

UKRAINIAN CIVIL SERVICE **HRM** PROJECT

DRAFT

PROFILE OF LEADERSHIP COMPETENCIES FOR THE UKRAINIAN CIVIL SERVICE

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PROFILE OF LEADERSHIP COMPETENCIES FOR THE UKRAINIAN CIVIL SERVICE

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INTRODUCTION

The development of the Profile of Leadership Competencies for the Ukrainian civil service corresponds to the priorities for civil service management reform identified in the Program for Civil Service Development for 2005-2010 approved by Resolution № 746 of the Cabinet of Ministers of Ukraine dated June 8, 2004.

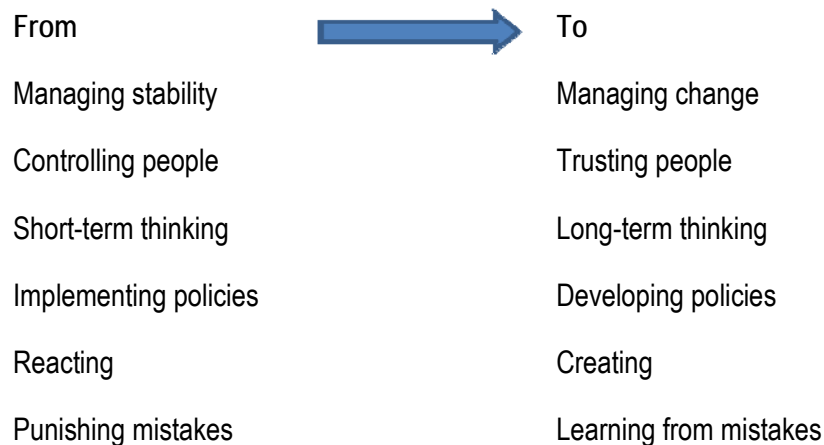
The Government of Ukraine is presently in the process of modernizing its approach to human resources management within the civil service to align the Ukrainian civil service with the principles and standards of public administration within the European Union and the Euro-Atlantic community. One key aspect of this modernization relates to the development of leader-managers across all levels of the civil service, and in particular, a core cadre of senior civil servant leader-managers who shall be capable of, and responsible for, leading and implementing changes within the process of civil service transformation. It is critical for leader-managers within the civil service to play the role of leader and guide in civil service reform. As such, it is important that these leaders possess a strong capacity for leadership as the reform effort hinges upon their ability to guide the change processes.

One of the key elements in the path towards civil service reform is the separation of administrative and political positions within government - a necessary prerequisite for the development of a professional, merit-based, ethical and politically-neutral civil service. In order for this separation of function to take place at an institutional level and remain sustainable over the long-term – it is critical that leader-managers within the Ukrainian civil service are equipped with the requisite skills to support and maintain a professional bureaucracy. A future professional civil service in Ukraine hinges upon several critical aspects: the building of sustainable leadership capacity, the attraction of well-qualified candidates to civil service positions and support for the retention of valued civil servants, the provision of effective, fair, transparent, merit-based, and efficient selection and promotion processes, and the ongoing delivery of capacity building and skills training for civil servants.

The importance of focusing on leadership and the development of leaders within a given organization is not unique to the Ukrainian civil service. Public and private sector organizations globally realize that their working environment is constantly changing and that their organizational success largely hinges upon the quality of their leadership in continually navigating towards success. Individual countries have developed their own unique approaches to leadership development largely driven and defined by their individual cultures, contexts and needs. Within the European Union, leadership competencies have been defined both at the supranational level – leader competencies for European leaders – as well as at the national level within individual European Union member states – the Netherlands, Poland, Estonia, Ireland etc. Similarly, other countries within the Euro-Atlantic community have defined their desired leadership competencies, e.g. Canada. The language surrounding the definition of these leadership competencies may differ from one public sector jurisdiction to another (i.e. competency-based management framework, leadership development profile, executive talent management framework, etc.), however, common to each of these approaches to developing civil service leaders-managers is the presence of a framework or strategy for leadership development and management based upon clearly defined desired leadership competencies.

Leadership is a modern management concept which captures change management, and which places emphasis upon the level of impact of an individual's public sector activity rather than the level of their position within a given organization. In contrast to classic management approaches of overseeing and systematically "managing" staff, leadership implies a more proactive approach where a leader within an organization motivates and empowers employees to work towards a common goal. Leadership is grounded in creativity, innovation, acting proactively, strategic and long-term thinking, trust and respect for others.

Leadership represents a movement...



Within the Ukrainian civil service, leader-managers have an important role to play in leading and supporting implementation of civil service reforms now and into the future. As such, there is a need to identify, define and develop the competencies that leaders and managers require to lead change within the Ukrainian civil service reform environment through a profile of leadership competencies.

What is a leadership competency profile?

There is a direct link between the work being performed by an individual and the skills s/he requires to perform this work. A competency profile consists of a set of competencies that link directly to the work to be performed by a civil servant.

Competencies are the skills, knowledge, values, attitudes or personal attributes that an individual demonstrates through positive/effective behaviour that contribute to their successful performance of work. A competency is a clear demonstration of the qualification. A competency requires paying attention to 'how' the work is implemented and 'how' a civil servant works.

A leadership competency profile describes the skills, abilities and competencies that individuals require to be effective leaders within an organization. In the case of the civil service, leader-managers require certain leadership competencies in order to fulfill their leadership role and lead reform processes aimed at adapting the Ukrainian civil service to the EU standards. Leadership competencies do not relate to the professional

or technical competencies required to perform a specific job, rather they identify a desired set of competencies directly related to the leadership and management functions to be performed by leaders-managers within an organization now and into the future. Core leadership competencies are the same for across all levels of management within an organization, however, the expression of a competency will differ depending on the functions/roles at various levels.

