➢ weighs pros & cons of different options

PROBLEM SOLVING

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
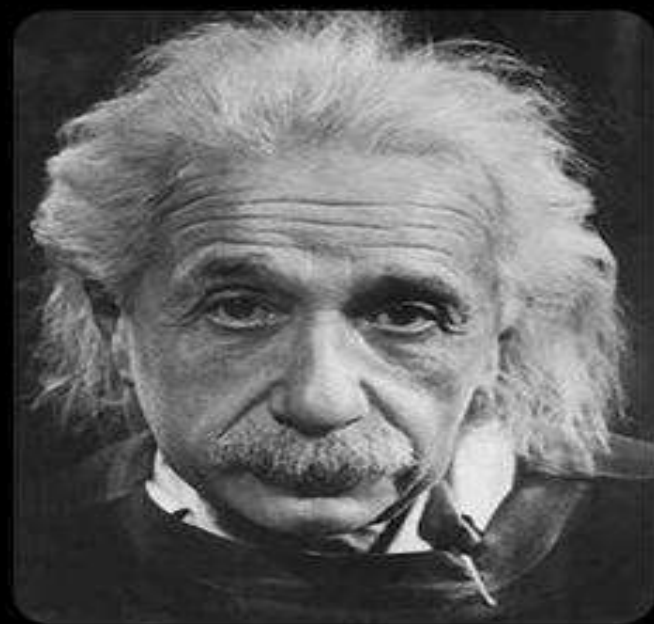
PROBLEM SOLVING

LEVEL 4. Develops Solutions to Complex Problems

➢ Ability to see the holistic picture

➢ Identifies inter-depencies between various components

➢ Communicates complex problems in a simpler 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 take steps for medium to long-term impact of the solutions

PROBLEM SOLVING

Root Cause Analysis

Brain Storming

Design Thinking

Six Sigma

Fishbone Diagram

Pareto Analysis

SWOT Analysis
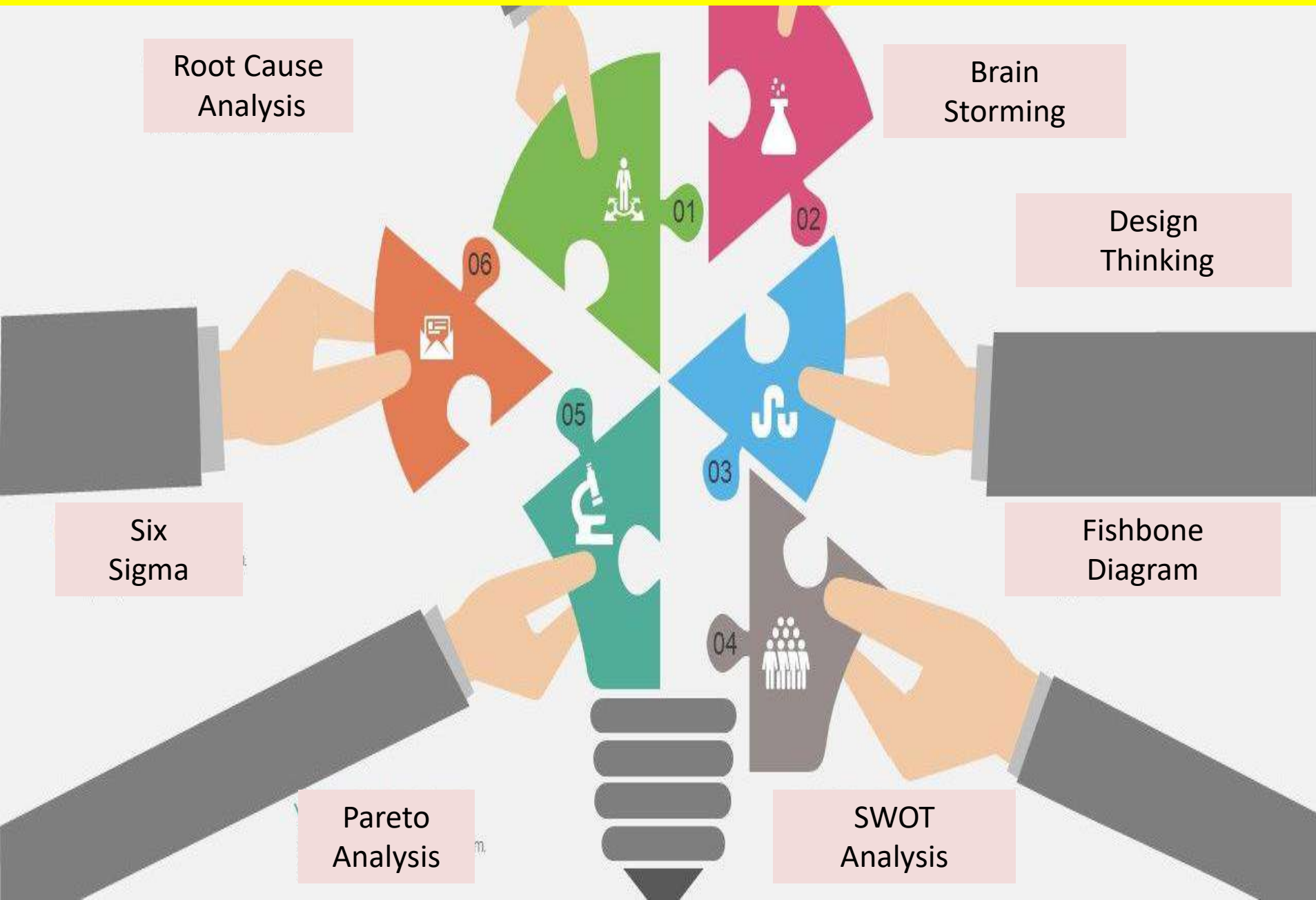
"No problem can be solved from the same level of consciousness that created it."

