

# The Framework of Roles, Activities, and Competencies (FRAC) and everything else of FRACing



DRAFT

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**2 FRAC** and everything else of FRACing

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## Abbreviations and Acronyms

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AI	artificial intelligence
ASK	attitudes, skills and knowledge
BDF	behavioural, domain and functional
CBC	Capacity Building Commission
CBPs	competency building products
C-CS	CBP competency score
C-DE	competency-driven engagement
CS	competency score
CSP	Certified Service Provider
CML	competency mark-up language
CoD	competency-owning department
CP	Competency Passbook
CTIs	Central Training Institutes
DFT	departmental FRACing team
DoPT	Department of Personnel and Training
FPA	functional purpose analysis
FRAC	Framework of Roles, Activities and Competencies
IFU	internal FRACing unit
iGOT	Integrated Government Online Training
ISTM	Institute of Secretariat Training and Management
MDOs	ministries, departments and organisations
ML	machine learning
MMO	means, motive and opportunity
NLP	natural language processing
NTP	National Training Policy
PIAs	proctored, independent, authorised assessments
SaaS	software-as-a-service
SCSR	State of Civil Services Report
SPV	Special Purpose Vehicle
SSC	Staff Selection Committee
STIs	State Training Institutes
TCS	testing competency score
UPSC	Union Public Service Commission
WPCAS	workplace competency assessment score

## Summary

This document provides an overview of the guiding principles, a common vocabulary and a set of steps to complete the competency-driven engagement (C-DE) and FRACing processes<sup>1</sup>. The Framework of Roles, Activities and Competencies (FRAC), as termed within Mission Karmayogi's Integrated Government Online Training platform (iGOT) initiative, is the mapping of three constructs (roles, activities and competencies, supported by knowledge resources) for each individual position within all government ministries, departments and organisations (MDOs) at the national, state and local level<sup>2</sup>. Through the example of Shanti, this document provides a common understanding of the key terms, details of the steps to follow prior to FRACing, details of the FRACing process, its linkages to the iGOT learning hub and the analytics that the platform can make available in order to improve the execution capacity of the Indian state.

Identifying competencies is a diligent task that requires following a certain methodology to ensure the output is coherent and meets the purpose of the activity. As part of the upgrade to iGOT Karmayogi, it is proposed that every MDO is able to 'FRAC' its positions, roles, activities and competencies. Directories and dictionaries must be developed, of all participating stakeholders and of the numerous positions, roles, activities and competencies, respectively.

One of the key objectives of this entire process is to test the competencies of officials and use the iGOT learning hub to close the competency gaps among them in a timely and efficient

manner. The learning hub will have to have unique features in order to do so. Given the pace of change in the way work is organised, often due to technological advancements, it is imperative for governments to constantly take stock of their ability to manage themselves. The data and analytics generated through this process will be available for MDOs to benchmark their human resources outcomes on the platform, and improve their ability to reduce the competency gaps of their officials.

By utilising artificial intelligence (AI) and machine learning (ML), the platform can also spot duplicates in the data and suggest new entries in the directories and dictionaries. AI and ML will also be able to suggest courses based on expressed career goals as well as an individual's learning journey thus far.

This Framework is ever-evolving, capturing new competency needs as and when they arise. The competency-driven engagement with the iGOT platform (Section 5) as well as the process of FRACing itself (Section 6) iterates that FRACing should be seen as an ongoing process that enables MDOs to build an accurate picture of their interrelationships as well as the full list of positions, roles, activities, competencies and knowledge resources relevant to them.

Establishing a clear theory of change, limiting the problem and solution set, initiating continuous sensitising and handholding, building a core group of reform champions, as well as a network of world-class universities, institutions and individuals, will be required to ensure the success of this endeavour.

<sup>1</sup> In this instance, the act of denominationalisation (i.e. converting a noun into a verb) re-emphasises the fact that FRACing is an ever-evolving process, that captures new competency needs as and when they arise, linking it to activities, roles and positions. The verbing of FRAC (i.e. FRACing) essentially validates the evolving and dynamic nature of the Framework.

<sup>2</sup> Details of building and rolling out of the platform, including the content strategy, delivery mechanisms, rollout stages and other related matters, are beyond the scope of this document. These details will be covered in subsequent publications at suitable points in time.

# Introduction

FRAC, or the Framework of Roles, Activities and Competencies as its name denotes, demystifies the roles, activities and competencies a person is required to have so as to effectively deliver on the outcomes expected from them with respect to their current and future positions in government. In doing so, it makes it possible to establish arrangements to test the extent to which a person occupying a position has these competencies and consequently the competency gaps, if any, that should be addressed. On the one hand, this acts as an effective signal to the effort that individual officials and their managers should be putting in to build competent teams; on the other, it lays bare the opportunities available to entities that have the capability to offer competency building products (CBPs). The latter is accomplished by solving the information asymmetry that plagues the market for quality CBPs<sup>3</sup>.

iGOT Karmayogi gives shape to the mandate of the 2012 National Training Policy (NTP) to use e-learning technologies to cover the training needs of a large number of officials who currently have little or no access to opportunities for quality training. Distance and e-learning provides "unparalleled opportunities for meeting the training needs of the large number of civil servants dispersed across the State in different cities, towns and villages" (NTP, 2012, p. 32). The NTP also talks of the need to match the competencies of the officer with those required for his/her role – "...essential to match the individual's competencies with the jobs they have to do and bridge their competency gaps" (p. 2).

The iGOT Karmayogi platform is thus envisaged as a democratised, competency-driven solutioning space that all of government can access to enhance government execution capabilities. It makes possible the use of all aspects of the 70-20-10 model of learning and development<sup>4</sup> (Lombardo and Eichinger, 1996). The platform allows the government to break silos and harness the full potential of government officials for solutioning rather than simply depending on the knowledge and skills of an individual official. It does so by providing resources across six hubs (detailed descriptions in Section 2) – accessible to every government official even before their MDO has onboarded onto the platform using their NIC-allocated email ID:

1. **Competency hub:** detailing the roles, activities, competencies and knowledge resources for every position.
2. **Learning hub:** facilitating competency building through suitable courses, assessments and learning recommendations (i.e. CBPs).
3. **Career hub:** enabling the government to solve the complex problem of encouraging lifelong learning, and finding the right person for the right job.
4. **Discussion hub:** providing officials with an opportunity to benefit from insights from previous discussions and to trigger new conversations around particular queries they may have.
5. **Network hub:** enabling officials to discover others in the government who, given past experiences, recognised competencies, and contribution to

<sup>3</sup> In doing so, the expectation is that the iGOT platform will help to develop an efficient market for CBPs – one in which government training institutions, universities, research institutions, private providers, as well as retired and serving officials can offer their products that will be assessed for their impact in the workplace.

<sup>4</sup> The 70-20-10 model is based on the principle that: 70% of learning comes from experience, experiment and reflection; 20% is derived from working with others; and 10% comes from formal intervention and planned learning solutions.

previous discussions on the platform, may be in a position to help solve a problem.

**6. Events hub:** providing officials with the opportunity to share ideas through in-person and live online events.

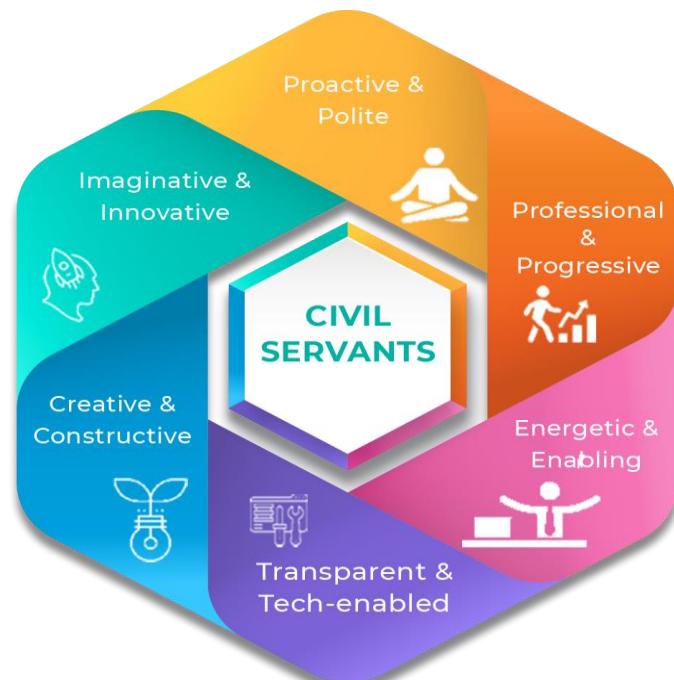
For multiple reasons, governments in India often require their officials to take on responsibilities for which they do not have prior experience or knowledge. As tasks become more complex and citizen expectations go up, it is important that governments are able to improve their ability to reduce the competency gaps of their officials in relation to the roles and activities they are required to perform. In order to meet the challenges of the 21<sup>st</sup> century, the civil servant of today is envisioned to be as shown in Figure 1 below.

Given the pace of change in the way work is organised, often due to technological changes and sometimes due to unforeseen events (such as the recent COVID19 pandemic), it is imperative for governments to constantly take

stock of their ability to manage themselves. FRACing will help them do so.

As competencies are at the core of this solutioning space, this document will primarily examine the competency hub within which the process of FRACing resides. Using the example of the official Shanti, Section 1 defines the process of FRACing, covering what it can potentially offer and what it aims to accomplish. Section 2 provides a brief overview of how the iGOT platform is envisioned and how FRACing is at its core. Delving deeper, Section 3 takes a systems view of iGOT Karmayogi, outlining how various kinds of assessment can be used to generate a nuanced understanding of users as well as the many analytics the platform will provide. Section 4 details the directories and dictionaries of iGOT Karmayogi that culminate into a registry, explaining why their interrelationship is the end product of the FRACing process. Finally, Section 5 covers the competency-driven engagement (C-DE) steps and Section 6 covers the FRACing process in detail.

**FIGURE 1.** The 21<sup>st</sup> century civil servant



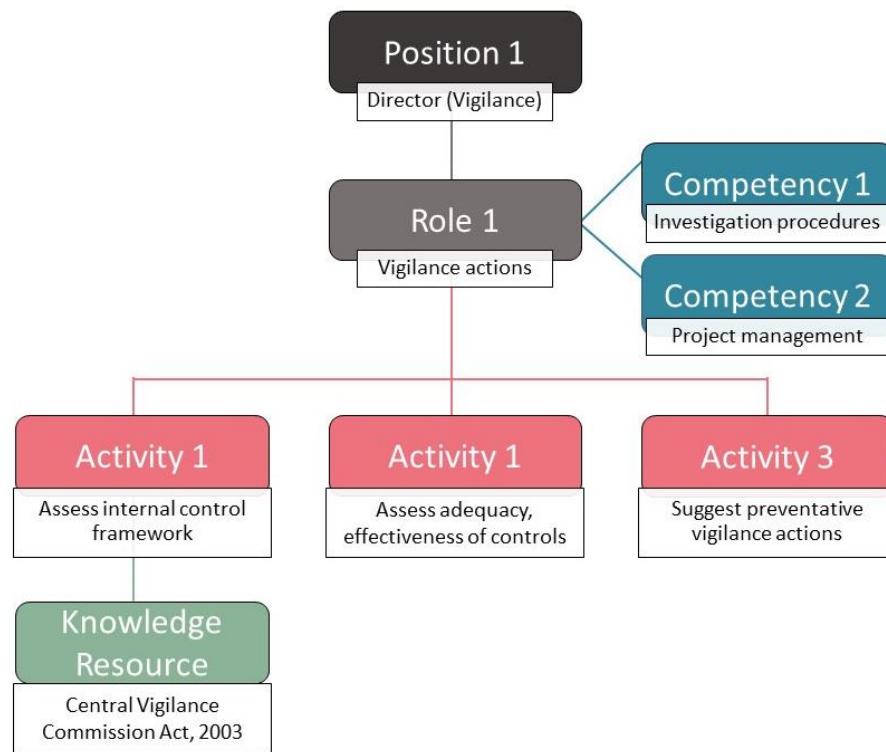
## Section 1 What is FRACing?

Shanti has just been posted as a Director in the Department of Personnel and Training (DoPT), Government of India. The work allocation has been issued with the approval of the Secretary of DoPT. Shanti has been designated as the Director (Vigilance)<sup>5</sup>. Having moved from an entirely different department, she now needs to figure out what her new position entails. As Director, Shanti has many roles to perform, each of which involves many activities which, in turn, require many competencies (behavioural, domain, functional or BDF). How will she identify the various roles, activities, competencies and knowledge resources

required for this position? How will she identify her own competencies? How will she make up for the gaps in her competencies? Where will she go to get clear answers to these questions?

The FRACing process enables government MDOs to build an accurate picture of the relationships and the full list of positions, roles, activities, competencies and knowledge resources relevant to them. Most importantly, however, it also enables officials like Shanti to understand the competencies required and how they can acquire them (as shown in Figure 2 below).

**FIGURE 2.** What FRACing tries to capture



Adapted from DoPT (2020).

<sup>5</sup> In the dictionary of positions, there is a base definition of Director (Vigilance). However, depending on who is occupying that position, depending on the competencies and effectiveness of that person, the HoD may choose to assign some of the roles of Director (Vigilance) to people holding other positions in that MDO.

By FRACing and obtaining the details shown above, the process allows for the position to evolve so that it better serves the interests of both the government and the citizens.

Benefits to the various stakeholders include:

- **Governments**, who will be able to better communicate to officials what its expectations are from holders of each position, the roles and activities that they will be called upon to perform and the competencies (BDF) they will need to have to be able to successfully execute against these roles and activities.
- **Managers and their team members**, who will be able to get a better sense of each other's competencies. This is possible on iGOT because of the micro-question arrangements that will be in place to drive the 360-degree assessments as well as the authorised independent assessment centres it will offer<sup>6</sup>.
- **Government officials, like Shanti** who will take responsibility for their own career development because of the newfound clarity around competencies required for each position, and access to the most impactful CBPs through iGOT – irrespective of whether they have the approval of their manager, and whether their MDO has onboarded onto the platform<sup>7</sup>.
- **Providers of CBPs** (such as Central and State Training Institutions (CTIs, STIs),

amongst others), who will be able to achieve excellence by getting a better sense of the nature and demand for CBPs, and the impact their alumni are having in the workplace – the correlation may be spurious, we may never know!

- **Providers of CBPs**, who will be rewarded for excellence through better volumes (impact scores will be assigned to all CBPs on iGOT – see Table 3 for more information on scores).

What this means is that when every MDO completes both its C-DE steps as well as full-fledged FRACing process and produces its own Figure 2 for all positions, it will directly benefit all stakeholders detailed above.

FRACing cannot be a one-time process. It has to be continuously updated so as to reflect the constant changes that occur when new work allocation orders are issued by re-tagging roles and activities with positions. Although most of the heavy lifting on FRACing will be done once every three years<sup>8</sup>, the internal FRACing unit (IFU) will have to ensure that each time a new work distribution order is issued and/or the roles and activities associated with a position are tweaked, or when a recruitment notice is put out or indent placed to a recruitment agency like the Staff Selection Commission (SSC) or the Public Service Commission, *it is always done via the relevant workflow on iGOT*. This will be possible only when an enforceable government order is issued that requires this. Only then will iGOT continue to remain

<sup>6</sup> Each competency on iGOT will be assigned by DoPT to an MDO to be its owner. Competency-owning departments (CoDs) will have the responsibility to ensure the following with regards to each of the competencies assigned to them: 1) At least two high-impact CBPs are available for each level of each competency they own. They can do this by developing CBPs themselves, through their training institutions, or by fixing the price that providers can charge for CBPs that build competencies assigned to them; 2) Proctored, independent, authorised assessment (PIAA) capacity is available with a waiting time of less than 24 hours; and 3) Question banks, used for 360-degree assessments on iGOT and PIAA, yield results that are valid and reliable. The quality of these three will be ensured through quarterly score carding by iGOT's Special Purpose Vehicle (SPV) of all CoDs – the results from which will be used on the PM dashboard and published in the annual State of Civil Services Report (SCSR).