Given that the Ukrainian civil service is presently in a period of transition – with reform expected to continue well into the coming years – it is essential for the civil service profile of leadership competencies to capture not solely the current work of leaders-managers, but also take into account the possible scope of future responsibilities and roles.

It is expected that the profile of leadership competencies will be used in various areas of human resources management of the leader-manager community, including hiring and promotion, performance appraisal, career planning and development, as well as serve as the basis for the professional development of civil servants as it relates to training needs assessment and the improvement of existing, and development of new, training and re-training programs.

Developing the Profile of Leadership Competencies for the Ukrainian Civil Service

Over the course of 2009, the Main Department of Civil Service of Ukraine, with support from the Ukraine Civil Service Human Resources Management Reform (UCS-HRM) Project, undertook a multi-stepped process in developing the Profile of Leadership Competencies for leader-managers within the Ukrainian civil service. The target group for the development of this profile consisted of all leader-managers across the civil service – presently situated within the I-IV categories.

Recognizing that the profile of leadership competencies should necessarily be defined and grounded in the local context, a series of consultations took place with the leader-manager community in the civil service to seek their input in the development of the Ukrainian profile. Methodology employed in developing the leadership competency profile for the Ukrainian civil service consisted of several steps:

- Conducting an extensive survey of best practices and trends in leadership competency profile development internationally;
- Developing a survey instrument (questionnaire) to seek input from Ukrainian civil service leaders-managers about their work and the competencies they believe they require to perform their functions;
- Conducting a pre-test of the survey instrument (questionnaire) with representatives from the Main Department of the Civil Service, including its Policy Analysis Group, as well as the Centre for the Adaptation of the Civil Service to the Standards of the European Union and the School of Senior Civil Service. In addition, circulating the draft questionnaire to the Council of Heads of Human

Resources Departments for input through their bi-annual meeting;

- Administering the survey (quantitative analysis) across central executive government bodies with the support of the Council of Heads of Human Resources Departments. The questionnaire sought to obtain input from Ukrainian civil service leader-managers about their functional responsibilities as leaders and the level of effort expended upon those functional responsibilities (at present and desired future level of effort), the priority leadership competencies which they identified as most necessary and relevant related to their current responsibilities, as well as an indication of their personal priorities for professional development.. A total of fifty-five (55) central executive government executive bodies took part in the survey with five hundred and forty-five (545) questionnaire responses analyzed; and
- Conducting 4 focus groups with key representatives of the leader-manager group within the civil service to present initial survey results and to further validate responses received through in-depth discussion with civil servants from categories I-IV (qualitative research). Thirty-three (33) participants from thirteen (13) central executive government bodies (the Ministry of Agrarian Policy, the Ministry of Economy of Ukraine, the Ministry for Housing and Communal Services of Ukraine, the Ministry of Health of Ukraine, the Ministry of Education and Science of Ukraine, the Ministry of Labour and Social Policy of Ukraine, the Ministry for Environmental Protection of Ukraine, the Ministry of Industrial Policy of Ukraine, the Ministry for Regional Development and Construction of Ukraine, the Ministry of Transport and Communications of Ukraine, the Ministry of Finance of Ukraine, the Ministry of Justice of Ukraine, and the State Committee for Technical Regulation and Consumer Policy) took part in the focus groups, including representatives from human resources departments.

Survey results from the questionnaire and focus groups were presented at a Council of Heads of Human Resources Departments meeting as well as an international conference organized by the School of Senior Civil Service in late 2009.

PORTRAIT OF A LEADER-MANAGER: as seen through the eyes of civil servants

An organizer... a pioneer...an innovator...able to lead and motivate others...the heart of the team...

Clearly formulates assignments and ideas – and allows others the latitude and opportunity to respond to this direction...does not excessively control others...recognizes the importance of giving staff independence for action and of respecting their capacity for professionalism!

Does not pressure staff...a sensitive psychologist...self-controlled...manages own emotions...behaves appropriately...

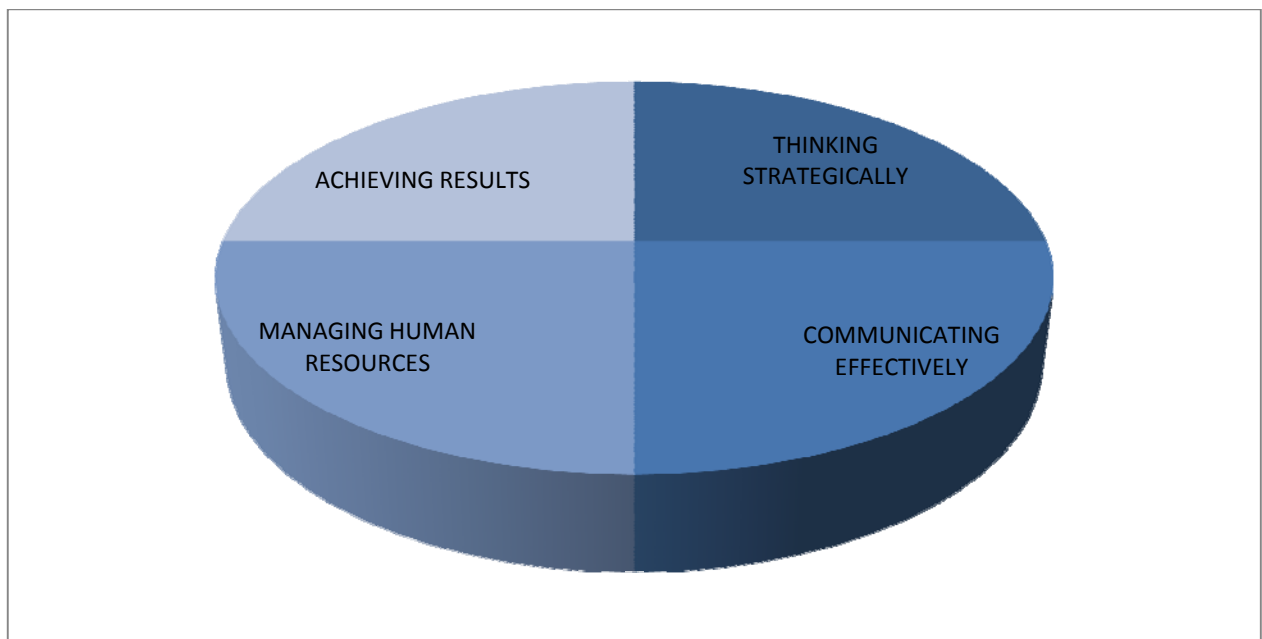
Able to quickly focus oneself...capable of facing emerging challenges and responsively addressing them....

