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Md. Shirajul Islam

**DESIGNING A GENERIC COMPETENCY FRAMEWORK
FOR
BANGLADESH CIVIL SERVICE**

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Notes and Acronyms

Acronyms

ACTS	=	Acting, Characterizing, Thinking and Synthesizing
ACAD	=	Advanced Course on Administration & Development
ADAB	=	Association of Development Agencies in Bangladesh
ADP	=	Annual Development Program
BCS	=	Bangladesh Civil Service
BPATC	=	Bangladesh Public Administration Training Centre
CBET	=	Competency-based education and training
CPE	=	Compulsory Primary Education
CSC	=	Civil Service College, UK
DACUM	=	Developing a curriculum
DCCI	=	Dhaka Chamber of Commerce and Industry
FBCCI	=	Federation of Chamber of Commerce and Industry
FFYP	=	Fifth Five Year Plan
FYP	=	Five Year Plan
HRD	=	Human Resource Development
GDP	=	Gross Domestic Product
ILB	=	Industry Lead Body
IT	=	Information Technology
ITLB	=	Information Technology Industry Lead Body
INTAN	=	Institut Tadbiran Awam Nigara, Malaysia
MSC	=	Manpower Services Commission, UK
MAMPU	=	Malaysian Administrative Modernization Unit
MAIT	=	Managing at the Top: A Leadership Development Program for the
NGO	=	Top Bangladesh Civil Service
NCVO	=	Non Government Organization
NTI	=	National Council for Vocational Qualifications
NTI	=	New Training Initiative
NVQ	=	National Vocational Qualification
PEST	=	Political, Economic, Social and Technological
PP	=	Perspective Plan
SSC	=	Senior Staff Course
R & D	=	Research & Development
SVQ	=	Scottish Vocational Qualification
UNO	=	Upazila Nirbahi Officer
SMU	=	Standard Methodology Unit of MSC, UK
UPE	=	Universal Primary Education
UK	=	United Kingdom
USA	=	United States of America

Notes

1. Service Provider means and includes civil service manager and public sector trainer
2. Service Receiver means and includes NGO officials and private sector entrepreneurs and managers who receive services from the service providers.
3. Figures within parenthesis indicate percentage

Preface

Competency framework is a recent concept in HRD arena, so recent that many countries of the world are yet to assimilate and apply the framework. Increased citizen awareness and expectations, globalized competitive markets and sophisticated technology motivated managers and researchers to find out ways of effective and outstanding performance. Intense research study by McBer Corporation and Harvard Business School prove positive correlation between managerial behavior and outstanding job performance. This input based competence framework was subsequently expanded and transformed into outcome based competency standards in UK focusing on both occupational and personal competence.

Competency framework has variety of uses in organizations. The framework sets occupational qualifications, norms and standards of services, determines work roles expectations, working context and conditions, underpinning knowledge, skills and other abilities required in human resource planning, recruitment, selection, socialization, training and development, career planning, job evaluation, performance review and appraisal and host of other related issues. The framework also assists in raising performers commitment, motivation, accountability, openness and other personal qualities in delivering the desired services with competence and excellence. Thus, the study on the "Designing a Generic Competency Framework for Bangladesh Civil Service" have been scheduled to analyze strategic thinking process, determine managerial roles, identify competency needs and design a generic competency model for the Bangladesh Civil Service.

The study establishes incoherence and wide variations in strategic thinking, generic managerial roles and characteristics of successful managers, determines future challenges; identifies critical issues of successful performance; analyses gaps between service providers' perception and understanding of service delivery and service receivers' expectations of services. The output of the study suggests a 3X3 matrix generic competency model termed as 'ACTS' for Bangladesh Civil Service and other supporting recommendations emanated therefrom. The methodology and the process adopted in developing the 'ACTS' competency model are simple, least cost and time consuming. Any countries of the world may find this model useful and relevant.

This paper is prepared under a training program entitled "Managing at the Top: A Leadership Development Program for the Top Bangladesh Civil Service" jointly organized by Bangladesh Public Administration Training Centre, University of Birmingham and Civil Service College, UK. I express deep sense of gratitude to the BPATC Rector Dr. Ekram Hossain for ratifying my nomination at the above training program. I also express my sincere thanks to Dr. Mir Obaidur Rahman, Member Directing Staff (D&E) and Project Director, Mr. Md. Mahfuzul Haque, Deputy Director (PPR) and Deputy Project Director and Miss Rahima Begum, Associate Project Manager for initiating and processing my nomination. Dr. Donald Curtis, Team Leader of the project inspired and guided me in writing this paper. Mr. Ken Jordan, assignment consultant also provided professional guidance in writing this paper. Mr. John Peak from Civil Services College, UK and Ms. Annie Rubienka from the University of Birmingham assisted me in organizing the workshops. I am indebted to all of them. Mr. Shamsul Huda, Director and Mr. Minar Monsur, Coordinator (Democracy & Good Governance) of ADAB organized a discussion meeting with major NGOs. The inputs received from the discussions significantly enriched the empirical base of the paper. I am grateful to all of them. Many other people, directly or indirectly contributed in preparing this paper. It is not possible to name all of them but I also pay my highest regards to all of them.

DESIGNING A GENERIC COMPETENCY FRAMEWORK FOR BANGLADESH CIVIL SERVICE Abstract

Competency framework is a recent concept in HRD arena, so recent that many countries of the world are yet to assimilate and apply the framework. Increased citizen awareness and expectations, globalized competitive markets and sophisticated technology motivated managers and researchers to find out ways of effective and outstanding performance. Intense research study by McBer Corporation and Harvard Business School prove positive correlation between managerial behavior and outstanding job performance. This input based competence framework was subsequently expanded and transformed into outcome based competence standards in UK focusing on both occupational and personal competence. Canada designed tasks/job based DACUM process of competency determinants.

Competency framework has variety of uses in organizations. The framework sets occupational qualifications, norms and standards of services, determines work roles expectations, working context and conditions, underpinning knowledge, skills and other abilities required in human resource planning, recruitment, selection, socialization, training and development, career planning, job evaluation, performance review and appraisal and host of other related issues. The framework also assists in raising performers commitment, motivation, accountability and openness and other personal qualities in delivering the desired services with competence and excellence. Thus, the study on the "Designing a Generic Competency Framework for Bangladesh Civil Service" have been scheduled to analyze strategic thinking process, determine generic managerial roles, identify competency needs and design a generic competency model for the Bangladesh Civil Service.

The study establishes incoherence and wide variations in strategic thinking; generic managerial roles and characteristics of successful managers; determines future challenges of Bangladesh Civil Service under changing political, economic, social and technological realities; identifies critical issues of successful performance; analyses gaps between service providers' perception and understanding of service delivery and service receivers' expectations of services. The output of the study suggests a 3X3 matrix generic competency model termed as 'ACTS' for Bangladesh Civil Service. Other supporting recommendations emanates include: prioritization and quantification of strategic objectives; designing outcome based job description, job specification, recruitment, selection, placement, promotion and performance appraisal systems; remodeling human resource development methods and processes; establishment of a development centres at BPATC to develop personal qualities of BCS managers and redesigning a comprehensive administrative code of conduct to regulate relations between supervisor-subordinate, administration-politicians and other stakeholders. The simplified methodology and the process adopted in developing the 'ACTS' competency model may prove useful for other countries of the world.

DESIGNING A GENERIC COMPETENCY FRAMEWORK FOR BANGLADESH CIVIL SERVICE 1.0 INTRODUCTION Conceptual Model of Competency Framework

Competency framework is the product of a long and intense process of research work. Increased competitions between the business world from 1960s led to such ... research into what makes people effective and what constitutes a competent worker (Fletcher, 1998:4, Vol.7). In USA, competence-based teachers' education - usually referred to as CBET: competency-based education and training, reform in teacher education ... known as performance-based teacher education (PBTE) funded by US Office of Education and promoted through the National Consortium of Competency-based Education Centers set competency specifications and assessment procedures for competency-based programs. This model mainly centred in the US educational forum. In 1971, Eliam proposed competence-based systems for vocational education and training.

Most widely used model was developed by McBer Corporation and Harvard Business School. Over thirty years, they studied managerial behavior and work practices with outstanding performance in diverse job settings. The result prove positive correlation between managerial behavior, work practices and job performance. Some other research studies reveal that ... superior performers do the job differently, and that he ... outperforms bottom performers by a factor of 3:1 (Potts:1998:2). The encouraging research results, subsequently, motivated many US companies to observe, describe and relate behaviors and work practices of outstanding performers with borderline performers. This linking process crossed US borders to other countries of the world. In UK, the concept gained momentum during late 1980s. However, the idea of setting 'standards of a new kind' was first launched in the early 1970s by the New Training Initiative (MSC 1981, quoted in Fletcher, 1998:7, Vol.7). In 1986, White Papers and a review of vocational qualifications led to the beginning of the Standards Development Programme, establishment of NCVQ with responsibility for development of criteria for a new framework of qualifications. Sector specific ILB (Industry Lead Bodies), SMU (Standards Methodology Unit) at the MSC were set up for

managing projects for development of methodology, standards and associated assessment and certification systems.

The UK and USA concepts and processes of competency framework significantly differ. The UK system focuses particularly on vocational/occupational competence, supplemented by a model of personal competence while US models focus more on the... aspects of personal competence, or on the differentiation between competence and excellence. (Fletcher 1998:20, Vol.5). The term coined by UK and USA also differ. USA uses the term competency and competencies instead of competence and competences as popularly used in UK. Usage in the UK and the USA has been slightly different (Potts, 1998:34). Competencies are... seen as more 'input'-based while competences are more about 'output'-based (Potts, 1998:35).

Review of literature portray that competency framework is a recent edition in the HRD arena, so recent that many countries of the world are yet to assimilate and apply the idea. Moreover, the concept is complex, confusing and conflictual having diverse definitions, methodologies and connotations. Collin (1989, quoted in Williams, 1999:99) reconfirms that confusions between competences and competencies seem... to have been there right from the early days and it has been compounded by lack of definitional rigor and (Williams, 1999:99) by loose use of terminology in much of the literature. Potts (1998:35) views that ...there is increasing confusion as to what the definitions are and how they can be implemented. He further argues that some competencies are... immeasurable in that they cannot be really be defined or broken down. Very long lists of competencies are problematic... (Potts, 1998:10) as it ... becomes impossible for assessors to assess long lists of attributes with any degree of accuracy (Potts, 1998:10-11). Rule of thumb says 6-9 competencies are not only assessable but will also capture what is required of most jobs. Fletcher views that ...competence is also open to various interpretations. There are various competence-based systems and concepts of competence (1998:19, Vol.5). McKelvey's (1982) organizational taxonomic scheme, inter alia, deals with population of organizations and dominant competence. The notion of dominant competence "... refers to the technical and managerial knowledge and skills that enable an organization to survive (Hall, 1987:53). Pfeiffer (edited, 1996:208, Volume:4) classified competencies into five major areas: knowledge, skills, ability, experience, and orientation. He terms orientation as a ...person's values with respect to his or her job... Knowles's typology of competencies include: "Knowledge, Understanding, Skill, Attitude, Values (Quoted in Nadler edited, 1984:13.4). OED definition of competence and competency shows that they are interchangeable (Potts, 1998:34):

In contemporary UK practice a popular interpretation of a competency is that it is 'a dimension of overt, manifest behavior that allows a person to perform competently' (Woodruffe, 1992:17, quoted in Williams, 1999:100). Potts defined competency as...an underlying characteristics of an individual which has been shown to predict superior job performance (Potts: 1998:1). Spencer and Spencer (1993:9, quoted in Williams, 1999:102) defined competency as ... an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. It include ... fundamental properties of the person - traits, motives and the like - in other words, what people are, not simply what they do (Williams, 1999:104). As a general definition, a competent individual can perform a work role in a wide range of settings over an extended period of time (Fletcher, 1998:19, Vol.5). Potts (1998:35) describes competence as ... the individual's ability to do something, not what he or she actually may do... Competencies tend to be specific to organizations, although there is a marked degree of similarity between models belonging to different organizations. They also tend to be generic in the sense that a particular model will underlie jobs in different functions and at different levels (Potts, 1998:36). In fact, competency framework is viewed from methodological perspectives. The input based models ... are concerned with what it is that effective employee bring to the job, 'outcome' models focus on what high performers achieve (Reid and Barrington: 240).

