

**Egyptian National  
Postal Organization  
(ENPO)**



**Capacity Building Project**

**Prepared by:**

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## Table of Contents

<b>Executive Summary</b>	<b>3</b>
<b>1. Outcomes of the Assessment Center</b>	<b>5</b>
<b>1.1 Identified Potential Leaders</b>	<b>5</b>
<b>1.2 Organizational Insights</b>	<b>6</b>
<b>2. Our Methodology</b>	<b>8</b>
<b>Appendices</b>	<b>12</b>

## Executive Summary

ENPO Senior Management had initiated a Capacity Building Project, with Technical Assistance from the World Bank, in order to be able to identify potential leaders, from within the current human capital of ENPO, that would be able to carry forward the ambitious change program undertaken within the organization. PricewaterhouseCoopers Egypt had been selected as the consultant of choice to support ENPO in identifying potential leaders, and developing a human resource development plan, a retention plan, and a performance management program to further capitalize on the selected individuals and enhance their contribution to the success of ENPO. PwC has developed a tailored approach to meet ENPO's strategic objectives, which is discussed in further details below

Based on an internal application and screening process conducted by ENPO, a number of 49 applicants had been presented to PwC. Our team further screened the applications and short-listed the total to 39 candidates. The candidates were selected according to the following criteria:

- Middle Managers with good track records
- A mix of ENPO veteran employees and, new comers who had recently joined ENPO from other business entities, mostly the private sector
- A balanced group representing both genders: men and women
- A geographically balanced group representing ENPO directorates in Cairo, Delta, Sinai, and Upper Egypt the

The Assessment Center technique had been applied to assess the 39 candidates to identify their current strengths and their areas for development, and identify a number of potential high caliber resources that can be further developed and relied on for enhancing the performance of ENPO,

The Assessment Center took place during the period 4-7 June 2007, preceeded by a Kick-off meeting attended by all the participants, and chaired by ENPO Chairman.

The technique is built around conducting a one day, off-site, assessment for a group of 9-10 candidates, which are divided into smaller groups of 3-4 each. Each person participates in a series of exercises during the day, where each person acts individually or within a group on each of the exercises. Each exercise is facilitated and monitored by a human resource specialist from PwC team. During the assessment day, each individual was assessed against a set of competencies that had been developed based on our understanding of the strategic direction of ENPO and the future business requirements that will impact all its employees. The selected competencies and the scale of measurement had been earlier discussed and agreed with ENPO Project Manager, Ms. Nevine El Laban. For each participant, a detailed profile providing the results of the assessment and a scoring of each individual's skill level against the agreed competencies was prepared based on the outcome of the assessment day. The reports of all participants are attached as another deliverable linked to this report.

The outcome of the Assessment Center had been primarily to identify a group of potentially good caliber of middle management staff who can be further developed and capitalized on for the enhancement of ENPO's performance. The Assessment Center resulted in identifying 20 persons who can be seen as possible potential. A list of those individuals and their development needs is presented later. The 20 persons also represent a diversified group as they include persons from Upper Egypt, the Delta, Sinai and Cairo. The list also includes one lady, against 19 gentlemen.

An additional outcome of the Assessment Center was that PwC team managed to gain additional insight into the current environment of ENPO, and the impact of the on-going changes that had been taking place for a number of years on the staff. A summary of findings is presented below.

In addition, the annexes of this report present the overall approach of PwC in conducting the remaining stages of this project, a detailed description of the competencies framework that was applied in this project, and the Assessment Center tool kit that was used during the four days of the assessment.

## 2. Outcomes of the Assessment Center

### 1.1 Identified Potential Leaders:

A group of 39 employees was selected of an initial group of 47, who showed seriousness and willingness to go through the project.

Across the Assessment Center exercise, and based on its outcomes, a group of 20 potential leaders had been identified. The following employees are those identified among the Leaders group, in alphabetical order:

	Employees Name	Title and Location
1	Adel Abdo Mekhael Dawod	Co-Manager - South Sinai
2	Ahmed Abd Elkarim Soliman	General Manager Assistant - Damanhour – El Behira
3	Ahmed El Moselhy Mohammed	Technical Group - Tur-Sinai - South Sinai
4	Ahmed Mahmoud Hassan Nail	Marketing Manager - North Sinai Post
5	Ahmed Mohamed Ahmed Abdel Halim	Director of Saving Administration - El-Behira Post
6	Ahmed Saber El-Anany	Quality Specialist – Quality Service Control Section – Cairo
7	Amany Ahmed Lotfy	Head of Payroll Revision – Finance Department – Cairo
8	Ayman Shukry Zaki	Public Relations Manager - Assuit Post Zone
9	Elyamany Gaber El Sayed	Information Centre Manager - Sohag Post Area
10	Gamal Ahmed Mohamed El Garib	Financial Affairs – Researcher - Cairo Post
11	Hisham Saad Abdel Aziz	Database Administrator & Technical Support - Dakahlia
12	Magdy Hosny Sayed	Assistant to General Manager - Beni Suef
13	Mohamed Abdel Sattar Abdel Daïem	Advisor of the Chairman Office – Cairo
14	Mohammad Mahmoud Zain El Dein	General Manager Assistant - Damanhour – El Behira
15	Mostafa Hamdi Abdel Razek	Manager – Assiut
16	Mostafa Seliman Sadek	Cash Management Manager - Cairo
17	Raed Mena Habeeb	Feasibility Study Department – Cairo
18	Raef Hassan El Sheikh	Director of Projects Planning & Economic Studies – Cairo
19	Saad Ali Abdel Khaleq	Technical Support Department - Cairo
20	Yasser Mohamed Mahmoud Abdullah	Planning & Development Sector Manager – Cairo