Treats employees fairly and consistently...

Does not pass blame onto others...takes responsibility for the management of human resources...

Results from survey of civil servants in Central Executive Government Bodies
June 2009

During the above-noted discussions, four key groups of competencies were identified as being of importance for civil service leader-managers at this stage of civil service development in Ukraine and into the future: achieving results, thinking strategically, managing human resources, and communicating effectively. They are depicted in the following chart:



In addition to the above-noted competencies, participants from consultations indicated that it is important for civil servants to operate in accordance with the principles of the civil service as well as to possess relevant content knowledge and knowledge of 'how to get things done' within government in order to be effective leader-managers. On the basis of the above-described consultation inputs, a draft profile of leadership competencies was developed for discussion as detailed below.

Structure of the Profile

Typically, key leadership competencies are the same across all levels of management within an organization, however, the expression of a competency will differ depending on the functions/roles at various levels. For example, when examining communications skills/competencies within a public sector environment, the communications skills required of individuals differ significantly for a front-line supervisor

who is responsible for assigning work to subordinate employees when compared with a Deputy Minister who is responsible for strategically advising a Minister on a particular course of action.

The proposed profile of leadership competencies for the Ukrainian civil service is broken down into three functional levels of leadership. These three levels were defined on the basis of functional levels of leadership within the Ukrainian civil service rather than being defined on the basis of the current position/category classification within the system. Functional levels of leadership – senior, middle and front-line– were defined based upon an assessment of the degree of management responsibility, scope of work and the nature of the management/leadership function. Functional levels were not tied to individual jobs being performed within the civil service – rather these levels represented an attempt to define the key levels of differentiation within the leader-manager level of the Ukrainian civil service. The proposed functional levels of leadership were discussed and validated during the consultation processes with all levels of management.

The profile consists of a front-end definition of the key leadership competencies and a subsequent description of the desired “highly effective” behaviour for all levels of leader-managers. In addition, the profile includes a separate section on ineffective behaviour across all leader-manager levels in the Ukrainian civil service.

DEFINITION OF KEY LEADERSHIP COMPETENCIES

Achieving Results: Planning, taking action and making decisions consistently towards the achievement of the organization's objectives (required results), managing available resources and organizing one's own and others' work.

Thinking Strategically: Formulating strategies and identifying actions that will achieve organizational results in both the short and longer terms. It includes both analytical thinking (i.e. defining a problem or issue, determining its significance, collecting information and assessing its relevance) as well as the ability to generate ideas or solutions to address the issue.

Managing Human Resources: Motivating, organizing, directing and developing people both individually and collectively, and creating an environment in which one's employees can contribute successfully to the organization's objectives. This implies responsibility for human resources recruitment and development, and the planning of human resources based on the current and future needs of the organization. Further, this implies paying attention to the concerns and needs of people and relating well with others.

Communicating Effectively: Using clear and compelling oral and written communications to inform, influence, persuade, negotiate and gain support (collaboration) for the organization's objectives. Communication is both vertical and horizontal and involves both imparting information and receiving feedback.

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SENIOR LEVEL

ACHIEVING RESULTS

- Manages and leads activities of the government organization and/or within area of responsibility to achieve expected results
- Accepts responsibility for overall effectiveness and functioning of the government organization and/or within area of responsibility
- Acts independently and decisively in making decisions within the scope of delegated responsibility
- Leads strategic planning
- Sets direction and priorities for the organization and re-adjusts priorities as needed
- Provides politically-neutral recommendations to the Minister/Head of the government body within area of responsibility
- Manages and leads policy development and implementation
- Assesses performance results
- Works to continuously improve the effectiveness and efficiency of the organization
- Plans, allocates and manages resources (financial, human, information, other) to achieve organizational goals

THINKING STRATEGICALLY

- Frames vision based upon an analysis of social, economic and other development trends domestically and globally
- Understands and considers government priorities in the formulation of organization's vision, directions and strategies
- Analyzes a large amount of information from a wide variety of sources and considers different points of views
- Considers facts, limitations, potential risks and consequences of action as well as mitigation strategies to address unforeseen circumstances and risks
- Generates and presents new ideas to superiors
- Analyses changes within the organization, nationally and globally from a long-range perspective and identifies means for managing change
- Analyses and formulates recommendation to superiors regarding challenges and possible solutions

MANAGING HUMAN RESOURCES

- Demonstrates professionalism, integrity, ethical behaviour and open communication thereby serving as a role model for subordinates
- Motivates staff to achieve the organization's expected results
- Establishes an environment in which mutual trust, respect and cooperation are valued