- Albert Einstein

DEVELOPING OTHERS

DEVELOPING OTHERS

- **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.

DEVELOPING OTHERS

- **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.

DEVELOPING 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.

DEVELOPING OTHERS

- **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.

DEVELOPING OTHERS

- **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.

SELF AWARENESS & SELF CONTROL

Understanding The 'Self'

- ✓ Ideas that a person holds about the self
- • Accumulation of knowledge about the self
- • Includes everything the person believes to be true about self.
- ✓ Multidimensionality of 'Self' in terms of physical, emotional, spiritual and professional aspects which includes traits, preferences, values, beliefs, and interests.
- ✓ Actual Self and Perceived Self.
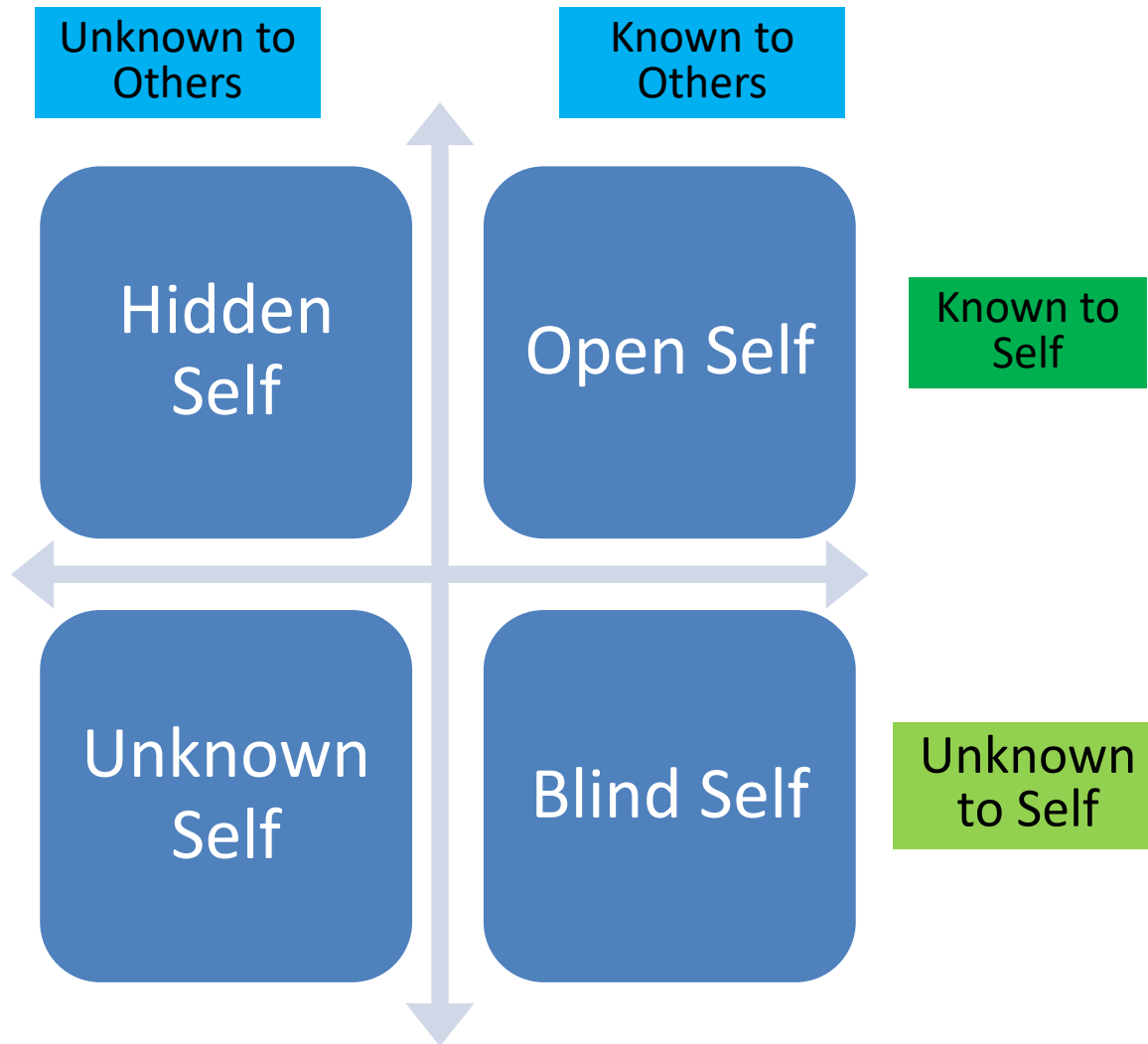- ✓ Bias in understanding of Self.

Self Awareness & Self Control

✓ Self-Awareness relates to Identification of 'Actual Self' leading to understanding one's own feelings and emotional triggers.

✓ Self control reflects one's skill of controlling the emotional response to the emotional stimulus.

✓ More is Self Awareness, better will be self control.