Sometimes competence - based system is linked to quality concept as the...leading edge of business improvement activities-competence. The system is used ... as a foundation of new national qualification frameworks ... (Fletcher 1998:18). Fletcher (1998:20) classified the system into two:

... development -led: they focus on the development of competence and are therefore linked to training and development programmes-to develop people to a level of performance expected at work.
 ... achievement - led: they focus on assessment of competent performance - what people do at work and how well they do it.

The complex and conflictual theoretical construct, diversities and complexities of Bangladesh Civil Service, socio-cultural, economic and political realities of Bangladesh demand combined or multiple approaches and methods in capturing most generic competencies. The model framework introduced in this paper integrates both the input and the output driven approaches. Moreover,

multiple methods of data collection like questionnaire, critical incidence, discussion, workshops, literature review and other allied methods were adopted.

Competency framework is an extension of the traditional training and development process. The training and development mainly focus on course based, input-based, time-bound, percentage rated norms while competency framework is outcome based, open-ended and individual learners' need based. Thus the focus is shifting from training and development to ... competence and 'competences' (Brookes 1995:12 and Potts,1998: 34). UK has ... shifted from the process of training and development to the assessment of the outcomes of such development (Brookes 1995:12). NVQ and SVQs systems of qualifications introduced in UK have been constructed from competence-based standards. The conceptual shifting defined above ... does not mean that the course-based programs are defunct;... rather ...they are complementary to the competence-based development process (Brookes 1995:46). Major features of the traditional and competence-based qualifications listed by Brookes (1995:12) are presented below:

Traditional	Competence-based
Time-bound	Open-ended
Norm-referenced	Criterion-referenced
Percentage-rated	Not percentage-rated
Input-based	Outcome-based

Competency framework has variety of uses in organizations. The framework sets occupational qualifications, appropriate norms and standards of services, determines work roles expectations, working context and conditions, underpinning knowledge, skills and other abilities required in human resource planning, recruitment, selection, socialization, training and development, career planning, job evaluation, performance review and appraisal and host of other related issues. Moreover, the framework assists in raising job performers commitment, motivation, accountability and openness and other personal qualities in delivering the desired services to the customers. Thus, a study to determine the generic competency framework for the Bangladesh Civil Service seems relevant.

Initially a questionnaire was designed and distributed to 108 BCS managers and public sector trainers. The questionnaire among other questions included questions about the current and future national and organizational vision, mission, goals and objectives; key managerial functions; underpinning knowledge, skills and personal qualities of most successful events. Unfortunately, the respondent managers were unable to appropriately respond to the questions. Considering the difficulties, the

1. Questionnaire:

To formulate a comprehensive competency framework for Bangladesh Civil Services with high degree of accuracy, the study introduces multiple methods and techniques of data collection. These methods are enumerated below:

Contemporary human resource development management literatures portray diverse methodologies for designing competency framework. Functional Analysis and DACUM are two major methodologies used ... within the UK National Standard Programme ... (Fletcher, Vol. 2, 1998:22) and ... in a joint project undertaken by the Experimental Projects Branch of the Department of Manpower and Immigration in Canada and the General Learning Corporation of New York in the 1960s (Fletcher, Vol. 2, 1998:40), respectively. The DACUM usually focuses on specific job analysis rather than functions, and the DACUM approach centres on the identification of behaviours rather than outcomes (Fletcher, Vol. 2, 1998:40) while functional analysis ... focuses on the functions and describes expectations of competent performance. The Information Technology Industry Lead Body (ITILB) specifically recommended that both functional analysis and DACUM were used in the standards development process for the information technology industry (Fletcher, Vol. 2, 1998:43). Other methodologies like repository grid or critical path analysis, supportive to the major methodologies are also used in designing competency framework. The choice of methodologies significantly depends on scope, complexities, diversities and hierarchic levels of the work roles.

Methodology

- ☐ To analyze the strategic thinking of the Bangladesh Civil Service;
- ☐ To identify and analyze the current and future generic roles of BCS;
- ☐ To design a generic managerial competency framework for Bangladesh Civil Service.

Objectives

author clarified complex questions to the respondents. The outcome was discouraging. Subsequently, the questionnaire was revised and simplified (appendix-2). A separate questionnaire (appendix-3) was also designed and distributed to 80 NGOs, private sector entrepreneurs, academic and training professionals.

2. Discussion:

In addition to questionnaire, the author approached ADAB, FBCCI and DCCI to organize workshops or discussion meetings with NGO and private sector executives and entrepreneurs. On April 04, 2000 ADAB could organize a meeting with major NGOs. 14 senior level NGO representatives attended the meeting. Prior to the meeting, the author transmitted a concept paper outlining conceptual model of competency framework, relevance of the framework in civil service and objectives of the study. A tentative discussion outline similar to questionnaire-2 was also forwarded with the concept paper.

At the beginning of the meeting, the author gave a succinct view of the concept and clarified points raised by the NGO representatives. Thereafter, discussions were held mainly over the expectations of the NGOs from the Bangladesh Civil Service. However, other supporting issues like underpinning knowledge, skills and abilities for outstanding performances were also discussed.

3. Literature Review:

To design home grown competency framework, government documents like national development plan, Bangladesh's constitution, administrative reform study reports, rules of business with schedule 1 on the allocation of business of the ministries and divisions and other related literatures were reviewed. Other contemporary management and human resource development literatures were also reviewed and analyzed. A list of such literatures is presented in appendix-5.

4. Critical Incidence Technique:

The structured questionnaires introduces the critical incidence technique where questions on the underpinning competencies (knowledge, skills, experience and other abilities including personal characteristics) of most successful and or unsuccessful event(s)/experience(s), directly or

indirectly encountered or known to the respondents while carrying out their responsibilities or interfacing with the BCS managers, were asked. The unsuccessful critical factors were analyzed and transformed into positive factors.

5. Workshop:

Two workshops (one on April 30 and the other on May 02, 2000) were held at BPATC to review the draft study reports and finalize the competency framework. Total 95 participants (17 participants on April 30, 2000 and 78 participants on May 02, 2000) representing mid and senior level BCS managers and public sector trainers attended the workshops (Table-1).

Table-1: List of Workshop Participants

WORKSHOP-1: (April 30, 2000)	
Respondents/Participants	Number
MATT Course (3 rd Batch)	17
WORKSHOP-2: (May 02, 2000)	
32 nd SSC	22
35 th ACAD	30
Public Sector Trainers	26
TOTAL:	95

The workshop began with the draft report presentation followed by floor discussion and group work. Each group was given following questions to answer and present in a plenary session.

Group Exercise

The proposed list of competencies attached are those generic management competencies necessary for developing BCS managers that will be needed to meet the future challenges that BCS will face.

1. Please complete the tasks listed below:

Consider the attached list and decide

- ☐ Are they appropriate competencies?
- ☐ Are any vital competencies missing?
- ☐ Amalgamate competencies where considered appropriate.
- ☐ Attempt to reduce competencies to no more than six in each cluster.
- ☐ Finally, rank revised list of competencies in order of importance and list.

2. Select a member of your group to present your findings in plenary.

On April 30, 2000 workshop, participants were divided in-to three groups and each group was assigned three clusters while on May 02, 2000 workshop, participants were divided into nine groups and each group was assigned one cluster. The schedule of assignment is listed in table-2:

Table-2: Schedule of Competency Cluster Assignment

WORKSHOP-1 (April 30, 2000)	
Group Number	Competency Cluster(s) Assignment
1.	☐ Strategic Thinking ☐ Systems Designing ☐ Service Delivery
2.	☐ Personal Characteristics ☐ Administrative Ethics ☐ Leadership Behavior
3.	☐ Managing Human Resources ☐ Managing Non-Human Resources ☐ Managing Stakeholders
WORKSHOP-2 (May 02, 2000)	
1.	☐ Strategic Thinking
2.	☐ Personal Characteristics
3.	☐ Managing Human Resources
4.	☐ Systems Designing
5.	☐ Administrative Ethics
6.	☐ Managing Non-human Resources
7.	☐ Service Delivery
8.	☐ Leadership Behavior
9.	☐ Managing Stakeholders

The portfolio project entitled "Designing a Generic Competency Framework for Bangladesh Civil Service" aims at developing a generic managerial model of competencies for the Bangladesh Civil Service. Thus, the sector or institution specific technical functions of public, private and NGO sector managers remain beyond the purview of this study.

Scope and Limitations

RESPONDENTS		RESPONSE
☐ BCS Managers		40 (65.6)
☐ NGO Officials	Questionnaire - 5	
	Discussion - 14	19 (31.1)
☐ Other		02 (3.3)
TOTAL:		61 (100)

Table-3: Distribution Pattern of Respondents

Basic survey inputs (pre workshop) presented and analyzed in this paper are generous contributions of 60 respondents (Table-3): Out of the total sample, BCS managers and trainers represent 66.6 percent (highest) while NGOs and other represent 33.4 percent. However, the findings, analysis and the competency standards set in the report were reviewed and reconfirmed by 95 respondent participants. Thus the total sample size comprises of 155 respondents.

Sample Size

The study focuses on the following variables:

- strategic thinking enunciated in key national documents like constitutions, development plans and other national documents.
- Generic managerial roles and characteristics defined in the contemporary management literatures; key business documents like rules of business, job descriptions etc.
- Service provider's perception of role and service delivery; service receiver's expectations from service providers; future political, economic, social and technological challenges of Bangladesh Civil Service; critical issues of successful performance and performance outcomes.