<sup>7</sup> These CBPs can be accessed at their own cost until their MDO has tagged competencies to roles linked to their position (i.e. through the preparatory FRACing steps or the FRACing process itself).

<sup>8</sup> Although an ongoing process, FRACing in its entirety must be repeated every fourth year (i.e. within the first quarter of the fourth year) or whenever there is a change in government – whichever is earlier.

functional and relevant by being the single source of truth for each position, and the linkage between each position and the roles, activities, competencies and knowledge resources related to it.

## Defining Positions, Roles, Activities, Knowledge Resources and Competencies

In order to be able to FRAC successfully, a basic understanding of positions, roles, activities, knowledge resources and competencies must be established.

A **position** is defined as the place in which an individual is located in an organisation, entrusted with a set of roles and activities to be carried out. **Roles** are a coherent set of activities that are usually sequential and carried out to achieve an objective or milestone. Every individual **activity** within a role is thus an action taken to contribute towards this objective/milestone. **Knowledge resources** are artefacts (documents, software, etc.) provided by the MDO for an individual to perform a certain activity (e.g. standard operating procedures (SOPs), manual of procedures, policy manual, legal policies (i.e. Acts), software such as SPARROW, etc.). Finally, **competencies** can be defined as a combination of attitudes, skills and knowledge (ASK) that enable an individual to perform a task or activity successfully in a given job. There are three types of competencies – behavioural, domain and functional (BDF).

## Typologies of competencies

**Behavioural competencies** are a set of benchmarked behaviours that have been observed among a range of high performers. These capture competencies displayed (or observed/ felt) by these individuals across a range of positions, roles and activities within the MDO. These competencies also describe the

key values and strengths that help an official perform effectively in a range of roles. Collectively, they can help an MDO plan their talent requirements. For her new position as Director (Vigilance), for example, Shanti may be required to have problem solving, decision making and leading others as core behavioural competencies.

**Domain competencies** are shared by a ‘family’ of related positions that have common roles and activities, and form a logical career path. These competencies are defined for a specific MDO (for example, the Ministry of Personnel or the Department of Biotechnology). Domain competency requirements may be concentrated in one specific MDO but that does not mean that others will not need them. While the Department of Personnel will require Shanti to display competence in vigilance planning, the Ministry of Health or Ministry of Human Resource Management may also require their Director (Training) to have the same competency.

Finally, **functional competencies** are common among many domains, cutting across MDOs, as well as roles and activities. For example, project management, budgeting, communication etc. are required for many roles across many MDOs.

Although they may use slightly different terminology, others have used carefully researched and developed their understanding of competencies to improve their working. For example, the United Nations has listed eight core and five managerial competencies (UN, 2020); IAEA has four core and 11 functional competencies (IAEA, n.d.); OECD has 15 core and technical competencies (OECD, 2014); and the NeGD, Ministry of Electronics and Technology, Government of India has developed a set of e-governance competencies (NeGD, 2014). We anticipate that our understanding of competencies will both build on these existing frameworks as well as contribute to the body of literature.

## Section 2 Why is FRACing at the core of iGOT Karmayogi?

The iGOT Karmayogi platform is envisaged as a solutioning space with six hubs (see Figure 3 for Shanti's journey through the iGOT Karmayogi platform):

1. **A competency hub**, which will essentially be a repository of roles, activities, competencies and knowledge resources for each position in the government, thereby improving the understanding of what it will take for officials like Shanti to pursue a career path of their choice and do well in the current position.  
The hub will:
  - a) Enable Shanti to recognise her competency gaps and close them;
  - b) Enable her to credibly signal the extent to which her competencies match the requirements for existing and future vacancies;
  - c) Enable her to take charge of her life goals with respect to attitudes, skills and knowledge (ASK) acquisition;
  - d) Enable HR managers to identify large-scale gaps in competencies and take corrective action by onboarding suitable CBPs and encouraging officials like Shanti to pursue them; and
  - e) Enable MDOs to identify new competencies that may be required to meet emerging departmental goals as and when they emerge<sup>9</sup>.

2. **A learning hub**, which will facilitate competency building by providing a 'marketplace' for CBPs. These CBPs could be courses, workshops, learning events, training programs or other services or products that enable an individual to address the competency

### BOX 1. Onboarding course for CBP providers

While minimal friction for onboarding CBPs guides the design of the platform, there needs to be a feature for flagging inappropriate content to the MDO that is the owner for each competency (i.e. COD). AI should also be used for this as should periodic auditing of content that has been flagged as inappropriate through crowdsourcing. If a CBP relates to more than one competency and these relate to more than one MDO, then the MDO that has the largest number of related competencies will be responsible and they will have to be notified. A standardised workflow for the review process needs to be developed on iGOT that flags a CBP following which a number of actions such as temporary suspension of the CBP, of a content provider or their permanent removal can be done after following due process as envisaged in the workflow. 'Smell tests' will need to be developed for a CBP which could be used as a self-certification checklist. Explanatory videos that CBP providers can view before submitting the checklist will be very useful. How do we get all of this done?

One way to do this is to create a course on iGOT Karmayogi which CBP providers will be required to complete and get certified as soon as they register. This course could cover the guidelines, terms and conditions. This way we can make sure that they understand the rules, principles and values of the platform.

<sup>9</sup> This will happen because as new activities are identified and assigned to existing or new positions, the distribution of work order will get modified. Since this can be done only on the iGOT platform and this requires linking of competencies to the new activity, the IFU will be forced to define new competencies that will immediately show up in the iGOT Karmayogi learning hub.

gap. These can be delivered digitally, face-to-face, blended or in any new form that may emerge. The providers of these CBPs could be: government organisations such as CTIs, STIs; academic organisations such as universities, research institutes; not-for-profit and for-profit agencies such as ed-tech companies, NGOs, philanthropies; and individuals such as retired officials, celebrity coaches etc. (see Appendix 1 for a proposed approval and pricing plan for different types of CBP providers). Every single CBP will be tagged to one or more competencies as declared by the provider. It will be against these declarations made by the providers that the impact on the workplace of those who have completed a CBP and been certified for it will be assessed<sup>10</sup>. These competency assessments at the workplace will be used to build the impact score of a CBP. It is therefore of great importance that declarations by CBP providers are appropriate and workplace assessments of competencies are both reliable and valid. CBPs can be made available for consumption by government officials without having to go through a complicated procurement process that often compromises quality in the name of low cost.

3. A **career hub**, which will enable the government to solve the complex problem of encouraging lifelong

learning, and finding the right person for the right job. The hub will:

- a) Enable individual officials like Shanti to understand the extent to which different positions in the government match their current competencies and their future competency acquisition plan; and
  - b) Help HR decision makers in the government identify officials who have matching competencies for vacancies they are looking to fill.
4. A **discussion hub**, which will provide Shanti with an opportunity to benefit from insights from previous discussions and to trigger new conversations around particular queries she may have.
  5. A **network hub** that will enable Shanti to discover others in the government who, given past experiences, recognised competencies and contribution to previous discussions on the platform, may be in a position to help her solve a problem.
  6. An **events hub**, which will provide Shanti with the opportunity to share ideas, interact with, and learn from others through in-person and live online events.

As previously mentioned, all six hubs will be accessible to Shanti whether or not her MDO has onboarded onto the platform (see Figure 3 for Shanti's journey through the iGOT Karmayogi platform). These unique features imply that the iGOT learning hub will need to have:

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<sup>10</sup> CBP providers should take extreme care to ensure that their products are tagged to the correct competencies (using the competency dictionary on the iGOT Karmayogi platform). In case there is no competency in the competency dictionary that covers their CBP, CBP providers will be able to add to the dictionary themselves (see 'Competency-driven engagement steps for CBP providers' in Section 5 for instructions on how to do so). Inappropriate tagging could result in their CBP ending up with a low impact score despite being impactful. This is because the iGOT Karmayogi platform will calculate the impact score based on the PIAA score, C-CS, and the 360-degree workplace competency assessment score (WPCAS) of the competency that was tagged by the CBP provider. However, when there is a pattern that the AI engine is able to recognise – showing that competencies *other* than those tagged by the CBP provider are showing a positive/negative impact consequent upon certification by a CBP provider – the provider will be informed of the same. This fact will also be surfaced to the SPV for suitable analysis.

1. The best of what India and the world has to offer in one place.
2. The ability to aggregate individual and departmental requirements so the buying power of government can be optimally deployed.
3. Low barriers to entry so that certain CBP providers (private providers whom MDOs have either sourced or negotiated with, or in-service officials) can offer their resources after self-certification using the content quality toolkit on the platform. Other than these, all other types of CBP providers (see Appendix 1 for a list) will need to be registered with and approved by the Competency Building Commission (CBC) before they can onboard content<sup>11</sup>. Clear criteria will be set by the CBC that CBP providers must meet, after which they are free to onboard content<sup>12</sup>. They can then showcase the impact that their offerings have had on the workplace assessment of participating officials and the price point they are willing to offer it for<sup>13</sup>.
4. The power to solve for the information asymmetry that exists in markets for CBPs by surfacing the workplace impacts of each resource, module, course and program.

In a traditional setup, feedback given by participants on the completion of a CBP, such as a course or a workshop, is what drives its ratings. This overlooks the impact a CBP may or may not have on the participant's competencies once they apply the ASK acquired following the

completion of a CBP. The iGOT platform solves this by assigning impact scores to CBPs by looking at the improvement in competencies as assessed at the workplace and through independent testing.

This is why FRACing is at the core of the iGOT Karmayogi platform. It identifies competency requirements and matches them to high impact CBPs. It suggests adjacent CBPs which help to build the next level of competency and displays what others similarly placed are consuming.

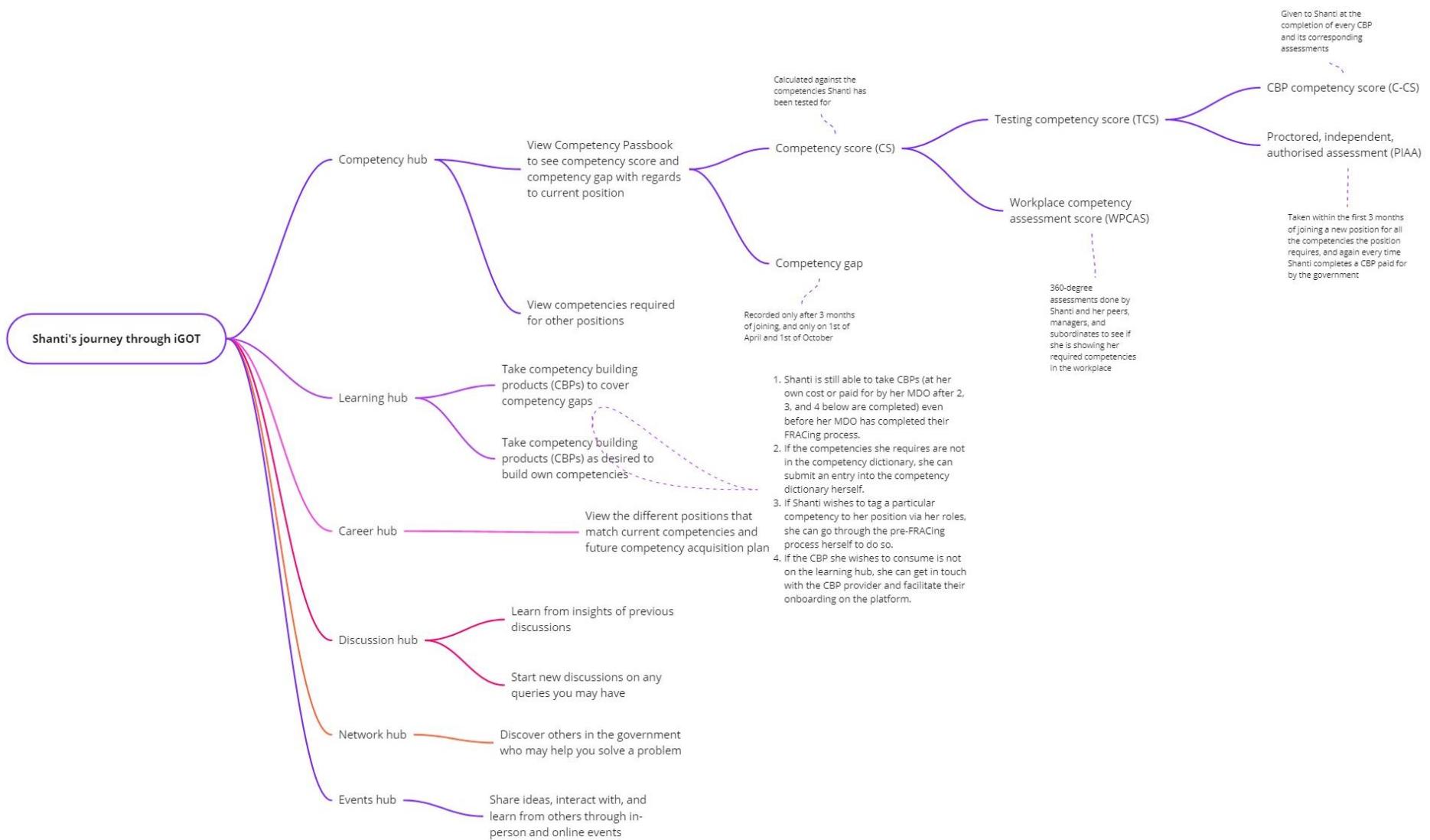
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<sup>11</sup> Although CoDs will continue to be responsible for sourcing and onboarding CBP providers, they will need the approval of the CBC before content from a provider can be used. This will work through a list of empanelled providers for which the CBC will be the custodian. The CoD does not have to seek the approval of the CBC until it has been constituted.

<sup>12</sup> All CBP providers should be asked to renew their status as an approved provider every five years.

<sup>13</sup> Despite low entry barriers, quality will not be compromised. Periodic audit by the quality team will be encouraged, as well as crowd sourcing of inappropriate, poor quality content and instances of false certification. The consequences of any of the above will be quite costly for the provider because it will have a direct impact on trust score of the provider. Once the trust score falls below a certain threshold their uploading privileges will be restricted and will require prior quality audit by the iGOT SPV quality team.

