

# Common Competency Framework for Productive & Ethical Public Service Culture



# **Common Competency Framework for Productive & Ethical Public Service Culture**

**National Human Resources Development Council of Sri Lanka**  
354/2, 7<sup>th</sup> Floor, Nipunatha Piyasa, Elvitigala Mawatha, Narahenpita, Colombo 05.  
Telephone Number: 0112595680  
Fax Number: 0112595680  
Web Site: [www.nhrdc.gov.lk](http://www.nhrdc.gov.lk)

## **Publication**

Ministry of National Policies and Economic Affairs,  
National Human Resources Development Council of Sri Lanka,  
354/2, 7<sup>th</sup> Floor, Nipunatha Piyasa, Elvitigala Mawatha, Narahenpita, Colombo 05.  
Telephone Number: 0112595680  
Fax Number: 0112595680  
E-Mail: development.nhrdc@gmail.com  
Web Site: www.nhrdc.gov.lk

## **Guidance**

### **Mr. Dinesh Weerakkody**

Chairman -NHRDC

### **Mr. K.A. Lalithadheera**

Director –NHRDC

## **Supervision**

### **Ms. J.A.C.P Jayasinghe**

Assistant Director (Development) –NHRDC

## **Project responsible officers**

**Mr. R.D.C.S. Rajapaksha** - Development officer- NHRDC

**Ms. K.C. Gurusinghe**- Development officer- NHRDC

**ISBN 978-955-7694-06-1**

**Committee on building HR strategy to develop managerial competencies in public sector**

- **Prof. W.P.G. De Alwis (Chairperson)** Senior Lecturer (Faculty of Management, UOC)
- **Dr. N.N.J. Nawaratne** Senior Lecturer (Faculty of Management, UOC)
- **Mr. W.G. Pamarathne** Senior Lecturer (Faculty of Management, UOC)
- **Dr. M.P.P. Dharmadasa** Senior Lecturer (Faculty of Management, UOC)
- **Mr. S. Medagama** Additional Director General (SLIDA)
- **Ms. S.N. Attanayaka** Former Director (Dept. of Management Services )
- **Ms. Himali Pullaperuma** Director (Dept. of Management Services )
- **Mr. S. Aloka Bandara** Director (Ministry of Public Admin. & Mgt.)
- **Mrs. Dilanka Wickramasinghe** Assistant Secretary (Public Service Commission)

## **Acknowledgment**

I would like to express my special thanks and gratitude to Prof. Gamini De Alwis, Senior Lecturer of the Faculty of Management and Finance, University of Colombo, who took all efforts to give very valuable guidance in preparing this competency framework. I would also like to extend my sincere gratitude to all the members of the committee for sharing their valuable time and expert knowledge with us. Their contributions and valuable ideas were extremely useful in preparing this competency framework.

I would also like to extend my sincere gratitude to our Chairman, Mr. Dinesh Weerakkody, who gave us the necessary guidance and instructions to prepare this competency framework, which I hope will help in creating a productive and ethical public service .

Further, my sincere thanks and appreciation go to the Asst. Director (Development) and officers at NHRDC, who coordinated and carried out all activities related to the preparation of this framework, with utmost dedication.

K.A. Lalithadheera

Director

National Human Resources Development Council of Sri Lanka (NHRDC)

## Table of Contents

Background of the study .....	1
Problem statement.....	2
Justification .....	3
Goals.....	7
Project Vision.....	7
Project Mission.....	7
Objectives .....	7
Summarized model for Effective, Efficient & Ethical Pubic Service (3EPS) .....	8
Proposed Competency Management System to establish people oriented and result oriented public sector.....	8
Core Values - E.T.H.I.C.S. ....	9
Proposed basic Dimension of Public Sector Culture –P.E.R.F.E.C.T. ....	9
Proposed areas of people and system change .....	10
Linkage of proposed “competency system” with other HR systems.....	11
Identified core competencies.....	12
Citizen focus.....	12
Innovative and change agent.....	12
Effective communication.....	12
Teamwork.....	12
Leadership.....	13
Strategic and system thinking.....	13
Emotional intelligence .....	13
Competencies based on job category .....	14
Competency Grid.....	14
Establishment of a new public sector culture.....	15
Macro level changes – national level .....	15
Micro level changes – individual organization level .....	15
Public sector Culture change program .....	16
Actions to be taken.....	16
Annex 1 (Competency Framework).....	17
Annex 2 (List of participants for the workshop and focus groups).....	24



## **Background of the study**

**“Leadership is about lifting a person’s vision to higher sights, the raising of a person’s performance to a higher standard and the building of a personality beyond its normal limitations”. (Peter Drucker)**

In Sri Lanka, the public sector plays an important role in national development. Most of the essential services such as education, health, transport and major economic activities like agriculture, regional development, etc., are managed by public sector organizations. Public servants are highly respected by the society as they play important and crucial roles. Therefore, more managerial skills are needed for them to cope up with the tasks and they must be trained in a proper manner.

Although some steps are being taken to overcome these issues, with the support of government institutions like SLIDA and some semi-government institutions, there, however, is no proper methodology to build up the managerial skills in the public sector, in the prevailing policy framework of Sri Lanka.

**“Competency Framework”** is an interesting model that can be used when dealing with the development of managerial skills in any sector. A competency is the capability of applying, or usage of a set of related knowledge, skills and attitudes (or behaviours) required to successfully perform “critical work functions” or tasks in a defined work setting. Developing a competency framework to build managerial skills in the public sector is a must, because inefficiency has increased in relation to the government functions, handled by an inefficient and inactive management.

Ministry of Public Administration and Sri Lanka Institute of Development Administration (SLIDA) have taken some major steps to address the current issue and SLIDA has developed a framework comprising six competencies to buildup managerial skills in some selected areas in the public sector. However, there is no commonly acceptable competency framework or a plan developed so far to improve the managerial skills in the public sector in a satisfactory manner.

