

# Importance of Competencies in Performance Evaluation of Indian Civil Servants

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**ABSTRACT:** Organisations, both in public and private domains need both efficiency and effectiveness of its people, to be able to deliver on the mission objectives. To achieve it, there is a necessity to define employee competencies matching their roles. Indian Administrative Service (IAS) along with other public sector employees play a crucial role in sustaining the basic tenets of the constitution of India. The IAS officers have the onerous role to administer the entire country and ensure its citizens receive the attention and well being at all the times. Their progression into various roles demands that the appraisals are objective, revolve around the measurement of competencies and lead to training or re-training to develop their potential.

Analysis of literature was carried out to identify best practice approaches which use competencies in performance appraisal process. The study also led to linking competencies with performance appraisal activities and identifying how competency-based approaches has been integrated and co-ordinated with electronic performance appraisals. The study looks at the online, digital competency-based appraisal system of the civil servants of the IAS. Smart Performance Appraisal Report Recording Online Window (SPARROW) has been designed in a way that is user friendly and allows appraisal from any location. The study also looked at the prevailing system in the context of competency-based appraisal of IAS officers and finally looked at the responses and feedback of the environment to suggest use of competencies for employee development and performance.

**Keywords:** Indian Administrative Services Appraisals, SPARROW, Competency, administrator, Spider Appraisal system, Feedback

## I. INTRODUCTION

Competency is defined as a behavioural trait related to a particular body of knowledge and skills for effective job performance (Vathanophas & Thai-ngam, 2006). Competencies have a major role in augmenting integrated approach to Human Resource Management (HRM) to enable individuals to achieve desired proficiency within the organisation. Investigation of effectual competencies usage can substantiate and

reinforce many reforms being initiated among civil services. Sharma (2012) had suggested that the modern HR concepts, systems and practices have transformed into a different realm from the past. He further stated that there is a need to look at the competencies to provide organizations with a strategic competitive advantage. Inside civil services, literature proves move to competency oriented epoch in HR management especially in performance appraisal. Strategic advantage for civil service is always there in terms of performance on their assigned role for the benefit of citizens and governments. Therefore, competencies have become main precept of job profiles to nurture and manage performance of civil services. Butler & Fleming (2002) have analysed competency framework in Ireland and suggested that efficacy of competencies gets optimised through synergy and combination of competency-based PA approaches with various HRM functions like employee resourcing and progress. Do, Falch & Williams (2018) have studied stakeholder framework to identify initiatives of central government. The purpose of this paper is to understand how policymakers in different African countries negotiate the complex relationship between information and communication technologies (ICTs) and poverty reduction. Morganti, Helberger, van der Graaf, & Veeckman (2014) said involvement in the co-development of citizen services is optimized by providing the rights tools, knowledge and resources to civil servants.

Recognition, applicability and use of such framework in performance appraisal comprehensively promote a wide range of HR practices for productivity. This paper aims to explore literature and inputs from the officers about an effective use of competencies for Indian Administrative Service (IAS) officers. Here the competency-based electronic performance appraisal approach is associated with accrued advantages to government, society and civil servants.

## II. METHODOLOGY

The research methodology used in this study has the following approach:

- Study of literature to identify competencies in performance appraisal of IAS officers.

- b) Investigation of challenges concerned to:
  - i. linking competencies with performance appraisal activities
  - ii. identifying how competency-based approaches have been integrated and co-ordinated with electronic performance appraisals.
- c) An overview of existing conventions in usage of competency-based PA of IAS officers.
- a) Transition in occupations i.e. mass production to consumer oriented services
- b) Increasing competition due to globalisation
- c) Compulsions of rapid change due to developing work-culture
- d) Horizontal organisational structures forcing modification of traditional careers

### III. REVIEW OF LITERATURE

The expressions competence and competency are defined by a variety of ways in academic literature indicating plurality of these constructs. In a study by Hollis and Clark (1993) gist of doctrine of competency-based approach is given as following:

- a) Employees are able or unable to perform a task.
- b) Such ability can be defined and assessed.
- c) Each competency can be enumerated for various levels of expertise.
- d) Competence is demonstrated by the job-related performance and behaviour.

Variety of reasons for having competencies are established as quoted below:

- a) "Performance improvement: 28%.
- b) Training and development: 21%
- c) Culture change: 19%.
- d) Better recruitment: 13%.
- e) Qualifications and standards: 8%" (Garavan, Costine & Heraty, 1995, p. 539)

From Garavan et al. (1995) study, it is deduced that main rationale for introducing competencies is improving performance. A research about competency practices in 217 companies, by the Hay's Group, established that competency-based appraisal for employee development purpose was used in 90% companies and competency based pay existed in 25% companies (Focus, 1996).