Strategic Thinking Pattern of Bangladesh Civil Service

Modern organization theorists view organization as open system responsive to the diverse environmental forces operating within and outside the organization. Lawrence and Lorsch's contingency model termed organization... as environmentally interactive system ... differences in environments require differences in the ways in which organizations are structured and managed (Pfeffer, 1996:51). Burns and Stalker dichotomized organizations into mechanistic and organic system. The mechanistic model, espoused by classicists, considers organization as deterministic system that stresses... on the manipulation of discrete system inputs ... for predictable results... while organic model, espoused by modernists, views organization as probabilistic system having ... highly complex networks of interdependent relationships (Scott and Mitchell, 1972:66). The outcome depends on how changing environmental conditions encompassing the organization are perceived, analyzed, evaluated and planned by managers holding strategic positions. Certo (1994:41-42) pointed out that "An organization's success or failure depends on how accurately its top management team reads the environment, and how effectively they respond to it". The major purpose of such environment scanning is to identify the current and future strengths, weaknesses, opportunities and threats an organization is confronting or likely to confront under changing political, economic, social and technological (PEST) settings. This analytical process assists top managers in identifying strategic issues, setting realistic organizational vision, mission, goals and objectives. The analytical inputs also enables them in planning, decision making and strategy formulation processes. Moreover, it guides and stimulates all organization members to behave coherently and respond positively to customer needs

Table-4 portray strategic thinking pattern, particularly basic plan objectives indicated by plus signs of the Bangladesh Civil Service. The table has been prepared reviewing the development goals and objectives of all the plans formulated from the independence of Bangladesh. The thinking pattern is mainly centered around the national development plan published by the Planning Commission, Ministry of Planning. The initial chapter of the planning document provides succinct view of the national and global environment, sets sectoral and national development goals, objectives and strategies. Vision statements are

vaguely and sporadically outlined in the planning document. It is very hard for an individual to easily perceive or identify the national vision unless he has the sharp eyes or appropriate skills of knowing or picking out such visions from the fugitive statements. The term "Sonar Bangla" (English meaning is Golden Bengal) enunciated in the Fifth Five Year Plan (1997-2002:39) seems to be the national vision of Bangladesh. Mission statements are either absent or unclear, goals and objectives are lumped. The number and nature of objectives widely varies from plan to plan. The number of objectives of the 1st FYP had sharply declined from 11 to 5 in 4th FYP. The number again rose to 15 in 5th plan and again declined to 10 in perspective plan. The 2nd and 3rd FYP, however, coincidentally maintained objectives at 8. Moreover, the national development objectives, in most cases, do not exactly quantify or spell out as to how much of the objectives will be achieved within a year or within the plan period.

Though the planning documents do not exclusively outline vision and mission statements, the general trend depicts continuity of certain objectives from the beginning of independence like employment generation, economic growth, education and training, self sufficiency, population growth while certain objectives have recently been incorporated in the plans. These include child rights, gender discrimination, participatory planning, protection of environment, effective local government, development of hill districts, industrial development, development of infrastructure. Poverty alleviation, an important agenda, was not directly viewed as priority areas in two year, 2nd and 3rd five year plans. Self reliance/reduce dependency on foreign aid continued from the 1st FYP until the 4th FYP have suddenly been dropped from the 5th FYP. Satisfy basic needs, a constitutional obligation, adopted from the 1st FYP to the 3rd FYP seems to have been replaced by poverty alleviation from the 4th FYP. This establishes incoherence and wide variations in strategic thinking of the Bangladesh Civil Service.

Table-4: Strategic Thinking Pattern of the Bangladesh Civil Service (From 1973-2010)

BASIC OBJECTIVES		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Poverty alleviation		+			+	+	+	+	+	+	+
Arrest rising trend of price level		+			+	+	+	+	+	+	+
Employment generation		+			+	+	+	+	+	+	+
GDP growth / equitable growth / distribution of income		+	+	+	+	+	+	+	+	+	+
HRD/UPE/CPE/vocational training		+									
Develop technological/scientific base / R & D		+	+	+	+	+	+	+	+	+	+
Complete reconstruction work		+									
Effective local government / people's participation in development / decentralized planning			+								
Development of industries based on comparative advantage											
Empowerment of rural people/rural development											
Develop rural economy/quality of rural people's life											
Development of neglected areas											
Development of infrastructure											
Self reliance / reduce dependence on foreign aid		+	+	+	+	+	+	+	+	+	+
Increased state participation (socialist transformation)		+	+	+	+	+	+	+	+	+	+
Satisfy basic needs		+	+	+	+	+	+	+	+	+	+
Protection of child rights		+	+	+	+	+	+	+	+	+	+
Reduce population growth/family welfare/health care		+	+	+	+	+	+	+	+	+	+
Self sufficiency in food / food production beyond self sufficiency		+	+	+	+	+	+	+	+	+	+
Sustainable Development/protection of environment											
Reduce gender gaps/special support for girl's education											
TOTAL OBJECTIVES:		11	7	8	8	5	15	17	10	10	10

The public administration sector of the fifth five year planning document do not clearly spell out the vision and mission of the sector. However, the introductory section indicates that "The Fifth Plan period is planned to be a period of reforms and development. To spearhead the process public administration will be reengineered, redesigned and reoriented (1998:559)... Merit based recruitment, rigorous training and targets for high level of performance will be the cornerstones of public administration (1998:559). This indirectly indicates reforming public administration, foster efficiency culture to compete in globalized market, ensure good governance through high performance achievement.

However, how these sectoral goals and objectives are linked to the overall national goals and objectives are not clear? No single objective statement of the public administration sector has been reflected in the national objectives.

The goals and objectives of the public administration sector as enunciated in the fifth plan and possible emanating roles of the Bangladesh Civil Service are analyzed below (Table-5).

Table-5: Strategic Thinking of the Public Administration Sector and the Role of BCS Managers

BASIC OBJECTIVES OF THE PUBLIC ADMINISTRATION SECTOR	BASIC ROLES
a. foster and sustain good governance by maintaining sound judicial system; impartial, transparent and accountable administration and a justifiable rule of law;	☐ Be accountable, transparent for all actions ☐ Ensures justice, equity and neutrality
b. put in place sound commercial and regulatory laws and highly competitive financial and banking system that will develop market economy as a compliment to governmental activities;	☐ Designs need based policy & legislation ☐ Designs competitive financial & banking system ☐ facilitate growth of market economy
c. encourage and actively promote transfer of such functions hitherto performed by the public sector to the private sector who can do these better and more economically;	☐ Commitment for private sector growth ☐ Devolves relevant public sector functions to private sector
d. make the government capable to serving the people better by establishing appropriate elected local government bodies and by providing forum for people's participation at all levels of policy planning and execution;	☐ Builds effective local government institutions ☐ Encourage people's participation in planning, policy and decision making process
e. bring in economy and efficiency in government operations by streamlining and restructuring all public organisations through a process of eliminating redundancies, inefficiency and inertia;	☐ Determines human resource demands realistically ☐ Designs need based structure for public organizations
f. help create a professional cadre of mid-level and top managers by constituting a Secretariat Services Pool where induction will be on the basis of proven merit only;	☐ Designs and introduces merit based professional civil service
g. introduce large-scale technological changes in all public organisations with computerisation that will foster modern record-keeping, filing and other office procedures;	☐ Assesses IT needs correctly ☐ Supports investment in IT ☐ Supports investment in HRD for IT operations ☐ Introduces IT based office management system
h. enhance the knowledge and skill of the public personnel for delivering goods and services and implementation of development programmes;	☐ Continuously updates own knowledge and skills ☐ Supports investment in HRD ☐ Designs need based development plans ☐ Implements development plans efficiently
i. make the public administration free of inefficiency, corruption and red-tapism; and	☐ Ensures prompt service delivery to customers ☐ Prevents corruption and bribery
j. make the system capable of attracting the meritorious, promoting the capable and sustaining fast tracks for the best and the brightest .	☐ Designs need based , progressive human resource management policies for sustainable motivation and commitment.

In UK, strategic thinking within the ambit of strategic management is extensively used both in private and public sectors. In fact, the UK Civil Service had first introduced the strategic management ... with the creation of Executive Agencies as per recommendations of the Next Steps Report accepted in 1998 (Handout of CSC, UK). The Civil Service Vision of UK states "We need a civil service which is more consumer-oriented and reflects the world we live in today. People are different; Ministers are different; the world is different and civil servants need to adjust to that world". The Malaysian government has set national vision termed as "VISION 2020". The vision states that "By the year 2020, Malaysia can be a united nation, with a confident Malaysian society, infused by strong moral and ethical values, living in a society that is democratic, liberal and tolerant, caring, economically just and equitable, progressive and prosperous, and in full possession of an economy that is competitive, dynamic, robust and resilient (NTAN Handout). MAMPU formulated a civil service mission statement that enunciates "To introduce sustainable reforms in public administration for upgrading the efficiency and effectiveness of the Civil Service (NTAN Handout). The Constitution of the People's Republic of Bangladesh, likewise, pointed out certain principles of state policy that one might consider as the political vision of Bangladesh. The preamble of the constitution pledges that ... it shall be a fundamental aim of the state to realise the democratic process a socialist society, free from exploitation-a society in which the rule of law, fundamental human rights and freedom, equality and justice, political, economic and social, will be secured for all citizen (Constitution, 1998:1). Other visionary statements (Part II of Articles 8-25) enunciated in the constitutions include are: promotion of local government institutions, participation of women in national life, ownership of the means of production, emancipation of peasants, workers and other backward sections, provision of basic necessities of life, rural development and agricultural revolution, free and compulsory education, upgrading public health and nutrition, equality of opportunity, preserving cultural heritage, separation of judiciary from executive, promotion of international peace, security and solidarity. The fifth five year plan (1997-2002) in formulating development goals, objectives and strategies acknowledged all these constitutional provisions.

Bangladesh Civil Service represents 29 cadres composed of ... 35 Ministries, 50 divisions, 221 Departments, 139 Directorates and Autonomous Bodies... (World Bank, 1996:1). Thus organization specific continuous efforts are necessary to analyze environmental factors and set appropriate vision, mission, goals, objectives and above all formulate strategic plans for each cadres, services and institutions. Unfortunately, these statements are lacking in

national key documents or institution profiles. The members of the civil service also lacks analytical and planning skills demanded by the dynamic environment. This has been proved valid when the researcher asked the respondent civil servants to define the current and future vision, mission, goals and objectives of the civil service. In response, they said that they do not know how to define those statements. Subsequently, a briefing by the researcher also did not produce significant result. This signifies lack of skills in strategic thinking. A comprehensive, rigorous and practical HRD interventions on strategic thinking and planning are necessary for all BCS managers.

Generic Managerial Role of Bangladesh Civil Service

Every manager, irrespective of hierarchic levels, broadly performs certain common or universal as well as technical functions. Technical functions are job or desk specific and varies from job to job while universal functions are universal in nature and is common at all levels. However, the scope of the universal responsibilities may vary depending on the authority and level. Managers at the top are more concerned about organization-wide planning while the first line managers design operational plan for his own units. Classical management theorists viewed these managerial functions as planning, organizing, commanding and controlling. Neo classical theorists replaced commanding by motivating or leading. Luther Gulick's famous acronyms "POSDCORB" ascribes planning, organizing, staffing, directing, coordinating, reporting and budgeting roles to managers. Mintzberg identified 10 managerial roles grouped under three major categories: interpersonal, informational, and decisional (Quoted in Hellriegel and Slocum, Jr, 1986:14-17). On reviewing these roles, core managerial criteria are identified and presented in Table-6.