Profile Reports of the above listed employees are attached in separate documents to this report. Each employee profile provides an assessment of the employee against the agreed competencies, as projected during the assessment event. The profile also includes a summary of each person's overall capability as perceived during the assessment day. The profile concludes with identifying the areas for development for each employee, and the suggested development techniques. This will be the basis for recommending training and development program for all the selected Leaders, as per the

next phase of the project. Such a matrix is also a source of information for ENPO's Human Resources Department to plan for the employees' developmental activities. The matrix with employees identified areas is attached in Appendix 1.

As an outcome, it was evident that there was no one area that is generally common among all assesses. The development needs are in fact specific to each person, which would require significantly customized training and development programs that will address the individual's needs, and approach them through different learning techniques. This finding is key in determining our approach to the next phase of the project.

## 1.2 Organizational Insights:

Our interaction with the group of 39 managers has given us considerable insight into ENPO and the way the on-going changes have impacted the people in the organization, and how this can be capitalized on in the future. We decided to share those insights with ENPO top management in this report as a means of having an additional benefit from the project, in addition to identifying potential leaders

1. Overall impact of change: the changes that took place in ENPO have created among the veteran employees an overall sense of pride, a great sense of ownership and belonging, and a desire to continue to improve ENPO. This could be seen in the way a lot of individuals expressed keenness to improve services, introduce new profit-oriented projects, and retain ENPO's role as a social support entity as well. This was also felt from the way different persons expressed interest in making a difference in their area, and their keenness to develop their managerial skills to further enhance the value of their roles.
2. Insights related to the Systems, Processes and Procedures: It was discussed that in some offices, and depending on the management, very old internal procedures are still applied which negatively impacts the performance of the employees, and limits their creativity and initiative out of fear of "punishment" as per the very outdated procedures. This indicates an urgent need to replace those old procedures, in order to go with the new spirit of ENPO.
3. Insights related to Organizational Dynamics: fast pace changes and quick wins have already affected the people inside ENPO to the extent that a slow-down in the pace of change is currently seen as a disadvantage. For example, discussions revealed that the delay in filling some vacant posts on ENPO Organization Structure in the Middle Management level, especially in the centralized function, may create performance deficiencies or delays, especially in ENPO's offices that are located in distant areas. This also indicates a rather urgent need to fill out vacant positions to support the on-going initiatives across the organization.
4. Insights related to Organizational Culture: As ENPO is currently passing through a critical transitional phase, internal communication should be highly considered as a critical factor. More internal events that gather ENPO's Senior Management with ENPO's employees across their different levels should be organized through social events, regular business meetings, and other means of internal

communications. Such events will provide the chance for both parties the management, and the employees to share information, news, initiatives, and worries, and will definitely help avoiding any negative rumors that usually characterize similar changeable situations. A regular newsletter is a means of communication that may be also employed to reach the greatest number of employees across the country.

It was also clear from the interactions that there is a significant cultural gap between ENPO veteran employees and new joiners who have recently been appointed into the organization, joining from the private sector or other entities. Despite the fact that these injected experiences are valuable and required in such a critical stage in the transition of ENPO, it is so important to ensure cultural alignment between the two groups. Culture diversification programs and formal or social events where the two groups can interact outside the work environment should be considered, while injecting fresh blood experiences into the different managerial positions of ENPO.

On the other hand, it was clear that ENPO has a lot of good potential calibers from the old-time employees; some of them had already been reassigned to new functions and roles under the ongoing reform initiative. It was our belief that conservative consideration should be given before investing in hiring external resources into the organization and testing gained benefits for ENPO and the calculated return on such investment. It had been clearly noticed the difference in the degree of stability and loyalty among both groups: the newly hired employees, and those who joined ENPO since their early careers, and we believe that capitalizing on those who have been in ENPO for a long time, and do have the required skills, will bear more benefit to the success of the reform, than deploying external resources on a large scale.

5. Insights related to ENPO's Employees: Discussions revealed a concern that the current HR management within ENPO is unstructured, and mainly Personnel based, rather than being a proper HR function with modern philosophy of utilizing the human capital. We felt that more focus should be put on Human Resources aspects, starting from recruitment to succession planning and retirement plans. Although that loyalty and ownership were clearly demonstrated by almost all ENPO employees, especially those who joined ENPO early in their careers and have been there for long years, providing focus on employees' performance from HR perspectives, such as the performance related pay, career progression programs, performance awards...etc. will have a very positive impact on the performance of ENPO's employees.

## 2. Our Methodology

This Project consists of three main work-streams:

- Work Stream I:** Conducting an assessment center to identify potential leaders, and meanwhile identify learning & development needs for all the assessed employees;
- Work Stream II:** Designing a customized development program for the selected potential leaders, and
- Work Stream III:** Developing a number of HR Systems that maintain the outcomes of the Project and ensure sustainability of its benefits. The details of the three work-streams are presented here below.