- Gives subordinates freedom in undertaking assigned tasks
- Motivates staff to generate ideas and express diverse points of view
- Plans the human resources of the government organization
- Coaches and mentors middle-level managers on how to get things done in system
- Oversees the hiring and promotion of subordinates
- Recognizes and rewards results both, formally and informally
- Provides suggestions to staff for improvement, where required
- Creates opportunities for the professional development of staff
- Promotes own and others work/life balance
- Identifies and understands the needs of staff
- Manages and works to prevent conflicts in the workplace
- Teaches and learns from others

COMMUNICATING EFFECTIVELY

- Provides open and honest feedback to staff within the organization on a regular basis
- Establishes transparent processes for collecting and sharing information and for receiving feedback within the organization
- Communicates clearly and effectively both, in oral and written form
- Seeks clarification and direction from superiors respecting direction and priorities
- Demonstrates courage and confidence when providing recommendations to superiors
- Clearly informs staff about vision, priorities, goals and expected organizational results
- Informs and provides consultation to citizens
- Delivers public addresses
- Collaborates with colleagues within organization and horizontally across other governmental organizations
- Listens to the opinions and perspectives of others
- Moderates discussions balancing various viewpoints, perspectives and opinions

MIDDLE LEVEL

ACHIEVING RESULTS

- Organizes the work of the sub-organization to achieve expected results
- Accepts responsibility for overall effectiveness and functioning of the sub-organization
- Makes effective decisions in a timely manner within the scope of delegated responsibility
- Provides recommendations related to strategic planning and ensures implementation of strategic plans
- Undertakes operational program planning and establishes priority of work undertakings based upon organization's priorities
- Ensures alignment of priority activities of the sub-organization with the organization's priorities
- Provides advice and recommendations to superiors
- Assesses progress towards achievement of results through regular monitoring
- Works to continually improve the effectiveness and efficiency of the sub-organization
- Manages resources (human, financial, etc.) effectively

THINKING STRATEGICALLY

- Considers and integrates a large amount of information from a wide variety of sources and considers different points of views
- Considers facts, limitations, potential risks and consequences of action as well as mitigation strategies to address unforeseen circumstances and risks
- Generates and presents new ideas to superiors
- Analyses changes within the organization, nationally and globally from a medium-range perspective and identifies means for managing change
- Analyses and formulates recommendation to superiors regarding challenges and possible solutions

MANAGING HUMAN RESOURCES

- Demonstrates professionalism, integrity, ethical behaviour and open communication thereby serving as a role model for subordinates
- Motivates subordinates to achieve objectives and to perform effectively
- Creates a supportive working environment for open collaboration, builds mutual trust within the workplace team and promotes and respect for others
- Gives subordinates freedom in undertaking assigned tasks
- Motivates staff to generate ideas and express diverse points of view
- Assigns work to staff on the basis of their skills and abilities
- Coaches and mentors staff in the fulfillment of their delegated responsibilities in order to achieve desired results

- Provides recommendations regarding the hiring and promotion of subordinates
- Acknowledges the inputs of each employee and makes recommendations regarding the recognition of productive work
- Provides suggestions and support to subordinates for improvement, when required
- Creates opportunities for the professional development of staff
- Promotes own and others work/life balance
- Identifies and understands the needs of staff
- Manages and works to prevent conflicts in the workplace
- Teaches and learns from others

COMMUNICATING EFFECTIVELY

- Provides open and honest feedback to staff within the organization on a regular basis
- Ensures the sharing of information vertically and horizontally
- Communicates clearly and effectively both, in oral and written form
- Seeks clarification and direction from superiors
- Demonstrates courage and confidence when providing recommendations to superiors
- Clearly communicates objectives and expected results to subordinates
- Informs and provides consultations to citizens
- Delivers public addresses
- Collaborates with colleagues within the organization and within other government organizations
- Listens to the opinions and perspectives of others
- Moderates discussions balancing various viewpoints, perspectives and opinions

FRONT LINE LEVEL

ACHIEVING RESULTS

- Organizes the work of subordinates within sub-organization(s) to achieve expected results
- Accepts responsibility for overall effectiveness and functioning of the sub-organization(s)
- Makes effective decisions in a timely manner within the scope of delegated responsibility
- Ensures implementation of strategic plans and planned activities
- Plans workload and manages own and team members time on a daily basis
- Ensures alignment of priority activities of the sub-organization with the organization's priorities
- Develops policy recommendations
- Monitors tasks/work to ensure they are being completed with a high quality and within timelines/deadlines
- Works to continually improve the effectiveness and efficiency of the sub-organization(s)

THINKING STRATEGICALLY

- Integrates and summarizes a large amount of information from a wide variety of sources and considers different points of views
- Considers facts, limitations, potential risks and consequences of action as well as mitigation strategies to address unforeseen circumstances and risks
- Generates and presents new ideas to superiors
- Solves operational issues creatively
- Analyses and formulates recommendation to superiors regarding the resolution of challenges

MANAGING HUMAN RESOURCES

- Demonstrates professionalism, integrity, ethical behaviour and open communication thereby serving as a role model for subordinates
- Motivates subordinates to achieve objectives and to perform effectively
- Builds mutual trust and respect for others, and motivates and organizes the work of the team in the workplace
- Gives subordinates freedom in undertaking assigned tasks
- Motivates staff to generate ideas and express diverse points of view
- Assigns work to staff on the basis of their skills and abilities
- Coaches and mentors staff to achieve results
- Provides recommendations regarding the hiring and promotion of subordinates
- Acknowledges the inputs of each employee and makes recommendations regarding the recognition of productive work
- Provides suggestions and support to subordinates for improvement, when required
- Creates opportunities for the professional development of staff