Table-6: Managerial Role Classification and Criteria

MANAGERIAL ROLES AND CORE CRITERIA		ROLE CATEGORY
☐ Figurehead -Represent Organization at ceremonial functions	☐ Leader -Directing & coordinating subordinates' activities ☐ Liaison -Dealing with people outside the organization ☐ Monitor -Scanning external environment for information ☐ Disseminator -Sharing and distribution of information within organization ☐ Spokesperson -Transmitting information to others	☐ Interpersonal
☐ Entrepreneurial -Designing and initiating new projects -Designing and initiating planned change ☐ Disturbance Handler -Dealing with involuntary situations ☐ Resource-Allocator -Making choices among competing demands for resources ☐ Negotiator -Meeting and discussing differences with individuals or groups	☐ Decisional	

Tom Peters and Bob Waterman, management consultants, studying 43 well-run companies, identified eight managerial characteristics or principles of successfully managed companies (Hellriegel and Slocum, Jr., 1986:8-10). The managerial characteristics and the core criteria derived from these characteristics are listed in table-7

Table-7: Generic Managerial Characteristics and Core Criteria

MANAGERIAL CHARACTERISTICS	CORE CRITERIA
☐ A bias toward action	☐ Well defined goals
	☐ Setting few goals
	☐ Design short and simple business plans
	☐ Handle problems quickly
	☐ Ideas solicited, tested and implemented or rejected quickly and regularly
☐ Simple form and lean staff	☐ Structure Organization into smaller segments
	☐ Focused & simple systems and procedures
	☐ Assigns key activities to small, manageable groups
☐ Continued contact with customers	☐ Personal contact with customers
	☐ Customer satisfaction survey
	☐ Secure customers' ideas
	☐ Accommodates customers demands promptly
	☐ Prompt service delivery
	☐ Prompt customer complaint processing
	☐ Effective and regular communication with customers
☐ Productivity improvement through people	☐ Superior-subordinate joint goal setting
	☐ Autonomy in goal setting
	☐ Recognition programs
☐ Operational autonomy to encourage entrepreneurship	☐ Encourage entrepreneurship
	☐ Freedom and autonomy in decision making
☐ Stress on one key business value	☐ Set and upheld one core corporate value
	☐ Avoid conflicting corporate values
☐ Emphasis on doing what they know best	☐ Identify & explore organizational strengths
☐ Simultaneous loose-tight controls	☐ Develop yardsticks for monitoring and control

Generic Role of Ministries/Divisions

Specific roles are usually defined in job descriptions or charter of duty manuals. Unfortunately generic roles are rarely found in any job descriptions or manuals. Legal instruments like ordinances and enactment that create public institutions in Bangladesh also do not provide any outline of generic managerial responsibilities. Systematic job study data are not available in Bangladesh. However, review of schedule I of the rules of business of the government (Cabinet Division, 1996:1-89) reveals following generic ministerial business roles (Table-8):

Table-8: Generic Ministerial Business

GENERIC MINISTERIAL BUSINESS	
☐	Policy Making (policy formulation, review and revision)
☐	Drafting Legislation/Treatise
☐	Preparation of Development Plans
☐	Implementation of Development Plans
☐	Maintain Liaison/coordination
☐	Supervision
☐	Monitoring
☐	Controlling
☐	Evaluating
☐	Human Resource Development
☐	Managing Human Resources
☐	Design/Review Organization Structure
☐	Design/Review Systems and Procedures
☐	Implementing Strategic Decisions
☐	Prepare Reports
☐	Collect and maintain data
☐	Institutional Linkage
☐	Mobilize, plan and control financial resources

Perceptions and Expectations of Services

Structured questionnaire secured open ended response from service providers (civil service managers, trainers and other public sector managers) and service receivers (NGO and private sector representatives) as to how they perceive, understand and expect the standards and quality of services. The responses received were analyzed, synthesized and clustered in table-9. In this process, repetitive, overlapping and inappropriate responses were screened out. The final products depict the perceptions, understanding and expectations of services of the respective parties with concurrent service/role specifications (Table- 9). Major service standards covers: promptness, timeliness, punctuality, continuity, clarity and objectivity, correctness, completeness, openness, efficiency and effectiveness and host of other related variables. The table portray significant coherence in thinking, perception, understanding and expectations between the service providers and service receivers. However, some important gaps still subsists between the parties. The gaps like: meet special needs of customers, clear terms of reference/job description, feedback/follow up of service delivery status, response to customer complaints, protect citizen rights, establish rule of law, team building, independent review, evaluation and attitude survey on civil service performance etc. are not acknowledged by the service providers while the service receivers' missed some deserving service expectations like: fixing and meeting deadline of work, maintaining regular contact with customers, inspection, monitoring and supervision of work, delivery of services at minimum cost, religious beliefs, islamic values, continuous updating of knowledge and skills etc. The missing elements of services may be reviewed and incorporated in the potential competency framework.

Table-9: Service Provider's Perceptions and Service Receiver's Expectations of Services

SERVICE STANDARDS	SERVICE SPECIFICATIONS	SERVICE PROVIDER'S PERCEPTION OF SERVICES	SERVICE RECEIVER'S EXPECTATIONS OF SERVICES
Clarity/ Objectivity/ Effectiveness	☐ long term vision/visionary skills/forward looking	Yes	Yes
	☐ understand objectives/development priorities	Yes	-
	☐ set targets	Yes	Yes
	☐ specialization in own field/knowledge of jobs/managerial role	Yes	Yes

1	2	3	4
Promptness/ Timeliness/ Regularity/ Continuity	☐ diversified knowledge	Yes	-
	☐ knowledge of IT	Yes	Yes
	☐ clear terms of reference/job description	-	Yes
	☐ disseminate ideas/professional knowledge and skills	Yes	Yes
	☐ communicate effectively	Yes	Yes
	☐ negotiation skills	Yes	-
	☐ serve people as servant or friend not master or ruler /act as an agent of development	Yes	Yes
	☐ client focused/community need oriented services	Yes	Yes
	☐ one stop/counter services	Yes	Yes
	☐ understand global issues	Yes	-
	☐ understand others	Yes	Yes
	☐ gender neutral feelings	-	Yes
	☐ use of power	Yes	-
	☐ prompt decision/ disposal of cases/files	Yes	Yes
	☐ meet urgent/special needs of customers/meet basic needs of poor people	-	Yes
	☐ fix deadline for each work	Yes	-
	☐ meet deadline of work	Yes	-
	☐ feedback/follow up of service delivery status	-	Yes
	☐ response to customer complaint	-	Yes
	☐ attendance in office/workplace	Yes	Yes
	☐ contact with customer/people	Yes	-
	☐ inspection, supervision and monitoring of work	Yes	-
	☐ develop employees /invest in HRD	Yes	-

1	2	3	4
Accuracy / Completeness/ Quality/ Efficiency	☐ supply of information	Yes	Yes
	☐ deliver right quality of goods/ services at right time	Yes	Yes
	☐ preserve/protect citizen rights	-	Yes
	☐ patient hearing/active listening	Yes	Yes
	☐ ensure best use of resources /deliver services at minimum cost	Yes	-
	☐ place human resources rightly	Yes	Yes
Updating/ Modernizing	☐ update personal knowledge and skills	Yes	-
	☐ modernize archaic systems, structure, rules and procedures	Yes	Yes
	☐ introduce lateral entry/specialized recruitment system in civil service at all levels	-	Yes
	☐ introduce IT	Yes	Yes
	☐ establish rule of law everywhere	-	Yes
	☐ delegation of powers/empowerment of local people	Yes	Yes
Openness / Transparency	☐ inform stakeholders about the actions/decisions taken/coordinate with stakeholders	Yes	Yes
	☐ accountability for all actions and decisions	Yes	Yes
	☐ creates enabling environment	-	Yes
	☐ easy/free access of people/encourage people's participation in development	Yes	Yes
	☐ build team	-	Yes
	☐ friendly, open, free and broad mind	Yes	Yes
	☐ independent review and evaluation of performance	-	Yes
	☐ independent attitude survey on performance standards	-	Yes

	High level of Commitment and Ownership	High Ethical Standard	Supportive/ Cooperative/ Courteous/ Confident
1	□ commitment and dedication to work/service delivery □ Proactive/dynamic □ undertake creative and challenging work □ personal involvement in work/initiative/drive □ explain reasons if desired services cannot be delivered □ upheld/institutionalize constitution/national independence/legislation/democratic values □ build infrastructure/social/national institutions	□ sincerity, honesty, neutrality and fairness in all actions and decisions □ firmness/brevity/liberal as well as firm □ firm religious belief □ islamic values □ courageous, energetic and hardworking □ patriot and loyal □ punctual □ respect for people/political leadership □ political neutral behavior □ Patience/tolerant □ no harassment □ remove hierarchy □ rational and logical thinking □ empathetic	□ amiable, polite, courteous and social □ adaptable, flexible, dynamic and responsive □ appreciate role of other development partners □ cooperative/supportive attitude/mind set □ descent behavior
2			Yes
3	Yes	Yes	Yes
4	Yes	Yes	Yes

Future Challenges and Roles of BCS

Table-10 depicts future political, economic, social and technological challenges of the Bangladesh civil service and concurrent roles. The prediction of the future reveals more challenging tasks for the BCS managers. More agitation, chaos, conflict, corruption, degradation of moral values, administrative domination, increased people's expectations and awareness, competitive market competitions, and fast changing technology. This calls for dynamic civil service equipped with modern ideas of management and information technology, flexible and positive attitude, more commitment, hard work and stamina.

Table-10: Future Political, Economic, Social and Technological Challenges and Civil Service Role

FUTURE CHALLENGES OF BCS	FUTURE ROLE / SERVICE SPECIFICATIONS
Political Positive: More people's participation in development, more accountable bureaucracy, stronger rule of law, more neutral & fair elections, healthy grass root level politics, increased people's awareness, responsible electorate, institutionalization of democracy, tolerance towards opposition, political stability Negative: Hatred of politics, no significant change, more political corruption, undue political interference, more inter cadre conflict, dominance of administration over politics, political unrest	☐ serve people as servant not administrator ☐ prioritize national interest over personal interest ☐ more commitment of the BCS managers ☐ farsightedness ☐ correctly scan political environment ☐ create and sustain democratic environment ☐ formulate need based people oriented policies and programs ☐ continuity of policies of previous government ☐ design/ensure uniform promotion opportunities for all cadres/services ☐ massive human development efforts ☐ stronger judiciary and rule of law ☐ stronger legal actions for corruption ☐ maintain healthy relations with politicians ☐ understand & operate effectively within political & government framework ☐ mobilize/ conscientize people ☐ encourage participation of others ☐ respect for others ☐ cooperative attitude, good behavior ☐ honest ☐ open, transparent and accountable ☐ patriot/upheld national values/spirit ☐ tolerant
Economic Positive: More GO-NGO-Private partnership, stronger economy, more domestic resources, increased	☐ update knowledge on economic trends ✓ ☐ secure and maintain information about international and domestic market ✓ ☐ prioritize resource allocation / redistribution ☐ equitable distribution/ allocation of more resources for poor

Table-11 lists critical issues of successful performance of BCS managers. The structured questionnaires (appendices 2 and 3) prompted respondents to recollect one or two successful event(s)/experience(s) they personally know in interfacing with any civil servants (supervisors/colleagues/subordinates or development partners) and report underpinning managerial competencies and personal characteristics. The result lists 45 critical issues for outstanding performances.