This document is the concluding report for Work Stream I. A brief about the other work-streams is attached in [Appendix 2](#).

The following section details our methodology for concluding Works team I

### 1.1 Work Stream I – Assessing a Group of Upper Management Staff and Identifying Development Needs

The following are the tasks which were undertaken in preparation for the Assessment Center, which was the means of assessing the management group to identify potential leaders.

#### Phase 1: Project Kick-off & Building Understanding

A number of meetings took place between PwC consultants and ENPO's top management headed by Eng. Alaa Fahmy, ENPO Chairman, supported by ENPO's Project Manager, Ms. Nevine El Laban, and facilitated by Ms. Isabelle Huynh of the World Bank.

The objective of these meetings was to ensure full alignment of the Project's different components with ENPO's strategic and organizational needs. To ensure this alignment and to build our understanding, the following topics were discussed and reviewed by the team of consultants:

- ENPO's vision, mission, and strategic objectives
- Organization structure
- Strategic/core functions
- Organization culture
- Senior Management expectations

#### Phase 2: Developing and Preparing Necessary Base for HR Assessment

Competencies are those sets of knowledge, skills, and attitudes that are manifested across an organization. They represent those guiding values by which business and operations are conducted. A "competency framework" is defined as a set of

competencies and includes associated behaviors that link directly to the work to be performed by the individual, as well as the levels of proficiency for each behavior. A valid, fair and unbiased Competency Framework can be used for many Human Resource Management purposes. Competency framework also helps linking the strategic vision and objectives of the organization to the employee's performance.

After gaining an understanding of ENPO's requirements, and key organizational values, and based on the gathered information, a framework of Competencies, was developed for the purpose of the Capacity Building Project and to be used to assess the selected ENPO managers.

The competencies within the framework have been selected to support 6 strategic business areas identified by ENPO

1. Quality of Service Development and Cost Reduction
2. Product Development & Marketing
3. Business Process Reengineering and Outsourcing
4. Leadership and Change Management
5. Treasury and Investment
6. Information Technologies

The Framework consists of three main categories which include specific behaviors and/or personality attributes that address the above mentioned strategic business areas:

### **2.1 Business Acumen Competencies**

This group includes those competencies that cover skills and knowledge that the employee can acquire, through his working experience, attending training session...etc. We have selected 3 competencies to be assessed under this category:

1. Customer Focus
2. Planning and Organizing
3. Problem Solving & Decision Making

### **2.2 Interpersonal Competencies**

This group includes those competencies that are directly related to the employee's personal attributes. We have selected 5 competencies under this category:

1. Attention to Detail
2. Communicating with Impact
3. Innovation & Creativity
4. Results Orientation
5. Teamwork and Cooperation

### **2.3 Leadership and Management Competencies**

This group includes those competencies that address given gifts of skills and personal attributes that can be further developed by the individual. Two competencies were selected under this category.

- a. People Management
- b. Leadership and Change Management

For further reference, the Competencies Framework is attached in details in [Appendix 3](#) of this Report.

### Phase 3: Conduct Managers' Assessment

#### a. Developing an Assessment Toolkit

Using a number of techniques, the Assessment Center was conducted for a group of 39 employees across 4 days. A tool kit was developed detailing these techniques which in their turn were employed to assess the previously identified competencies. This tool kit covers 5 chosen techniques as follows:

#	Techniques	Description
1	<b>Role Play</b>	The candidate assumes a certain role in a given scenario, where he/she has to respond to the role requirements using his/her own character and judgment as applied in a similar real-life situation
2	<b>Presentation</b>	A technique that assesses the candidate's abilities to plan, organize, and present his/her own thoughts around certain idea or subject in a short span of time.
3	<b>Questionnaire</b>	A tool that provides information on how the candidate thinks and acts in real life situations.
4	<b>Group Case Study</b>	A group case study tests how people interact in a group while an assigned task is taking place. As the exercise proceeds, the behavior of the candidates is observed to see how they interact and how the previously targeted and identified competencies are displayed throughout the exercise by each individual.
5	<b>Individual Exercise</b>	A questionnaire that assesses the ability of the candidate to cope with change and how he/she deals with and manages changing situations

A copy of the Assessment Toolkit is enclosed in [Appendix 4](#)

## b. Conducting the Assessment Center

As previously mentioned the Assessment Center took place for four consecutive days for 39 employees. Each day was attended by 10 participants, split into 3 groups, and each group was led by one of the assessors. A copy of the daily Schedule of the Assessment Center is included in the Assessment Toolkit in [Appendix 4](#).

## c. Developing Employees' Profiles Reports

During this stage, the consultants (assessors) analyzed the outcomes of the Assessment center, and developed a profile report for each of the 39 employees who attended the Center.

The Profile Report covers the following:

- Background information about the employee
- Outcomes of assessing each of the competencies
- Areas for improvement and development
- Development and training recommendations addressing the identified areas for improvement.

The optimum development techniques are determined to address the identified areas for development for each of the assessed employees. For instance, an area for improvement such as presentation skills may be addressed by training sessions, then a continuous on-job practicing. It always depends on the nature of this area, if it is knowledge to be acquired, or a skill to be developed or/and improved.