## Problem statement

Today, when considering the recruitment procedures and the promotion procedures in Sri Lanka, there is no proper mechanism (commonly acceptable framework) to select the right person to the right job in the managerial category and promoting an officer from a low managerial category to a higher managerial category. Citizens are not satisfied with the service rendered by some of the public sector institutions due to following reasons:

- ❖ **Inefficiency** of the public sector - Public is not satisfied with the quality of the service provided by some of the public sector organizations, especially due to the inability to respond quickly to public needs and issues. High wastage of resources is another significant problem in the sector.
- ❖ **Ineffectiveness**- Many public sector organizations are not capable of making a reasonable contribution to national development and also large numbers of public sector organizations have become a burden to the country, due to the huge losses they make.
- ❖ **Unethical**- According to many sources, corruption has become a major issue in the public sector, where some public servants are engaged in such undesirable practices.

Based on the data and information collected through workshops and meetings held with government institutions, the following were identified as being the major barriers for the development of the public sector:

- ❖ Traditional and fixed mindset of officials
- ❖ Lack of creativity
- ❖ Lack of risk taking
- ❖ Lack of integrity and coordination within the sector
- ❖ Lack of motivation among employees
- ❖ Problem of communication
- ❖ Lack of competencies
- ❖ Bureaucratic nature of the sector
- ❖ Inability to work as a team
- ❖ Poor personality qualities of officials
- ❖ Lack of performance based appraisal system

The public sector will be in danger of losing its usefulness, unless suitable corrective actions are taken to prevent the above factors from affecting the whole sector. Such negativities will also be a challenge for the future development of Sri Lanka. Therefore, there is an **urgent requirement** to take necessary steps to overcome the weaknesses in the sector.

One of the strategies is to “**change the existing public sector culture and management style**” in accordance with national and global changes.

## **Justification**

As the overall administration of a particular institution is usually centralized with the management in the driving seat, the management of an institution can be considered as the vital part for its further development. As such, the officers who are engaged in the management should have relevant qualifications in accordance with the positions. That will benefit the institution by being able to achieve its prime objectives. As such, it is important to develop a commonly acceptable framework (or plan) with relevant competency areas and competency levels when recruiting “the right person to the right job” and when promoting an officer from a lower managerial category to a higher managerial category. That will also improve the efficiency and effectiveness of the existing public service and will help in achieving the national level objective of the present government, in line with delivering a citizen centric public service.

In a continuously changing environment, skilled and experienced managers play an important role. It is impossible to manage an organization successfully without managers with adequate skills, knowledge and attitudes. As many argue that the present situation and the problems faced by the public sector are due to lack of required competencies in managers, it is necessary to develop new tools, new concepts, new organizations and new mindsets to cope up with the turbulent and chaotic environments leading to continuous change.

**Competencies** are human capabilities that lead to certain behavioural patterns which in turn lead to individuals and organizations to improve their performance and thereby deliver results. Managerial competence, a more sharply focused area within the competence domain, refers to skills, knowledge, behaviours and individual characteristics that contribute at a specific level of proficiency in managers. Managers

should have competence in their relevant functional area, particularly in relation to developing and improving their decision making abilities and performance tasks.

Public sector organizations introduce competency management for several reasons. Change appears to be a relevant factor determining the need to implement competency management practices.

There are reasons for the need for new managerial competencies. Firstly, the nature of work has changed from mass production to consumer focused production, knowledge and service work. Secondly, globalization implies growing competition in which human resources play the role of being a key competitive asset. Thirdly, the changing environment implies growing competition between organizations. Fourthly, flatter organizational structures imply a revision of traditional organizational careers. These factors explain the growing importance of competencies and competency management in both private and public sector organizations. Additionally, competency management is seen as a vehicle for bringing about cultural change and injecting more flexibility, adaptability and entrepreneurship into organizations.

Governments usually introduce competency management as part of a process of a broader cultural and organizational reform and use it to provide leverage for change. Public administration systems throughout the world have been subjected to major reforms over the last 20 years and are likely to continue to change in the future. Competency management is supposed to support this change process. It is seen as a leverage to transform a traditional bureaucracy into a modern and flexible organization.

Many argue that the time has come to change the traditional bureaucratic system of the public sector for the development of a country. A competency-based approach to management puts the individual at the centre of attention and underlines the importance of human resources to reach the objectives of the organization. Therefore, competency management can be a tool to change the bureaucratic culture in a public organization into a more personalized organizational culture.

Furthermore, competencies provide a common language and common understanding of the essential and desirable behaviours required to achieve organizational objectives. Therefore, competencies can be used as powerful communication tools in order to

translate an organization's strategy and changes in the structure and processes into behavioural terms that people can understand and implement.

Competency management helps in both vertical and horizontal integration. Vertical integration ties individual employees and their behaviour to the mission and strategy of the organization. Horizontal integration ties each component or instrument of the HR cycle, from recruitment to reward, closely together in one frame of reference and language. Competency management and competency frameworks thus promise to facilitate central steering in a decentralized public sector. Competency management also increases the employability of public servants and their productivity.

Many countries have introduced competency management for different reasons: Creating flexibility, increasing efficiency and effectiveness of people management, providing clarity to employees, development priorities, overcoming the classic bureaucratic model, strengthening government competitiveness, creating a flexible and highly professional civil service that easily adapts to the challenges confronting government, a vehicle for organizational and cultural change and for strategic alignment between the individual and the organization.

The reason for introducing a competency management system in government often lies in the many benefits it entails. Some of the benefits of competency management mentioned in the literature are found in: (Hondeghem, et al., 2005; Marrelli, 1998 and Trinder, 2008):

- ❖ Emphasizing human resources as essential to the organization's prosperity and longevity.
- ❖ Moving away from narrowly defined functions and jobs to integrated processes and teamwork.
- ❖ Creating the flexibility to quickly adapt to changing customer needs and business conditions through competency-based deployment of employees.
- ❖ Consistency in identifying and measuring "people quality" at all stages of the employment cycle.
- ❖ Providing employees with opportunities to develop and apply new knowledge and skills in exchange for their work and commitment.

- ❖ Competency standards can test the effectiveness of training, improve recruitment and identify training gaps that should lead to improved efficiency, productivity, worker safety and employee retention.
- ❖ Creating a culture of continuous learning.
- ❖ Substituting lateral growth for career ladders and promotions.
- ❖ Common language and consistency across the public service.
- ❖ Continuity in monitoring the careers of public servants.
- ❖ A future-oriented perspective on personnel management.
- ❖ Improved competitiveness of government.
- ❖ Creating a culture of continuous self-development.
- ❖ Assisting in the management of change.
- ❖ Useful tool when articulating, in more concrete terms, expectations regarding values and ethics, excellence and people engagement.