Critical Issues of Successful Performance

Technological Positive: Fast technological changes, more sophisticated technology, extensive use of IT Negative: More dependence on technology, expensive investment, more labor intensive technology	Social Positive More educated and responsible citizenry, increased people's awareness and expectations, GO-NGO collaboration, women empowerment, increased interdependency relations among institutions/organizations Negative: Social unrest, degradation of moral values and religion, more corruption and terrorism, self centred attitude, lack of patience/tolerance, more societal / union agitation, more cultural aggression, more frustrated civil servants	design appropriate IT policy ☐ assess IT needs correctly ☐ provide continuous training on IT ☐ encourage computer education ☐ allocate more resources for IT / R & D ☐ apply labor intensive technology ☐ introduce IT in all sectors ☐ set up IT industries ☐ modernization of industries ☐	clear idea of social changes ☐ regularly analyze causes of social and political unrest ☐ training and education on ethics, morality and religion ☐ adopt gender neutral policy ☐ better negotiation skills ☐ design more stern law for corruption and terrorism and effectively implement the law ☐ invest more resources in human resource welfare and development ☐ upheld national culture and values ☐ appreciate the role of NGO and private sectors in development ☐ proactive attitude ☐ responsive ☐ humanistic ☐ honest ☐	investment, stronger private sector, stronger NGOs, export led economy, increased growth rate, stronger / sustainable economy, ☐ Increased disparity, poor poorer and rich richer, more sick industries, failure of domestic private entrepreneurs to face international competition, more competitive economy, lesser foreign aid, ☐ Negative mobilize more domestic resources ☐ design favorable policy for NGO and private sectors ☐ invest more resources in productive sectors ☐ efficient use of scarce resources ☐ clientele focused services ☐ prompt delivery of services ☐ integrated planning between public, private and NGO sectors to avoid competition ☐ reduce government role ☐ reorganization of administration ☐ hardworking ☐
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Table-11: Critical Issues of Successful Performance of BCS Managers

CRITICAL SUCCESS FACTORS	
SERVICE STANDARD	SERVICE SPECIFICATION
☐ Cooperative/ pro people	☐ Attitude
☐ Clearly defined	☐ Authority and responsibility
☐ Sense of	☐ Accountability
☐ Free	☐ Access/interaction with the BCS Managers
☐ Descent/courteous	☐ Behavior
☐ Political neutral	☐ Behavior
☐ Effectively managing	☐ Conflict
☐ Personal	☐ Commitment and dedication to:
	➤ work
	➤ employee welfare and development
	➤ introduce new ideas/methods/technology
☐ Effective	☐ Coordination
☐ Effective	☐ Communication
☐ Open to	☐ Criticism
☐ Continuous	☐ Coercion
☐ Always feel	☐ Self confident
☐ Effective	☐ Delegation
☐ Boldness/firmness/promptness/empathy in	☐ Decision making
☐ Encourage	☐ Participation of others in decision making/goal setting process
☐ Regularly	☐ Guide and counsel subordinates
☐ Collaboration/partnership	☐ GO-NGO
☐ Always demonstrate	☐ Honesty, neutrality and fairness
☐ Free access to	☐ Information
☐ Firm belief in	☐ Islamic values
☐ Always encourage	☐ Creative ideas
☐ Clear / specialized	☐ Knowledge of jobs, rules and procedures
☐ Democratic	☐ Leadership quality/skills
☐ Active	☐ Listening
☐ Always willing to	☐ Learn from mistakes
☐ Open, free and frank	☐ Mind set
☐ Regular	☐ Monitoring, supervision and inspection
☐ Regular and effective	☐ Networking with all
☐ Always	☐ Serve nation /people not personal interest
☐ Interest and initiatives in	☐ national issues
☐ Need based/customer focused	☐ Program/service
☐ Sense of	☐ Patriotism
☐ Sense of	☐ Priority
☐ Always follow	☐ Professional norms and ethics
☐ Regular	☐ Publication of administrative/annual reports
☐ Always	☐ Respects subordinates
☐ Objectively	☐ Realizes personal strengths and weaknesses
☐ Always	☐ Looks smart
☐ Discourage	☐ Sycophancy and backbiting
☐ Always	☐ Develop team spirit
☐ Effectively	☐ Managing time
☐ Rational/reasonable	☐ Thinking
☐ Always	☐ Tolerant and patient
☐ Willingness for	☐ Personal involvement in work

Relevance of Competency Framework to BCS

The questionnaire (appendix-2) incorporated certain closed ended questions on the core performance criteria of the BCS managers. The responses presented in table-12 (appendix-1) demonstrates relative importance and relevance of the core criteria with development needs of BCS managers. The response confirms all of the criteria as valid for the BCS managers. Average statistics (table-13) establishes development needs and relevance of the core performance criteria by 97 percent. However, some criteria were found more relevant than others and some has urgent needs for development. The variations among core criteria are insignificant and mostly ranges from 2-3 percent (table12).

Table-13: Needs and Relevance of Competency Standards
(In Percent)

COMPETENCY		
NEEDS	CLASSIFICATION	JOB RELEVANCE
97.7	☐ Strategic Thinking and Synthesizing	97.1
96.6	☐ Characterizing	96.7
97.8	☐ Acting or Managing	97.1
97.4	AVERAGE	97.0

The results of all the previous tables were reviewed to develop the generic managerial competency framework for BCS managers. The table clustered competency into 3 X 3 matrix under following nine nomenclature:

- ☐ Strategic Thinking
- ☐ Systems Designing
- ☐ Service Delivery
- ☐ Personal Characteristics
- ☐ Administrative Ethics
- ☐ Leadership Behavior
- ☐ Managing Human Resources
- ☐ Managing Non Human Resources
- ☐ Managing Stakeholders

The model is named as "ACTS" where A stands for Acting and covers the managing part, C stands for Characterizing and covers the behavioral part. The characterizing signifies that the behavioral qualities can produce long term coherent results if behavior forms integral part of character or lifestyle. T and S stand respectively for thinking and synthesizing that cover strategic thinking, system designing and service delivery portion of the matrix. A summarized view of the ACTS competency model is demonstrated in table-14.

Table-14: Summarized View of 'ACTS' Competency Model

S	STRATEGIC THINKING	SYSTEMS DESIGNING	SERVICE DELIVERY
T			
C	PERSONAL CHARACTERISTICS	ADMINISTRATIVE ETHICS	LEADERSHIP BEHAVIOR
A	MANAGING HUMAN RESOURCES	MANAGING NON HUMAN RESOURCES	MANAGING STAKEHOLDERS

Cluster-wise detailed performance criteria are presented in table-15. Initially, 10 performance criteria for each competency cluster (total $10 \times 9 = 90$) were introduced (Appendix-4). Subsequently, workshop participants were assigned to review the competency criteria and reduce it to six for each cluster. The group findings were then reviewed and finalized by the author. The final competency framework introduces total 54 performance criteria ($6 \times 9 = 54$).

THINKING	CHARACTERISTICS	RESOURCES	BEHAVIOR	DELIVERY		
STRATEGIC THINKING - scans present and future organizational strengths, weaknesses, constraints, opportunities and other environmental forces objectively - analyzes national / organizational problems and formulates, prioritizes and disseminates strategic vision, mission, goals & objectives clearly and consistently - solicits, appreciates, tests and introduces creative and innovative ideas / options quickly - designs new / need based plans, policies and legislation in clear and simple form - incorporates customer feedback in future plans, policies and legislation - supports good plans and policies of previous government	PERSONAL CHARACTERISTICS - committed, dedicated, patriotic and proactive - political neutral / cooperative attitude - amiable, courteous and polite - alert, tactful, dynamic and responsive - free, frank, flexible and open mind - patience and tolerant / shows resilience, stamina and reliability under stressed conditions	MANAGING HUMAN RESOURCES - determines human resource demands realistically - formulates and supports need-based human resource development policies for sustainable human resource motivation and commitment - sets clear individual performance standards, inspects and reviews, monitors actively, listens, promptly and empathetically - resolves employee grievances - manages conflicts / discusses differences with individual or groups empathetically/deals with involuntary situation effectively	ADMINISTRATIVE ETHICS - demonstrates high standard of integrity, honesty, neutrality and fairness expected in civil service - upheld national interest / democratic values - feels accountable / serves people as a friend not as a master / ruler - offers objective and reasonable advice without fear or favor - recognizes individual human dignity - demonstrates firmness, promptness, empathy and confidence in decision making	SYSTEMS DESIGNING - develops expertise / updates own knowledge and skills continuously - reviews, redesigns and simplifies structure, rules, systems, policies and procedures consciously under changing conditions - assesses needs and introduces IT appropriately - designs, initiates and manages organizational change in planned and objective fashion - designs and introduces program specific monitoring and reporting systems - supports and establishes strong / independent judiciary and rule of law	LEADERSHIP BEHAVIOR - continuously analyses personal strengths and weaknesses/ encourages constructive criticism by others - seeks / encourages opinion / participation of others in policy / decision making and goal setting process - determines, prioritizes and assigns tasks rationally / delegates effectively - disseminates and reports accurate and complete information to others / communicates and coordinates effectively - supports entrepreneurial initiatives of subordinates - upheld, clarifies and disseminates organization's vision, mission, goals, objectives, corporate values and culture	MANAGING STAKEHOLDERS - maintains healthy relations/ personal contact / with customers / trade union/NGO/ private sectors and operates effectively within the political and government framework - partners / supports public-private-NGO partnerships when appropriate - negotiates with development partners effectively - conducts periodic customers' satisfaction survey and promptly addresses customer needs - deals with customer complaints empathetically

3.0 RECOMMENDATIONS & CONCLUSION

Recommendations

The competency framework proposed in this paper may be adopted as generic managerial competency standards in the following areas of Bangladesh Civil Service:

1. Strategic Thinking:

The study establishes ambitious, ambiguous and incoherent strategic thinking pattern in Bangladesh Civil Services. Vision and mission statements are not separately and clearly outlined, development goals are lumped with objectives and the objectives also lack specificity and quantification. Thus the national planning document must spell out the national and sectoral vision, mission, goals and objectives separately, clearly and realistically and wherever possible, the objectives may be prioritized and quantified. Depending on the availability of resources, the objectives may be categories as follows:

- ❑ Must do objectives (First Priority Objectives)
- ❑ Should do objectives (Second Priority Objectives)
- ❑ Nice to do objectives (Third Priority Objectives)

Every BCS manager, in addition to his routine jobs, must continually scan and analyze the present and future political, economic, social, technological environmental forces, identify possible strengths, weaknesses, opportunities and threats of the Bangladesh Civil Service and design and implement strategic plans to meet the challenges.