Profile Reports of each of the assessed employees are separately compiled

## Appendix 1

# Matrix of the Identified Areas for Improvement for the Assessed Employees

(To be attached in a separate document)



## **Appendix 2**

### **Brief on Work Streams II and III of the Project**

## Work Stream II

### Design a Development & Training Program for the Identified Potential Leaders

After discussing and approving the list of the identified potential leaders with ENPO Top Management, an integrated Leadership & Management Development Program will be designed for the selected employees. The Program will be designed to offer a skill-based development platform for ENPO prospective leaders. It aims at developing a capacity of practical knowledge and skills covering ENPO core strategic business areas, while linking them with the participants' personal competencies already assessed in the previous Work-stream.

Hence the Program should help in the following:

- Supporting ENPO's business strategies
- Supporting the participants in achieving an advanced level of capability in each of the targeted competencies
- Providing hands on learning and on-job development through various learning techniques.

As the Program is a competency-based program, each component will be associated with a clearly defined and specific set of knowledge, skills and behaviors.

The learning cycle for each module will follow a blended learning approach, divided into five main components:

- Pre-module work: through readings, individual and team exercises, action learning
- Face-to-face: workshops and training sessions
- Post-module work: through business projects, action learning, on-job learning and coaching
- Individual Development Plan (Learning Contract)

PwC Consultants will recommend a training provider(s) who is qualified to deliver the desired program. Moreover, PwC Consultants will monitor and follow-up on the implementation of the different learning interventions of this program.

## Work Stream III Developing HR Systems

In order to maintain the outcomes of the Assessment Center, as well as to sustain the continuous development of the selected, and developed potential leaders, PwC consultant will develop a number of HR Systems. These systems are as follows:

1. A follow-up system, and process on the implementation of development and training of the potential leaders to continuously measure the Return on Investment or the outcomes and impact on both sides, ENPO as a business organization as well as its employees.
2. A Retention Plan that accommodates the career progression of the developed potential leaders.
3. A Performance Management System to be employed as a systematic tool for continuous performance evaluation and hence improvement.

## Appendix 3

# Competencies Framework

# Egyptian National Postal Organization



## Competencies Framework for Potential Leaders Assessment

Prepared by  
PricewaterhouseCoopers

May 2007

## ENPO Proposed Competencies Framework

### 1. Introduction

#### 1.1 What is a Competency Framework?

A “competency framework” is defined as a set of competencies and includes associated behaviours that link directly to the work to be performed, as well as the levels of proficiency for each behavior.

Competencies are those sets of knowledge, skills, and attitudes that are manifested across an organization. They represent those guiding values by which business and operations are conducted. A valid, fair and unbiased Competency Framework can be used for many Human Resource Management purposes, such as:

- A guide in creating job descriptions
- A guide for hiring managers during behavior-based job interviews.
- A self-assessment tool for employees and managers
- A performance management guide for managers/supervisors
- A development & training needs assessment tool

Competency framework also helps linking the strategic vision and objectives of the organization to the employee’s performance. Therefore, competency framework development is a valuable investment for any organization and has benefits far beyond the usefulness for employee development purposes.

#### 1.2 ENPO Background to the Proposed Competency Framework

PwC team had identified the proposed competencies from closely examining ENPO’s strategy document, mission and vision which provided PwC team with the necessary background information to develop the proposed framework.

Key organizational values were expressed during the meetings that took place with ENPO Chairman as well as other ENPO management team members who consider these values necessary to support ENPO’s Strategy. Based on the outcomes of these meetings, as well as from the accumulated experiences of PwC team in this regards, the following Competencies Framework has been developed to support ENPO in identifying potential business leaders.

### 2. Proposed ENPO Competencies Framework

The proposed ENPO Competency Framework was drawn from ENPO’s Strategic Objectives and classified under the following Functional Areas which are then divided into Business Acumen, Interpersonal and Leadership and Management Competencies:

## 2.1 Competencies Classified by ENPO Strategic Areas

The following is only a sample of how we mapped the identified competencies against ENPO Six Strategic business areas:

ENPO Strategic Areas	Business Acumen Competencies	Interpersonal Competencies	Leadership and Change Management Competencies
1. Quality of Service Development and Cost Reduction	Customer Focus	Attention to Detail	
	Planning and Organizing	Results Orientation	
		Teamwork and Cooperation	
2. Product Development & Marketing	Problem Solving and Decision Making		Leadership and Change Management
3. Business Process Reengineering and Outsourcing		Attention to Detail	
4. Leadership and Change Management		Communicating with Impact	Leadership and Change Management
			People Management
5. Treasury and Investment	Problem Solving and Decision Making	Attention to Detail	
		Results Orientation	
6. Information Technologies	Problem Solving and Decision Making	Results Orientation	

## 2.2 Competencies Classified by Groups

### 2.2.1 Business Acumen Competencies (Skills & Knowledge that can be acquired)

1. Customer Focus
2. Planning and Organizing
3. Problem Solving & Decision Making

### 2.2.2 Interpersonal Competencies (Personal Attributes)

1. Attention to Detail
2. Communicating with Impact
3. Innovation & Creativity
4. Results Orientation
5. Teamwork and Cooperation

### 2.2.3 Leadership and Management Competencies

1. People Management
2. Leadership and Change Management

### 3. Definitions of the Proposed Competencies

#### 3.1 Business Acumen

##### 3.1.1 Customer Focus

Demonstrate a passion for the customer and the active attempt to go beyond what is required in order to meet or exceed customer expectations, including an awareness of customer needs and how those issues impact and are impacted by business decisions and processes.