- Promotes own and others work/life balance
- Identifies and understands the needs of staff
- Manages and works to prevent conflicts in the workplace
- Teaches and learns from others

COMMUNICATING EFFECTIVELY

- Provides open and honest feedback to staff within the organization on a regular basis
- Ensures the sharing of information
- Communicates clearly and effectively both, in oral and written form
- Seeks clarification and direction from superiors
- Demonstrates courage and confidence when providing recommendations to superiors
- Clearly communicates objectives, instructions and expected results to subordinates
- Prepares written answers to citizens on their inquiries
- Collaborates with colleagues within the organization and within other government organizations
- Listens to the opinions and perspectives of others
- Moderates discussions balancing various viewpoints, perspectives and opinions

INEFFECTIVE BEHAVIOUR ACROSS ALL LEVELS

RESPECTING VALUES

- Does not act in a professional manner
- Does not display ethical behaviour
- Does not act with integrity
- Abuses power
- Does not act in the public interest
- Places personal goals ahead of government body/government
- Acts in a biased manner on the basis of personal/political perspectives and convictions
- Tolerates inappropriate behaviour by others
- Avoids responsibility for his/her actions
- Hides information

ACHIEVING RESULTS

- Fails to take responsibility for own actions and/or the results achieved by the organization
- Fails to take responsibility for guiding or contributing to the government body vision
- Focuses solely on crisis management and operates with a short-term perspective
- Has no plan to achieve results in which expected results are identified and where there is a clear link between the strategic goals of the government and the given government organization
- Provides vague or unclear direction about expected work results
- Fails to take responsibility for own decisions and for required work activities
- Focuses on one activity to the detriment of others, plans own time and time of staff ineffectively
- Fails to consider and assess whether the performance results of the government organization/sub-organization have been achieved
- Do not seek or make use of opportunities to improve work and quality of work
- Does not allocate resources effectively and fails to align priorities and resources

THINKING STRATEGICALLY

- Fails to develop or consider alternative solutions to problems/issues
- Disregards new information and changes within work situation
- Fails to take into account information from a broad range of relevant sources
- Depends upon a narrow range of expertise or opinions
- Provides a vision, strategy or advice that is not in line with the organization/sub-organization mandate or government priorities
- Fails to consider present reality and relevant trends globally, nationally, regionally and/or internal to the civil service
- Fails to generate new ideas and to address issues creatively
- Reacts to short-term challenges failing to pay attention to long-term ones

- Designs long-term plans without consideration of short-term implications
- Assesses own actions and self with a lack of objectivity

MANAGING HUMAN RESOURCES

- Fails to pay attention to the corporate and organizational culture
- Does not promote a supportive work environment within the government organization/sub-organization
- Demotivates or offends others through anger, acts of aggression, cynicism and over-confidence
- Does not respect others, does not listen to ideas and opinions of others
- Micromanages
- Fails to provide staff with the tools need to accomplish tasks or for development
- Fails to acknowledge the contributions or successes of employees
- Fails to organize teamwork
- Fails to ensure complementary strength in teams
- Dwells on mistakes and failures
- Unable to address conflicts and problems in the workplace
- Does not pay attention to human resources management development
- Does not share experience and knowledge with staff
- Fails to take responsibility for human resources planning
- Plans human resources solely on the basis of short-term needs
- Does not discuss problems while providing feedback to staff members
- Does not seek to address poor performance within the organization and does not provide the necessary support to staff in the fulfillment of their expected work
- Demonstrates favouritism and bias
- Does not understand nor pay attention to the needs of staff
- Fails to manage own and others work/life balance

COMMUNICATING EFFECTIVELY

- Abdicates communication responsibilities to other levels
- Acts as sole decision-maker without seeking input or consulting with others
- Hoards information or does not disseminate information in a timely manner
- Fails to collaborate horizontally with key stakeholders in the government body and outside
- Is not interested in obtaining feedback from others
- Refuses to consider and incorporate the views of others
- Avoids dealing with contentious issues especially during conversations with superiors
- Fails to communicate clearly
- Does not explain own opinion and tasks delegated to staff
- Disregards public and does not make an effort to communicate externally with stakeholders

APPLICATION OF THE PROFILE OF LEADERSHIP COMPETENCIES IN THE HUMAN RESOURCES MANAGEMENT OF LEADERS-MANAGERS IN THE UKRAINIAN CIVIL SERVICE

Training and Development

In expecting that leaders-managers within the Ukrainian civil service play an important role in leading and supporting implementation of civil service reforms now and into the future, it is important that the civil service system support their training and development in the performance of this critical leadership role. As a broad objective, the civil service system should promote the growth and development of its leader-managers in line with the leadership competencies defined within the profile – those of achieving results, thinking strategically, managing people, communicating effectively and demonstrating knowledge and experience.

Competencies will need to be built over time. Some civil service leader-managers will possess some or perhaps most of the desired leadership competencies at present. Other leaders-managers will require targeted training and development to hone the desired leadership competencies. It will be important for there to be a unified approach to leader-manager training and development across the Ukrainian civil service, including targeted training courses, mentoring and coaching to be developed and provided through the School of the Senior Civil Service.

In order to assess present alignment with the leadership competency profile and to identify training gaps and needs, it will be important to conduct a training needs assessment of the leader-manager community on the basis of the finalized leadership competency profile, with subsequent capacity building initiatives targeted towards development priority leadership competencies.