## **Goals**

- ❖ Improve the ethical, productive and citizen focused/centric managerial workforce towards quality public service by 2020, by selecting the right person to the right job.
- ❖ Improve the quality of service of the public servants and their satisfaction, loyalty and commitment.

## **Project vision**

- ❖ Future ready managerial workforce.

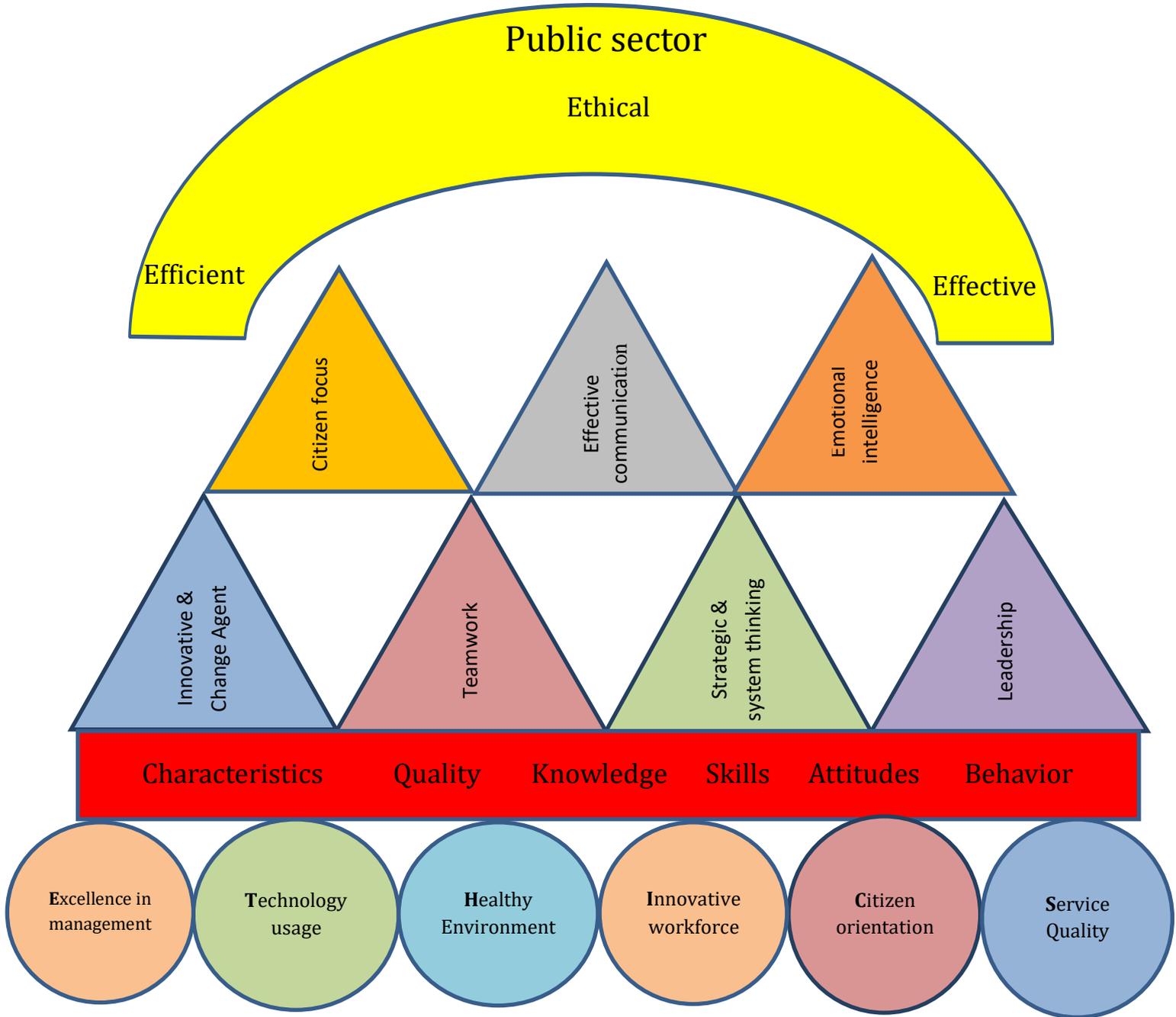
## **Project mission**

- ❖ Develop, implement, promote and facilitate effective policies and innovative strategies in relation to capacity development of the managerial level in the public sector.

## **Objectives**

1. To build-up a commonly acceptable competency based framework at the managerial level in the public sector (including both semi-government and government sectors) of Sri Lanka by 2015/16.
2. To develop a training plan to train the managerial staff in accordance with the above competency based framework within 2016/17.
3. To coordinate the implementation of the training plan with the stakeholders to train the managerial staff in all categories by 2020.
4. To coordinate the monitoring and review of the programmes with relevant stakeholders by 2020.
5. To develop core values for the public sector to establish a new public sector culture.
6. To motivate public sector senior officials to take necessary action to modify existing policies and procedures to match with the new culture.

# Summarized model for Effective, Efficient & Ethical Public Service (3EPS)



## **Proposed “Competency Management System” to establish people oriented and result oriented public sector**

### **Core Values - E.T.H.I.C.S.**

The core values of the proposed public sector culture should be:

- Excellence in management
- Technology usage
- Healthy environment
- Innovative workforce
- Citizen orientation
- Service quality

The new culture should be consisting of the following **features** in order to face the current, competitive, rapidly changing and complex environmental issues.