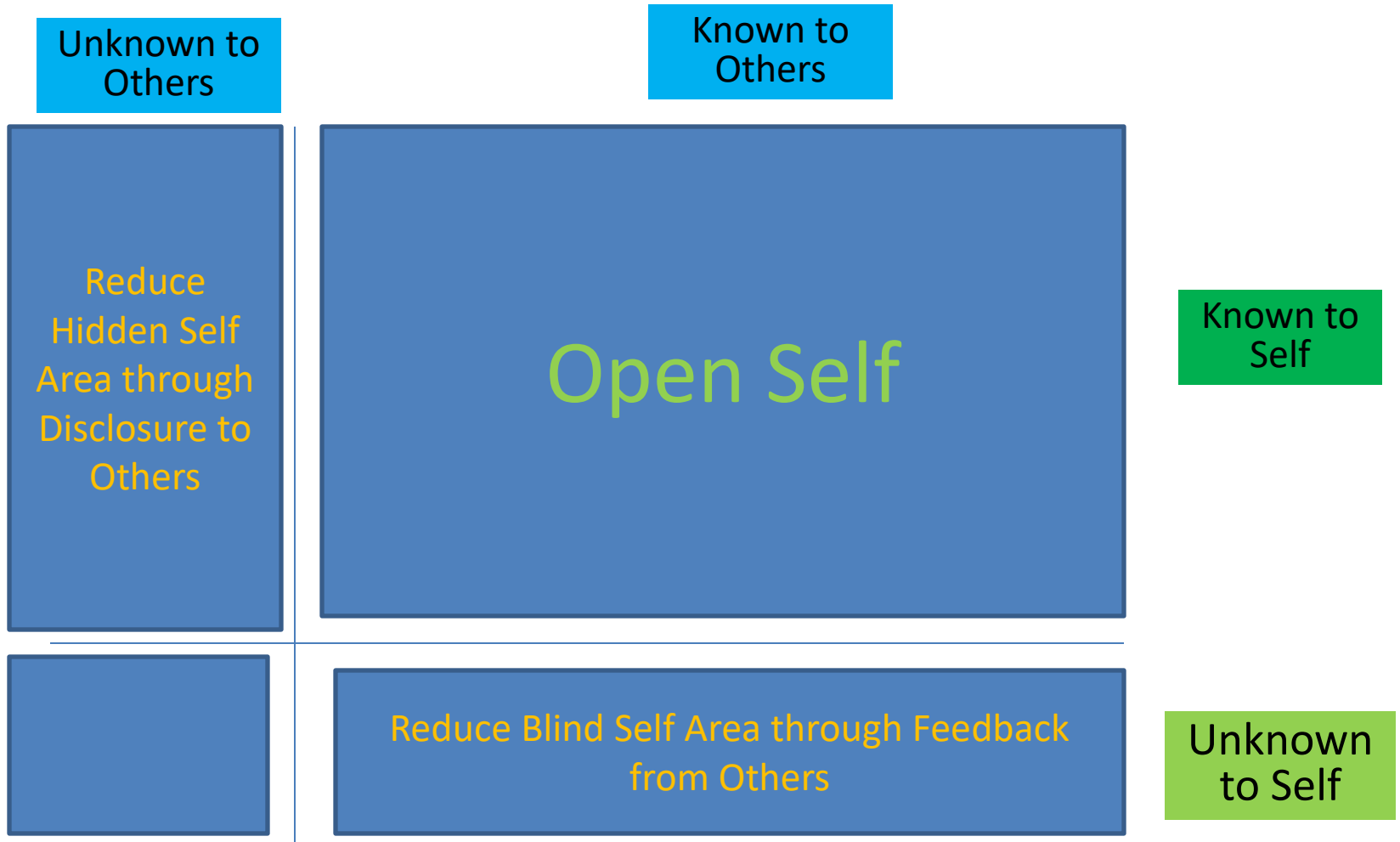# Importance of Self Awareness and Self Control
Organizational Aspects

- ✓ Helps in Maintaining sense of professionalism and emotional restraint when provoked, faced with hostility or working under increased stress.

- ✓ Helps to maintain resilience and stamina despite prolonged adversities.

- ✓ Helps in Team Building- Better Organizational Behavior.

- ✓ Helps to make the right decisions.

- ✓ Better public Service Delivery.

Self Awareness Matrix

Unknown to Others

Known to Others

Known to Self

Hidden Self

Open Self

Unknown Self

Blind Self

Unknown to Self

Improving Self Awareness

Unknown to Others

Known to Others

Reduce Hidden Self Area through Disclosure to Others

Open Self

Known to Self

Reduce Blind Self Area through Feedback from Others

Unknown to Self

Enhancing Self Awareness and Self Control

- ✓ Self analysis- Being Mindful Of Your Thoughts, Feelings And Behavior (Emotional Self-Awareness).

- ✓ Maintain diary of response to emotional stimulus, analyse and improve the control - improve Emotional Intelligence.

- ✓ Becoming a good listener.

- ✓ Open your mind to new perspectives.

- ✓ Look at yourself objectively.

- ✓ Take feedback from others.

- ✓ Lessons from past events.

- ✓ Understanding Feeling of self and others.

Level of Actions for Improving Self Awareness & Self Control
MKY Framework

- ✓ Level 1: Understand level of Awareness of Self and capability of restraining Emotional Impulses.
- ✓ Level 2: Understand capability of Responding Calmly.
- ✓ Level 3: Understand Capability of Management of Stress .
- ✓ Level 4: Capability of Managing Self and Others Under High Stress or Adversity.
- ✓ Level 5: Nurture a Culture of Rationality and Calm Behaviors

Suggestions

- ✓ Conduct Survey based on standard questionnaires to understand existing level of Self Awareness and Self Control
- ✓ Formulate training Module suiting to different level of awareness and arrange training
- ✓ Involvement in Extracurricular and cultural activities.
- ✓ Regular Yoga and Meditation Classes.