Individual civil servants, as well as the broader civil service system, have a critical role to play in developing and building the capacity of leader-managers within the system. Individual civil servants in leadership and management positions, as well as those aspiring to future leadership and management positions will have the opportunity to assess themselves against the profile of leadership competencies for the Ukrainian civil service, and further, on the basis of their assessment, seek out capacity and development opportunities. In addition, civil servants will be able to consider their learning and development needs as part of an annual process of performance appraisal – detailed below.

At a government-wide level, the Main Department of Civil Service of Ukraine shall lead the development of training courses for leader-managers on the basis of the leadership competency profile and identified needs and weaknesses within the current leader-manager community.

Proposed Next Steps in Applying the Leadership Competency Profile in Training and Development:

- Develop methodology for training needs assessment to be applied across the civil service through human resources management departments in central executive government bodies on the basis of the profile of leadership competencies;

- Undertake training needs assessment of the leader-manager community on the basis of the profile of leadership competencies;
- Develop a government-wide summary report which outlines the training needs of the leader-manager community by functional level;
- Develop a training plan for the School of the Senior Civil Service on the basis of the assessment of government-wide training priorities for leaders-managers as it relates to developing and training civil servants on the basis of the profile of leadership competencies;
- Establish the MDCS as the permanent guardian of the profile of leadership competencies for the Ukrainian civil service, including establishing its lead role in identifying and establishing priorities for training and outlining an ongoing process of consultation to seek input on training priorities on an annual basis;
- Develop plan for the development of targeted training courses, including identifying those training courses which should be mandatory and/or optional training, establishing the list for priority training, timelines, etc.; and
- Develop of a comprehensive learning strategy which identifies other mechanisms for training (beyond formal training courses) that may be relevant in applying leadership competency profiles such as electronic learning information and resources, short information sessions, seminars, roundtables, armchair sessions, etc.

Annual Performance Evaluation

Once finalized, it is expected that the profile of leadership competencies would form a key part of the performance evaluation of leaders-managers within the Ukrainian civil service. In other words, leaders-managers would be expected to demonstrate the desired leadership competencies in the day-to-day performance of their work functions/duties as it relates to: modeling ethical and principle behaviour, achieving results within their organization, thinking strategically, managing people, communicating effectively and applying knowledge and experience.

As part of the process of annual performance evaluation, leaders-managers would be evaluated on the basis of their demonstrated leadership competencies over the course of the performance year. The focus of this part of the performance evaluation would be to focus on how the leader-manager is performing. For instance, is s/he managing their human resources to achieve results? Or, is s/he communicating effectively to achieve certain desired outcomes/objectives?

For each component of the competency profile, performance indicators will need to be defined and described in order for leaders-managers to have a clear sense of their performance result expectations

annually. Specifically, what shall be the criteria/standard used for each individual leader-manager to be evaluated and what indicators shall reflect poor, average or strong performance.

Similar to the approach to training and development, it will be important to provide leaders-managers with the necessary tools to self-evaluation against performance expectations in the area of leadership competency. As well, in support of the annual performance appraisal process, it will be important to provide training to managers on how to conduct performance assessments against the leadership competency profile for leaders-managers in the civil service.

Proposed Next Steps in Applying the Leadership Competency Profile in Performance Appraisal:

- Integrated leadership competencies as a component in the template for annual performance appraisal for leaders-managers in the Ukrainian civil service;
- Consider phased-in approach for performance appraisal, where leadership competencies are considered as part of the learning plan discussion looking forward into the future, then once individual has received training, leadership competencies can be assessed as part of annual performance appraisal.
- Develop self-assessment tools for leaders-managers to use in identifying their learning/development needs;
- Develop a training module on applying the new approach to performance appraisal, including guidance for managers on how to evaluate their subordinate managers in terms of their leadership competencies, as well as how to support the development of their managers' leadership competencies through targeted training and development efforts; and
- Systematize a process for rolling up data from the annual appraisal process on training needs/competencies in order to aggregate it at a government-wide level for use in identify priority areas for future training and HR planning. This information would need to be transmitted by HR departments to the MDCS for analysis and priority-setting at a government-wide level.

Hiring and Promotion

It is expected that all future civil servants to be hired into leader-manager positions within the Ukrainian civil service will be evaluated on the basis of the leadership competency profile as part of the hiring process. Specifically, individual candidates would be assessed on their leadership potential as part of their overall competition assessment to determine whether they possess the potential: to modeling ethical and principled behaviour, achieve results within the organization they are applying to, to think strategically, to managing people, to communicate effectively and to apply knowledge and experience to their future

responsibilities. As part of this assessment process, it is possible that a specialized assessment tool could be developed to assess leadership potential in future civil service candidates at the leader-manager level.

At the time of issuing a job posting as part of a hiring competition, the leadership competency expectations for the specific position would be outlined in the job posting/work description – thus allowing prospective candidates to assess their fit to the advertised position based both on functional experience as well as leadership experience/potential. It is expected that a similar approach to integrating leadership competency profile considerations into assessment processes related to internal promotions within the civil service would be applied at the leader-manager level.

Proposed Next Steps in Applying the Leadership Competency Profile in Hiring and Promotion:

- Develop a basket of assessment tools intended to assess potential candidates for hiring into the civil service or for promotion from within on the basis of the profile of leadership competencies;
- Determine whether/which assessment tools will/should become a mandatory part of hiring and promotion processes (i.e. need to consider extent to which there should be flexibility/discretion for managers in this assessment process to determine which tools to use and/or how to tailor tools to their needs based upon individual job requirements for the position that is being filled, the degree of desired sophistication in assessment tools, and to what extent the tools should vary by functional level within the leader-manager community);
- Establish a requirement for all future job postings/descriptions to include defined leadership competencies for all leader-manager positions in the civil service; and
- Develop an assessment center for the leader-manager community in order to evaluate candidates and their strengths/weaknesses/leadership potential relative to the leadership competency profile for leaders-managers in the Ukrainian civil service. A determination would need to be made as to whether there is a desire to make this type of assessment mandatory for leader-managers.