2. Human Resource Demand Forecasting:

The competency model translates input driven job(s) or task (s) into outcome driven core performances. Thus the tasks or jobs that have little or no direct links to outcome may be deleted or restructured. This demands reassessment of the present human resource needs of an organization including the human resource needs of the Bangladesh Civil Service. Human resources, over or under the desired level, may be readjusted in other sectors of economy. Non-formal education, non-formal training for farmers in agriculture, fisheries and livestock, tree plantation,

health and sanitation, family planning, micro credit, social mobilization, law and order maintenance, ansar & VDP, public sector banks including Krishi Banks and other pockets in rural areas may be explored and the services#extra Class-III and IV employees may be placed at own village/union under the supervision of Upazila Nirbahi Officer. Younger employees maybe deployed in police, ansar and armed forces. Human resource needs of the ADP projects may be met from the surplus human resources, if any. This readjustment process may need all interrelated structural changes supported by appropriate skill based training of relevant employees.

3. Job Description and Job Specification:

The task or job based job description may be expanded and transformed into performance outcome based job description. The traditional format of the job description, among other things, may incorporate the following changes:

Specific Tasks	Time Required to Perform the Task	Performance Outcome	Powers (Administrative, Financial or other)	Coordinates with	Accountability
☐ Routine					
☐ Periodic					
☐ Occasional					

Based on the performance outcome, underpinning knowledge, skills and other physical, mental competence should be determined and generally tilted recruitment, selection, interviewing and testing methods are replaced by more professional and outcome focused systems

4. Human Resource Development:

Every human resource development program strives for developing the knowledge and skill base of the job holders. It is believed that this HRD interventions would produce significant positive impact on the job holder's performance. Unfortunately, in most cases, this input driven approach proves less effective than the outcome driven approach. Competency framework in this respect can assists in restructuring the

whole training processes. The training objectives, modules, course contents, training methods, assessment methods and other interdependent training activities need be redesigned based on the competency standards. Thus all public sector training institutes dealing with management training should remodel their training programs accordingly. To accomplish these remodeling tasks, competency cluster specific specialized committees or task forces may be constituted.

5. Performance Appraisal System:

Present performance appraisal system of the government, commonly named as ACR (Annual Confidential Report) are very general and common for all cadres and services. Moreover, the appraisal criteria neither matches with the real jobs nor job outcomes. The core criteria introduced in the competency model may be incorporated in the present performance appraisal system. This would enable monitoring, review and assessment of performances on more objective and rational basis. Job holders would realize what is expected from him and would thus feel much more motivated and committed to accomplish his tasks.

6. Personality Development:

Realizing personal strengths and weaknesses are preconditions for developing balanced personality and interpersonal relations. The ACTS competency model, in this respect, may assist in constantly checking, evaluating and detecting personal strengths and weaknesses of BCS managers. Development center(s) for the growth of personal characteristics may be established at BPATC and every BCS managers may undergo regular personality test and undertake relevant training, counseling, mentoring and other guidance by the professional staff members.

7. Promotion & Placement:

Seniority based promotion policy followed from long time discourages outstanding performers. Lack of performance criteria fails to correctly determine outstanding performers. Thus promotion policy based on merit, performance and competency cannot be introduced unless objective outcome based standards are set. The ACTS competency model can help

policy makers to formulate and introduce competence based promotion policy instead of traditional seniority driven promotion policy. Unplanned and sporadic placement and use of human resources will be streamlined by more specialized and competence based placement policies that demands tangible performance outcomes.

8. Administrative Code of Conduct:

The study proves personal characteristic, administrative ethics and leadership behavior as important contributing factors for outstanding performance. Cooperative attitude, descent behavior, sincerity, honesty, courtesy, patience and tolerance, human dignity, mentoring and guidance, corporate values and host of other behavioral competence have been identified. Thus a comprehensive administrative code of conduct regulating the relations between supervisor and subordinates, administration-beneficiaries-politicians may be designed. The existing government servant conduct rules, discipline and appeal rules and other related rules may be modified accordingly.

Conclusion

Competency framework is a very lengthy, conflictual, complex and time consuming process. Developed countries like USA, UK and Canada who have designed this concept are constantly trying to rationalize and operationalise the method in their own civil services. Bangladesh civil service as compared to those countries lagged far behind. Management theories evolved from time to time, are yet to be introduced in the BCS. The age old structure, roles, methods, processes, culture and practices are still dominant. BCS managers thoughts, ideas, norms and habits are more tuned to these traditions. Moreover, the complexities and conflictualities of the subject that demands intensive study and lengthy process need be simplified to suit Bangladesh's conditions. Thus, a simplified and least costly process was introduced in setting competency standards for Bangladesh Civil Service..

Process of Designing Competency Framework

- 1. Identify and analyze national / organizational key purposes:**
 - ☐ Review constitution, development plans, ordinances and enactment and other key documents to formulate national/organizational vision, mission, goals and objectives
 - ☐ Scan present and future organizational environment
 - ☐ Review strategic thinking of other countries / similar organizations
- 2. Determine generic managerial roles and characteristics:**
 - ☐ Review rules of business and other business documents
 - ☐ Separate managerial functions from technical functions
 - ☐ Review contemporary management literatures
 - ☐ Draw experiences of successfully managed companies
- 3. Secure feedback/opinion of the service providers and service receivers on the :**
 - ☐ perceptions, understanding and expectations of services
 - ☐ critical factors of outstanding performance
 - ☐ future challenges and concurrent roles
- 4 Set:**
 - ☐ service standards
 - ☐ service specification
- 5. Review and analyze all inputs:**
- 6. Transform inputs into generic managerial standards / outcome**
- 7. Prioritize managerial standards and design draft core competency framework**
- 8. Hold workshop on the draft competency framework**
- 9. Finalize framework**

The competency framework methods, process and the model may be used as a guide for other countries of the world.

Table-12: Relative Importance of the Competency Standards

APPENDIX-1

COMPETENCY CLASSIFICATION : Thinking & Synthesizing									
COMPETENCY NEEDS					CORE CRITERIA				
No Need	Some Need	Substantial Need	Urgent Need	Total	Not want	Some want	Significantly want	Fully want	Total
1	1	16	21	39	1	5	17	40	64
(2.6)	(2.6)	(41.0)	(53.8)	(100)	(2.5)	(12.5)	(42.5)	(100)	(100)
1	3	17	18	39	2	4	17	40	64
(2.6)	(7.7)	(43.6)	(46.2)	(100)	(5.0)	(10.0)	(42.5)	(100)	(100)
1	5	16	12	34	3	4	17	39	60
(2.9)	(14.7)	(47.1)	(35.3)	(100)	(7.7)	(10.3)	(43.5)	(98.5)	(100)
3	6	20	10	39	1	7	16	40	64
(7.7)	(15.4)	(51.3)	(25.6)	(100)	(2.5)	(17.5)	(40.0)	(100)	(100)
1	10	10	18	39	3	4	15	39	61
(2.6)	(25.6)	(25.6)	(46.2)	(100)	(7.7)	(10.3)	(38.5)	(98.5)	(100)
1	10	9	17	37	2	5	17	39	63
(2.7)	(27.0)	(24.3)	(45.9)	(100)	(5.1)	(12.8)	(43.6)	(98.5)	(100)
1	7	12	19	39	2	8	6	23	39
(2.6)	(17.9)	(30.8)	(48.7)	(100)	(5.1)	(20.5)	(15.4)	(59.0)	(100)
0	2	9	26	37	1	3	7	26	37
(0.0)	(5.4)	(24.3)	(70.3)	(100)	(2.7)	(8.1)	(18.9)	(70.3)	(100)
1	1	15	22	39	0	2	15	22	39
(2.6)	(2.6)	(38.5)	(56.4)	(100)	(0.0)	(5.1)	(38.5)	(56.4)	(100)
1	8	27	37	72	1	2	12	23	36
(2.7)	(21.6)	(73.0)	(100)	(100)	(2.6)	(5.3)	(31.6)	(60.5)	(100)
1	2	15	19	37	2	0	18	16	36
(2.7)	(5.4)	(40.5)	(51.4)	(100)	(5.6)	(0.0)	(50.0)	(44.4)	(100)
0	3	15	20	38	0	2	14	18	34
(0.0)	(7.9)	(39.5)	(52.6)	(100)	(0.0)	(5.8)	(41.2)	(53)	(100)
(2.6)	(12.8)	(38.5)	(46.2)	(100)	(0.0)	(10.6)	(44.7)	(44.7)	(100)
0	5	16	19	40	0	7	14	19	40
(0.0)	(12.5)	(40.0)	(47.5)	(100)	(0.0)	(17.5)	(35.0)	(47.5)	(100)
0	4	15	19	38	0	3	16	18	37
(0.0)	(10.5)	(39.5)	(50.0)	(100)	(0.0)	(8.1)	(43.2)	(48.7)	(100)
15	75	240	319	649	19	69	255	307	650
(2.3)	(11.6)	(37)	(49.1)	(100)	(2.9)	(10.6)	(39.2)	(47.3)	(100)

COMPETENCY CLASSIFICATION : Characterizing

COMPETENCY NEEDS					CORE CRITERIA	RELEVANCE TO JOB				
No Need	Some Need	Substantial Need	Urgent Need	Total		Not Relevant	Some Relevant	Significantly Relevant	Fully Relevant	Total
1 (2.7)	4 (10.8)	9 (24.3)	23 (62.2)	37 (100)	☐ demonstrates high standard of integrity, honesty, neutrality and fairness expected in civil service	1 (2.7)	4 (10.8)	5 (13.5)	27 (73.0)	37 (100)
1 (2.5)	4 (10.0)	17 (42.5)	18 (45.0)	40 (100)	☐ demonstrates commitment and dedication in rendering services to the customers	1 (2.7)	5 (13.5)	13 (35.1)	18 (48.7)	37 (100)
0 (0.0)	4 (16.1)	22 (61.1)	10 (27.8)	36 (100)	☐ offers objective and reasonable advice without fear or favor	1 (2.5)	3 (7.5)	18 (45.0)	18 (45.0)	40 (100)
3 (7.5)	8 (2.0)	13 (32.5)	16 (4.0)	40 (100)	☐ takes firm stance when circumstances warrant it	1 (2.8)	6 (16.7)	15 (41.6)	14 (38.9)	36 (100)
1 (2.6)	5 (13.2)	15 (39.5)	17 (44.7)	38 (100)	☐ takes decision on time even in uncertain conditions	0 (0.0)	3 (7.3)	19 (46.3)	19 (46.4)	41 (100)
3 (7.5)	2 (5.0)	17 (42.5)	18 (45.0)	40 (100)	☐ rational and logical thinking in decision making	2 (5.3)	3 (7.9)	17 (44.7)	16 (42.1)	38 (100)
2 (5.1)	4 (10.2)	17 (43.6)	16 (41.1)	39 (100)	☐ demonstrates positive attitudes	3 (7.5)	3 (7.5)	13 (32.5)	21 (52.5)	40 (100)
1 (2.5)	4 (10.0)	15 (37.5)	20 (50.0)	40 (100)	☐ determines and disseminates positive values and culture	0 (0.0)	9 (22.5)	19 (47.5)	12 (30.0)	40 (100)
0 (0.0)	4 (10.5)	18 (47.4)	16 (42.1)	38 (100)	☐ develops trust, morale and team work	1 (2.6)	3 (7.7)	16 (41.0)	19 (48.7)	39 (100)
2 (5.3)	7 (18.4)	13 (34.2)	16 (42.1)	38 (100)	☐ recognizes human dignity	3 (8.1)	3 (8.1)	12 (32.4)	19 (51.4)	37 (100)
0 (0.0)	4 (10.0)	10 (25.0)	26 (56.0)	40 (100)	☐ analyses and interprets policies, rules correctly and neutrally	1 (2.6)	5 (12.8)	8 (20.5)	25 (64.1)	39 (100)
2 (5.0)	11 (27.5)	16 (40.0)	11 (27.5)	40 (100)	☐ realizes personal strengths and weakness and its impacts on others	2 (5.3)	5 (13.2)	18 (47.4)	13 (34.2)	38 (100)
0 (0.0)	6 (15.0)	20 (50.0)	14 (35.0)	40 (100)	☐ encourages creative and innovative ideas	0 (0.0)	6 (15.8)	15 (39.5)	17 (44.7)	38 (100)
2	5	13	18	38	☐ appreciates creative and	1	3	11	19	34