**FIGURE 3.** Shanti's journey through the iGOT Karmayogi platform



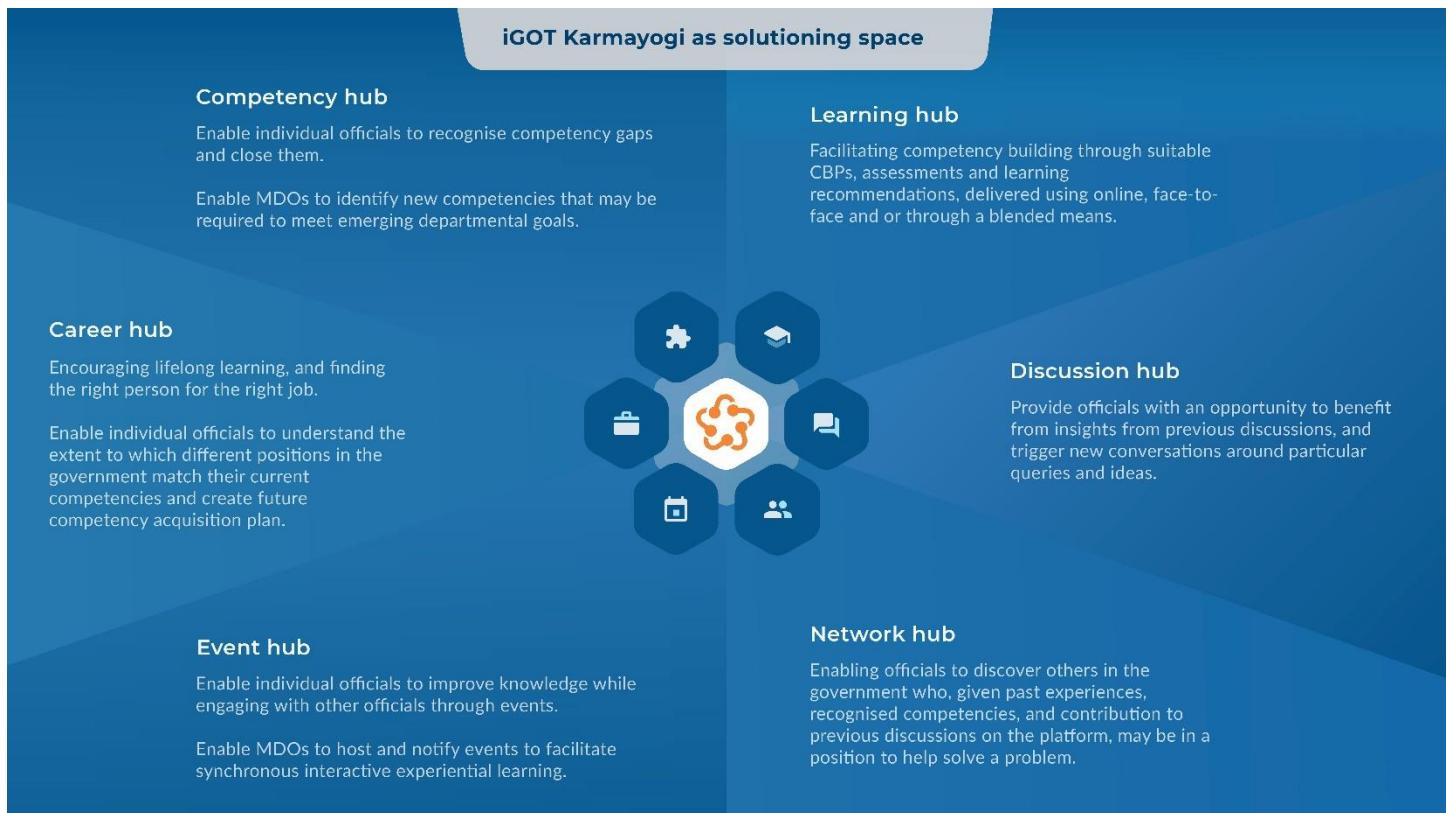
## Section 3 Systems View of iGOT Karmayogi

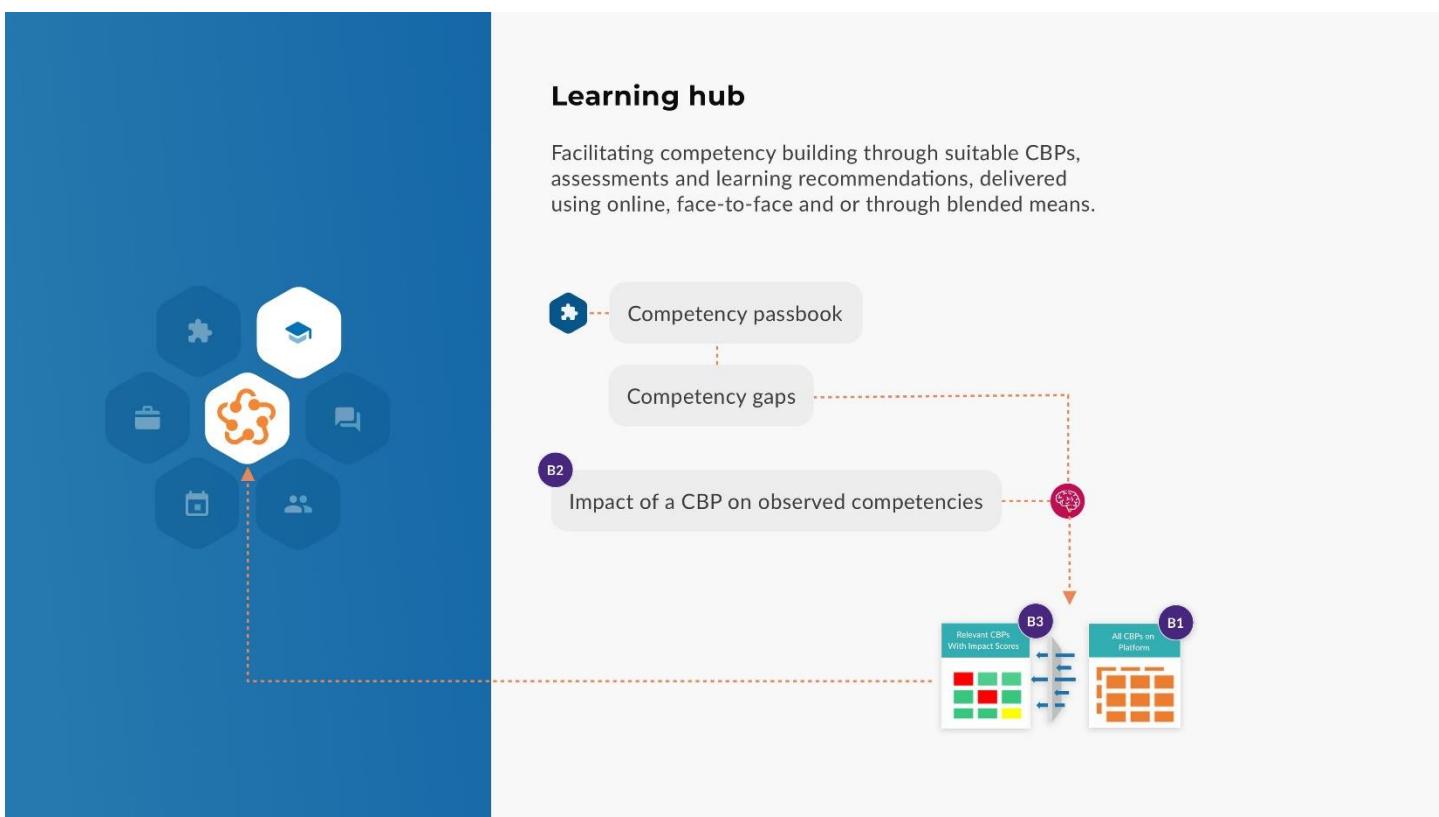
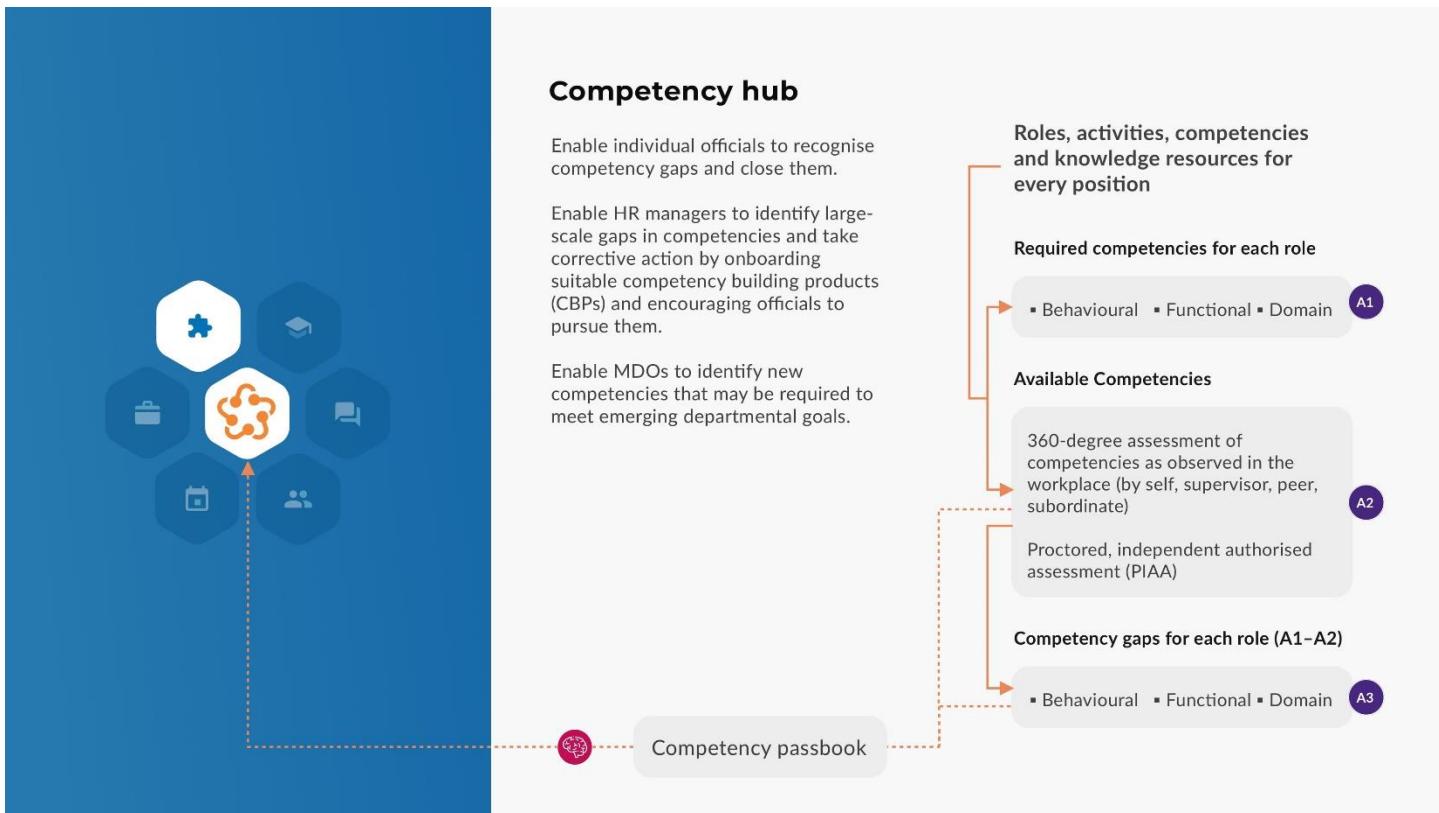
This section provides a systems view of iGOT Karmayogi and the manner in which proctored, independent, authorised assessments (PIAAs), as well as micro-question based continuous assessments, can generate a nuanced picture of users. It also details the kind of analytics that will be available for users whose competencies

are being assessed, for those who are providing CBPs and for HR managers.

As described above, the iGOT Karmayogi platform consists of six hubs. Figure 4 provides the details of all the six hubs as separate images.

**FIGURE 4.** iGOT Karmayogi as a solutioning space





## Career hub

Encourage lifelong learning, and find the right person for the right job.

Enable individual officials to understand the extent to which different positions in the government match their current competencies create their future competency acquisition plan.

Help HR decision-makers in the government identify officials who have matching competencies for vacancies they are looking to fill.

c

Smart contextual search and competency based career recommendations



Competency passbook

Search and apply for open postings



Identify competency gaps: chart out a career plan

HR Systems

View competency fit with a role



Benchmark with peers and signal own expertise



## Discussion hub

Provide officials with an opportunity to benefit from insights from previous discussions, and trigger new conversations around particular queries and ideas.

d

Smart contextual search and competency based topical recommendations



Recommended Discussion forum



Recommended Experts

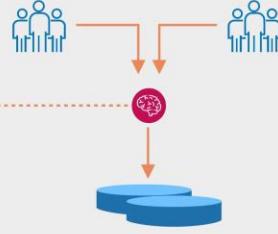


## Network hub

Enabling officials to discover others in the government who, given past experiences, recognised competencies, and contribution to previous discussions on the platform, may be in a position to help solve a problem.



E  
AI-driven matching of similar profiles.  
Intelligent graphs for peer recommendations



Check profiles, connect with peers and experts

## Event hub

Enable individual officials to improve knowledge while engaging with other officials through events.

Enable MDOs to create and push events to convey important decisions/announcements.



Synchronous learning  
AMA  
Workshop  
Webinar  
Public broadcast



## Analytics from iGoT

The interaction between users and CBPs will produce analytics that can be useful to individual officers, managers and CBP providers. An example is that of data on the educational qualifications of users on iGOT. When a large number of data points on this is matched with:

- a) roles that people with a particular qualification or a combination of qualifications have, and
- b) the competencies associated with each role and the CBPs that each person with these qualifications have completed,

it is possible that the iGOT platform finds a statistically significant relationship showing that those certified by Annamalai University do better than those certified by the Harvard Kennedy School in the competency Macroeconomic Forecasting (provided they have a Masters in Economics from the Delhi School of Economics). The platform could also find, as would be expected, that a certification in macroeconomic forecasting does not have any relationship with improvements in the competency behind drafting of cabinet notes.

This is only one example. Several other insights may also emerge as the number of users grow and details about them and the CBPs they complete get richer<sup>14</sup>.

## Analytics in service of officials and their managers

As shown in the competency hub of Figure 4, A1 is the part of iGOT that outlines the

competencies required for each role, A2 is the part that deals with the assessment of existing competencies of individual officials, and A3 is the part that delineates the competency gaps of individual officials vis-à-vis the roles they are currently required to perform (A1 minus A2).

With regards to A2, these assessments are sought to be accomplished in two ways. The first is through the cumulation of assessments made by those who observe each other's competencies and one's own self-assessment (360-degree). The second is the independent assessor arrangements that the owner department for each competency will put in place and notify on iGOT Karmayogi. While the latter will typically use computerised proctored, independent, authorised assessments (PIAAs), the former will require a set of micro-questions to be posed and answered that have the ability to capture all aspects of each competency. These micro-questions, which will be in yes/no and multiple-choice formats, will be periodically posed to officials both as part of their peer and self-assessment. Both will contribute to the competency score (CS) of an official (see Figure 7 for an illustration and Table 3 for a detailed description of the score).

The algorithms that build these competency scores will improve over time as it receives more anonymous data and therefore more scenarios and relationships to analyse and the same is ground truthed. These insights, when used appropriately to generate organisation scores on the PM dashboard<sup>15</sup> and when published annually in the State of Civil Services Report (SCSR)<sup>16</sup>, are expected to trigger substantial improvements in the way in which

<sup>14</sup> This data will only be available with usage and will only be shared with appropriate groups (with appropriate data protection and anonymisation mechanisms in place).

<sup>15</sup> The PM dashboard is envisioned to be an all-encompassing view of progress made by all MDOs with respect to Mission Karmayogi. It will capture key performance indicators (KPIs) across certain predefined thematic areas and display them in a way that will promote engagement on the platform – such that it advances the goal of making it possible for officials to perform well in each of the roles required by their respective positions. Various indicators are then clubbed together with differential weights so as to produce a ranking of all MDOs with respect to their human resource development practices.

<sup>16</sup> The annual State of Civil Services Report (SCSR) will be a consolidated performance review of the civil services as a whole with a focus on achievements and contribution to national progress.

human resources are developed and deployed in government. At this point it is important to acknowledge that, although all of this can be expected to result in improvements in the means at the disposal of individual officials like Shanti, it is only when means, motive and opportunity (MMO) co-occur that one can expect the implementation capacity of the state to improve. Improvements in motivation will require reforms in the annual appraisal process as well as ways to foster intrinsic motivation; improvements in opportunities will require reforms in business process and expenditure architecture.

The following are therefore the salient points to kept in mind while trying to get a good understanding of the competencies of users:

- The micro-questions will need to capture all the nuances of a competency and will have yes/no and multiple-choice answers.
- The PIAA will need to use question banks that produce assessments that are both valid and reliable.
- The micro-questions will have to be periodically canvassed but in a way that it does not impose a load on officials.
- The responses need to be analysed with the help of AI and ML after taking into account the trust scores of those responding to produce a valid and reliable macro picture of the competencies of each of the users on iGOT Karmayogi as well as the impact score of the CBPs they have taken.
- The appropriate mechanisms for administering these questions (paper, email, surveys or a workflow on iGOT) will have to be worked out through an analysis of the user interface and their experience so as to reduce the friction for those who are called upon to provide answers to the micro-questions.

- The entire exercise will need to be sensitively carried out and the results used carefully.

An example of a set of micro-questions, answers to which should be able to produce a macro picture on a competency related to organising a meeting, could be:

- Was the agenda circulated in advance of the meeting?
- Did the agenda have notes that clearly described the background and the decision being sought?
- Did the agenda contribute to a successful outcome of the meeting?

Another example of a set of micro-questions on a competency related to presiding over a meeting could be:

- Did all those who could make a contribution to the meeting get a chance to share their views?
- Were contrasting/dissenting opinions/suggestions listened to with respect and noted for follow up/decision?
- Were the conclusions reached clear to you?
- Were the minutes of the meeting circulated within a week?
- Did the minutes capture all the decisions taken?
- Did the minutes clarify who had to do what by when?