- ❖ Good governance principles – Fair , equal, honest and ethical
- ❖ People focus service – Task orientation and efficiency
- ❖ High quality service – Satisfaction, achievement and effectiveness
- ❖ Management which could be accountable for results – Confident and giving direction

### **Proposed basic Dimension of Public Sector Culture –P.E.R.F.E.C.T.**

<b>Cultural Dimensions</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
People orientation (effectiveness)			
Emotional Intelligence (tolerance)			
Result orientation (efficiency)			
Flexibility (innovativeness)			
Empowerment(employee development)			
Collectiveness (teamwork)			
Transparency (honesty)			

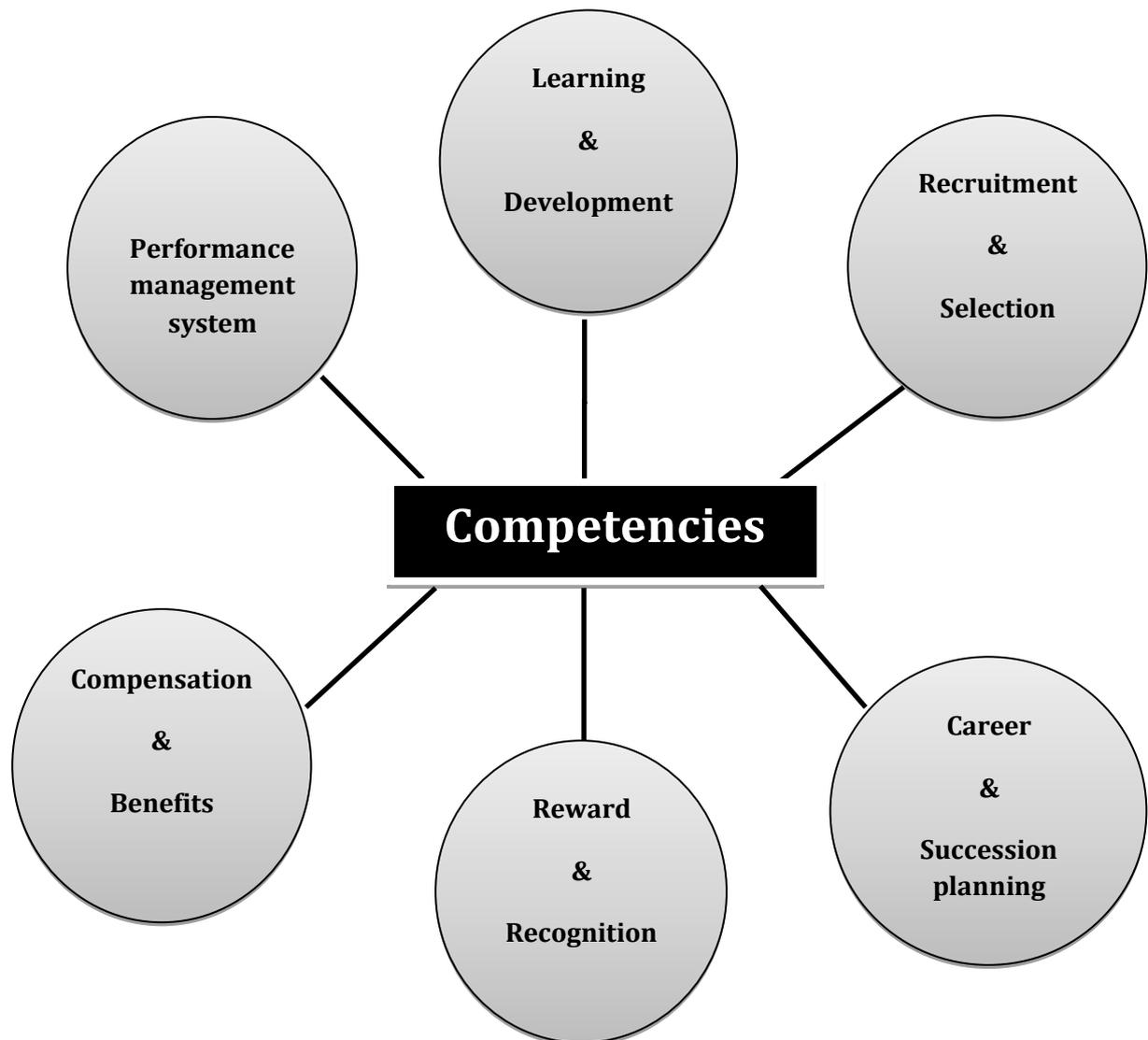
## Proposed areas of people and system change

There is a need for a change of **way of doing things (methods)** and for that, **change of mindset** of public servants at all levels is essential.

- ❖ **Corruption to Ethical-** Good governance principles – Fair, equal, honesty, ethical, empowering, collaboration and openness.
- ❖ **Service orientation to result orientation** (efficiency) People focus service – Task orientation, efficiency and change.
- ❖ **Quantity to quality** (effectiveness) High quality service – Satisfaction, achievement, effectiveness and right thing.
- ❖ **Stable leadership to dynamic leadership** (change) management which could be accountable for results – Confident, direction, initiative and convincing.
- ❖ **Closed thinking to system thinking** (new mindset) – Change, decision making, vision and systematic thinking.
- ❖ **Weak personality to strong personality** - Empathy, determination, directing, communication, collaborating, conflict handling, help others, self-development, emotions and prompt actions.
- ❖ **Working individually to working together-** Communication, teamwork and national feeling

A **competency framework** is a model that broadly defines the blueprint for “excellent” performance within an organization or a sector. Generally, the **framework** will consist of a number of **competencies** which can be generically applied to a broad number of roles within the organization or sector. A competency framework defines the knowledge, skills and attributes needed for people within an organization.

## Linkage of proposed “competency system” with other HR systems



## **Identified core competencies**

Following are the identified core competencies for public sector officials at management level.

### **Citizen focus**

The orientation of an organization towards serving public (its clients') needs: Having a customer focus is usually a strong contributor to the overall success of the purpose and involves ensuring that all aspects of the organization put public (its customers') satisfaction first. Also, having a public (customer) focus usually includes maintaining an effective public (customer) relations and service programme.

### **Innovative and change agent**

A change agent is a person from inside or outside the organization who helps an organization transform itself by focusing on such matters as organizational effectiveness, improvement and development. A change agent usually focuses his efforts on the effect of changing technologies, structures and tasks on interpersonal and group relationships in the organization. The focus is on the people in the organization and their interactions.

### **Effective Communication**

Two-way process of reaching mutual understanding in which participants not only exchange (encode-decode) information, news, ideas and feelings, but also create and share meaning. In general, communication is a means of connecting people or places. In business, it is a key function of management within an organization and cannot be operated without communication between levels, departments and employees.