##### 3.1.2 Planning and Organizing

The ability to work out what needs to be done, get it organized and achieve required results or even stretched results. Ability to develop strategies and schedules for meeting goals and anticipate obstacles to goal attainment including thinking ahead and identifying possible barriers or problems which will affect the completion of work, monitoring progress of plans and making adjustments when necessary.

##### 3.1.3 Problem Solving and Decision Making

The ability to apply judgment to select the best possible solution; the ability to understand a situation by breaking it into smaller pieces, or tracing the implications of a situation in a step-by-step way preparatory to finding the optimal solution for related problems and appropriate decisions. Gathers information, evaluates many options before solving problems practically, which add value to the business, based on identification of the “Big Picture” impact.

#### 3.2 Interpersonal Competencies

##### 3.2.1 Attention to Detail (with focus on Quality)

Demonstrate an ability to appropriately seek order and reduce uncertainty, it suggests a detail orientation directed at minimizing errors and keeping tasks and responsibilities clear and on schedule.

##### 3.2.2 Communicating with Impact

The capacity to be articulate and concise, exercise persuasiveness and active listening, and demonstrating an ability to ask probing questions and presenting a positive approach.

##### 3.2.3 Results Orientation

The capacity to be energized and excited by challenging objectives and a concern for exceeding goals set by self and others. It includes executing actions in a focused manner and pursuing alternative courses of action to increase the probability of reaching desired outcomes.

##### 3.2.4 Teamwork and Cooperation

Participates effectively as a team member and contributes to discussions, achievement of team goals and creates and sustains positive working relationships with others; works toward win-win solutions whenever possible.

### 3.3 Leadership and Management Competencies

#### 3.3.1 Leadership and Change Management

Initiates, communicates and manages organizational change; makes decisions and priorities consistent with change objectives; take responsibility for the implementation, delivers significant improvements and ensures sustainable performance after the change is complete. It is also the ability to adapt to changing circumstances and adopt a flexible work style including the willingness to readily adjust to new demands, requirements, or directions, and the ability to shift priorities to meet a changing strategy. This includes providing clear direction about change, and encourages others to seek opportunities for different approaches to addressing problems and opportunities.

#### 3.3.2 People Management

This is the ability to get things done with and through people. These skills are used when working within organizations, for example, in line management, team working and communicating with colleagues. They are also used in working with suppliers, with other partners, and with the media and general public. People skills include the skills required in selecting individuals to fill jobs or to join project teams, and for the management of performance.

## 4. Competencies Scales

### 4.1 Business Acumen

#### 4.1.1 Customer Focus

**Definition:** Demonstrates a passion for the customer and the active attempt to go beyond what is required in order to meet or exceed customer expectations, including an awareness of customer needs and how those issues impact and are impacted by business decisions and processes.

POOR 1	BASIC 2	GOOD 3	V.GOOD 4
<p>Does not ask appropriate questions to determine customer needs</p> <p>Does not demonstrate a customer-oriented approach; may show general disregard and apathy towards customers</p> <p>Lacks a responsive approach to customers; Does not respond effectively to customer needs.</p>	<p>Identifies main customers, and reacts to their needs when they arise; does not demonstrate a proactive approach</p> <p>Reacts to customer problems in a timely manner, fulfilling expectations.</p> <p>Is professional, polite and courteous, has a welcoming and helpful attitude</p>	<p>Validates customer concerns by using active listening; consistently checks understanding and perception of problem from customer perspective</p> <p>Follows-up on customers to ensure that problems have been corrected and resolved.</p> <p>Demonstrates good understanding and response to the interdepartmental needs.</p>	<p>Sets and communicates standards of customer care to team members</p> <p>Identifies customer problems and provides high quality service in a timely manner</p> <p>Often exceeds expectations, by displaying a "whatever it takes", approach to satisfying the needs of the customer</p> <p>Spends extra time assisting a customer, especially in a critical situation.</p> <p>Projects a highly energetic and enthusiastic attitude when interacting with customers</p>

#### 4.1.2 Planning & Organizing

**Definition:** The ability to work out, effectively plan, and organize what needs to be done to achieve the required results in a timely manner. Ability to develop plans and schedules for meeting goals and anticipate obstacles to goal attainment including identifying possible barriers or problems which will affect the completion of work in a timely manner; monitors progress of plans and making adjustments when necessary. Effectively manages one's time and resources to ensure that work is completed efficiently.