From the above it is clear that the micro-questions associated with each competency will have to be built from a good understanding of the description of that competency in the competency dictionary. The same will be true for the PIAAs as well. The responsibility for building the question banks for both the micro-question as well as the PIAAs is of the GoI department which has been notified by the DoPT as the owner of each competency (i.e. the COD).

In the case of domain competencies, the question of which department is the best owner will be quite clear. In the case of functional competencies that are nothing but domain competencies which have wide inter-departmental utility will need to be assigned to a department. In the case of behavioural competencies which will be required by almost all departments, the DoPT seems to be the natural owner.

Taken together, the above insights are expected to provide users, managers and providers of CBPs a nuanced understanding of where each of them stands vis-à-vis their expectation about themselves and what others expect of them.

## Analytics in service of HR managers

As the person who is responsible for the competency owned by their MDO, HR managers will be tasked with ensuring that CBPs of adequate quantity and quality for their owned competencies are available on the iGOT learning hub. The platform will provide them with the information on which competencies are not adequately covered or are poorly covered by CBPs, thus enabling them to fill these gaps. HR managers are also responsible for onboarding PIAA providers. Most importantly, however, the platform allows HR managers to observe the competency gaps that exist in their MDO and rectify the problem.

With regards to the hiring process, HR managers will also get analytics on the quality of recruitment of their own recruitment activities, of others that recruit on their behalf such as the Union Public Service Commission (UPSC) or the SSC, and even of external manpower agencies they have retained for recruitment purposes. Once hired, HR managers will have access to the competency passbooks (CPs) of individuals, using which they can make decisions on what roles and activities they can assign to an individual based on their prior

experiences. This will also allow them to see the individual's growth and competency journey over time; emerging patterns will therefore help them ascertain which agencies provide them with the best talent.

Over the years, the GoI has seen an increase in contractual workers (e.g. data entry operators, multitasking staff, taxi drivers, etc.) – individuals who are not employees of any MDO but whose services are regularly required on a short-term, intermittent basis. Competency passbooks (CPs) will exist not only for regular government officials like Shanti but also for anyone who has worked either directly or indirectly on a government assignment (either through their organisation or as an individual). Using this information, HR managers will be able to make informed procurement decisions and identify the organisations that provide better quality workers.

When HR managers, especially those who work as Cadre Controlling Authorities (CCA), need to make decisions regarding officials deployed from the cadre they control to different MDOs, the CP will enable them to figure out which cadre members are better suited to which MDO.

Finally, fresh government recruits usually go through a probation period after which they are confirmed in service. Their competency assessments and learning journey over the probation period will be available to HR managers – these analytics can be factored in coming to a decision of whether the individual on probation should be confirmed. At a later stage, if the government so chooses, they can also be used to determine promotions and empanelment within the government.

## **Analytics in service of providers of competency building products (CBPs)**

For the purpose of analysis, providers of CBPs (competency hub of Figure 4, B1) will have to have access to aggregated anonymous data from the iGOT platform of those who have been certified by them so that they can experiment with ways to improve the workplace impact of their CBPs and thereby improve the impact scores of their CBPs. They should also be encouraged to provide ‘after sales service’ to those who complete their CBPs so that performance improvements can continue. Providing opportunities for collaboration between those who completed a CBP at different points of time would also be useful.

The availability of insights from the above interactions, suitably anonymised for CBP providers, can encourage the generation of a new class of CBPs that are fine tuned to the needs of different kinds of users.

CBP providers will need to develop a nuanced understanding of the learning hub and the impact of their CBPs if the hub is to function well. This will become possible when they have access to:

1. Anonymised data from A1 (competencies) and the roles, activities and positions associated with each of them as well as the number of positions that require each competency;
2. Anonymised data from A2 (competency assessments) of those who have been certified by each CBP provider following successful completion of CBPs offered by them on or through iGOT Karmayogi (A2 will also help them see the impact that their CBPs have on the users as assessed in their workplace and the

3. Anonymised data from A3 (competency gaps, A1 minus A2) for each role, showing the increase/ decrease in competency gaps over time.
- impact this (A2) has on the impact score of their CBPs (B2)); and

## Section 4 Directories, dictionaries and their relationships

This section lists the digital directories and dictionaries and their culmination into a registry on iGOT Karmayogi, and explains why the detailing of their interrelationship are the end products of FRACing.

As a digital system, iGOT Karmayogi requires precision and consistency in the use of labels and descriptions. For example, the terms position, role and activities have unique meanings on iGOT because of which they cannot be used interchangeably however normal it may be to do so in our daily lives.

A directory on iGOT Karmayogi is bound together by a common identifier. For example, the directory of MDOs will contain a full list of all ministries, departments and organisations in the government with a unique code for each. On the other hand, dictionaries can be seen as a kind of registry. While directories contain only listings, dictionaries while being lists also contain a description of what each term relates to and its meaning. For example, a dictionary of positions will not only have a list of all positions, but it will also carry a short description of each of them. The same is true of the dictionary of roles, activities and competencies.

While in a physical world, eight separate directories and dictionaries are required, in a digital world this will be bundled into a singular interconnected, multidimensional, flexible registry, providing us with a composite picture of the government. The power of the digital world allows this multidimensionality – with an infinite number of entries and an infinite number of relationships. These entries within the registry will then be grouped within different collections, which can be changed as

and when required. A collection can be viewed as a dynamic rubber band that groups all variants of a position or role. For example, as earlier mentioned, there exists a base definition of Director (Vigilance) in our registry. However, the Secretary of DoPT may decide that two of the roles under this base definition should be taken away from Shanti (as she is overloaded) and be given to the Director (Administration). Thus, while we have a new *variant* of the Director (Vigilance) within the DoPT (which will receive a new name and code), this variant will still be a part of the Director (Vigilance) family. All variants of this position will constitute a collection. As dynamic entities, it is up to us to decide how to use collections – but the base definitions from all directories and dictionaries are irrefutable.

Given the significance of these entries in directories and dictionaries, it is imperative to maintain their sanctity. Due to the requirement for precision and consistency, only persons authorised within each MDO should be permitted to make entries in accordance with the process notified by the iGOT Special Purpose Vehicle (SPV) – Karmayogi Bharat<sup>17</sup>.

For a complex digital system such as the iGOT platform to become functional, the contents of these directories and dictionaries will need to be strung together in ways so that its meanings can be understood by a machine. This will be possible when a common grammar is used, what the platform calls a competency mark-up language (CML).

There are several of these directories and dictionaries as well as users and features – all of which interact with each other to produce

<sup>17</sup> A Special Purpose Vehicle (SPV) is established to implement the Public Service Capability and Productivity Enhancement Programme of which iGOT Karmayogi is a part. The SPV (Karmayogi Bharat) will be a not-for-profit government-owned registered company. Besides others, it will be responsible for developing and hosting the iGOT platform and ensuring that all its associated processes are executed in a timely and appropriate manner.

nuanced insights (what has been called intelligence in other parts of this document).

## Directories and dictionaries

In order to manage the processes indicated as A1, A2 and A3 as well as B1, B2 and B3 in the competency hub of Figure 4, iGOT Karmayogi will have to have the following digital directories and dictionaries:

1. Directory of participating ministries, departments and organisations (MDOs)
2. Dictionary of positions
3. Dictionary of roles
4. Dictionary of activities
5. Dictionary of competencies
6. Directory of knowledge resources
7. Directory of users (with their competency and trust scores)
8. Directory of CBP providers (with their trust and impact scores)

Given that there is still time for the full-fledged FRACing process to roll out (as detailed in Section 6 of this document), for now the focus will be on populating these dictionaries through the C-DE (as discussed in Section 5). The details of each of these directories and dictionaries are listed below.

### 1. Directory of participating ministries, departments and organisations (MDOs)

As the name suggests, this will contain a list of all entities that have registered their intent to onboard on the iGOT platform and paid up the per person annual subscription. Soon after, they will be provided support to complete the C-DE steps so that their positions, roles, activities, competencies and knowledge resources can be onboarded after completing the iGOT Karmayogi due diligence process.

### 2. Dictionary of positions

This is a list of all positions along with a short description of the position. These positions will be recognised by their basic identity factors such as the position ID (PID), the MDO they represent and the name of the current incumbent (see Table 1 for the key information fields).

It is possible that there are many positions that are identical in the same organisation – for example, an Assistant Section Officer (ASO) in more than one department in an organisation. In such cases, only one position is listed and the rest are differentiated by the name of the incumbent. A position will be considered different when it has at least two sets of roles and their corresponding activities are different from what is already listed in the dictionary of positions on iGOT Karmayogi. In this case, a codification schema will be used to differentiate the positions (e.g. with a separate PID).

It may so happen that a large number of positions may emerge from the C-DE or the FRACing process that are only slightly different from each other in terms of the roles and activities. If that were to happen, they could be listed as variants of the position already in the dictionary – for example PID432 and PID433 (or similar such techniques that help in creating a unique code for it). The reason for identifying these differently is so that the incumbent and their training needs are adequately addressed. It also allows the HoD/MDO to allocate roles and activities to people who are most suitable according to the competencies they have been certified for in their Passbook. It will not be wise to insist that roles and activities related to a position be fixed forever as this will make it impossible for managers to assign roles and activities according to the competencies and motivation of each person.

**TABLE 1.** Key information fields in the dictionary of positions, roles and activities

PID	MDO	Position Label	Position Description	Name of current incumbent
PID432	DoPT	Director (Vigilance)	Manages the vigilance process as per the laid-out rules and procedures; manages the team and allocates cases as per the laid out procedures in order to ensure that the organisation maintains the standards of integrity and vigilance	Shanti

RID	Role Label	Role Description
RID221	Vigilance actions	Interpret and process the vigilance report, and recommend vigilance actions according to the rules laid down

AID	Activity Description
AID081	Take cognisance of the complaints, initiate the inquiry, and follow steps as required
AID082	Examine preliminary inquiry report, identify issues, and take necessary actions

### 3. Dictionary of roles

A role is the first level of abstraction from activities. Most of the time, activities can be bunched together in a common thread. This bunching could be based on a common, larger objective: a logical end step to a workflow, or a discrete set of actions that convey the completion of a milestone in a process. This translates into a role label.

This dictionary lists, describes and assigns a unique code for all roles that are distinctively described on the iGOT platform (see Table 1 for the key information fields). Before suggesting a new entry in the dictionary of roles on the iGOT platform, it is important to ensure that a role being considered for entry is not already present under a different label. AI and ML can be very useful here. The codification schema

will also be used to differentiate roles (e.g. with a separate role ID (RID)).

Competencies are tagged to roles so that it becomes easy for CBP providers and learners to understand the context in which a competency has to be exercised.

### 4. Dictionary of activities

As in the case of roles, it is important that activities are also uniquely listed and described on the platform (see Table 1). These activities are actions or steps executed, conducted or processed in a logical sequence by the incumbent to achieve an objective. While sufficient amount of detailing needs to be done, care needs to be taken to ensure that they are not over-detailed.

Activities are the basic unit that emerge from the process. Like positions and roles, activities can also be mutated (i.e. we can change activities between roles, and roles between positions). Breaking down a position in terms of its activities and roles gives flexibility to HoDs to mix and match activities to positions so that the current incumbent competencies find an appropriate match to the roles and thus activities they need to perform. Moreover, as the nature of work changes, they start changing at the activity level. For example, the role of the cashier in a bank has changed significantly over the years. Depending upon the usage of technology in that particular bank, many activities have ceased to continue while some additional ones have been added.

As MDOs go through the C-DE, the dictionary of activities will populate on the platform. It is therefore important to ensure that the same activity does not get listed under a different name. Maintaining the uniqueness in the dictionary is going to be important. Again, AI and ML can help ensure this as well as the codification schema (i.e. activities ID (AID)).

## 5. Dictionary of competencies

Competencies are at the core of Mission Karmayogi. A competency dictionary consists of

the labels of all competencies, their descriptions and the levels within them. This is required to build a common understanding among CBP providers and users of the platform. Competencies are directly linked to roles (see Figure 2); when specifying what competency is required for each role, the competency level must also be specified. Users will need it to assess the competencies required for their current position and for positions they aspire to hold in the course of their career. Similarly, CBP providers will use this dictionary for identifying and developing CBPs corresponding to specific competencies. A competency at a certain level can be linked to more than one role.

The DoPT Civil Services Competency Dictionary (DoPT, 2014) has a list of behavioural competencies. This will be expanded by the FRACing centre of excellence – the Institute of Secretariat Training and Management (ISTM) – to include the commonly used and widespread functional and domain competencies of the government. Alongside ISTM (an MDO), competencies will also be added to the competency dictionary by other MDOs and CBP providers via the C-DE process, before MDO-level FRACing begins (covered in Section 5).

The competency dictionary will consist of the certain key information fields (see Table 2 – for a full example, see Appendix 2).

**TABLE 2.** Key information fields in the dictionary of competencies

CID <sup>18</sup>	Competency Area	Competency Label	Competency Type (BDF)	Competency Description	Competency Level	Level Label	Level Description
CID817	Efficiency	Problem Solving	Behavioural		Level 1		abc
					Level 2		abc
					Level 3		abc

<sup>18</sup> In order to ensure competencies are searchable and citable, the dictionary of competencies will be publicly available and a classification code will be introduced in the form of the CID.

## **BOX 2.** Differences between domain/functional and behavioural competencies

One of the biggest differences between the behavioural competencies and the domain/functional competencies is that the latter (domain and functional) are discrete and therefore it is possible to distinguish clearly amongst the levels of sophistication (similar to class levels in a school). Just as the syllabus for each class is a construct created by the ecosystem of the users (kids, parents, teachers), so are the broad constructs for domain and functional competencies created by the stakeholders. In contrast, behavioural competencies are generally accepted universally with cultural adaptations.

Domain or functional competencies are the knowledge and skills required to do an activity or a set of activities to achieve expected results. Therefore, activities are the bedrock on which the domain and functional competency documentation is based on. Any change in the list of activities attached to a role and a position will mean that the competencies for that position will change.

Behavioural competencies, on the other hand, attempt to de-layer the personality of an individual. Deconstructing a personality is not easy, particularly when one aims to create mutually exclusive competencies. Moreover, competency levels are not discrete. The levels, so identified, are usually median points of a behaviour continuum, much like the notes of music. The continuum is artificially broken into levels at convenient points.

As the sophistication of a behavioural competency increases, one can notice that the intensity of intent or completeness of actions taken to carry out the intention increases. The complexity of the actions taken and the greater breadth of impact of such actions are associated with higher levels of the same competency (Spencer, 1993).

Thus, behavioural competencies straddle multiple roles and activities and cannot be limited to one set of roles and activities unlike functional and domain competencies. For example, ‘People First’, a behavioural competency, may be linked to many roles and activities, whereas ‘Financial Accounting Standards’ may only be required for those roles associated with financial and accounting related activities.

## The relationship between competencies and positions and vice versa

Figure 5 (to be read only from left to right) presents a view of the relationship between one competency and the activities, roles and positions associated with it (these definitions will come from the dictionaries mentioned above). This view is in service of the providers of CBPs in the iGOT Karmayogi learning hub. Such a view allows the providers of CBPs to understand the range of activities and roles that a certain competency is linked to; it also shows the positions that require these competencies and the activities and roles associated with it (note, however, that competencies are directly linked to roles, not activities). Furthermore, it

provides the full list of MDOs where these positions exist and also the total number of people who are current incumbents within these positions. This information is important for the iGOT Karmayogi learning hub for CBPs to grow and flourish. Only when this is known can providers of CBPs grasp the kind of product they need to develop and price their product on the basis of volumes they can target.

As you move from left to right, Figure 5 shows all the roles linked to the competency of vigilance planning (which therefore cover a number of activities), and its related positions.