### **Teamwork**

The process of working collaboratively, with a group of people in order to achieve a goal: Teamwork is often a crucial part of a business as it is often necessary for colleagues to work well together, trying their best in any circumstance.

## **Leadership**

The individuals who are the leaders in an organization, “regarded collectively”. A leader steps up in times of crisis and is able to think and act creatively in difficult situations.

## **Strategic and system thinking**

“Strategic thinking” is also called systems thinking, critical thinking, solutions thinking, future and forward thinking, longer term thinking and high level thinking.

Systems thinking = Strategic thinking = Critical thinking

## **Emotional intelligence**

The capacity to recognize, manage and communicate our emotions and respond appropriately to the emotions of other people.

## Competencies based on job category

The above identified competencies should be developed throughout the sector, from the lower level employee and up to the top management. The important factor is that these competencies should be identified in accordance with the job level (Ex: Leadership behaviour of lower level employee and top level manager should be clearly identified and developed).

There are seven core competencies and the level of competency for each job level should be as follows:

L1 – basic

L2 – average

L3 –advance

L4- professional

### Competency Grid

<b>Core competencies</b>	<b>Management asst.</b>	<b>Junior manager</b>	<b>Middle manager</b>	<b>Senior manager</b>
<b>Citizen focus</b>	L2	L2	L3	L4
<b>Innovative and change agent</b>	L1	L2	L3	L4
<b>Effective communication</b>	L2	L2	L3	L4
<b>Teamwork</b>	L2	L3	L3	L4
<b>Leadership</b>	L1	L2	L3	L4
<b>Strategic and system thinking</b>	L1	L1	L3	L4
<b>Emotional intelligence</b>	L2	L2	L3	L4

## **Establishment of a new public sector culture**

### **Macro level changes – National level**

#### **National level organization, provincial level organization and divisional secretariat level**

1. Acceptance and support of top level decision makers (for political approval): Organizational leader should be fearless to take important and crucial decisions without being pressured to make wrong decisions. Hence, politicians should have an understanding about the proposed new culture and management practices.
2. Supporting legal framework. (To legalize some proposed changes): To implement a performance based public sector culture there is a need to change some sections in the existing law related to recruitment, promotions, transfers, etc., in the public sector.
3. Better coordination and monitoring system at all levels of organizations. (To set up a separate organization for implementation): It is essential to ensure that the proposed system is accepted and implemented in all organizations. There should be commonly accepted training and development programmes. Hence, it is better to establish a new organization to implement and monitor the new changes. This organization should be managed by a board consisting of university academics and SLIDA, NHRDC, IPM, PIM and PSC representatives.
4. New procedures. (For recruitment, evaluation and promotion of officials): It is essential to develop new policies and procedures for recruitment. Introduce performance based evaluation and promotion of public sector officials.

### **Micro level changes – Individual organization level**

1. Top management initiative, support and leadership.
2. Supporting organizational structure –
  - Position
  - Division of labour
  - Power structure
  - Relationship pattern – Coordination
3. Better understanding of new values by all employees.
4. Acceptance and support of all employees including trade unions.
5. Performance appraisal system.
6. Readiness for participative (empowering) management system.

## **Public sector culture change programme**

### **Actions to be taken**

The proposed change programme should not be limited only for training. This programme should be a combination of a variety of interventions and training activities.

### **Interventions**

1. Techno-structural interventions.
2. Process development intervention.
3. Management and leadership development interventions.
4. Team development and group processes interventions.
5. Individual / interpersonal process.

### **Training**

- Training for top level managers including secretaries, chairmen and directors.
- Training of politicians at all levels.
- Training for middle level managers.
- Training for lower level managers.
- Training for non-managerial level employees.
- Training for trade unions.

### **Important**

There will be resistance from many groups for the proposed change plan. Hence this change programme should be based on a participatory approach.

- The implementation committee should consist of top level managers, other managers, trade union leaders and academics
- It is better to implement a new culture in a selected project or institution.(as a pilot project)
- This change programme should be a continuous effort.

## Annex 1 (Competency Framework)

Competency	Characteristics	Qualities	Knowledge	Skills	Behaviour
<b>Citizen Focus</b>	Understands public needs, initiates in building relationships with public and attempt to delight the public through service	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Communication</li> <li>• Flexibility</li> <li>• Ethical Behaviour</li> <li>• Creativity</li> <li>• Respecting</li> <li>• Listening</li> <li>• Emotional control</li> <li>• Result oriented</li> <li>• Risk taking</li> <li>• Networking</li> <li>• Quality orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Consumer behaviour</li> <li>• Human needs</li> <li>• Service marketing</li> <li>• Public relations</li> <li>• Problem solving</li> <li>• Language</li> <li>• Knowledge of the product</li> </ul>	<ul style="list-style-type: none"> <li>• Patience</li> <li>• Attentiveness</li> <li>• Clarity</li> <li>• Communication skills</li> <li>• Ability to use "positive language"</li> <li>• Impersonal and personal skills according to the situation</li> <li>• Time management skills</li> <li>• Ability to "read" customers</li> <li>• A calming presence</li> <li>• Goal oriented focus</li> <li>• Ability to handle unexpected events</li> <li>• Persuasion skills</li> <li>• Tenacity</li> <li>• "Closing ability"</li> <li>• Willingness to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Makes customers and their needs a primary focus of one's actions.</li> <li>• Develops and sustains productive customer relationships.</li> <li>• Readily readjusts priorities to respond to pressing and changing client demands.</li> <li>• Quickly and effectively solves customer problems.</li> <li>• Is accessible and provides prompt, attentive service.</li> <li>• Talks to customers (internal or external) to find out what they want and how satisfied they are with what they are getting.</li> <li>• Develops and maintains strong relationships with customers.</li> <li>• Develops trust and credibility with the customer.</li> <li>• Lets customers know he/she is willing to work with them to meet their needs.</li> <li>• Finds ways to measure and track customer satisfaction.</li> <li>• Presents a cheerful, positive manner with customers.</li> <li>• Understands and is responsive to customers' objectives and needs.</li> <li>• Goes the extra mile to satisfy customer needs and expectations</li> </ul>