Pickett (1998) and Baruch (1998) carried out studies of organisational processes and found emerging awareness about competencies and competence management. From their studies a general acceptance is inferred, going back to two decades, that organisations must have capability to recruit, nurture, manage and effectively retain the best talent in order to be efficient. Thus, if organisations are to meet their objectives and succeed, they must rely on HR management methods that envisage useful contribution from its employees.

Studies have also identified forces responsible for adding value to competency framework approach in corporate (Lawlor, 1994) as well as government organisations (Hondegheem and Vandermeulen, 2000) which are given below:

The above forces brought in a competency based approach leading to many organisational and ideological changes. This in turn led to the conceptualisation of the new public management approach (Hood, 1987; Hood, 1991). Its spread encouraged replication of industry HR models to public sector. Thereafter, these ideas have also become popular among public sector organizations and institutions. Many positive organisational developments could be possible due to effective and complete implementation of competency models. Competency-based model facilitates quantification of employee performance. It spotlights performance outcomes, accountability and work requirements, thus ultimately providing scope for increased productivity (Kuchinke & Han, 2005).

Results of researches carried out at international level (Ketelaar, Manning, & Turkisch, 2007; Nunes, Martins & Duarte, 2007) were analysed and were used to compare with the data for India through responses of IAS officers, wherein performance measures was the topic of interest. These international researches showed that performance appraisal is based on objectives. These objectives are derived from single results area such as policy goals and inputs used for each policy goal. Objectives may be derived from professional domains, e.g. cultivating and keeping values, effective management, encouraging learning and change management etc. Among single results area resources used vis-a-vis delivered products and services are studied by way of their quality and goals achieved. As regards business process area, compliance of legal mandates, quality of governance, leadership, work relationships are the objectives in view.

Krishnamurti, Sevic & Sevic (2005) reflected that it is necessary to first understand public policy, political processes and administrative structure of any country for an appropriate analysis of performance appraisal system of its civil service. It was established that outside factors and interactions with other nations or international organisations can also influence performance appraisal system of national civil service. Intricacy of such factors and peculiarity of each country do not allow comparisons. Such analogy for Indian civil service is also not viable because of comparability issues.

Moreover, comparison of Indian civil service with their foreign country equivalents puts it in a

different perspective being developing country. Here citizen is perceived as client and civil servant as service provider. Usage of markers i.e. effectiveness, efficiency or productivity is identical between them. Instruments like standardisation, citizen's charters and excellence recognition are still not a part of the performance appraisal system of IAS officers although cited more than two decades ago by Kouzmin, Loffler, Klages & Korac- Kakabadse (1999).

Three factors of competency driven performance appraisal that are particularly significant, are (Wolf, 2001):

- Emphasis on outcomes
- Belief that these outcomes can and should be specifically clear and transparent.
- Independence of appraisal from ideological institutions or learning programmes.

However, the impact analysis of such performance measurement system is unique to each country. In a research under Organisation for Economic Co-operation and Development (OECD) representative cases of countries in Europe (Belgium, France, Netherlands and U.K) and elsewhere (Brazil, Canada & U.S.A.) having unique attributes of performance measurement were studied (Kersiene & Savaneviciene, 2009; Nunes, Martins & Duarte, 2007). These studies found that opportunity to introduce reforms was based on distinct ability of some governments, in some other countries flexible institutional arrangements allowed reforms.

The trend towards the introduction of competency models is well illustrated by the public sector organizations in Australia, Canada New Zealand, UK and USA (Bissessar, 2010; Gangani, McLean & Braden, 2006; Horton, Hondeghem & Farnham, 2002).

### The Competency Model Study on IAS

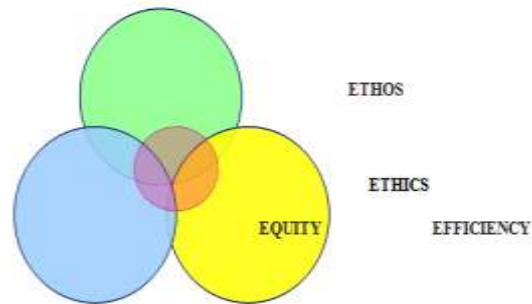
In India, government is taking important steps to apply the competency models to its civil services. Currently, the Department of Personnel & Training (DoPT) has prepared a framework of competencies for the IAS. It could coordinate implementation of competency based human resource management throughout central and provincial Civil Services in future.