**FIGURE 5.** The competency view for CBP providers showing all positions linked to a specific competency

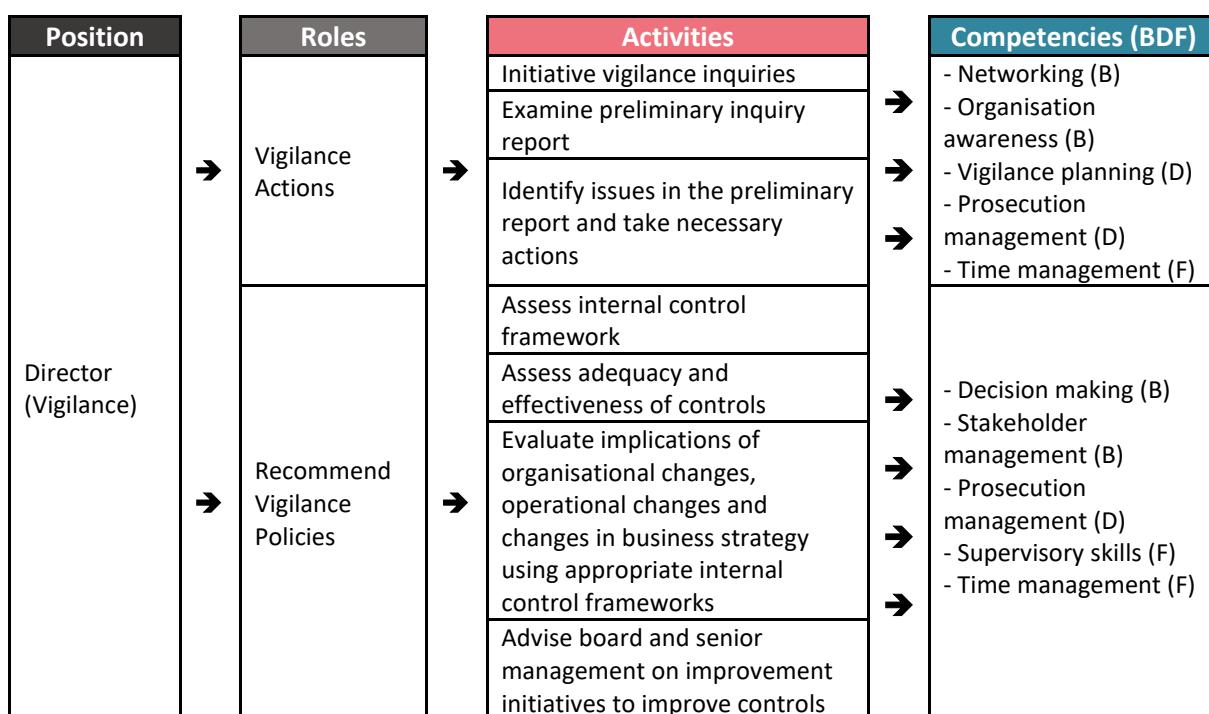
Competency	Activities	Roles	Positions	MDOs and current incumbents
Vigilance Planning	<ul style="list-style-type: none"> <li>Familiarise with internal control processes</li> <li>Ensure compliance with internal controls</li> <li>Identify sensitive points</li> <li>Evaluate implications of organisational changes, operational changes and changes in business strategy using appropriate internal control frameworks</li> <li>Advise board and senior management on improvement initiatives to improve controls</li> <li>Develop internal control frameworks for the internal audit department</li> </ul>	<ul style="list-style-type: none"> <li>Vendor selection</li> <li>Recommend vigilance policies</li> </ul>	<ul style="list-style-type: none"> <li>Director (Training)</li> <li>Director (Vigilance)</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Health</li> <li>- MHRD</li> <li>- NTPC</li> <li>- Air India</li> </ul> <p>= 221</p> <ul style="list-style-type: none"> <li>- MCD</li> <li>- CVC</li> <li>- DoPT</li> </ul> <p>= 184</p>

Note: This figure is for illustration purposes only. The final version may be different.

Figure 6, on the other hand, shows all of the competencies linked to a position – again to be read only from left to right. It shows all the roles linked to the position and the activities linked to these roles but may not show *all* the roles linked to each activity. For the sake of depiction, two different roles and their activities have been taken up to show all of the BDF

competencies that are linked to this position. Here the view is of all competencies linked to these roles and therefore this position. When one views these roles and activities independently, one finds that a number of domain and behavioural competencies are repeated (as can be seen in Figure 6 below).

**FIGURE 6.** The competency view for users showing all competencies linked to a specific position



Note: This figure is for illustration purposes only. The final version may be different

Figure 6 is in service of officials such as Shanti and their managers who are registered on iGOT Karmayogi. Once an MDO has completed its C-DE, this view helps officials of that entity to understand all the roles and activities they are required to undertake as well as the competencies they need to have to perform them well.

Besides, once competency assessments at the workplace begin and those who have completed CBPs offered on the iGOT platform get their competency tested, the learning hub will begin to carry the impact scores of their CBPs on offer. This will allow Shanti and her manager to make the right choice based on the cost and impact score of a CBP.

## 6. Directory of knowledge resources

Besides the dictionaries described above, the iGOT platform will also carry several directories (or listings). One such is the directory of knowledge resources. These range from policies to software to legal frameworks to manuals. Linked to activities, they are provided by MDOs to allow officials to perform a certain activity. The directory of knowledge resources will be a collection of all these artefacts. The platform will allow for MDOs to upload these files and/or share suitable links. Once uploaded, these resources will be available to all across the iGOT Karmayogi platform (i.e. once uploaded, it will become a common resource and can be used by more than one MDO).

## 7. Directory of users (with their competency and trust scores)

The directory of users consists of details of CBPs completed and certified as well as a user's competency score (CS). As one of the key principles of iGOT Karmayogi is the democratisation of access to high quality CBPs, individual officials such as Shanti will be able to onboard the platform, even when her MDO has not onboarded, and start taking CBPs (at her own cost).

The CS of Shanti will be recorded in the CP. For every new position she will hold, a new 'page' in the passbook will be created for the CS (so there will be past competency scores and a current competency score). Ultimately, 25 million government officials will have a CP the same way they have an Annual Performance Appraisal Record (APAR). While every user will have a 'public' profile page, the CP will only be accessible to those with authorisation.

As shown in Figure 7, the CP will be made up of two components:

**1. Competency Score (CS):** The competency score is calculated against the competencies a learner has been tested for. It is algorithmically derived by suitably weighting the following two scores:

- **Testing competency score (TCS):** This combines the CBP competency score (C-CS), trust score of the CBP provider, PIAA score, and trust score of the PIAA provider. This will tell us whether Shanti knows what needs to be done (knowledge) and how to do it (skill) – i.e. Means.
- **Workplace competency assessment score (WPCAS):** These reflect the 360-degree assessments done by self, peer, manager and subordinate by answering multiple choice questions (MCQs) posed to those who come into professional contact with Shanti. This will tell us whether she is using her knowledge and skill (i.e. Means) to be productive in the workplace. When the Means is there, both Motive and Opportunity will be required for this to happen. When fully developed, the WPCAS will pose 25 million questions to 25 million officials every day.

**2. Competency gaps:** As shown in A3 of the competency hub of Figure 4, competency gaps are an important component of the equation. The CS should be seen as a timeseries rather than a snapshot – one that shows the increase/ decrease in competency gaps over time vis-à-vis the roles Shanti is required to perform in her current position (provided she has held it for

three months)<sup>19</sup>. This gap should be captured every six months (on the 1<sup>st</sup> of April and 1<sup>st</sup> of October) and every time an official completes a CBP.

Other than the CS, learners also accrue an engagement score while interacting with the platform, which reflect the engagement of the users on the platform. There are also karma points that help track the effectiveness of users' interactions with the Karmayogi platform and four of its six hubs (competency, learning, discussion and network).

A combination of all these user scores, alongside others, will be used to build an organisation score on the PM's dashboard and subsequently in the annual SCSR (see Table 3 for more information on this).

Buyers on the iGOT Karmayogi learning hub will fall into one of the following categories:

- A ministry, department or organisation wanting to purchase a CBP for all its employees.
- A manager paying for a CBP (using the iGOT Department Wallet (IDW) that will be allocated funds as per the annual capacity building budget) for one or more members of her team.
- A government official purchasing a CBP to close her competency gap (using her iGOT Individual Wallet (IIW) that will be allocated funds as per the annual capacity building budget)

- A government official purchasing a CBP to obtain desired competencies (using her IIW that will be allocated funds as per the annual capacity building budget)
- A government official purchasing a CBP from her pocket.
- A citizen purchasing a CBP because s/he feels the need to acquire a competency and signal its acquisition.
- A citizen or official taking a course that has no payable course fee<sup>20</sup>.

For all of the above, the impact scores for CBPs is going to be important criteria for choosing capacity building products (see Table 3 for more information).

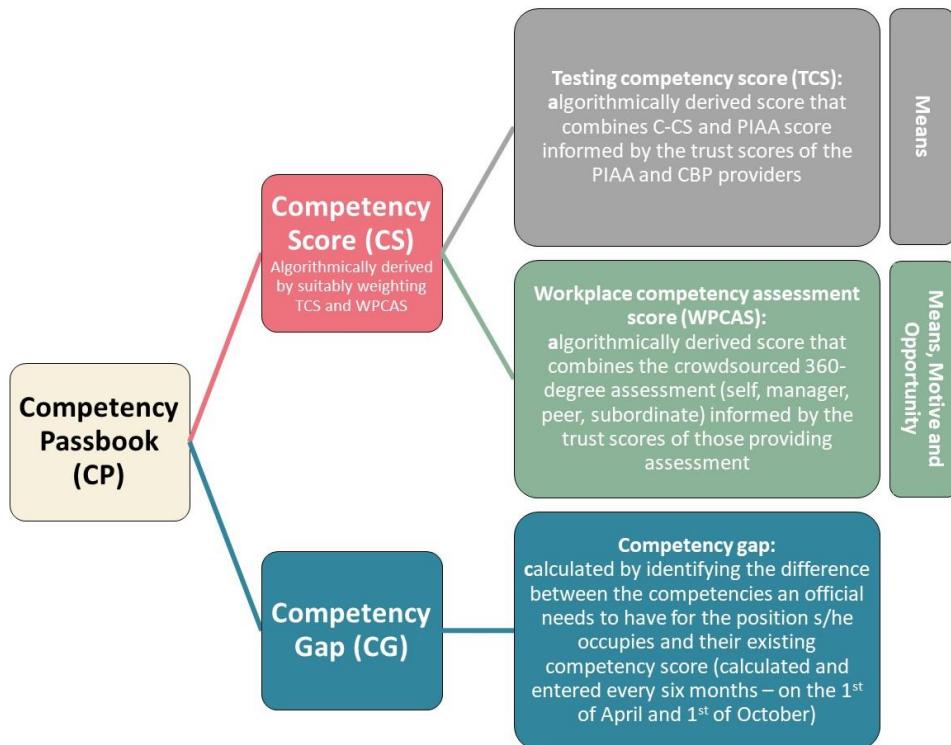
### BOX 3. iGOT for non-governmental individuals

Thanks to the COVID19 pandemic, iGOT 1.0 has already made a start in terms of making courses available to individuals not working with the government (i.e. Corona Warriors). Would we like to take this idea forward by making it possible for those who are not government officials to consume CBPs and receive certification by paying fees? At what stage should one develop this feature? Would we like to use this as a process for recruitment?

<sup>19</sup> If Shanti has not been in a position for three months prior to the 1<sup>st</sup> of April or 1<sup>st</sup> of October, then there will be no entry for competency gaps in her passbook. Only when she has completed her three months will the gap be recorded (i.e. if she joined on the 2<sup>nd</sup> of January, 89 days before the 1<sup>st</sup> of April, her gap will not be recorded on the 1<sup>st</sup> of April). An official should be given a minimum of three months to fill their competency gaps before being questioned about their gaps.

<sup>20</sup> This should ideally be a conducive climate for philanthropies and CSR funds to invest in building new CBPs on iGOT.

**FIGURE 7.** The Competency Passbook (CP)



**TABLE 3.** Scoring on iGOT Karmayogi<sup>21</sup>

	Score	Subject of assessment	Conducted by	Definition
1	CBP competency score (C-CS)	Learner	CBP provider	This score will be given to a learner on the completion of a CBP and its corresponding assessments. It is based on the learner's performance on these assessments and contributes to the TCS (thereby the overall competency score of an individual).
2	Competency-owning department (CoD) score	CoD	iGOT system	This score will calculate whether each competency-owning department has fulfilled its requirements as CoD. Requirements include ensuring that at least 2 CBPs with a high impact score are available for each level of each competency they own within 6 months of accepting ownership.
3	Competency score	Learner	iGOT system	Maintained in the Competency Passbook (CP), the competency score is calculated against the competencies a learner has been tested for. It will be algorithmically derived by suitably weighting: the workplace competency assessment score (WPCAS) and the testing competency score (TCS).
4	Content quality score (CQS)	CBP provider	Aggregate of scores by multiple players	The CQS is a combination of two scores: the first is provided through self-certification by the CBP provider; and the second is the score as assigned by a learner and auditor (as appointed by the SPV) of the CBP. When the two CQS are very close to each other, the trust score of the CBP becomes high.
5	Impact score	CBP provider	iGOT system	This score shows the impact of a CBP on the competencies (one or more) the CBP addresses. It is calculated by aggregating improvements in the competency scores of officials who have been certified on the completion of a CBP.
6	Karma points	Learner	iGOT system	Karma points reflect how a user interacts with the iGOT Karmayogi platform and four out of six of its hubs – i.e. how a learner engages on the discussion hub, network hub, as well as the competency and learning hubs. It also quantifies how meaningful and impactful contributions are – are you helping others in a meaningful and effective way?
7	Engagement score	Learner	iGOT system	The engagement score measures the user's engagement with the platform. It directly correlates with platform acceptability and subsequent interaction with the platform. The score is calculated by measuring the behaviours users exhibit on the

<sup>21</sup> Note that these scores are constantly evolving as we move through the process of development. AI will be used to constantly discover anomalies using pattern recognition while comparing, for example, PIAA scores with WPCAS scores. Such anomalies will be automatically added to a bin list for audit and automatically routed to audit parties who will have to attend to it in a first-in-first-out manner, inputting back their findings into the system so that the AI engine is able to validate and improve its pattern recognition features.

				platform through their relationship with self, others and the content.
8	Organisation score of MDOs	Learner	iGOT system	The organisation score is a composite score of every MDO, drawing upon many of the above- and aforementioned scores in addition to a score from the SPV from the quality audits. Every MDO will have an organisational score on the PM dashboard.
9	Proctored, independent, authorised assessment (PIAA) score	Learner	PIAA provider	This score will be given to a learner taking the PIAA by the PIAA provider. It is comprised of two components: 1) the level at which the competency has been assessed (1-5); and 2) the proficiency within that level (e.g. within these levels, an individual is excellent, good, average, poor). Every official will have to complete the PIAA testing both within the first three months of them joining a new position for all competencies the position requires (if they have not already been tested for that competency in the last 5 years), and again every time the official completes a CBP funded by the government.
10	Special purpose vehicle (SPV) Karmayogi Bharat score	iGOT	iGOT system	The SPV score will be the average of all MDOs' organisational scores.  The SPV exists to ensure the success of everyone else. The success of iGOT Karmayogi, therefore, is the success of its services (i.e. the SPV). This is the success of all the MDOs which, in turn, is the success of all the officials – when their competency gaps are narrowed, officials' trust scores are increasing, the trust score of the CBP and PIAA providers increase, the impact scores of the CBPs increase, and so on. When all these scores are impacted, the organisational score increases – and thus, the SPV score also increases.
11	Testing competency score (TCS)	Learner	Aggregate of C-CS and PIAA scores, informed by their trust scores	The TCS is an algorithmically derived score that combines C-CS and PIAA score, and is informed by the trust scores of the PIAA and CBP. Combined with the WPCAS, it contributes to the competency score.
12	Trust score	All users	iGOT system	The trust score is calculated on the basis of the accuracy of a stakeholder's claim using an accuracy meter. It is the extent to which claims made by a stakeholder are found to be accurate and are verified by the processes put into place by the iGOT platform. Trust scores will be calculated for an array of stakeholders: individual learners, HR managers, auditors, CBP providers, PIAA providers, etc.
13	Workplace competency assessment score (WPCAS)	Learner	Authorised and certified vendor	The WPCAS is an algorithmically derived score that combines the crowdsourced 360-degree assessment (self, manager, peer, subordinate) and is informed by the trust scores of those providing assessment. Combined with the TCS, it contributes to the competency score.