COMMUNICATION SKILLS

COMMUNICATION SKILLS

LEVEL 1 - LISTENS ATTENTIVELY & PRESENTS INFO CLEARLY

- **Listens actively & objectively without interrupting.**

- **Checks own understanding of others communication (e.g., repeats or paraphrases, 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**

COMMUNICATION SKILLS

LEVEL 2 – FOSTERS TWO-WAY COMMUNICATION PROCESS

- Conveys information, opinions and arguments fluently and confidently.

- **Is able to ask leading and open-ended questions.**

- Understands complex non-verbal cues.

- **Communicates information likely to be perceived negatively with sensitivity and tact.**

- Supports messages with relevant data and example.

- **Writes complex ideas in easy language, devoid of jargons etc.**

COMMUNICATION SKILLS

LEVEL 3 – ADAPTS COMMUNICATION TO OTHERS

• **Adapts Communication style to suit situation. Accepts perspectives.**

• **Times the communication based on context and public opinion.**

• **Anticipates responses, adapts communication accordingly.**

• **Understands non-verbal cues of the speaker.**

COMMUNICATION SKILLS

LEVEL 4 – COMMUNICATES COMPLEX MESSAGES CLEARLY & CREDIBLY

- **No bluff, ack lack of Information, acts tactfully & follows up response.**

- **Communicates complex issues clearly & credibly in varied audience.**

- **Shares idea with opinion makers before voicing it.**

- **Communication methodology & examples & practices to promote dialogue.**

COMMUNICATION SKILLS

LEVEL 5 – COMMUNICATES STRATEGICALLY

- **Uses different forums, media vehicles.**

- **Tailors messages to achieve optimum results.**

COMMUNICATION SKILL - MANIFESTATIONS

1. Making eye contact
2. Attentive body language, sit slightly forward with a relaxed, easy posture
3. Be aware of the gestures
4. Stay on the topic
5. Don't be phony, be your own self
6. Be culturally sensitive
7. Focus on the other person
8. Determine what the other person already knows, then fill in the gaps
9. Smile or nod
10. Don't monopolize the conversation
11. Establish rapport
12. Arrange for privacy
13. Create an atmosphere free of distractions and interruptions
14. Be warm and enthusiastic
15. Show interest
16. Look bright and alert
17. Ask open-ended questions
18. Use active listening

TEAM WORK

TEAM WORK

What is Teamwork?

• Teamwork is the **collaborative effort** of a group to achieve a common goal or to complete a task in the most **effective and efficient way**

• This concept is seen within the greater framework of a team, which is a group of **interdependent individuals** who work together towards a common goal

WHY TEAM WORK MATTERS?

- Creates **synergy** - the sum is greater than the parts

- Supports a more **empowered way** of working

- Encourages multi-disciplinary work where teams **cut across organizational divides**

- Fosters flexibility and **responsiveness**

- **Promotes** the sense of achievement, equity and friendship, essential for a **motivated workplace.**

STAGES OF TEAM WORK:BRUCE TUCKMAN

T - Together

E - Everyone

A - Achieves

M - More

TEAMWORK : NEED FOR MANAGEMENT

• **Teamwork** is becoming increasingly important in contemporary organisations, and as long as **teams** are formed, managed and implemented effectively, can provide a source of **competitive advantage** in terms of increased employee **satisfaction, creativity and innovation**

• However, if teams are assigned inappropriate tasks, are **managed ineffectively** or not provided with adequate support, resources and autonomy to carry out their tasks then the effect of **teamwork can be counterproductive.**

CONCLUSION

EFFECTIVENESS & EFFICIENCY

Effectiveness

Vs

Efficiency

	Efficiency	
	Low	**High**
High Effectiveness	Organizational inefficiency	Organizational excellence
Low	Organizational failure	Organizational ineffectiveness