DoPT launched a scheme for reinforcing HRM of Civil Service in partnership with United Nations Development Programme (UNDP) in 2011. Competency framework was drafted in this project through the deliberations with a large number of IAS officers (Competency Dictionary, 2019). The objective of having a competency framework was to create effective, resourceful, transparent and accountable civil service in India. To achieve these ends, this Competency framework listed 25 core competencies

for IAS officers. These competencies were clubbed into four E's of Meta competencies namely; ethos, ethics, equity, and efficiency.

**Figure 1**

Competence Groups forming the competency model of IAS officers



(Author's own compilation)

The competency framework sets out the competencies required from IAS officers and criteria for assessing competencies. It is observed that it consists of three groups of competencies: general competencies (required in any field of activity), managerial and leadership (required for leadership institution or unit) and specific and professional competencies required in the exercise of professional functions). Such a choice of competence groups is based on a predefined criterion. The links between competencies and appraisal were noted and an assessment was made regarding aims, ethics, mission, objectives, principles, responsibilities of the civil service and civil servants.

**Table 1.**

Competencies forming the competency model of IAS officers and their definitions

Sl. No.	Competence and its definition
1.	<b>ETHOS</b>
1.1	PEOPLE FIRST Enthusiasm to serve common people emphasising the marginalised and disadvantaged.
1.2	STRATEGIC THINKING Capability of understanding and responding to opportunities and challenges for the betterment of society.
1.3	ORGANISATIONAL AWARENESS Perceiving work culture, structure, mandate, policies

	and processes of one's organization.
1.4	<b>COMMITMENT TO THE ORGANISATION</b> Synchronizing individual behaviours and interests with the goals of organization.
1.5	<b>LEADING OTHERS</b> Capabilities to connect, invigorate, and facilitate the team to outshine.
<b>2.</b>	<b>ETHICS</b>
2.1	<b>INTEGRITY</b> Open, fair and transparent behaviour to honour one's commitments towards public service values.
2.2	<b>SELF-CONFIDENCE</b> Believing in individual capability to accomplish goals even in challenging circumstances.
2.3	<b>ATTENTION TO DETAIL</b> Being methodical and meticulous and conform to rules and regulations.
2.4	<b>TAKES ACCOUNTABILITY</b> Owning up outcomes for individual as well as team actions and inactions.
<b>3.</b>	<b>EQUITY</b>
3.1	<b>CONSULTATION AND CONSENSUS BUILDING</b> Discuss with stakeholders and influencers, build consensus by negotiation and resolution of conflicts.
3.2	<b>DECISION MAKING</b> Taking quick decision considering facts, goals, constraints, risks and conflicting points of view.
3.3	<b>EMPATHY</b> Ability to understand the thoughts, feelings and concerns of people, even when they are not explicit.
3.4	<b>DELEGATION</b> Delegating tasks with reasonable autonomy so that subordinates feel free to innovate and lead.
<b>4.</b>	<b>EFFICIENCY</b>
4.1	<b>RESULT ORIENTATION</b> Achieving targets according to

	high standards of excellence.
4.2	<b>CONCEPTUAL THINKING</b> Connecting abstract, unrelated ideas for better understanding. Create new ideas and reflect on past decisions.
4.3	<b>INITIATIVE AND DRIVE</b> Willingness to get things done and take responsibility for exploring and creating new opportunities.
4.4	<b>SEEKING INFORMATION</b> Inquisitiveness to know more about issues, people or things.
4.5	<b>PLANNING AND COORDINATION</b> Ability to plan, systematize and synchronize proper utilisation of resources.
4.6	<b>DESIRE FOR KNOWLEDGE</b> Up-to-date with relevant knowledge and application of acquired knowledge.
4.7	<b>INNOVATIVE THINKING</b> Strives for efficiency by working smartly in out of the box manners.
4.8	<b>PROBLEM SOLVING</b> Finding solutions to difficult or complex issues by analysis.
4.9	<b>DEVELOPING OTHERS</b> Ability to develop others by constructive review to improve skills, knowledge and performance.
4.10	<b>SELF-AWARENESS AND SELF-CONTROL</b> Maintaining own professionalism and emotional control when provoked or working under increased stress.
4.11	<b>COMMUNICATION SKILLS</b> Ability to convey or share ideas and feelings effectively.
4.12	<b>TEAM-WORKING</b> Ability to work for common goal as a unit, building teams through shared trust, value and collaboration.