## 8. Directory of CBP providers (with their trust and impact scores for their CBP)

The iGOT Karmayogi learning hub is designed for frictionless onboarding of CBPs on the basis of self-certification by the CBP provider. This is possible because all those transacting on the platform will have a trust score operating in real time. If a CBP provider entered the hub on the basis of a false declaration and it gets flagged by a user or the quality control team of the iGOT Karmayogi SPV, this will lead to a suspension of the content till investigations are completed. If it has been established that a false declaration was made, this will adversely affect the trust score of the CBP provider and, below a certain threshold, their self-certification rights will also be suspended.

It is for this reason and for managing the workflows on iGOT Karmayogi that the platform will build up a directory of CBP providers with the products they offer, alongside their trust and impact scores.

All CBPs put up on the platform will be stored in this directory in various languages along with various delivery mechanisms (text/ audio/ video), pricing, duration, taxonomies (usertags) and the competencies they help gain/ improve. The directory will be organised at four levels: the first and smallest is resources; a collection of resources make a module; a collection of modules make a course; and a collection of courses make a program. The directory will also store impact scores at the level at which the CBP provider is willing to unbundle and price. The impact score is determined on the basis of improvements that users who completed a CBP demonstrate in the workplace.

Thus, a comprehensive set of directories and dictionaries that culminate into a registry with various collections are therefore essential for a digital system like iGOT Karmayogi. They are building blocks that are used to capture the

dynamic interlinkages between positions, roles, activities, competencies and knowledge resources. Once the C-DE and FRACing process are complete, the iGOT platform will have an up-to-date version of which position has the responsibility to execute on which role, which activity, and the competencies and knowledge resources needed for it – i.e. A1 in the competency hub of Figure 4.

### BOX 4. Pricing of CBPs

How can it be ensured that the pricing for CBPs on iGOT Karmayogi is appropriate? Can this be done on the basis of effort estimation and impact scores. Is there a scoring system that can determine the price algorithmically?

Pricing is a complex activity and perhaps there is no straightforward answer. Pricing should perhaps be left to the demand and supply conditions in the iGOT platform learning hub to determine. Since government officials and managers will have a limited iGOT wallet, and they will see competency building as a critical career building exercise, they should be having every incentive to optimise – buy the most impactful course at the cheapest price. Any attempt to administer prices of CBPs on the iGOT platform will be against the principles of the platform to seek out incentive-compatible ways to solve intractable problems and would attract either allegations of corruption or lead to low quality of CBPs because of undercutting by CBP producers. Another dimension can be pricing of a CBP as an annual subscription paid to a CBP producer that unlocks all courses by them. Other points to consider are implementing dynamic pricing similar to how the likes of Uber or the air travel industry operates. An increase in demand for a particular CBP could be one factor. Another option is value-based pricing by linking it to impact scores of a CBP.

#### **BOX 5. Using AI to prevent performance inflation**

How do you prevent performance inflation on iGOT assessments? Will the iGOT Karmayogi micro-questions-based assessments at the workplace not descend into a I-scratch-your-back-you-scratch-my-back club? Everybody gains when everybody gets a high competency score. What is the incentive to be truthful under these circumstances? Why should a HoD not actively enforce a regime where everybody is given high scores by everybody else so that his/her department gets a high score in the PM dashboard and in the annual SCSR? How can trust scores of those scoring others be used to correct for performance inflation? Can strict quality control of the question banks used by the PIAA, by the iGOT Karmayogi SPV be used to detect performance inflation and through that assign trust scores to those who score others? Can random ground truthing of work done by those getting high scores be used to corroborate the competency score being given by each other and assign trust scores based on the validity and reliability of the scores?

Since most of these issues are related to leniency errors, some could be neutralized by 1) performance calibration through standardized formats and calibration (through trust scores) of those providing the evaluation, 2) defined rater accuracy meter (trust scores), and 3) using data to validate the scoring variance with other departments.

The answers or solutions would be multi-faceted. These would involve personal ownership, individual value systems, the behaviour of the team and its leader, performance-based evaluation mechanisms that are in place for that particular department, the policies around these and many other things. Of course, the platform itself has to be capable of handling misuse, abuse, potential fraud, misrepresentation, proxy usage (can be both manual and machine) and any other thing that can induce the performance inflation. AI can solve many of these problems and this would be a continuous journey. We would need to look at the best practices followed by the other learning platform leaders, learn, adopt and implement these solutions. Some potential solutions using AI are analysis of learning pace, spotting of anomalies in learning and assessment results (such as the PIAA and WPCAS scores), random capture of voice, etc.

## Section 5 Competency-driven engagement (C-DE) with the iGOT Karmayogi platform

This section covers the competency-driven engagement with the iGOT platform, which focuses on the drafting of the dictionaries, directories and their interrelationships. There are three types of stakeholders that are addressed in the use cases:

1. MDOs
2. CBP providers
3. Individual officials

The Mission Karmayogi team at DoPT will launch the certification programmes on 'Competency-driven engagement' and 'How to develop content for the iGOT Karmayogi platform'. Before any individual can add to the dictionaries, they must complete the course on 'Competency-driven engagement' and be appropriately certified. This is to ensure common understanding with regards to the process of adding competencies to the dictionary.

Similarly, before any CBP provider can upload CBPs onto the platform, a representative in charge of uploading CBPs must complete the course on 'How to develop content for the iGOT Karmayogi platform' and fulfil the quality requirements. This is to ensure common understanding with regards to the process of uploading content on the platform.

All submissions into the dictionaries and directories from all entities will go into the FRACing tool and be screened by an editorial board before they are accepted.

### Competency-driven engagement steps for MDOs

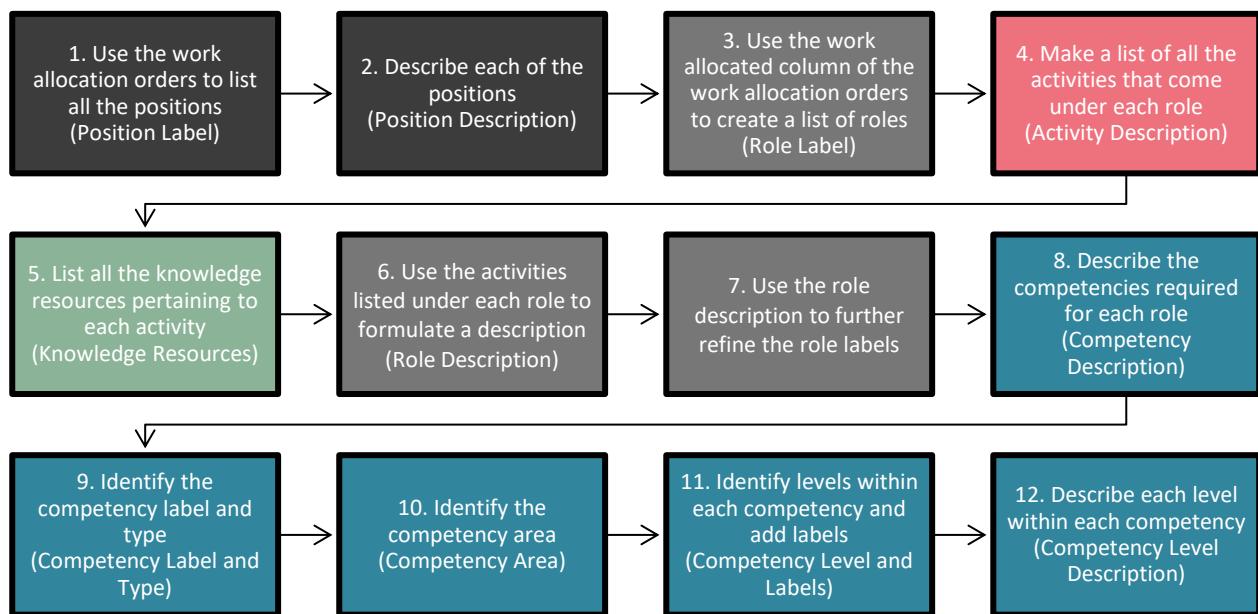
With regards to drafting the dictionaries, directories and their interrelationships, there are three routes an MDO can take:

1. **Steps 1-7:** Drafting the dictionaries of positions, roles, and activities, and directory of knowledge resources using work allocation orders
2. **Steps 8-12:** Drafting the competency dictionary
3. **Steps 1-12:** Drafting dictionaries of position, roles, activities, and competencies and directory of knowledge resources using the work allocation orders (thus completing the full entire C-DE process)

Steps 1-12 are shown in Figure 8 and are detailed below. An MDO will also have the option to pick one of the three routes for a particular vertical/ unit/ cadre of the MDO (as opposed to the whole MDO). This need could arise for a number of reasons – below are the two most common:

- **Recruitment:** The need to define competencies arises due to the need for providing a job description for recruitment.
- **Training:** There is an urgent requirement to begin training members of a team before the FRACing exercise for which learning content is required (for example, tackling the pandemic as per the roles played by different officials).

**FIGURE 8.** Recommend steps for drafting the dictionaries and interrelationships



### Step 1: Use the work allocation orders to list all the positions (Position Label)

Work allocation orders are documents which formally allocate the roles and accountabilities to every government official, usually upon joining. These are allocated by the supervisor or Head of the MDO, and updated as and when necessary. Figure 9 shows an example of a work allocation order (see the full work allocation order in Appendix 3).

The position label is the name of the position. It summarises all the associated roles in a succinct manner and gives a sense of where a position is placed in the hierarchy of the MDO (and thereby leadership expectations from the position). Given how position label is defined, the ‘Designation’ column of the work allocation order can also be defined as the position label. The work allocation order can thus be used to list all the position labels in a given MDO (2-5 words).

**FIGURE 9.** Sample Work Allocation Order from the Department for Promotion of Industry and Internal Trade

Name	Designation	Work allocated
Shri Shailendra Singh, IAS(MP:88)	Additional Secretary	FDI Policy, Foreign Investment, Facilitation, FDI Data Cell, Project Monitoring Group, Industrial Corridors & IICC, Ease of Doing Business, Leather, Copy Rights, Startup India, Internal Trade, e-Commerce, Boiler, NPC&QCI, International Cooperation-Asia (ex-ME), International Cooperation-Europe, Public Procurement
Shri Shashank Priya, IRS(C&CE:88)	Additional Secretary & Financial Adviser	Finance-I, Finance-II, Budget & Accounts
Shri A S Bhal, IES(85)	Senior Economic Adviser	Besides functions of Economic Adviser, matters related to Industrial Policy, Industrial Statistics, Coordination matters of DPIIT

## **Step 2: Describe each of the positions (Position Description)**

The position description should answer the following: Why does this position exist in the MDO? What are its overall objectives/purpose? And how does it go about achieving its objectives? For each of the positions listed above in Step 1, add a position description (140 characters).

## **Step 3: Use the ‘Work allocated’ column of the work allocation orders to create a list of roles (Role Label)**

Looking at each individual entry in Figure 9’s ‘Work allocated’ column (i.e. FDI Policy, Foreign Investment Facilitation), it is evident that each entry meets what is defined as the role label on the iGOT Karmayogi platform. Use these entries to create a list of role labels.

## **Step 4: Make a list of all the activities that come under each role (Activity Description)**

There are a number of activities to fulfil each role. Every individual activity is usually a sequential action taken to contribute towards the role. List the steps (usually more than 1) to be carried out in a sequence, and answer the ‘what’, ‘when’ and ‘how’ for each role. For example, what are the different activities under Foreign Investment Facilitation? Recommend to use verbs (50 characters).

## **Step 5: List all the knowledge resources pertaining to each activity (Knowledge Resources)**

Knowledge Resources are artefacts (documents, software, etc.) provided by the MDO for an individual to perform a certain activity (e.g. standard operating procedures (SOPs), manual of procedures, policy manual, legal policies (i.e. Acts), software such as SPARROW, etc.). They are linked to individual activities. For each

individual activity, list all the relevant knowledge resources (if any).

## **Step 6: Use the activities listed under each role to formulate a description (Role Description)**

The role description should summarise the list of activities created under each role in Step 4. It should answer the following: What is the overall objective of this list of activities? Add a description for each of the cluster of activities under each role (70 characters).

## **Step 7: Use the role description to further refine the role labels**

The role label should succinctly capture the role description (e.g. *team manager (governance), project manager (communication)*). Using the role descriptions created for each role in Step 6, refine the existing role labels if necessary. Recommend to use nouns (3-4 words).

Aside from the steps above that focus on building the dictionaries of positions, roles and activities, as well as the directory of knowledge resources using the work allocation orders, MDOs may also want to define competencies as part of the C-DE. In order to do so, they must follow Steps 8-12 below.

## **Step 8: Describe the competencies required for each role (Competency Description)**

The competency description covers the elements and the scope of the competency (e.g. *Identifies one’s own emotional triggers and controls one’s emotional responses. Maintains sense of professionalism and emotional restraint when provoked, faced with hostility or working under increased stress. It includes resilience and stamina despite prolonged adversities*). Describe the kind of competencies required to fulfil each role (280 characters).

If you have chosen to draft only the competency dictionary (i.e. Route 2), use positions instead of roles to describe competencies in this step. A full example of a competency can be found in Appendix 2.

### **Step 9: Identify the competency label and type (Competency Label and Type)**

The competency label should succinctly capture the competency described above in Step 8. It gives an idea of what the competency is about, and how it is commonly known (e.g. *vigilance planning, decision making, project management*). Identify the competency label (2-3 words), and also specify the competency type (i.e. behavioural, domain, or functional).

### **Step 10: Identify the competency area (Competency Area)**

Competency areas can be defined as the collection of competencies closely related to one another at a knowledge/subject level. Cluster the competency labels and identify the generic area in which these competency labels could be categorised (e.g. *technical writing, rules-based copy editing, content writing and editing, research and information synthesis, and report writing* will come under the competency area of *Noting and Drafting* (2-3 words)).

### **Step 11: Identify levels within each competency and add labels (Competency Level and Labels)**

The competency level is the proficiency level of the competency. These indicate levels of sophistication of the competency described. Competency levels are progressive in nature and normally given in an ascending order. Thus, Level 2 is a more sophisticated use of that particular competency, when compared to Level 1 and so on. If you are adding the competency in relation to a particular role, you must specify the proficiency level applicable to

that role. Also create a label for each individual level (see example in Appendix 2).

When identifying competency levels and defining each level with descriptors, MDOs must use the five levels and guiding principles as specified in Box 6.

#### **BOX 6. Guiding principles for competency levels**

Competency level descriptors should broadly be categorised as follows:

- **Level 1:** Aware: Is the person aware of the basic principles and can they relate them to own work area?
- **Level 2:** Apply: Can the person apply the basic principles to their work area?
- **Level 3:** Advise: Can the person advise others (directly 1-on-1 or 1-to-many, or indirectly – through a SoP, manual, advisory etc.)? Is it necessary for the person to be a recognized expert in that area?
- **Level 4:** Expert: Has the person developed additional concepts in that area? Is the person a well-recognised expert with demonstrated expertise?
- **Level 5:** Ustad (global expert): Has the person added to the global knowledge in that area?

Ask yourself whether all the descriptors are observable by a third party.

Note that while the above guidance can help, it is essential to be specific in each of the descriptors. For example: Aware of what principles? Apply what principles? What are the areas the advice is sought and who seeks this advice and in what form? The more specific these descriptors are the more relatable they become by reducing ambiguity.

Once the descriptors are complete, stack them into buckets of complexity. These buckets of descriptors bunched together and stacked according to complexity from left to right gives us the proficiency level i.e. competency level.

### **Step 12: Describe each level within each competency (Competency Level Description)**

The level description is an observable description of each proficiency level of a given competency. The higher the number of descriptors, the greater the understanding of the proficiency level. Recommend to have a minimum of 3 observable descriptors (there are typically anywhere between 3 and 5 levels of proficiency – see Appendix 2 for an example).

With this step ends the C-DE process for MDOs.