POOR 1	BASIC 2	GOOD 3	V.GOOD 4
<p>Does not have a clear plan with set priorities; may believe that everything's equally important</p> <p>Produces work plans which are incomplete and unrealistic; major activities or steps are not included.</p> <p>Loses sight of objectives when faced with obstacles.</p> <p>Always blames another party for not meeting his deadlines.</p> <p>Has difficulty prioritizing actions; needs great deal of direction around what to do and when</p> <p>Does not manage time well on everyday tasks; work is not completed in a timely manner; misses deadlines</p> <p>Fails to allocate resources appropriately;</p> <p>Starts job blindly rather than asking for assistance when clarification is needed</p>	<p>Develops simple plans and schedules to achieve needed results.</p> <p>Meets deadlines with close supervision.</p> <p>Arranges/ organizes information or thoughts in a useful/ logical manner that is easy to follow</p> <p>Can prioritize tasks and set the difference between urgent and important tasks.</p>	<p>Develops logical action plans and schedules to achieve needed results</p> <p>Determines and prioritizes specific work tasks and available resources to ensure timely completion of most important work assignments</p> <p>Spends his/ her time on what's important</p> <p>Uses time effectively, and completes work, meets deadlines in a timely manner</p> <p>Takes advantage of available resources and tools to complete work efficiently</p>	<p>Plans and schedules are clear and practical; sets clear objectives and goals; execution is well-organized</p> <p>Effectively prioritizes and reorganizes work activities as the situation or task requirements change</p> <p>Liaises effectively with others when planning</p> <p>Improves plans to achieve better results and outcome.</p> <p>Spends his/ her time and the time of others on what's important; remains focused on own goals, team goals and objectives</p> <p>Is flexible to meet shifting demands and incorporating them in his plan to still achieve deadlines.</p> <p>Measures performance against goals and evaluates results</p>

### 4.1.3 Problem-Solving & Decision-Making

**Definition:** The ability to apply judgment to select the best possible solution, and to think logically and effectively and understand situations or problems by organizing or synthesizing information in a systematic way. The ability to understand a situation by analyzing/ breaking it into smaller pieces, or tracing the implications of a situation in a step-by-step way preparatory to finding the optimal solution for related problems and appropriate decisions. Gathers information, analyses/ evaluates many options before solving problems practically, which add value to the business, based on identification of the “Big Picture” impact. It includes the ability to generate innovative solutions in work situations; trying different and novel ways to deal with work problems and opportunities.

POOR 1	BASIC 2	GOOD 3	V.GOOD 4
<p>Identifies “quick fix” solutions without considering the long term effects; jumps to solving problems without adequate analysis</p> <p>Avoids making decisions, does not take responsibility for making even routine decisions; leaves decision-making to others</p> <p>Unable to use available information to make decisions on issues and problems related to work area</p> <p>Resists new and better ways of solving problems or completing tasks and relies upon existing procedures; discourages new ideas or approaches</p> <p>Avoids conflict in situations and with people; can't operate under conflict</p>	<p>Solves simple problems in a well-defined work situation often in consultation with others;</p> <p>may not take decisions in a timely manner</p> <p>Takes action in own area of day-to-day problems where there are clear options.</p> <p>Not comfortable with conflict situations, but tries to accommodate</p> <p>Uses the same techniques for problem-solving with different situations and people</p>	<p>Able to solve problems independently without getting others involved; makes quality decisions within a reasonable timeframe</p> <p>Clarifies the real problem through appropriate questioning and data gathering;</p> <p>Sorts out the issues before getting into the solutions and identifies action steps to solve the problem at hand;</p> <p>Uses resources and experience to make decisions</p> <p>Knows when to seek advice or information before making a decision</p> <p>Effectively accommodates to conflict situations and attempts to resolve them</p>	<p>Identifies complex problems, and ability to anticipate potential problems</p> <p>sets his plan for action by delegating to corresponding people</p> <p>Performs logical analysis, considers a problem from a number of viewpoints and finds alternative effective solutions to difficult problems</p> <p>Looks beyond the obvious and doesn't stop at the first answers and looks at the big picture to ensure solution is sustainable</p> <p>Makes quality decisions sometimes with incomplete information and under tight deadlines and pressure; able to make quick decisions</p> <p>Effectively and efficiently uses available resources, uses experience of self, team, and others to help solve problems</p>

## 4.2 Interpersonal Competencies

### 4.2.1 Attention to Detail

**Definition:** Demonstrates an ability to appropriately seek order and reduce uncertainty, it suggests a detail orientation directed at minimizing errors and keeping tasks and responsibilities clear and on schedule. Accomplishes tasks by considering all areas involved, no matter how small; shows concern for all aspects of the job; accurately checks all processes and tasks.

POOR 1	BASIC 2	GOOD 3	V.GOOD 4
<p>Poor detail orientation; does not attend to details</p> <p>Work is not thorough and is inaccurate / substandard</p> <p>Does not review work prior to submission</p> <p>Does not act appropriately in situations affecting the quality of work</p> <p>Performs work with disregard for processes and procedures; ignores small errors and shows disregard for effects on the other parts of the process</p>	<p>Follows established procedures for completing work tasks</p> <p>Checks the accuracy, quality and thoroughness of own work ensuring that it meets expected standards; does not rely on others to check quality of work</p> <p>May not maintain a good balance between productivity and quality of work</p> <p>Plans the details of work or projects</p>	<p>Monitors progress of a deliverable against plan</p> <p>Sufficiently organizes self such that things do not "fall through the cracks"</p> <p>Tracks work to ensure accuracy and quality of own and others work to ensure that it meets expected standards</p> <p>Follows required procedures to make appropriate changes as necessary</p> <p>Demonstrates a good balance of productivity and quality of work</p>	<p>Suggests correct or better ways to complete tasks</p> <p>Organizes self in a highly efficient manner such that things do not "fall through the cracks"</p> <p>Provides ideas and input for improvement and puts new processes in place to organize and keep track of information, increase order and improve the quality of work output</p> <p>Clarifies uncertainty and minimizes ambiguity by setting or confirming expectations, time frames and budgets</p> <p>Makes sure all details are accurate and complete</p>