Competency	Characteristics	Qualities	Knowledge	Skills	Behaviour
<b>Innovative and Change agent</b>	Try to understand necessary changes by collecting and analyzing relevant information. Comes with new ideas and seeks opportunity to implement those changes	<ul style="list-style-type: none"> <li>• Learning and unlearning</li> <li>• Think out of the box</li> <li>• Accepting mistakes</li> <li>• Respect others ideas</li> <li>• Logical thinking</li> <li>• Artistic thinking</li> <li>• Taking risk</li> </ul>	<ul style="list-style-type: none"> <li>• Risk analysis</li> <li>• Change management</li> <li>• Creativity</li> <li>• Data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive</li> <li>• Teamwork</li> <li>• Critical and system thinker</li> <li>• Taking risk and responsibility</li> <li>• Networking</li> <li>• Open to learn</li> <li>• Communication</li> <li>• Enthusiastic</li> <li>• Understanding others</li> <li>• Commitment</li> <li>• Decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Is receptive to new ideas and adapts to new situations.</li> <li>• Exhibits creativity and innovation when contributing to organizational and individual objectives.</li> <li>• Takes calculated risks.</li> <li>• Seeks out opportunities to improve, streamline and reinvent work processes.</li> <li>• Helps others overcome resistance to change.</li> <li>• Thinks expansively by combining ideas in unique ways or making connections between disparate ideas.</li> <li>• Explores numerous potential solutions and evaluates each before accepting any, as time permits.</li> <li>• Targets important areas for innovation and develops solutions that address meaningful work issues.</li> <li>• Develops new products or services, methods or approaches.</li> <li>• Sponsors the development of new products, services, methods, or procedures.</li> <li>• Develops better, faster, or less expensive ways to do things.</li> <li>• Creates a work environment that encourages creative thinking and innovation.</li> <li>• Adapts best practices and processes to the work unit.</li> </ul>

Competency	Characteristics	Qualities	Knowledge	Skills	Behaviour
<b>Effective Communication</b>	Use as method to maintain better relationships with different parties by understanding others' point of views and expressing his/her ideas clearly	<ul style="list-style-type: none"> <li>• Language</li> <li>• Personal relationship</li> <li>• Writing and speaking</li> <li>• Body language</li> <li>• Behaviour</li> <li>• MIS</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Different language</li> <li>• Communication methods</li> <li>• MIS</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Listening</li> <li>• Nonverbal communication</li> <li>• Clearly communicate</li> <li>• Friendliness</li> <li>• Confidence</li> <li>• Empathy</li> <li>• Open-mindedness</li> <li>• Respect others</li> <li>• Feedback</li> <li>• Handling modern communication methods</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate in a respectful tone and manner</li> <li>• Listen attentively and communicate effectively with others</li> <li>• Write clearly and accurately in a variety of contexts and formats</li> <li>• Listen and ask questions to understand other people's viewpoints</li> <li>• Communicate issues in a timely manner</li> <li>• Are aware of and responsive to verbal and non-verbal communication styles</li> <li>• Recognize cultural differences in communication</li> <li>• Use effective cross-cultural communication skills</li> </ul>

Competency	Characteristics	Qualities	Knowledge	Skills	Behaviour
<b>Teamwork</b>	Understanding others' behaviour. Try to adjust own behaviour in order to work together with others to achieve common goals	<ul style="list-style-type: none"> <li>• Understanding others</li> <li>• Self-awareness</li> <li>• Interpersonal relationship</li> <li>• Respecting others</li> <li>• Communication</li> <li>• Conflict mgt.</li> <li>• Sharing</li> <li>• Loyalty</li> <li>• Decision making</li> <li>• Negotiating</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal relations</li> <li>• Conflict mgmt.</li> <li>• Employee relations</li> <li>• Teamwork</li> <li>• Industrial psychology</li> <li>• Communication skills</li> <li>• Knowledge in individual behaviour and group behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Questioning</li> <li>• Persuading</li> <li>• Respecting</li> <li>• Helping</li> <li>• Sharing</li> <li>• Participating</li> <li>• Accountability</li> <li>• Cooperation</li> <li>• Negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Work within the dynamics of a group</li> <li>• Show commitment to the team's purpose and goals</li> <li>• Accept and provide feedback in a constructive and considerate way</li> <li>• Share information and encourage others to do the same</li> <li>• Support and motivate the group to perform at their best</li> <li>• Recognize the role of conflict when appropriate</li> <li>• Build professional relationships</li> <li>• Show accountability to the team and follow through on your commitments</li> <li>• Work effectively with different personalities across a variety of social and professional situations</li> <li>• Consider diverse, cross-cultural perspectives and working styles</li> </ul>

Competency	Characteristics	Qualities	Knowledge	Skills	Behaviour
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Take decisions to persuade and direct others toward a vision</li> </ul>	<ul style="list-style-type: none"> <li>• Empowering</li> <li>• Motivating and persuasion</li> <li>• Creativity</li> <li>• Risk taking</li> <li>• Decision making</li> <li>• Role model</li> <li>• Strategic thinking</li> <li>• Time mgmt.</li> <li>• Conflict handling</li> <li>• Analytical skills</li> <li>• Learning and listening</li> <li>• Negotiating</li> <li>• Influencing</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Leadership styles</li> <li>• Negotiation</li> <li>• Conflict management</li> <li>• Management</li> </ul>	<ul style="list-style-type: none"> <li>• Inspire and motivate others</li> <li>• Display high integrity and honesty</li> <li>• Analyze issues and solve problems</li> <li>• Decision making</li> <li>• Drives for results</li> <li>• Communicate powerfully</li> <li>• Build relationships</li> <li>• Professional expertise</li> <li>• Display strategic perspective</li> <li>• Develop others</li> <li>• Innovate</li> </ul>	<ul style="list-style-type: none"> <li>• Create vision &amp; inspiration</li> <li>• .Provide support &amp; motivation</li> <li>• Supply strategy &amp; clarity</li> <li>• Tactical &amp; flexible</li> <li>• Build collaborative communities</li> <li>• Leverage diversity &amp; appreciate talent</li> <li>• Develop others &amp; encourage them to be positive</li> <li>• Focused &amp; responsible</li> <li>• Ethical &amp; trustworthy</li> <li>• “Masters” &amp; lifelong learners</li> <li>• Committed</li> <li>• Accountable &amp; decisive</li> </ul>