(Source: Competency Dictionary, 2019)

In a study of Indian civil service eight out of above 25 competencies were identified as essential for enhancing productivity of IAS officers. These are

1. people first
2. leading others
3. integrity
4. decision-making

5. planning, coordination and implementation
6. problem-solving
7. self-awareness and self-control
8. innovative thinking

These competencies are re-grouped into meta-skills as given below:

1. Job analysis and decision-making,
2. Change management and innovation,
3. Group dynamics and
4. Bureaucrat personality (Gupta, Chopra & Kakani, 2018).

#### IV. ANALYSIS AND INTERPRETATION

**Validity and Reliability:** Part of the study was carried out with the closed ended questions to evaluate competency based electronic performance appraisal system using the IAS officers as

respondents. The sample was chosen from the existing cadre of Jharkhand and Bihar state, which included the entire population of the cadre, with a length of service from 5 years to 35 years. Total numbers of officers to whom the questionnaire was sent, was 40. However valid and time bound responses were received from 35 officers.

This data was tested for its reliability and consistency indicating the goodness of respective measures (Sekaran & Bougie, 2010). Table 3 provides a summary of the results of reliability analysis indicating that all respective items yielded acceptable and relatively high levels of reliability.

**Table 2.** Results Scale Reliability

Constructs	Sub-Constructs	Respondents	Reliability
ETHOS	1. Peoples first	35	0.964
	2. Leading others	35	0.954
ETHICS	1. Integrity	35	0.938
EQUITY	1. Decision-making	35	0.957
EFFICIENCY	1. Planning and coordination	35	0.942
	2. Innovative thinking	35	0.946
	3. Problem-solving	35	0.932
	4. Self-awareness and Self-control	35	0.928

The items measuring internal Ethos displayed 0.959, Ethics exhibited 0.938, employee Equity showed 0.957, and Efficiency displayed 0.937 as the values of Cronbach's Alpha.

This research aimed at ascertaining views of IAS officers about effectual usage of competencies. Experts had developed or implemented competency-based performance appraisals. Many officers had served as secretary of personnel departments. This also provided genuine face validity to the survey instrument. Experts involved in performance appraisal policy making directly concerned with evaluation of competencies

and performance appraisal process were also consulted by way of in-depth interview.

The respondents were asked to rank group of competencies by importance (ethos, ethics, equity, and efficiency) from 1 to 4 (1 – most important, 4 – least important). The findings showed that efficiency group of competencies were

most important, followed by ethos, equity and ethics groups in that order.

**Table 3.** Descriptive Analysis of Results

Constructs	Sub-Constructs	Number of Respondents	Mean	Mode	SD
ETHOS	1. Peoples first	35	4.75	5	0.44
	2. Leading others	35	4.90	5	0.31
ETHICS	1. Integrity	35	4.95	5	0.22
EQUITY	1. Decision-making	35	4.85	5	0.37
EFFICIENCY	1. Planning and coordination	35	4.80	5	0.41
	2. Innovative thinking	35	4.90	5	0.31
	3. Problem-solving	35	4.70	5	0.47
	4. Self-awareness and Self-control	35	4.85	5	0.37

This survey also found that respondents supported implementation of the competency model in electronic performance appraisal SPARROW. They assessed its need on an average of 7.35 out of 10. It is understood that the competent human resources administration needs competencies to be defined and 26 respondents (74.29%) fully or largely agreed that introduction of competency model helped to improve administration of human resources in the civil service. About improving human resource management 22 respondents (62.86%) in full or most agreed that the competency model helped to improve human resource management. About the clarity of human resources management procedures 23 respondents (65.71%) fully or largely agreed that the competency model will help increase the clarity of performance appraisals be predefined competencies.

Competency model together with the results of the employee performance appraisal becomes the basis for objective identification of training and learning needs according to 22 respondents (62.86%). In addition, according to 23 officers (65.71%) performance evaluation results allow monitoring of employee development and how his personal competencies correspond to competencies requirements defined by this model.

Based on the studies of McClelland (1973) and Boyatzis (2008) the responses were analysed to find those competencies that have a positive impact on operational efficiency.