## **Competency-driven engagement steps for CBP providers**

As briefly discussed in Section 2, CBP providers must be able to identify the competencies their CBP addresses. Every single CBP will be tagged to one or more competencies as declared by the provider. CBP providers will also be invited to upload their CBPs (face-to-face, blended, or digital) on the platform (tagged to the competencies they propose) which may be consumed by officials at their own cost (government money will not be used until impact scores are available – unless the CBP in question is provided by an MDO, or the pricing of the CBP has been approved by an MDO). For example:

- If an MDO has been sending officials for training programs, workshops, and other CBPs, they may continue to do so after onboarding the providers and uploading the CBP details on the iGOT Karmayogi platform.
- If an MDO wishes to send officials to a new training program, workshop, etc. they will have to onboard the respective provider and upload content details on the iGOT Karmayogi platform before they can do so (irrespective of

whether it is online, face-to-face or blended).

A series of drafting workshops will be organised by DoPT to populate the dictionary of competencies, with appropriate labels, descriptions and levels. It is important to note that, irrespective of whether an individual has attended these workshops or not, once they have obtained the ‘Competency-driven engagement’ certification they will be able to add to this dictionary (subject to screening from the editorial board).

As part of the C-DE, CBP providers are invited to populate the competency dictionary – and thus will be required to follow the steps detailed below.

### **Step 1: Search the competency dictionary**

Search the competency dictionary to identify the competencies (one or more) that are being covered by the CBP designed. It is likely that more than one competency will be covered by the CBP – for example a CBP on GST is likely to cover topics related to Direct Taxes, Comparative Tax regimes etc. Go through the descriptions available and choose the ones closest to the ones that are likely to be covered by the course.

### **Step 2: Identify the competency area and type (Competency Area and Type)**

In case there is no competency that likely covers the CBP, begin by identify a competency area within which your CBP falls. Competency areas can be defined as the collection of competencies closely related to one another at a knowledge/subject level (2-3 words). Also specify the competency type (i.e. behavioural, domain, or functional).

### **Step 3: Use the learning objectives to identify the competency label (Competency Label)**

Look closely at the course objectives of the CBP. Most of the time, these course objectives identify what the learner is likely to learn after going through these courses. A good example is given below:

Course Name	Course Objectives
Sustainable Development Goals and Gender Budgeting	a) Gain enhanced knowledge of gender concepts and definitions b) Gain overview of Sustainable Development Goals (SDG) c) Understand interface between gender and SDG d) Acquire knowledge about gender mainstreaming and Gender Responsive Budgeting

Once these learning objectives are achieved by the learner, what competencies will she be likely to demonstrate? Can they be observed by a third party? For example, from the above course objectives, the following aspects can be derived:

1. Ability to identify items in the budget that are Gender Responsive
2. Ability to create a Gender Responsive Budget
3. Ability to articulate the Sustainable Development Goals clearly and how own organisation's goals fit into it
4. Ability to identify aspects of a program (for example Swachh Bharat) that are adversely impacted by gender issues
5. Ability to suggest changes or incorporate gender understanding into programme design or implementation

Use the learning objectives of the CBP to create a competency label (or competency labels, depending on how many competencies the CBP addresses). The competency label should succinctly capture the competency the CBP covers. It gives an idea of what the competency is about, and how it is commonly known (e.g.

*vigilance planning, decision making, project management*) (2-3 words).

### **Step 4: Describe the competency (Competency Description)**

At this stage, one can confidently describe the competency. This covers all the levels, the inherent elements and structured in a simple and most likely in a single sentence. For example: *Gender Budgeting: Ability to identify the gender issues that are likely to impact the achievement of budgeted goals and targets and creating enabling provisions that can help achieve sustainable goals using gender-based budgeting* (280 characters).

### **Step 5: Use the learning objectives to identify and describe competency levels (Competency Level, Labels, and Level Description)**

The competency level is the proficiency level of the competency. These indicate levels of sophistication of the competency described, are progressive in nature and normally given in an ascending order. Thus, Level 2 is a more sophisticated use of that particular competency, when compared to Level 1 and so on.

The level description is an observable description of each proficiency level of a given competency. The higher the number of descriptors, the greater the understanding of the proficiency level. When identifying competency levels and defining each level with descriptors, CBP providers must use the five levels and guiding principles as specified in Box 6. Also create a label for each individual level (see example in Appendix 2).

There are typically anywhere between 3 and 5 levels of proficiency for which it is recommended to have a minimum of 3 observable descriptors each (for example, points 1 and 2 in Step 3 above seem like similar kind of complexities and

therefore likely to be descriptors of the same level). For CBP providers, however, identifying 2-3 levels is sufficient (ideally one above and one below the level their CBP is addressing – unless their CBP is addressing *Gender Budgeting* at Level 1, in which case they only need to identify one level above).

## Competency-driven engagement steps for individual officials

### Consumption and onboarding of CBPs by individual officials (with or without MDO approval)

If a CBP required to build an official's competency is on the iGOT Karmayogi platform, the official can consume the CBP so long as it is tagged to competencies associated with their position (via roles).

If a CBP required to build an official's competency is not on the platform, the official should get in touch with the CBP provider and facilitate their onboarding on the platform by the MDO. Once the CBP provider is onboarded, they will be able to upload their CBP on the platform (after tagging it to an existing competency, or submitting a proposal for a new competency and tagging it post approval from the editorial board).

If the official wishes that their MDO should finance their participation, the CBP in question must have an impact score and price, or the

CBP must have been uploaded by an MDO after finalising the price. The official may also consume the CBP at their own cost (for which MDO approval is not required).

In the former situation, before the MDO can finance an official's consumption of a CBP on the platform, the official will have to ensure that their position and associated competencies are recorded in the dictionaries and tagged to one another (with the approval of the MDO). Note that the platform may have competencies with no CBPs, but never CBPs without tagged competencies (as CBPs cannot be uploaded without being tagged to competencies).

### Populating of the dictionaries and directories by individual officials

If an official wishes to populate the dictionary of positions, roles, activities, competencies or the directory of knowledge resources, they can do so once they complete the 'Competency-driven engagement' course. Their submissions will be to the editorial board directly, and will not require MDO approval.

If an official wishes to get a competency tagged to their position (via roles), they must complete the C-DE process for their position using Steps 1-12 as listed above under 'Competency-driven engagement steps for MDOs'. If, however, an official feels an important competency she wishes to obtain is not listed – and thus neither are the associated CBPs – the official can submit their entry in the competency dictionary directly with appropriate labels, descriptions and levels for approval by the editorial board.

## Section 6 Administering the FRACing Process

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This section outlines the steps of the FRACing process in detail.

There is a total of 15 steps that need to be completed in the FRACing process (with an additional 12 steps within Step 6, which are closely aligned to C-DE steps for MDOs). These are listed in Figure 10 and explained below. In order to ensure that the FRACing process has been adequately conducted, the final products of this process (i.e. the dictionaries and their interrelationships) must be self-explanatory, unique, and fit-for-purpose (for an array of stakeholders such as the incumbent position holders, future position holders, HR managers, and CBP providers).

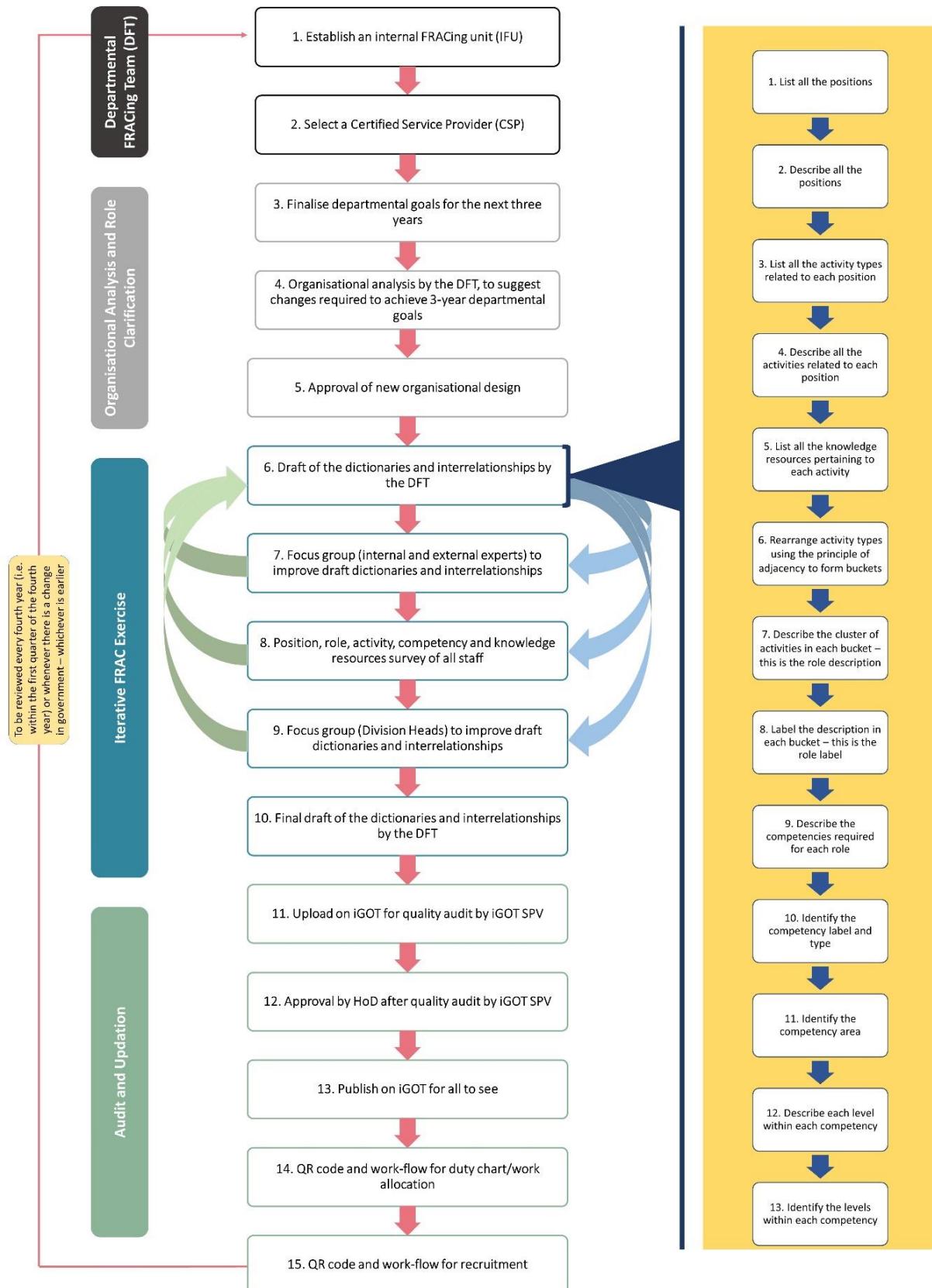
Additionally, a FRACing tool (available to authorised users on the iGOT Karmayogi platform) details the steps, templates, workflows which will aid any MDO to FRAC its own positions, roles, activities and knowledge resources, and link them to positions.

As a result of completing the C-DE steps as laid out in Section 5, the FRACing tool will also come with some pre-filled content in the iGOT dictionaries (i.e. positions, roles, activities, and commonly required competencies). Only when MDOs go through both the C-DE steps as well as the FRACing process, and fill in the gaps as and where necessary, will they have completeness. The objective of the tool is to:

- Make it easy for each MDO to undertake the exercise of FRACing.
- Ensure consistency in the final outputs from each MDO.
- Help government entities to update the iGOT directories and dictionaries so that it contains all the fields it needs for high quality HR processes.

It is important point to bear in mind is that FRACing is not a one-time activity. The dictionary has to be updated each time a new work allocation order or a recruitment notice is issued or an indent is placed with agencies such as the UPSC, SSC, etc. for recruitment.

**FIGURE 10.** The 15 steps of FRACing



## **Steps 1-2: Departmental FRACing Team (DFT)**

### **Step 1: Establish an internal FRACing unit (IFU)**

The first step in the FRACing journey for a government MDO is to establish an IFU (see Appendix 4 for details on the roles, activities, competencies and knowledge resources of IFU team members). It will be supported by the Special Purpose Vehicle (SPV) Karmayogi Bharat which will put in place certification arrangements for individual members of the IFU and all others who wish to work on FRACing or any other aspects of iGOT Karmayogi.

### **Step 2: Select a Certified Service Provider (CSP)**

The iGOT SPV will empanel and publish price lists for Certified Service Providers (CSPs) whose members will be certified by the SPV (see Appendix 5 for details on the roles, activities, competencies and knowledge resources of CSP team members). The IFU can select one of the empanelled CSPs to help them with FRACing and other iGOT processes. The structure of the CSP will depend on the competencies of the persons in the IFU.

The IFU and CSP together make the departmental FRACing team (DFT). They have an important role to play in all aspects of Mission Karmayogi. Besides bringing in HR expertise, having external domain experts in the FRACing team will enable MDOs to get an ‘outside-in’ view of talent requirements (see Table 4 for details of the IFU and CSP team members).

## **Steps 3-5: Organisational Analysis and Role Clarification**

### **Step 3: Finalise departmental goals for the next three years**

Mission Karmayogi seeks to transform HR practices in government. This cannot happen if MDOs focus only on business as usual, paying inadequate attention to the responsibilities given to it under the Government of India (Allocation of Business) Rules, 1961, and the three goals set for it by the departmental minister. The true potential of the Mission will be realised only when HR practices and internal processes are transformed by accounting for changes that are needed in both processes and talent to be better able to execute the goals set for it. This is why special emphasis has been placed on finalising departmental goals every three years (which is why FRACing in its entirety must be repeated every fourth year). In doing so, efforts will need to be made to consult NITI Aayog vision documents, election manifestos, budget announcements as well as tasks assigned by the Prime Minister’s Office.

**TABLE 4.** Structure of the DFT (IFU + CSP)

	<b>Position (DFT)</b>	<b>Position (MDO)</b>	<b>IFU/ CSP/ either</b>	<b>Part-/Full-time</b>	<b>Remarks/ Criteria</b>
1	Head of the DFT	CEO/ Secretary/ Joint Secretary/ DG (HoD)	IFU	Part-time	
2	Project Leader	Head of HR/ CSP Partner	Either	Part-time	Must be from an HR background
3	Project Manager	Head of HR/ Division Head	IFU	Full-time	Could be from either the HR function or another user department; should have the credibility to ensure that meetings called for are attended and issues raised are promptly resolved
4	Team Member	Project Coordinator	IFU	Full-time	May need more than 1; HoD can add more basis workload and time pressure
5	Team Member	Functional Heads/ Head of the Wing/ Head of the Division	IFU	Part-time	All function heads must be represented here
6	Team Member	Head of HR/ Personnel/ Establishment	IFU	Part-time	If the Head of HR is Project Manager, then the next available senior officer must be appointed
7	Team Member	Partner/ Director/ Associate Director/ Senior Manager	CSP	Full-time	Senior member with HR background; previous work experience in designing and implementing competencies; experience in change management processes in a governmental context
8	Team Member	Senior Consultant (Domain)	CSP	Part-time	Needs to have background experience in respective domains in process re-engineering/ technology/ KPI setting/ performance Improvement projects
9	Team Member	External Domain Expert	CSP	Part-time	All the critical <i>core functions*</i> must be represented; a technology expert who specialises in this particular domain must be represented
10	Team Member	HR Process Re-Design Expertise	CSP	Full-time	Assists consulting project manager; must have re-designed HR processes - particularly Recruitment and L&D in large government or public or private organisations

\*Core functions: functions that are the main reason for the existence of this MDO  
 (for example, for the Ministry of Civil Aviation it will be aviation and airport management)

#### **Step 4: Organisational analysis by the DFT, to suggest changes required to achieve 3-year departmental goals**

The three-year goals will be the starting point of organisational analysis. This exercise will help in identifying the gaps at an organisational level that need to be filled up as well as the talent infrastructure required in order to achieve these goals. These gap-filling actions could range from infusion of technology, to additional schemes/ services/ goods being introduced, to a new set of delivery standards, to reconfiguring the team and their competencies, or any such large change in the expectations from the MDO.