#### 4.2.2 Communicating with Impact

**Definition:** The ability to effectively convey and receive factual information and ideas clearly and effectively, either orally or in writing, using a variety of tools/ media to attract his/her audience's attention and enthusiasm. Ensures that complex messages have been accurately understood, as well as keeping all appropriate parties "in the loop" regarding any relevant issues.

POOR 1	BASIC 2	GOOD 3	V.GOOD 4
<p>Does not clearly organize his thoughts nor communicates them in a logical way</p> <p>Tends to deliver the message as brief as possible and in an untimely manner.</p> <p>Exhibits unwillingness to listen</p> <p>Fails to correctly interpret communication from others</p> <p>Does not seek clarification from others when message is unclear</p> <p>Is reluctant to share ideas, participate in discussions and give feedback</p>	<p>Able to convey his messages clearly and correctly</p> <p>Responds to others and acknowledges receipt of communications in a timely manner</p> <p>Not an effective listener, accordingly, may misinterpret messages as reflected in quality of work and interaction with others</p>	<p>Communicates his ideas easily, with a clear sense of audience and an appropriate tone</p> <p>Active listener, who seeks first to understand and then being understood</p> <p>Correctly interprets messages as reflected in quality of work and interaction with others</p>	<p>Ensures that all those that should know, do know, all the time</p> <p>Clarifies purpose and importance of message</p> <p>Able to relay complicated information to listeners so the listeners correctly interpret the message</p> <p>Questions and challenges the ideas of others in a way that adds value</p> <p>Receives and understands subtle - unobvious messages</p> <p>Simplifies issues by using analogies and stories to convey his message</p> <p>Expresses ideas and facts orally in a clear, organized, and convincing manner in a style, tone, and level appropriate to the audience &amp; occasion</p> <p>Keeps others' attention using various methods of communication</p>

### 4.2.3 Results Orientation

**Definition:** The capacity to be energized and excited by challenging objectives and a concern for exceeding goals set by self and others. It includes executing actions in a focused manner and pursuing alternative courses of action to increase the probability of reaching desired outcomes.

POOR 1	BASIC 2	GOOD 3	V.GOOD 4
<p>Has trouble starting new things</p> <p>Fails to meet targets</p> <p>Does not deliver results</p> <p>Doesn't exert the needed effort to complete tasks</p> <p>Does not take responsibility for actions and takes minimal responsibility for work</p>	<p>Able to recognize and act on existing opportunities</p> <p>Accomplishes tasks with close supervision and frequently refers to supervisor</p> <p>Takes action only when there is an apparent need for doing so, though requires guidance, direction, and support</p> <p>Plans the use of his / her time</p>	<p>Independently takes action before being asked or being forced to by changing situations.</p> <p>Volunteers for additional involvement</p> <p>Alters plans or works late when needed to complete an assigned task</p> <p>Able to attend to a broad range of activity and can multi-task</p> <p>Follows through from beginning to end; has a sense of ownership for his own work,</p> <p>Can be counted on to deliver goals consistently</p> <p>Makes quality time for the most important priorities</p>	<p>Is a high achiever; can be counted on to exceed goals successfully</p> <p>Would go the extra mile to accomplish tasks and sometimes exceeds goals</p> <p>Takes repeated actions against resistance and obstacles. Does not give up.</p> <p>Considers a number of ways to achieve results</p> <p>Regularly reviews performance against pre-established goals</p> <p>Volunteers to perform challenging or undesirable tasks.</p> <p>Able to develop processes that have a positive impact,</p>

#### 4.2.4 Teamwork and Cooperation

**Definition:** The ability to collaborate and work towards shared values and common goals. It is demonstrated through an ability to create and sustain positive working relationships with others. Transparent working style, by sharing with his team all the necessary information updates and changes, on a regular basis.

POOR 1	BASIC 2	GOOD 3	V.GOOD 4
<p>Tasks are often left for others to complete</p> <p>Ignores team and organizational goals</p> <p>Avoids project participation; volunteers only for routine project activities</p> <p>Does not support coworkers</p> <p>Does not give input in meetings; avoids sharing thoughts / input</p>	<p>Cooperates with others on specific tasks or projects</p> <p>Sufficiently participates and contributes in team meetings</p> <p>Not very open in sharing information and ideas</p> <p>Prefers to work with people of similar background and experience, same or less experience.</p>	<p>Maintains smooth and cooperative relationships with other team members</p> <p>Openly shares relevant information with team members in order to complete tasks</p> <p>Willing to learn from others, including those who are less experienced</p> <p>Works effectively with others despite differences in interests, perspective or needs</p> <p>Participates willingly and agrees to team decisions</p>	<p>Recognizes those situations when it is appropriate for the needs of the team to come first,</p> <p>Maintaining a team environment that supports collaborative behavior</p> <p>Makes suggestions in order to improve team performance and to assist or to better achieve common goals;</p> <p>Handles conflict effectively</p> <p>Shares ideas and experiences that have been successful elsewhere</p> <p>Transfers own skills to other team member</p> <p>Assists fellow team members</p> <p>Takes on added responsibility without being asked</p>