Human Resources Planning

In taking a whole of government perspective, it will be important for the MDCS as leader and manager of the human resources within the civil service to consider required human resources within the leader-manager community of the Ukrainian civil service now and into the future. Specifically, what leaders-managers does the civil service require at the moment in terms of leadership competencies and skills and what is required to fill the gap related to existing levels of skills sets within civil service organizations in central executive government bodies? There will be an ongoing need for the MDCS to review and adjust the profile of leadership competencies for the Ukrainian civil service over time in order to ensure that the

profile continues to reflect the desired leaders for the Ukrainian civil service. As the Ukrainian civil service is modernized over time, so to shall the profile need to be adjusted to reflect evolving needs and realities.

This monitoring and adjustment function will require a systematic process of planning for human resources at the leader-manager level across the Government of Ukraine with input from deputy heads across central executive government bodies. The MDCS as the guardian of the profile of leadership competencies shall be responsible for ensuring that the profile stays up to date and in line with the business direction/objectives in the Ukrainian civil service.

Proposed Next Steps in Applying the Leadership Competency Profile in Human Resources Planning:

- Establish a direct linkage between training and development activities through the Senior Civil Service School and longer term needs in the area of human resources planning in order to build career development programs around the identified needs over time; and
- Set out a process for seeking and rolling up input in reviewing/revising/re-validating the leadership competency profile at key intervals throughout the modernization of the Ukrainian civil service.

APPENDIX 1 - TABLE OF THE PROFILE OF LEADERSHIP COMPETENCIES BY LEVEL

LEVEL	SENIOR	MIDDLE	FRONT LINE
	<i>(e.g. heads and deputy heads of government organization)</i>	<i>(e.g. heads of department/division)</i>	<i>(e.g. heads of unit/sector)</i>
ACHIEVING RESULTS	<ul style="list-style-type: none"> ▪ Manages and leads activities of the government organization and/or within area of responsibility to achieve expected results ▪ Accepts responsibility for overall effectiveness and functioning of the government organization and/or within area of responsibility ▪ Acts independently and decisively in making decisions within the scope of delegated responsibility ▪ Leads strategic planning ▪ Sets direction and priorities for the organization and re-adjusts priorities as needed ▪ Provides politically-neutral recommendations to the Minister/Head of the government body within area of responsibility ▪ Manages and leads policy development and 	<ul style="list-style-type: none"> ▪ Organizes the work of the sub-organization to achieve expected results ▪ Accepts responsibility for overall effectiveness and functioning of the sub-organization ▪ Makes effective decisions in a timely manner within the scope of delegated responsibility ▪ Provides recommendations related to strategic planning and ensures implementation of strategic plans ▪ Undertakes operational program planning and establishes priority of work undertakings based upon organization's priorities ▪ Ensures alignment of priority activities of the sub-organization with the organization's priorities ▪ Provides advice and recommendations to superiors ▪ Assesses progress towards achievement of results through regular monitoring 	<ul style="list-style-type: none"> ▪ Organizes the work of subordinates within sub-organization(s) to achieve expected results ▪ Accepts responsibility for overall effectiveness and functioning of the sub-organization(s) ▪ Makes effective decisions in a timely manner within the scope of delegated responsibility ▪ Ensures implementation of strategic plans and planned activities ▪ Plans workload and manages own and team members time on a daily basis ▪ Ensures alignment of priority activities of the sub-organization with the organization's priorities ▪ Develops policy recommendations ▪ Monitors tasks/work to ensure they are being completed with a high quality and within timelines/deadlines ▪ Works to continually improve the effectiveness and efficiency of the sub-organization(s)

	<p>implementation</p> <ul style="list-style-type: none"> ▪ Assesses performance results ▪ Works to continuously improve the effectiveness and efficiency of the organization ▪ Plans, allocates and manages resources (financial, human, information, other) to achieve organizational goals 	<ul style="list-style-type: none"> ▪ Works to continually improve the effectiveness and efficiency of the sub-organization ▪ Manages resources (human, financial, etc.) effectively 	
	SENIOR	MIDDLE	FRONT LINE
THINKING STRATEGICALLY	<ul style="list-style-type: none"> ▪ Frames vision based upon an analysis of social, economic and other development trends domestically and globally ▪ Understands and considers government priorities in the formulation of organization's vision, directions and strategies ▪ Analyzes a large amount of information from a wide variety of sources and considers different points of views ▪ Considers facts, limitations, 	<ul style="list-style-type: none"> ▪ Considers and integrates a large amount of information from a wide variety of sources and considers different points of views ▪ Considers facts, limitations, potential risks and consequences of action as well as mitigation strategies to address unforeseen circumstances and risks ▪ Generates and presents new ideas to superiors ▪ Analyses changes within the organization, nationally and globally from a medium-range perspective and identifies means for managing 	<ul style="list-style-type: none"> ▪ Integrates and summarizes a large amount of information from a wide variety of sources and considers different points of views ▪ Considers facts, limitations, potential risks and consequences of action as well as mitigation strategies to address unforeseen circumstances and risks ▪ Generates and presents new ideas to superiors ▪ Solves operational issues creatively ▪ Analyses and formulates recommendation to superiors regarding the resolution of challenges