Competency	Characteristics	Qualities	Knowledge	Skills	Behaviour
<b>Strategic and system thinking</b>	Process of finding ways to implement strategy Understanding interdependency between many parts before take decisions	<ul style="list-style-type: none"> <li>• Broad knowledge</li> <li>• Working experience</li> <li>• Analytical knowledge</li> <li>• Decision making</li> <li>• Understanding the culture</li> <li>• Research</li> <li>• Faces crises</li> <li>• Managing risk</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic thinking</li> <li>• Strategic management</li> <li>• System theory</li> <li>• Critical thinking</li> <li>• Sociology</li> <li>• Political science</li> <li>• Economics</li> <li>• Decision making</li> <li>• RBM</li> <li>• Project mgt.</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic thinking</li> <li>• Generic thinking</li> <li>• Structural thinking</li> <li>• Operational thinking</li> <li>• Scientific thinking</li> <li>• Logical thinking</li> <li>• Visionary thinking</li> <li>• Planning skill</li> <li>• Flexibility</li> <li>• Perceptive</li> <li>• Lifelong learning</li> <li>• Time management</li> <li>• Knowledge sharing</li> <li>• Creative and realistic</li> <li>• Open mind</li> <li>• Emotional control</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and recognize opportunities</li> <li>• Align actions with goals</li> <li>• Use data for decision making</li> <li>• Accept and encourage different views</li> <li>• Uses knowledge of theories, past trends and gaps in data to look at current situations</li> <li>• Finds new ways of looking at issues</li> <li>• Go beyond past experience</li> <li>• Communicate difficult and complex ideas clearly and persuasively</li> <li>• Create learning environment</li> <li>• Encourage research</li> </ul>

Competency	Characteristics	Qualities	Knowledge	Skills	Behaviour
<b>Emotional intelligence</b>	Recognize, manage and communicate our emotions, and respond appropriately to the emotions of other people.	<ul style="list-style-type: none"> <li>• Understanding others' problems</li> <li>• Self-awareness</li> <li>• Self-control</li> <li>• Motivation</li> <li>• Counselling</li> <li>• Interpersonal relations</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology</li> <li>• Anger management</li> <li>• Conflict management</li> <li>• Meditation</li> <li>• Personality development</li> <li>• Impression mgt.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Controlling emotions</li> <li>• Motivation to achieve</li> <li>• Understanding others</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing one's emotions and their effects.</li> <li>• Knowing one's strengths and limits</li> <li>• Sureness about one's self-worth and capabilities</li> <li>• Managing disruptive emotions and impulses</li> <li>• Maintaining standards of honesty and integrity</li> <li>• Taking responsibility for personal performance</li> <li>• Flexibility in handling change.</li> <li>• Striving to improve or meet a standard of excellence</li> <li>• Aligning with the goals of the group or organization.</li> <li>• Readiness to act on opportunities.</li> <li>• Persistence in pursuing goals despite obstacles and setbacks</li> <li>• Sensing other's feelings and perspectives, and taking an active interest in their concerns.</li> <li>• Anticipating, recognizing, and meeting customer needs</li> <li>• Sensing what others need in order to develop, and bolstering their abilities.</li> <li>• Cultivating opportunities through diverse people</li> <li>• Reading a group's emotional currents and power relationships</li> <li>• Wielding effective tactics for persuasion.</li> <li>• Sending clear and convincing messages.</li> <li>• Inspiring and guiding groups and people.</li> <li>• Initiating or managing change.</li> <li>• Negotiating and resolving disagreements</li> <li>• Nurturing instrumental relationships.</li> <li>• Creating group synergy in pursuing collective goals.</li> </ul>

## **Annex 2 (List of participants for the workshop and focus groups)**

### **Group No -01**

- |                             |   |
|-----------------------------|---|
| 1) Mr. N.L.C.P. Indika      | Assistant Director of education (Ministry of Education) |
| 2) Mr. M.B.Wijeratne        | Chief Inspector of excise (Department of Excise)        |
| 3) Mr. W.A.S. Sumanasooriya | Director HR (Urban Development Authority)               |
| 4) Ms. R.C.S.P Swaranalatha | Senior Assistant Secretary (Ministry of Land)           |
| 5) Mr. Lalith Nanayakkara   | Assistant Director (Central Environment Authority)      |

### **Group No -02**

- |                             |  |
|-----------------------------|--|
| 1) Mr. R.M.A.S.Rathnayake   | Chief Human Resource Manager (Sri Lanka Ports Authority)       |
| 2) Mr. L. Wickramaarachchi  | Assistant Director (Admin.) (Sri Lanka Standards Institution)  |
| 3) Ms. W.S. Silva           | Manager HRM (National Housing Development Authority)           |
| 4) Mr. Janaka Udaya Kumara  | Assistant Manager-Admin. (National Child Protection Authority) |
| 5) Ms. U.M.L.J. Jayathilake | Assistant Secretary (Ministry of Women and Child Affairs )     |
| 6) Ms. B.A.K. Chandralatha  | Director (W.G) (Department of Irrigation)                      |

### **Group No -03**

- |                            |  |
|----------------------------|--|
| 1) Ms. H.M.S.P. Thisera    | Commissioner (Admin.) (Department for Registration of Persons) |
| 2) Ms. C.D.C. Jeewani      | Assistant Secretary (Ministry of Labour)                       |
| 3) Mr. K.G.P.B. Samarapala | Assistant Superintend (Department of Police)                   |
| 4) Mr. H. Thiranagama      | Assistant Commissioner (Department of Labour)                  |
| 5) Dr. Sunil Perera        | Director (Organization Development) ( Ministry of Health)      |
| 6) Mr. Susantha Perera     | Additional Director General (Department of National Planning ) |
| 7) Ms. M.M.K. D. Walpola   | Assistant District Secretary (District Secretariat Colombo)    |