(5.2)	(13.2)	(34.2)	(47.4)	(100)	innovative work	1	(2.9)	(8.8)	(32.4)	(55.9)	(100)
2	4	17	15	38	encourages constructive criticism of work	1	(5.3)	4	(47.4)	(34.2)	(100)
(5.3)	(10.5)	(44.7)	(39.5)	(100)	motivates, counsels, guides and clarifies visions, missions, goals, objectives, jobs and tasks	2	(5.1)	4	(47.4)	(43.6)	(100)
2	9	12	15	38	encourages peoples in decision/ policy making and goal setting process	2	(10.3)	16	(41.0)	(43.6)	(100)
(5.3)	(23.7)	(31.6)	(39.4)	(100)	encourages participation of other peoples in decision/ policy making and goal setting process	6	(15.8)	17	(44.7)	(34.2)	(100)
1	6	19	9	35	accepts responsibilities for the actions of the team	0	(0.0)	12	(33.3)	(50.0)	(100)
(0.0)	(19)	(40.5)	(40.5)	(100)	builds and supports high performing team	6	(16.7)	12	(33.3)	(50.0)	(100)
(5.0)	(7.5)	(42.5)	(45.0)	(100)	determines and assigns tasks rationally	4	(11.1)	13	(33.4)	(47.3)	(100)
0	5	17	17	39	delegates effectively	4	(36.1)	13	(50.0)	(50.0)	(100)
(0.0)	(12.8)	(43.6)	(43.6)	(100)	provides autonomy and freedom of work to subordinates	8	(21.6)	15	(40.5)	(35.2)	(100)
2	7	19	12	40	communicates effectively	6	(15.4)	11	(28.2)	(56.4)	(100)
1	7	9	20	37	coordinates effectively	2	(5.7)	13	(37.1)	(51.5)	(100)
(2.7)	(18.9)	(24.3)	(54.1)	(100)	flexible and adaptable to new demands and changes	2	(5.2)	19	(50.0)	(39.5)	(100)
1	9	12	15	37	represents the country / organization to outside / abroad effectively	4	(10.8)	13	(35.1)	(48.7)	(100)
(2.7)	(24.3)	(32.5)	(40.5)	(100)	shows resilience, stamina and reliability under conditions	8	(22.9)	15	(42.9)	(31.3)	(100)
2	6	10	18	36	TOTAL	125	(12.3)	382	(37.6)	475	(1016)
(3.4)	(14.4)	(39.4)	(42.8)	(100)		34	(3.3)				
35	149	407	441	1032		34	(3.3)				
(2.8)	(13.9)	(50.0)	(33.3)	(100)		34	(3.3)				

COMPETENCY CLASSIFICATION : Acting (Managing)

COMPETENCY NEEDS					CORE CRITERIA	RELEVANCE TO JOB				
No Need	Some Need	Substantial Need	Urgent Need	Total		Not Relevant	Some Relevant	Significantly Relevant	Fully Relevant	Total
0 (0.0)	8 (21.6)	13 (35.1)	16 (43.3)	37 (100)	☐ determines human resource demands correctly	0 (0.0)	5 (14.3)	13 (37.1)	17 (48.6)	35 (100)
1 (2.5)	1 (2.5)	13 (32.5)	25 (62.5)	40 (100)	☐ analyses and designs realistic job description	1 (2.5)	2 (5.0)	15 (37.5)	22 (55.0)	40 (100)
0 (0.0)	4 (10.8)	18 (48.6)	15 (40.6)	37 (100)	☐ formulates appropriate policy for human resource motivation	0 (0.0)	11 (28.9)	13 (34.2)	14 (36.8)	38 (100)
1 (2.6)	6 (15.8)	14 (36.8)	17 (44.8)	38 (100)	☐ supports human resource development and career advancement to secure employee commitment in meeting challenging organizational needs	2 (5.6)	4 (11.1)	11 (30.6)	19 (52.8)	36 (100)
1 (2.6)	8 (20.5)	9 (23.1)	21 (53.8)	39 (100)	☐ invests resources in human resource development	0 (0.0)	9 (22.5)	12 (30.0)	19 (47.5)	40 (100)
2 (5.5)	7 (18.9)	18 (48.6)	10 (27.0)	37 (100)	☐ deals with employee grievances emphatically	2 (5.7)	5 (14.3)	13 (37.1)	15 (42.9)	35 (100)
0 (0.0)	3 (7.9)	16 (42.1)	19 (50.0)	38 (100)	☐ makes effective use of human resource skills	0 (0.0)	5 (12.5)	13 (32.5)	22 (55.0)	40 (100)
1 (2.6)	6 (15.4)	13 (33.3)	19 (48.7)	39 (100)	☐ mobilizes, plans, controls and utilizes resources efficiently	1 (2.5)	4 (10.0)	18 (45.0)	17 (42.5)	40 (100)
1 (2.6)	8 (21.1)	19 (50.0)	10 (26.3)	38 (100)	☐ assesses and manages risks efficiently and effectively	2 (5.6)	7 (19.4)	19 (52.8)	8 (22.2)	36 (100)
2 (5.3)	5 (13.2)	13 (34.2)	18 (47.3)	38 (100)	☐ allocates resources to meet key priorities	1 (2.8)	1 (2.8)	14 (38.9)	20 (55.5)	36 (100)
0	7	15	17	39	☐ manages own time	0	4	17	17	38

(0.0)	(17.9)	(38.5)	(43.6)	(100)	well to meet competing priorities	2	(0.0)	(10.5)	(44.7)	(44.8)	(100)
1	11	15	13	40	□ seeks opinion of stakeholders in decision / policy making and setting process	7	(18.4)	(26.3)	(50.0)	19	38
(2.5)	(27.5)	(37.5)	(32.5)	(100)		10					
0	2	12	20	34	□ manages relations with customers effectively	2	(5.7)	(34.3)	(57.1)	20	35
(0.0)	(5.9)	(35.3)	(58.8)	(100)		1	(2.9)				
1	6	18	13	38	□ negotiates with doors effectively	4	(10.0)	(40.0)	(50.0)	20	40
(2.6)	(15.8)	(47.4)	(34.2)	(100)		16					
0	9	15	14	38	□ establishes good relations with private entrepreneurs and NGOs	10	(25.0)	(37.5)	(32.5)	13	40
(0.0)	(23.7)	(39.5)	(36.8)	(100)		15					
1	6	20	13	40	□ establishes good relations with outside agencies	4	(10.8)	(45.9)	(43.3)	16	37
(2.5)	(15.0)	(50.0)	(32.5)	(100)		17					
1	7	11	16	35	□ manages politicians efficiently	6	(15.8)	(34.2)	(44.7)	17	38
(2.9)	(20.0)	(31.4)	(45.7)	(100)		13					
0	7	15	16	38	□ understands and operates effectively within the political framework and government	14	(35.0)	(40.0)	(40.0)	16	40
(0.0)	(18.4)	(39.4)	(42.2)	(100)		9	(22.5)				
3	8	20	9	40	□ maintains healthy relations with union	6	(15.8)	(47.4)	(28.9)	11	38
(7.5)	(20.0)	(50.0)	(22.5)	(100)		18					
16	119	287	301	723	TOTAL	21	(2.9)	(14.6)	(37.9)	321	720
(2.2)	(16.5)	(39.7)	(41.6)	(100)		105				44.6)	(100)

APPENDIX-2

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE

SAVAR, DHAKA

QUESTIONNAIRE

(For BCS Managers and Public Sector Trainers)

Portfolio Project Title: Designing a Generic Competency Framework for

Bangladesh Civil Service Managers

1. What quality/standard of services Bangladesh Civil Service should deliver to people/beneficiaries/stakeholders? Please list down as many as possible such quality/standard of services.

2. In order to deliver the above services efficiently and effectively, what underpinning common/generic managerial competencies are needed for the BCS managers? Please list down such competencies below:

COMMON/GENERIC MANAGERIAL COMPETENCIES	
Knowledge, Skills, Experience & other Abilities	Personal/Behavioral Qualities/Characteristics

3. Please recollect one or two most successful event(s)/experience(s) you/your colleague/supervisors/subordinates have encountered/managed in their service career. From such event(s)/experience(s), please indicate underlying managerial competencies and personal qualities/characteristics that contributed to such successful or unsuccessful result(s):

MANAGERIAL COMPETENCIES FOR MOST SUCCESSFUL EVENT(S)/EXPERIENCE(S)	
Knowledge, Skills, Experience & other Abilities	Personal Qualities/Characteristics

4. What changes do you foresee in political, economic, social and technological (PEST) aspects of Bangladesh? What managerial competencies would be necessary to cope with such future challenges?