## 4.3 LEADERSHIP/ MANAGEMENT COMPETENCIES

### 4.3.1 People Management

**Definition:** This is the ability to get things done with and through people. These skills are used when working within organizations, for example, in line management, team working and communicating with colleagues. They are also used in working with suppliers, with other partners, and with the media and general public. People skills include the skills required in selecting individuals to fill jobs or to join project teams, and for the management of performance. The ability to provide subordinates with a clear sense of purpose and direction, delegating responsibility, setting a productive climate where everyone is highly motivated and participates fully.

POOR 1	BASIC 2	GOOD 3	V.GOOD 4
<p>Doesn't respond to the needs of individuals</p> <p>Does not demonstrate an interest in staff or their development</p> <p>Is not approachable to staff Is not fully aware of his team members' capabilities.</p> <p>Doesn't face up to conflict and allows them to affect performance</p> <p>Accomplishing set goals without monitoring his team's progress to help them develop their skills.</p> <p>Doesn't believe in or trust delegation, doesn't want or know how to empower others</p>	<p>Communicates the set goals to his team, in such a manner that lacks direction and enthusiasm.</p> <p>When delegates; provides staff with minimal authority to achieve goals</p> <p>Delegates only routine tasks</p> <p>Provides little or minimal guidance or support while delegating that may be unclear and lack direction; does not provide adequate information when delegating</p> <p>Provides feedback to staff when a situation or problem arises; feedback may not be constructive</p>	<p>Sets and communicates the goals and objectives to the team.</p> <p>Encourages staff to achieve the set goals, and follows up on weekly deliverables.</p> <p>Is open and approachable to staff</p> <p>Provides staff with the necessary authority to achieve goals</p> <p>Understands the team member's capabilities and delegates accordingly</p> <p>Gives clear guidance and direction to others</p> <p>Reacts to opportunities for staff development</p>	<p>Clearly and comfortably delegates important tasks</p> <p>Provides support expertise as needed</p> <p>Includes others in establishing plans and encourage team initiatives</p> <p>Delivers significant results through others, by clearly assigning responsibilities and monitoring progress.</p> <p>Demonstrates a genuine interest in staff and their development; provides ongoing constructive feedback</p> <p>Regularly acts as an effective role model in terms of attitude, teamwork</p> <p>Resolves conflict within team in a fair and objective manner.</p>

### 4.3.2 Leadership and Change Management

**Definition:** Initiates, communicates and manages organizational change; makes decisions and priorities consistent with change objectives; takes responsibility for the implementation, delivers significant improvements and ensures sustainable performance after the change is complete. It includes the ability to generate innovative ideas and develop recommendations for improvement and change for the greater efficiency of work processes and the organization. It is also the ability to adapt to changing circumstances and adopt a flexible work style including the willingness to readily adjust to new demands, requirements, or directions, and the ability to shift priorities to meet a changing strategy. This includes providing clear direction about change, and encourages others to seek opportunities for different approaches to addressing problems and opportunities.

POOR 1	BASIC 2	GOOD 3	V.GOOD 4
<p>Has his mind set on specific plans and objectives, does not incorporate changes</p> <p>Not usually able to produce fresh, relevant ideas in response to defined opportunities, problems, or situations</p> <p>Self-centered and narrow minded to viewing others' opinions.</p> <p>Consistently exhibits a negative attitude; discourages others from taking a new approach to work activities</p>	<p>Resists discussing changes or modifications proposed by others</p> <p>Is not generally comfortable with change; but is receptive to new ideas and different perspectives</p> <p>Makes effort to adjust to new situations/ changing demands, often not in a reasonable time frame.</p> <p>Does not seek information to understand changes that are occurring and how they will impact the job and the organization</p> <p>Does not challenge the efficiency of existing processes or a new systems/ work procedures</p>	<p>Recognizes the validity of others' viewpoints and incorporates them in his plan.</p> <p>Projects flexibility in work situations</p> <p>Willingly, quickly and effectively embraces change</p> <p>Seeks and is open to new approaches and alternatives that meet organizational goals and objectives</p> <p>Considers and openly discusses changes or modifications proposed by others to improve work problems and processes</p> <p>Develop recommendations for changes</p>	<p>Understands the need for change and embraces new work procedures; exhibits optimism and enthusiasm for change</p> <p>Adjusts behavior and work methods in response to new management priorities, multiple demands</p> <p>May lead change initiatives, acting as a change agent, and willing to take risks and uncertainty</p> <p>Integrates existing effective approaches with less conventional approaches to improve efficiency or productivity</p> <p>Creates an atmosphere where innovation is championed, rewarded, and expected of each individual</p> <p>Encourages calculated risk by others</p>

## Appendix 4

# Assessment Toolkit

(will be attached in a separate document)