### **Group No -04**

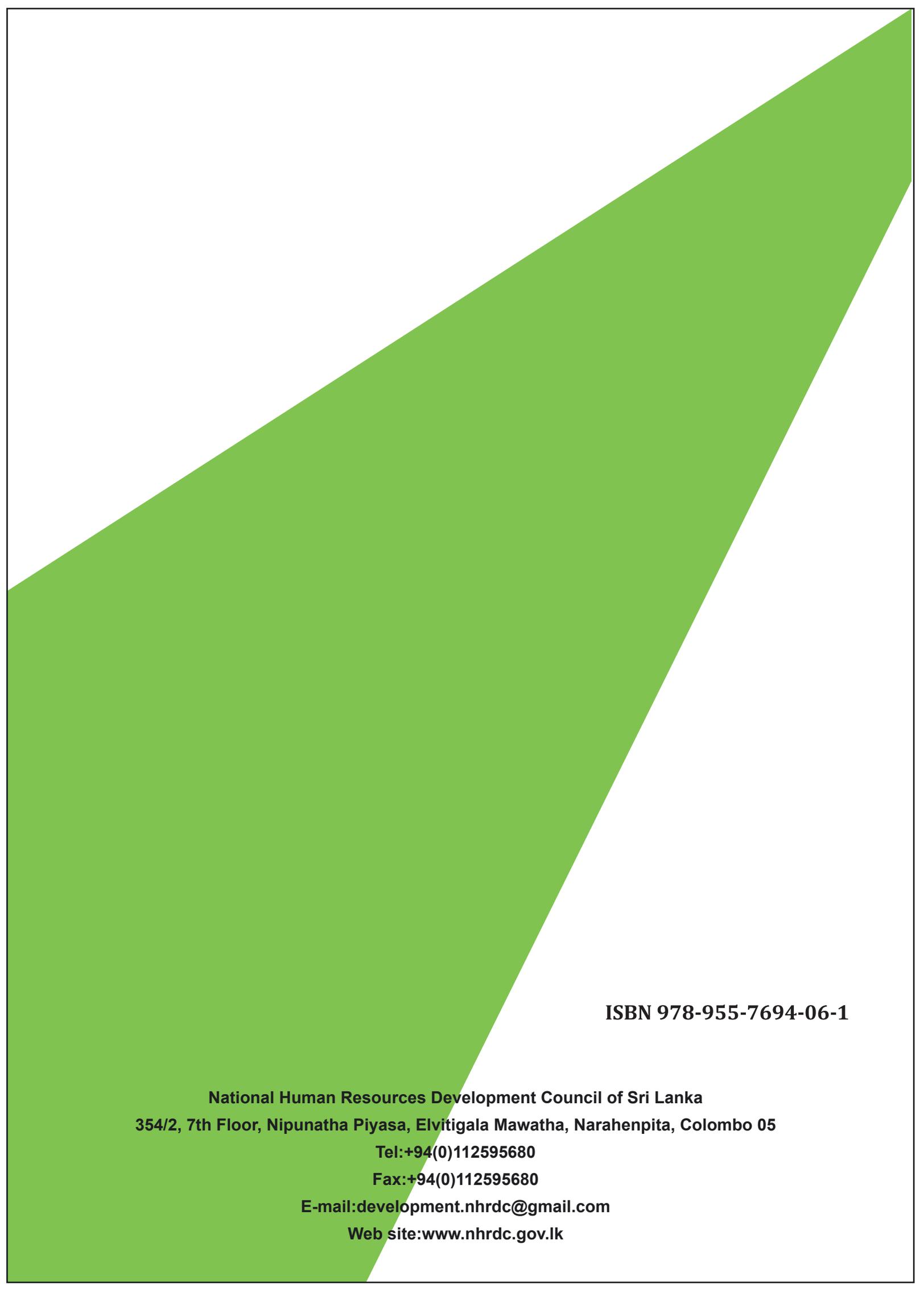
- |                               |  |
|-------------------------------|--|
| 1) Ms. K.M.D.L. Thilini Peris | Assistant Director (Department of Treasury Operations) |
| 2) Mr. Amal Pemachandra       | Junior Manager-HRM ( Tourism Development Authority)    |
| 3) Ms. J.A.W.K. Jayawardana   | Manager-HRM ( National Housing Development Authority)  |
| 4) Ms. Sithari Nawarathne     | Assistant Director ( Ministry of Land )                |
| 5) Ms. Peduruhewa             | Assistant Registrar (UNIVOTEC)                         |
| 6) Dr. D.R.N. Saranasinghe    | Registrar (Med. Admin.) (Health Ministry)              |
| 7) Mr. S.M.P. Nandasena       | Assistant Commissioner ( Department of Labour )        |

### **Group No -05**

- |                            |  |
|----------------------------|--|
| 1) Ms. P.L.J. Gunarathne   | Assistant Controller (Department of Import and Export Control )        |
| 2) Mr. W.L.D.N. Kumara     | Senior Assistant Secretary (Admin.) (Ministry of Housing & Construct.) |
| 3) Ms. Ayoni Rangala       | HR Assistant ( Institute of Policy Studies)                            |
| 4) R.M.N.P. Rathnayake     | Senior Manager (National Housing Development Authority )               |
| 5) Ms. R.G U.A. Gunasekara | Assistant Secretary ( Ministry of Agriculture )                        |

### **Group No -06**

- |                                  |  |
|----------------------------------|--|
| 1) Mr. K.R. Padmapriya           | Director (Department of Pensions )                           |
| 2) Ms. D.C.N. Abeysekara         | Assistant Commissioner (Department of Agrarian Development ) |
| 3) Dr. N. Shantha Panditharathne | Senior Assistant Secretary ( University Grants Commission )  |
| 4) Ms. Medhavi Medaduwage        | Assistant Director ( Department of Fisheries)                |
| 5) Mr. D. Rajewwa S. Silva       | Chief jailer ( Department of prison)                         |
| 6) Mr. J.M.S.U.B. Jayamaha       | Statistician ( Department of Census)                         |
| 7) Mr. P.M.K. Weerasinghe        | Senior Assistant Director ( Central Bank of Sri Lanka )      |



**ISBN 978-955-7694-06-1**

**National Human Resources Development Council of Sri Lanka**  
**354/2, 7th Floor, Nipunatha Piyasa, Elvitigala Mawatha, Narahenpita, Colombo 05**

**Tel: +94(0)112595680**

**Fax: +94(0)112595680**

**E-mail: [development.nhrdc@gmail.com](mailto:development.nhrdc@gmail.com)**

**Web site: [www.nhrdc.gov.lk](http://www.nhrdc.gov.lk)**