These identified competencies distinguish successful and average employees in a variety of activities and with different hierarchical status:

- Cognitive competencies

- Emotional competencies

- Social competencies

- Achievement competencies

According to experts, implementing a competency model in the civil service means more than just human change in resource management, but above all a change in the culture of the defining competencies shifts from focusing solely on one's own functions performance, procedures to a broader approach and awareness that the function must create value for the society, the institution, defined by the civil servant personal responsibility and contribution. In addition, the definition of the competencies of a civil servant makes it clear to him as to what is expected of him. This also increases his personal responsibility for development; greater involvement of the rater in human resources is also encouraged by planning the development, career, etc. of his subordinates.

Another impact of Competency based appraisal, according to experts is that the application of the competency model will contribute to the improvement of the civil services, especially their human resources management, if linked to the relevant human resource management processes. The performance appraisal based on clearer criteria, more focussed training programmes and career planning will improve the system of

remuneration and incentives and will create preconditions to strengthen the delivery chain in the civil service, thereby improving productivity of civil servants.

Expert interviews revealed that it is difficult to identify universal competencies for all individuals and also for all roles of civil servants. In this competency framework local corrections are necessary as per strategy, local values, expected job behaviour and nature of supporting HR systems. Thus, the key features identified in this competency-based approach are:

- Clarity about overall competency approach; linkage of individual and organisational objectives; and, of objectives and competencies.
- Development of competency-based appraisal as part of a directional programme of change.
- Competencies are clubbed with HR processes like training and development.
- Success of reform depends on top management support and clear communications about its purpose.

Experts have opined to link competencies to the pay and incentive system, creating opportunities for an objective assessment of competences. In Belgium, a civil servant who takes part in an appropriate training program and passes a test demonstrating evidence of a higher level of competence receives competence allowance (De Beeck & Hondeghem, 2010). In order to introduce such competency based system, it is necessary to develop expanded base of reliable and valid competency assessment tests, develop appropriate training programs, building infrastructure such as competencies evaluation centres, which may require significant financial, time and human investment. Thus proper evaluation, training and career planning, with a detailed assessment of costs and value ratio is essentially required.

Several interviewees articulated concern about nexus between competency framework and performance appraisal. Current application of competencies as a common language in HR i.e. selection, promotion and performance management harnesses competencies for developing an integrated HRM approach. Competencies were introduced as the basis for some of the HR activities and later embedded in HRM process. (Horton, 2000)

In general, competency-based approach was preferred by interviewees, who suggested that it has significantly improved upon traditional performance appraisal and is well accepted by

those practicing it. An important take-away from consultation was about competency-based approach being a means to tap human potential for more strategic and responsive administration. This change, according to experts, facilitates productivity.

### **Perceived Benefits of competency Based Appraisal System**

In response to questionnaire, 26 respondents (74.29%) agreed that competencies usage in HR activities gives impetus to develop individual as well as the organisation. This also makes skills and attributes significant for civil service more focussed. Competency-based performance appraisal further directs officers about expectations, having the prospects of improving the spectrum of competencies. It was also found that such integral competency-based approach to performance appraisal would make each individual responsible for his own personal development with clearer and objective parameters, thus enabling better stake in their own career progression.

In particular, perceived advantages of using competencies in performance appraisal are:

- Holism – it gives a broader profile of officer rather than performance on given tasks.
- Relevance – it has a better focus on the synergy between individual capability and the job requirements, rather than on credentials or experience.
- Objectivity – it unambiguously states requirements for all competencies and complies with common understanding among rater and ratee.
- Fairness, openness and transparency – it provides assessment parameters in advance, level playing field to compete, and more diversity in performance standards.

Interviewees opined, mostly in favour, that competency based performance appraisal is in a nascent stage and has several limitations. They suggested that continuous monitoring of system is needed and ensuring that it is not exploited. Predictive reliability, an issue with earlier models, remains an aspect to be taken care in this approach.

Another concern raised in this regard dealt with the explicit nature of the approach, and suggested validation of appraisee's responses. Owing to the fact the competencies are set out in advance, ratees may provide made-up, tailored or coached responses to appraisals.

Some other relevant issues were also pointed out by respondents, like compatibility of culture, processes and structures of civil service with this new model. Common grading framework was perceived beneficial as it allows flexibility of the system. They opined that the framework has various layers given the fact that vertical ladder system in civil service restricts capable but junior individuals to contribute ahead of their grade.

The prevailing co-operative culture and friendly reports, wherein appraisers do not prefer to record shortfalls in appraisee competencies, was also raised as an issue by 20 out of 35 (57.14%) respondents. It was also found prominent as performance appraisal is no longer confidential. Many experts felt that adverse and reformative remarks were perceived jeopardising long-term interpersonal relations among officers. The responses also emphasised on finding the nurturing needs and empowering officers for career progression, instead of focus on performance deficit. Moreover, consensus was that under-performance will be automatically addressed if individuals develop and contribute more, thereby playing a more significant role in their organisation.