CHANGES IN	CONCURRENT CHANGES IN MANAGERIAL COMPETENCIES (Knowledge, Skills, Experience & other Abilities including personal qualities/characteristics)
POLITICAL:	
ECONOMIC:	
SOCIAL:	
TECHNOLOGICAL:	

5. Please indicate how far the following core managerial skills are relevant for better performance of the Bangladesh Civil Service (PLEASE TICK AS MANY AS APPLICABLE ON BOTH SIDES):

NEED FOR DEVELOPMENT OF COMPETENCIES OF THE CIVIL SERVICE MANAGERS				CORE CRITERIA	RELEVANCE TO CIVIL SERVICE JOB			
No Need	Some Need	Substantial Need	Urgent Need		Not Relevant	Some Relevant	Significantly Relevant	Fully Relevant
☐	☐	☐	☐	Determines & disseminates positive values and culture	☐	☐	☐	☐
☐	☐	☐	☐	Sets & communicates clear performance standards	☐	☐	☐	☐
☐	☐	☐	☐	Reviews & Redesigns systems/procedures/work processes objectively	☐	☐	☐	☐
☐	☐	☐	☐	Analyzes and designs realistic job description	☐	☐	☐	☐
☐	☐	☐	☐	Reviews performance on regular basis	☐	☐	☐	☐
☐	☐	☐	☐	Assesses needs of Information Technology correctly	☐	☐	☐	☐
☐	☐	☐	☐	Designs need-based development plans/projects	☐	☐	☐	☐
☐	☐	☐	☐	Invests resources in human resource development	☐	☐	☐	☐
☐	☐	☐	☐	Mobilizes, plans, controls and utilizes resource efficiently	☐	☐	☐	☐
☐	☐	☐	☐	Analyzes and interprets policies, rules correctly and neutrally	☐	☐	☐	☐
☐	☐	☐	☐	Communicates effectively	☐	☐	☐	☐
☐	☐	☐	☐	Formulates appropriate policy for human resource motivation	☐	☐	☐	☐
☐	☐	☐	☐	Redesigns organization structure under changing conditions	☐	☐	☐	☐
☐	☐	☐	☐	Identifies national/organizational issues/problems objectively and correctly	☐	☐	☐	☐
☐	☐	☐	☐	Analyzes and anticipates future constraints and opportunities	☐	☐	☐	☐
☐	☐	☐	☐	Formulates and disseminates strategic vision, mission, goals and objectives clearly and realistically	☐	☐	☐	☐
☐	☐	☐	☐	Develops creative strategies/options objectively	☐	☐	☐	☐
☐	☐	☐	☐	Evaluates strategies/options objectively	☐	☐	☐	☐
☐	☐	☐	☐	Takes decisions on time even in uncertain conditions	☐	☐	☐	☐
☐	☐	☐	☐	Encourages participation of others	☐	☐	☐	☐
☐	☐	☐	☐	in decision/policy making/goal setting process	☐	☐	☐	☐
☐	☐	☐	☐	Encourages creative and innovative ideas	☐	☐	☐	☐
☐	☐	☐	☐	Seeks opinion of stakeholders and beneficiaries in decision/policy making and goal setting process	☐	☐	☐	☐
☐	☐	☐	☐	Motivates, counsels, guides and clarifies mission, goals, objectives, jobs and tasks	☐	☐	☐	☐

☐	☐	☐	☐	☐	Initiates and manages organizational change in planned fashion
☐	☐	☐	☐	☐	Demonstrates high standards of integrity, honesty, neutrality and fairness expected in civil service
☐	☐	☐	☐	☐	Delegates effectively
☐	☐	☐	☐	☐	Determines and assigns tasks rationally
☐	☐	☐	☐	☐	Demonstrates positive attitude
☐	☐	☐	☐	☐	Recognizes human dignity
☐	☐	☐	☐	☐	Provides autonomy and freedom of work to subordinates
☐	☐	☐	☐	☐	Appreciates creative/innovative work
☐	☐	☐	☐	☐	Deals with employee grievances emphatically
☐	☐	☐	☐	☐	Encourages constructive criticism of work
☐	☐	☐	☐	☐	Accepts responsibility for the actions of the team
☐	☐	☐	☐	☐	Builds and supports high performing team
☐	☐	☐	☐	☐	Supports human resource development and career advancement to secure employee commitment to meet challenging organizational needs
☐	☐	☐	☐	☐	Strives for continuous policy, work process, procedures and systems improvement
☐	☐	☐	☐	☐	Implements projects timely
☐	☐	☐	☐	☐	Monitors performance and incorporates feedback in future plans and policies
☐	☐	☐	☐	☐	Manages relationships with customers effectively
☐	☐	☐	☐	☐	Assesses and manages risks
☐	☐	☐	☐	☐	Coordinates effectively
☐	☐	☐	☐	☐	Demonstrates commitment and dedication in rendering services to customers
☐	☐	☐	☐	☐	Realizes personal strengths and weaknesses and its impact on others
☐	☐	☐	☐	☐	Rational and logical thinking in decision making
☐	☐	☐	☐	☐	Flexible and Adaptable to new demands and changes
☐	☐	☐	☐	☐	Develops trust, morale and team work
☐	☐	☐	☐	☐	Represents the country/organization to outside/abroad effectively
☐	☐	☐	☐	☐	Makes effective use of human resource skills
☐	☐	☐	☐	☐	Determines human resource demands correctly
☐	☐	☐	☐	☐	Allocates resources to meet key priorities
☐	☐	☐	☐	☐	Negotiates with donors effectively
☐	☐	☐	☐	☐	Establishes good relations with outside agencies
☐	☐	☐	☐	☐	Maintains healthy relations with union
☐	☐	☐	☐	☐	Designs work/job objectively & clearly
☐	☐	☐	☐	☐	Offers objective and reasonable advice without fear or favor
☐	☐	☐	☐	☐	Manages politicians efficiently
☐	☐	☐	☐	☐	Establishes good relations with private entrepreneurs and NGOs
☐	☐	☐	☐	☐	Shows resilience, stamina and reliability under

				stressed conditions.				
☐	☐	☐	☐	Manage own time well to meet competing priorities.	☐	☐	☐	☐
☐	☐	☐	☐	Takes firm stance when circumstance warrant it	☐	☐	☐	☐
☐	☐	☐	☐	Understands and operates effectively within the political and government framework	☐	☐	☐	☐
☐	☐	☐	☐	Updates own knowledge and skills continuously	☐	☐	☐	☐
☐	☐	☐	☐	Other competencies, if any (Please specify)	☐	☐	☐	☐
☐	☐	☐	☐	a)	☐	☐	☐	☐
☐	☐	☐	☐	b)	☐	☐	☐	☐
☐	☐	☐	☐	c)	☐	☐	☐	☐

5. Any other comments or suggestions relating to competencies of the civil service managers to meet any extraordinary present or future challenges:

Name

(Optional):.....

...

APPENDIX-3

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE SAVAR, DHAKA

Portfolio Project Title: Designing a Generic Competency Framework
for Bangladesh Civil Service

QUESTIONNAIRE

(For Private Entrepreneurs and NGOs)

I. As a member of Civil Society/NGO/Private Entrepreneurs and also as a citizen of the country, what quality/standards of services do you expect from the Bangladesh Civil Service (BCS)?

QUALITY/STANDARD OF SERVICES EXPECTED FROM BCS	
AS A MEMBER OF CIVIL SOCIETY/NGO/PRIVATE ENTREPRENEURS	AS A CITIZEN OF THE COUNTRY

2 In order to meet the above expectation, what core managerial competencies are needed for the Bangladesh Civil Service Managers?

CORE/Generic Managerial Competencies	
Knowledge, Skills, Experience & Other	Personal Qualities/Characteristics
Qualifications	

3 Please recollect one or two most critical events/situations (success or unsuccessful) you have encountered in interacting with any civil servants. From such events, please indicate underlying core managerial competencies (knowledge, skills, experience, personal qualities, characteristics) or incompetence.

FOR MOST SUCCESSFUL EVENTS/SITUATIONS	
CORE Managerial Competencies (Such as knowledge, skills, experience and other qualifications)	PERSONAL QUALITIES/CHARACTERISTICS
FOR UNSUCCESSFUL EVENTS/SITUATION	

4 Any other comments or suggestions relating to competencies of the civil service managers to any extraordinary present or future challenges:

Signature
(Optional)

**Initial Generic Competency Framework
for Bangladesh Civil Service**

THINKING & SYNTHESIZING	STRATEGIC THINKING	SYSTEMS DESIGNING	SERVICE DELIVERY
	❑ develops expertise in own fields/updates own knowledge and skills continuously ❑ identifies and prioritizes national / organizational problems objectively ❑ formulates, prioritizes and disseminates strategic vision, mission, goals & objectives clearly and consistently ❑ scans present and future organizational strengths, weaknesses, constraints, opportunities and other environmental forces objectively ❑ explores, develops and evaluates creative strategies / options ❑ designs new / need based new plans, policies and legislation in clear and simple form ❑ incorporates customer feedback in future plans, policies and legislation ❑ implements strategic decision timely ❑ analyzes and devolves public sector functions to private and NGO sectors ❑ supports good plans and policies of previous government	❑ solicits, appreciates, tests and implements creative & innovative ideas quickly ❑ reviews, redesigns and simplifies rules , systems, policies and procedures continuously ❑ designs organization structure in simple form in changing environment ❑ introduces IT appropriately ❑ designs, initiates and manages organizational change in planned and objective fashion ❑ assesses and manages risks efficiently and effectively ❑ sets clear performance standards ❑ reviews and monitors performance regularly ❑ designs and introduces job/program specific monitoring and reporting systems ❑ supports and establishes strong / independent judiciary and rule of law	❑ fixes and meets deadlines for each activity / job ❑ timely disposal / delivery of files / cases / goods and services ❑ supports and introduces customer focused one stop / counter services ❑ strives for improving quality of goods and services continuously ❑ considers special needs of customers ❑ provides quick feedback on service delivery status / clarifies reasons for not delivering the services or meeting the deadlines ❑ interprets and applies rules empathetically ❑ strives for continuous performance / quality of goods and services improvement ❑ implements projects timely ❑ facilitates private sector growth

PERSONAL CHARACTERISTICS		ADMINISTRATIVE ETHICS		LEADERSHIP BEHAVIOR	
CH AR AC T I V I T Y	☐ cooperative/supportive/political neutral attitude	☐ demonstrates high standard of integrity, honesty, neutrality and fairness expected in civil service	☐ demonstrates high standard of integrity, honesty, neutrality and fairness expected in civil service	☐ continuously analyses person strengths and weaknesses/encourage constructive criticism by others	☐ continuously analyses person strengths and weaknesses/encourage constructive criticism by others
	☐ alert, tactful, dynamic and responsive	☐ upholds national interest / democratic values	☐ upholds national interest / democratic values	☐ seeks / encourages opinion participation of others in policy decision making and goal setting	☐ seeks / encourages opinion participation of others in policy decision making and goal setting
	☐ amiable, courteous and polite	☐ feels accountable to people	☐ feels accountable to people	☐ determines, prioritizes and assigns tasks rationally / delegates effectively	☐ determines, prioritizes and assigns tasks rationally / delegates effectively
	☐ committed, dedicated and proactive	☐ recognizes individual human dignity	☐ recognizes individual human dignity	☐ maintains, disseminates and reports accurate and complete information to others	☐ maintains, disseminates and reports accurate and complete information to others
	☐ free, frank, flexible and open mind	☐ demonstrates firmness, promptness, empathy and confident in decision making	☐ demonstrates firmness, promptness, empathy and confident in decision making	☐ builds and supports high performance team	☐ builds and supports high performance team
	☐ patriot and loyal	☐ serves people as friend not as a master/ruler/acts as a development agent	☐ serves people as friend not as a master/ruler/acts as a development agent	☐ motivates, counsels, guides and clarifies organization's vision, mission, goals, objectives, jobs and tasks	☐ motivates, counsels, guides and clarifies organization's vision, mission, goals, objectives, jobs and tasks
	☐ stamina and shows resilience, patience and tolerant	☐ supports investment in ethical development	☐ supports investment in ethical development	☐ disseminates and upholds corporate values and culture	☐ disseminates and upholds corporate values and culture
	☐ reliability under stressed conditions	☐ firm belief in religious values	☐ firm belief in religious values	☐ communicates and coordinates effectively / maintains regular linkages with outside agencies / customers	☐ communicates and coordinates effectively / maintains regular linkages with outside agencies / customers
		☐ discourages sycophancy and backbiting	☐ discourages sycophancy and backbiting	☐ represents organization outside	☐ represents organization outside
				☐ effectively	☐ effectively

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