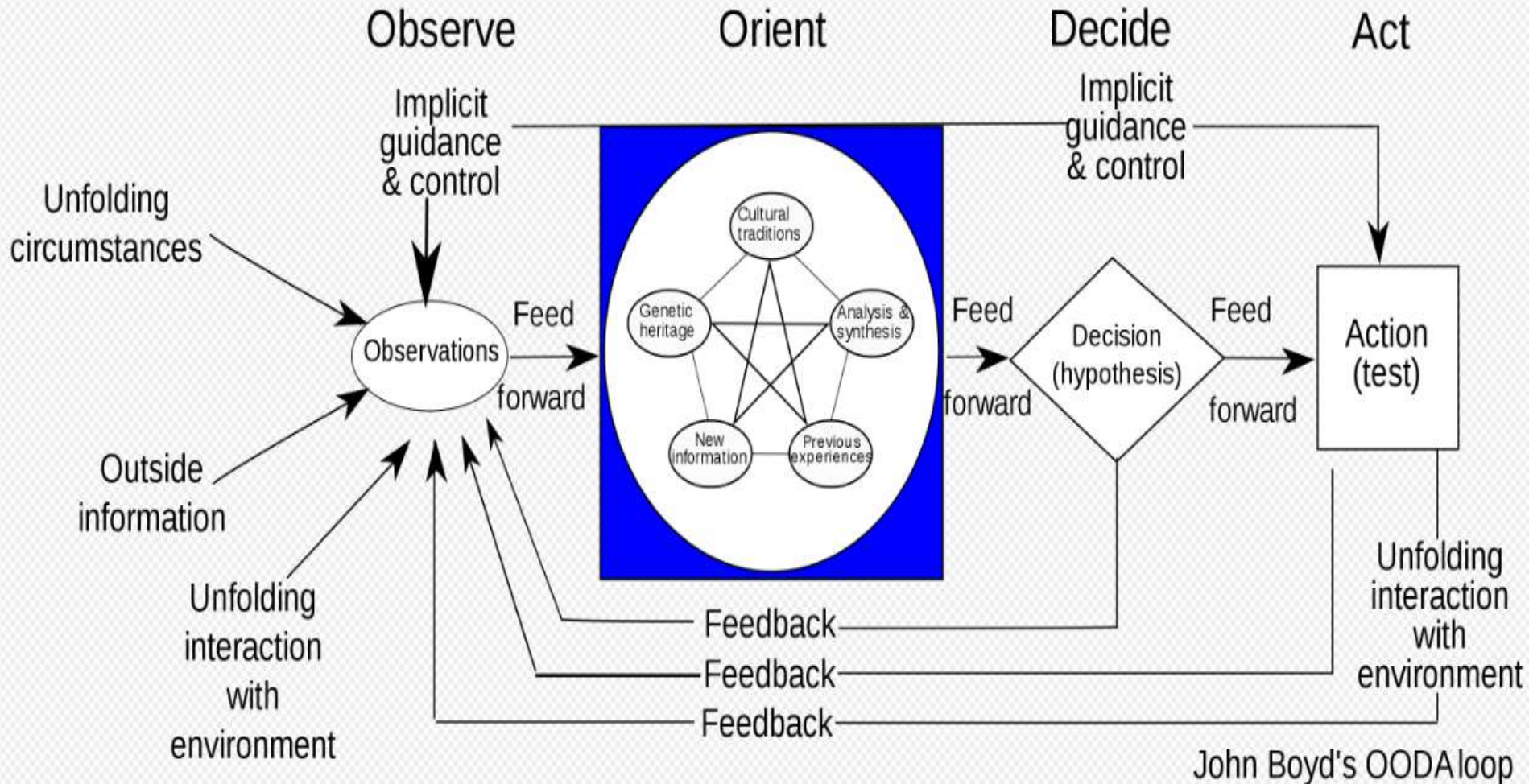*Efficiency is doing things right; effectiveness is doing the right things.*
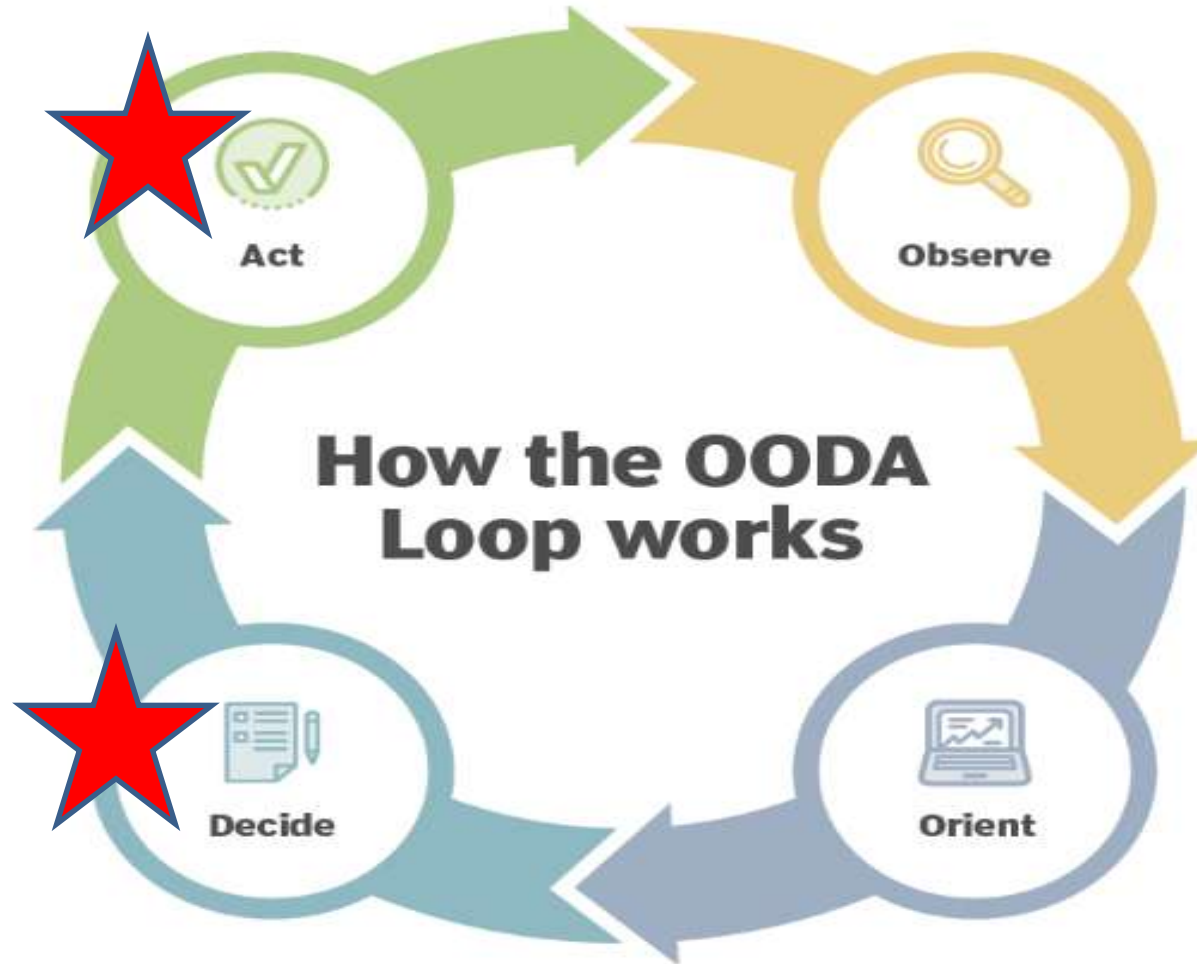
Peter Drucker

POSITIVE STROKES : KIRKHART MATRIX

Strokes = Units of Recognition

	Positive	**Negative**
Doing (Conditional)	Great work on that project.	You were late. You didn't do this correctly.
Being (Unconditional)	I love you. I like being with you. You are amazing	You are a bad. I hate you ❌

DECISION PROCESS : BOYD CYCLE

John Boyd's OODA loop

DECISION PROCESS : BOYD CYCLE

THANK YOU