The responses on competencies and integrated approach to competency-based appraisal suggest, in civil service context, that competence is ability of effective performance of a given role. Precisely, this approach identifies attributes of best performers in a role and focuses on ensuring acquisition of required attributes by individuals. The goal of competency-based approach is quest for merit and continued perfection. This holistic approach highlights linkage among inputs (competencies) and output (accomplishment). Performance management deals with realization of individual, group or corporate objectives, whereas competency managing aims at enumerating and harnessing competencies needed for achieving such objectives.

From individual's point of view the perceptions about competency based performance appraisal are:

- It becomes foundation of HRM which is fairer, more objective, open, visible, and appropriate compared to previous conventional methods.
- It affords perspective for individual growth and job enrichment by overtly demarcating roles required at different levels in the organisation.
- Individual explicitly knows deliverables at all levels of the organisation, thus delineating contributions by each individual to help organisation achieve goals.

- It can be utilised for decisions like domain specialisation, promotion and reward.
- It causes lesser delays than traditional PA.

Following four challenges were spelled in the survey about implementation and further development of competency-based performance appraisal approach.

- Officers need to be assured that this approach is not just a new jargon and with persistent commitment performance appraisal systems can be built and developed.
- Leadership, at the policy as well as department levels, is vital to ensure that competency based appraisal is taken seriously for capacity building within a department.
- The competencies along with appraisal system must be monitored and evaluated. This will facilitate assessment of further development and update of competency-based approach.

#### Implementation Approach

This study of use of competencies in the IAS performance appraisal reveals significant progress of its development and use in recent past. The accrued benefits of competency based performance appraisal are generally accepted. Respondents and experts identified many aspects needed to be addressed to develop it further. This study has been able to identify seven key factors in the implementation of an integrated approach to competency based performance appraisal of IAS relating to success in implementation of its competency framework.

1. Leadership and assurance from Executive: It is needed at policy as well as execution levels to ensure that values of the organisation become integrated into competency based appraisal framework.
2. Effective communications: It is required between various levels within the organisation, to accrue incentive of holistic competency based appraisal to employees as well as to the government. It is also needed for continuous feedback from officers about performance vis-a-vis objectives.
3. Participation: The involvement of all stakeholders in the identification of competencies and its knowledge is essential to ensure everlasting venture, to promote ownership of framework, and to handle teething problems.
4. Clarity of objectives, principles and processes: To effectively subscribe to team and organisational objectives individuals need to understand expectations and relationship of their personal objectives to organisational objectives.



5. Monitoring and evaluation: It is required to ensure effective implementation of competency framework followed by regular evaluation of its efficacy. Monitoring must also aim at assimilation of framework and its disagreement with other facets of HRM.

6. Emphasis on training and development: Training for all officers is crucial for the success of competency based appraisal. Provisions must be made to this effect and resources allocated for training in the implementation phases.

7. Use as a management tool: Effective competency based appraisal must be integrated in normal work flow of the organisation. It must also be made an active component of HR strategies and activities.

## V. CONCLUSION AND RECOMMENDATIONS

Competency based performance appraisal in IAS is one of the most important administrative reforms. There is a common understanding and a consensus on the need to implement a competency framework in India. The Department of Personnel & Training (DOPT) has initiated a new model of competency framework for the IAS, thus becoming its main human resources management implementation coordinator. The current performance appraisal report of Indian Administrative Service (IAS) has not yet fully tapped recent transformations in human resource management as presently only 8 out of 25 competencies are evaluated. Thus there is a need for evaluating and integrating other competencies into performance appraisal forms to consolidate competencies appraisal. As employee competency models are more stable and change more slowly than job descriptions, they can and must occupy a central place in IAS human resource management. Competency models can be effectively used for employee's performance appraisal, education and training to determine the need for and effectiveness of training, retention, promotions and compensation systems for work.

The findings of this study suggest that potential benefits of competency based performance appraisal approach are accepted. The framework has got wider acceptance and is rationally well received among IAS officers. Nevertheless, critical issues to be addressed in this competency framework have been pointed out to guide future research. The pace of growth of competency based performance appraisal framework is proportional to the extent of its implementation in the organisation. Marked variations in the extent, intensity and methodology

of implementation of competency framework were noted among individuals, agencies, and departments. Further study is needed in this dimension of integration and standards.

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