	<p>potential risks and consequences of action as well as mitigation strategies to address unforeseen circumstances and risks</p> <ul style="list-style-type: none">▪ Generates and presents new ideas to superiors▪ Analyses changes within the organization, nationally and globally from a long-range perspective and identifies means for managing change▪ Analyses and formulates recommendation to superiors regarding challenges and possible solutions	<p>change</p> <ul style="list-style-type: none">▪ Analyses and formulates recommendation to superiors regarding challenges and possible solutions	
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	SENIOR	MIDDLE	FRONT LINE
MANAGING HUMAN RESOURCES	<ul style="list-style-type: none"> ▪ Demonstrates professionalism, integrity, ethical behaviour and open communication thereby serving as a role model for subordinates ▪ Motivates staff to achieve the organization's expected results ▪ Establishes an environment in which mutual trust, respect and cooperation are valued ▪ Gives subordinates freedom in undertaking assigned tasks ▪ Motivates staff to generate ideas and express diverse points of view ▪ Plans the human resources of the government organization ▪ Coaches and mentors middle-level managers on how to get things done in system ▪ Oversees the hiring and promotion of subordinates ▪ Recognizes and rewards 	<ul style="list-style-type: none"> ▪ Demonstrates professionalism, integrity, ethical behaviour and open communication thereby serving as a role model for subordinates ▪ Motivates subordinates to achieve objectives and to perform effectively ▪ Creates a supportive working environment for open collaboration, builds mutual trust within the workplace team and promotes and respect for others ▪ Gives subordinates freedom in undertaking assigned tasks ▪ Motivates staff to generate ideas and express diverse points of view ▪ Assigns work to staff on the basis of their skills and abilities ▪ Coaches and mentors staff in the fulfillment of their delegated responsibilities in order to achieve desired results ▪ Provides recommendations regarding the hiring and promotion of subordinates ▪ Acknowledges the inputs of each 	<ul style="list-style-type: none"> ▪ Demonstrates professionalism, integrity, ethical behaviour and open communication thereby serving as a role model for subordinates ▪ Motivates subordinates to achieve objectives and to perform effectively ▪ Builds mutual trust and respect for others, and motivates and organizes the work of the team in the workplace ▪ Gives subordinates freedom in undertaking assigned tasks ▪ Motivates staff to generate ideas and express diverse points of view ▪ Assigns work to staff on the basis of their skills and abilities ▪ Coaches and mentors staff to achieve results ▪ Provides recommendations regarding the hiring and promotion of subordinates ▪ Acknowledges the inputs of each employee and makes recommendations regarding the recognition of productive work ▪ Provides suggestions and support to

	<p>results both, formally and informally</p> <ul style="list-style-type: none"> ▪ Provides suggestions to staff for improvement, where required ▪ Creates opportunities for the professional development of staff ▪ Promotes own and others work/life balance ▪ Identifies and understands the needs of staff ▪ Manages and works to prevent conflicts in the workplace ▪ Teaches and learns from others 	<p>employee and makes recommendations regarding the recognition of productive work</p> <ul style="list-style-type: none"> ▪ Provides suggestions and support to subordinates for improvement, when required ▪ Creates opportunities for the professional development of staff ▪ Promotes own and others work/life balance ▪ Identifies and understands the needs of staff ▪ Manages and works to prevent conflicts in the workplace ▪ Teaches and learns from others 	<p>subordinates for improvement, when required</p> <ul style="list-style-type: none"> ▪ Creates opportunities for the professional development of staff ▪ Promotes own and others work/life balance ▪ Identifies and understands the needs of staff ▪ Manages and works to prevent conflicts in the workplace ▪ Teaches and learns from others
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	SENIOR	MIDDLE	FRONT LINE
COMMUNICATING EFFECTIVELY	<ul style="list-style-type: none"> ▪ Provides open and honest feedback to staff within the organization on a regular basis ▪ Establishes transparent processes for collecting and sharing information and for receiving feedback within the organization ▪ Communicates clearly and effectively both, in oral and written form ▪ Seeks clarification and direction from superiors respecting direction and priorities ▪ Demonstrates courage and confidence when providing recommendations to superiors ▪ Clearly informs staff about vision, priorities, goals and expected organizational results ▪ Informs and provides consultation to citizens 	<ul style="list-style-type: none"> ▪ Provides open and honest feedback to staff within the organization on a regular basis ▪ Ensures the sharing of information vertically and horizontally ▪ Communicates clearly and effectively both, in oral and written form ▪ Seeks clarification and direction from superiors ▪ Demonstrates courage and confidence when providing recommendations to superiors ▪ Clearly communicates objectives and expected results to subordinates ▪ Informs and provides consultations to citizens ▪ Delivers public addresses ▪ Collaborates with colleagues within the organization and within other government organizations ▪ Listens to the opinions and perspectives of others ▪ Moderates discussions balancing various viewpoints, perspectives and opinions 	<ul style="list-style-type: none"> ▪ Provides open and honest feedback to staff within the organization on a regular basis ▪ Ensures the sharing of information ▪ Communicates clearly and effectively both, in oral and written form ▪ Seeks clarification and direction from superiors ▪ Demonstrates courage and confidence when providing recommendations to superiors ▪ Clearly communicates objectives, instructions and expected results to subordinates ▪ Prepares written answers to citizens on their inquiries ▪ Collaborates with colleagues within the organization and within other government organizations ▪ Listens to the opinions and perspectives of others ▪ Moderates discussions balancing various viewpoints, perspectives and opinions

	<ul style="list-style-type: none">▪ Delivers public addresses▪ Collaborates with colleagues within organization and horizontally across other governmental organizations▪ Listens to the opinions and perspectives of others▪ Moderates discussions balancing various viewpoints, perspectives and opinions		
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