It is also important to understand the dependence between the work, workforce and the workplace and build resilience by decoupling these if required, as was shown during the COVID19 pandemic. The compulsory work-from-home status and the changes associated with it may become a regular option available to people. How MDOs cope will have a major influence on their ability to not only attract talent, but also be ready to deal with any crises. Practical steps for the decoupling of these constructs will need to be developed.

Following are the important points to bear in mind while undertaking organisational analysis:

- Mapping the organisational structure and the important work processes at a functional level: functions here mean families of similar positions within a vertical, for example accounts, HR or personnel, IT etc. This would consist of mapping of all the positions, their reporting relationships and a brief description of the key purpose of the position.
- The structure may consist of a separate sheet for each of the functional verticals within the MDO for ease of representation.

- Documenting activities tagged to each position: A balance needs to be maintained such that sufficient detail is captured while not getting to a ‘time and motion’ type of detailed study. Activities are usually steps undertaken that form a part of the process.
- Bucketing activities into roles (see Table 5 for guidelines on how to do this). In case a manual of procedures is available, or a work allocation order (see Figure 9 in Section 5 for an example from the Department for Promotion of Industry and Internal Trade), it could be a great resource to start the process of listing the roles and activities initially and then use senior management time to reconfirm if those respective roles and activities are current and accurate.
- The pre-filled dictionaries will be reviewed by the DFT by examining departmental documents – such as the last two work allocation orders, Annual Reports etc. – to see the extent to which fresh entries will be required in the dictionaries of iGOT Karmayogi (see Section 4 for a list of directories and dictionaries) so that all the steps detailed in Figure 10 can be gone through.

Besides the documents listed in the bullet point above, the following may also be performed:

- Explore global best practices such as from the UN Competency Framework (2020), the OECD Competency Framework (2014), the IAEA Competency Framework (n.d.) and the UK Civil Service Competency Framework (2012).
- Preliminary survey data to gather positions, roles, activities and knowledge resources.
- Either manually process all of the above or through natural language processing (NLP) algorithms to derive an initial list

of positions, roles, activities as well as BDF competencies.

### Step 5: Approval of new organisational design

Once extensive analysis has been conducted, and a new organisational design has been put forward by the DFT that speak to the three-year departmental goals, approval from the relevant authority is required. Once the approval has been obtained, the FRACing process can begin.

## Steps 6-10: Iterative FRAC Exercise

### Step 6: Draft of the dictionaries and interrelationships by the DFT

With this step begins the iterative FRACing process, which is cyclical in nature. The DFT will first refer to the pre-existing dictionaries as populated during the C-DE process to: 1)

identify what they can use; 2) identify what they want to modify; 3) identify what they want to remove; and 4) identify what they want to propose as new – all to ensure that there is completeness in the process.

Having made these decisions, the DFT will then attempt a draft of all dictionaries and their interrelationships ensuring that all the positions, roles, activities and knowledge resources relevant to the MDO being FRACed are contained therein. These will be drawn from benchmarked sources with the purpose of starting the conversation on talent. It is recommended that the DFT follow the process as laid out within Step 6 in Figure 10 – specifically Steps 1-8. Table 5 below provides guidelines for the same.

The CSP's key role here is to challenge conventional wisdom and push the narrative away from 'these things don't work here'. Steps 7, 8 and 9 revert back to Step 6, constantly contributing to the draft until the draft has been finalised (Step 10).

**TABLE 5.** Recommended steps for drafting the dictionaries and interrelationships with guidelines

Step No.	Step	Guidelines
1	List all the positions (Position Label)	The position label is the name of the position. It summarises all the associated roles in a succinct manner and gives a sense of where this position is placed in the hierarchy of the MDO (and thereby leadership expectations from the position) (2-4 words).
2	Describe all the positions (Position Description)	The position description should answer the following: Why does this position exist in the MDO? What are its overall objectives/purpose? And how does it go about achieving its objectives? (140 characters)
3	Describe all the activities related to each position (Activity Description)	The activity description should begin with the objective (i.e. the milestone that is planned to be achieved), list the steps (if more than 1) to be carried out in a sequence, and answer the 'what', 'when' and 'how'. Recommend to use verbs (50 characters).
4	List all the knowledge resources pertaining to each activity (Knowledge Resources)	Knowledge Resources are artefacts (documents, software, etc.) provided by the MDO for an individual to perform a certain activity (e.g. standard operating procedures (SOPs), manual of procedures, policy manual, legal policies (i.e. Acts), software such as SPARROW, etc.). They are linked to individual activities.

5	Rearrange activities using the principle of adjacency to form buckets	Every individual activity is usually a sequential action taken to contribute towards a specific objective/ milestone. The process of rearranging and putting these individual activities into buckets will assist in the process of defining roles.
6	Describe the cluster of activities in each bucket (Role Description)	The role description should describe each of the buckets of activities (created in the step above). It should answer the following: What is the overall objective of this bucket of activities? (70 characters)
7	Label the description in each bucket (Role Label)	The role label should succinctly capture the role description (e.g. <i>team manager (governance), project manager (communication)</i> ). Recommend to use nouns (3-4 words).
8	Describe the competencies required for each role (Competency Description)	The competency description covers the elements and the scope of the competency (e.g. Identifies one's own emotional triggers and controls one's emotional responses. Maintains sense of professionalism and emotional restraint when provoked, faced with hostility or working under increased stress. It includes resilience and stamina despite prolonged adversities) (280 characters).
9	Identify the competency label and type (Competency Label and Type)	The competency label should succinctly capture the competency described above. It gives an idea of what the competency is about, and how it is commonly known (e.g. <i>vigilance planning, decision making, project management</i> ) (2-3 words).  Also specify the competency type (i.e. behavioural, domain, or functional).
10	Identify the competency area (Competency Area)	Competency areas can be defined as the collection of competencies closely related to one another at a knowledge/subject level. Cluster the competency labels and identify the generic area in which these competency labels could be categorised (e.g. <i>technical writing, rules-based copy editing, content writing and editing, research and information synthesis, and report writing</i> will come under the competency area of <i>Noting and Drafting</i> (2-3 words)).
11	Describe each level within each competency (Competency Level Description)	The competency level is the proficiency level of the competency. These indicate levels of sophistication of the competency described. The level description is an observable description of each proficiency level of a given competency. The higher the number of descriptors, the greater the understanding of the proficiency level. Recommend to have a minimum of 3 observable descriptors (there are typically anywhere between 3 and 5 levels of proficiency).
12	Identify the levels within each competency and add labels (Competency Level and Labels)	Once the levels are described, they must be labelled. Competency levels are progressive in nature and normally given in an ascending order. Thus, Level 2 is a more sophisticated use of that particular competency, when compared to Level 1 and so on. If you are adding the competency in relation to a particular role, you must specify the proficiency level applicable to that role. Also create a label for each individual level (see example in Appendix 2).

### Step 7: Focus group discussions (internal and external experts) to improve draft dictionaries and interrelationships

The primary objective of this focus group discussion is to finalise the list of competencies (BDF) that are required for each role (Steps 8-12 in Table 5) and the levels for the same, as well

as discuss the interrelationships between the various components.

Ensuring that outside experts are a part of this is to establish that there is a plurality of opinion and that a critically informed, forward-looking stance informs the discussion. The experts need to be globally recognised domain experts. At least one such expert should be brought in for

each of the thrust areas of the MDO that is being FRACed. One may look for such experts from within the country or from abroad, from other parts of government or from the private sector. The quality of these experts will determine the quality of the competencies documented and the HoD must take personal interest in this selection. Any failure to bring in anything but the best will seriously impair the outcomes from FRACing.

The focus group will identify all the BDF competencies (created in Step 6 above) for every role, and ensure that they are aligned

with the three-year goals that the departmental minister has set. The preliminary list of roles, activities and knowledge resources for each position would also already have been completed in Step 6. This will enable the group to discuss and finalise what competencies are necessary to achieve the departmental goals.

Another task that this group will have to do is to finalise the allocation of each competency and its level to all the roles in each position. Table 6 below is an example of the output<sup>22</sup>.

**TABLE 6. Example of the allocation of competency and levels to each position**

Competency		Management (Training)	Training Coordination	Training Governance	
Behavioural	Competency 1	Level 2	Level 1	Level 4	Levels here indicate competencies that subsume previous levels
	Competency 2	Level 3	Level 5	Level 4	
	Competency 3	Level 5	Level 3	Level 1	
Domain	Competency 4	Levels 4; 3	Level 3	Level 2; 4	Levels here indicate specific skills that can be applied discontinuously
	Competency 5	Level 2	Levels 2; 4	Levels 2; 5	
	Competency 6	Level 1	Levels 3; 4	Level 2	
Functional	Competency 7	Level 3	Levels 1; 4	Levels 1; 4	
	Competency 8	Levels 2; 5	Level 2	Level 5	
	Competency 9	Levels 1; 2	Levels 3; 5	Levels 4; 5	

The consolidated list of roles, activities, competencies and knowledge resources from this step as well as the various interrelationships between them will be shared with the senior leadership of the MDO being FRACed to agree/ change/ remove competencies from the list, eventually contributing to the dictionaries and interrelationships (back to Step 6). Quality audit tests will have to be developed to assess the quality of output so obtained.

At this stage it is more important to obtain a consensus on the roles and activities. While a discussion on competencies may eventually arise within this group, it is not essential to reach a consensus. What competencies are required for which role and at what level is a leadership decision. How the leader would like to arrive at the decision is the leader's choice, but popular choices and consensus cannot and must not replace leadership decisions on the competence of the talent that the leader seek.

<sup>22</sup> See Box 2 for the differences between functional/domain competencies and behavioural competencies.

### **Step 8: Position, role, activity, competency and knowledge resources survey of all staff**

This is the stage at which everyone in the entity being FRACed gets a chance to input into the FRACing process. Based on several rounds of discussions with key members of staff and domain experts from outside, the dictionaries and interrelationships are updated (back to Step 6). Once this has been done, all members of staff will be asked to use the dictionaries to draw out the roles, activities, competencies and knowledge resources relevant for them. In case the dictionaries do not have a role, activity, competency or knowledge resource that is relevant for them, they are invited to propose the same. All proposals for additions to the dictionaries are then gathered and analysed by the DFT for another revised draft.

The list, agreed upon by the Division and Department Heads, will be recirculated for final ranking and acceptance by the employees. Any additions, if made to this list, will have to be agreed upon as in Step 7 above. The process of creating the FRAC for the MDO is an iterative process till the time it attains the standards that are set and passes the ‘smell test’. The standards of quality and the various ways and means of how to attain these will have to be worked out.

### **Step 9: Focus group discussions (Division Heads) to improve draft dictionaries and interrelationships**

At this stage, the Division Heads review the revised draft of the dictionaries, interrelationships and rankings, and take view on them. They also focus on getting expectations from each other ratified and check if they have successfully crafted them into their individual divisional dictionaries.

### **Step 10: Final draft of the dictionaries and interrelationships by the DFT**

The final dictionaries, as well as changes in the policies governing people processes, need to be identified and marked out for modification. Some of these changes may need to precede the implementation of the dictionaries within the MDO (for example, training-related expense reimbursement).

## **Steps 11-15: Audit and Updation**

### **Step 11: Upload on iGOT for quality audit by iGOT SPV**

At this stage, the IFU takes charge and the dictionaries are uploaded on the iGOT platform for a quality audit conducted by the iGOT SPV. The CSP continues to be available to work on any of the audit observations passed by the iGOT SPV’s quality team.

### **Step 12: Approval by HoD after quality audit by iGOT SPV**

Once the quality audit is complete by the iGOT SPV, the final dictionaries are shown to the HoD for approval. Thus, the HoD benefits from the advice of both the DFT and SPV.

### **Step 13: Publish on iGOT for all users to see**

Finally, once the dictionaries are approved by the HoD, they are published on iGOT for all users to view.

### **Step 14: QR code and workflow for duty chart/ work allocation**

This step, and the one that follows, are necessary to ensure the results from FRACing continue to remain valid. HoDs are constantly

changing the distribution of work among different members of staff so that load balancing as well as talent matching is accomplished. Once FRACing has been done and iGOT updated, any subsequent changes to the tagging of roles, activities, competencies or knowledge resources to positions will have to be captured on the iGOT platform. This is best achieved by ensuring that all changes to the distribution of work are done using the workflow built for this purpose on the platform. This will require an enforceable government order which states that no orders with regards to the distribution of work will be valid unless it has been generated on iGOT Karmayogi. As evidence, the work distribution order should carry a unique QR code generated the platform. The workflow for this will be built such that the tagging of roles and activities are updated before the order is printed.

### **Step 15: QR code and workflow for recruitment**

The purpose of this step is similar to that in Step 14 above. The idea is to keep iGOT Karmayogi from losing its ability to be the single source of truth for all matters HR in government. The QR code requirement will have to be imposed via an enforceable government order as described.

Thus, these 15 steps of FRACing are provided as a guidance to MDOs. As iterated above, the result of this process – the dictionaries and their interrelationships – must be adequate for the use of incumbent position holders, future position holders, HR managers, and CBP providers, in order for the process to be deemed successful.

It is also important to reiterate that these 15 steps of FRACing should not be seen as a one-time activity, but rather an ongoing process. On the whole, it will enable government MDOs to build an accurate picture of the interrelationships as well as the full list of

positions, roles, activities, competencies and knowledge resources relevant to them.

## Section 7 Promoting Success

The success of FRACing will depend upon a number of factors – some are detailed below.

**Start simple:** Although the platform is not yet perfect, it must not be a reason for further delays. By not utilising what is good, we are losing an opportunity to benefit from what we have. Therefore, we must not wait for the best before we start utilising these services. Starting simple does not mean we will remain simple – as more data comes in, as our algorithms improve, as our definitions get refined, as our processes become better, the good will become better, and better will become best. We must not let the best be the enemy of the good.

**Establishing a clear theory of change:** Government entities who are embarking on the iGOT Karmayogi journey will need to have a clear idea on what they hope to achieve through it – in particular how they would like to leverage the opportunities on the Karmayogi platform to transform how they build their human resources and encourage them to pursue lifelong learning. iGOT Karmayogi will be only as good as the ability and motivation of its participating entities.

**Limiting the problem and solution set:** The three buckets of competencies (BDF) used in this initiative will map out a significantly large number of activities, roles and positions. This can give rise to interpretation problems (e.g. is this competency linked to Teamwork or Collaboration?), and also on which activity is linked to which role. As seen in the UN, OECD and IAEA examples, it is important to limit the size of each of the buckets so that they remain manageable. Unlike what has been done anywhere in the world in the past, iGOT Karmayogi is a population scale platform with powerful AI and ML capabilities. It will also be using a new competency mark-up language (CML). iGOT Karmayogi will therefore be able to

manage much more than it has ever been able to do, but a word of caution is always useful on this count.

**Sensitisation and handholding:** Building a common understanding on all aspects of iGOT Karmayogi, including FRACing, is going to be important. This will be more effective if it is done through a continuous sensitisation and capacity building process. A strong outreach and a well-designed campaign (index cards, video bytes, quizzes of the day, etc.) should therefore be an integral part. Both at the rollout and maturation phases there will be many doubts, questions, and difficulties that people face. A support team to handle these queries and handhold IFUs and individual officials will be needed.

**Building a core group of iGOT Karmayogi evangelists:** Given that the goal is to transform HR practices in all government MDOs at the central, state and local level, it will be important to build and sustain a large group of core supporters from all walks of life; HR professionals, CSPs, PIAAs and CBP suppliers are going to be important. At the same time, the prestige and brand of iGOT Karmayogi will need to be built up which will require a sound media and social media strategy, including the ability to monitor social media chatter on iGOT Karmayogi. Workshops, seminars, competitions etc. may be needed for this. This will also require a strong pool of expert HR professionals/ organisations, both Indian and global.

**Network of world-class universities, institutions and individuals who can participate on the iGOT learning hub for CBPs:** While independent and private CBP providers will be part of the solution, it is important that steps are taken to bring on board global and domestic institutions as CBP providers.

## Conclusion

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Over the years, it has become increasingly apparent that government officials like Shanti in India often lack the key competencies required to fulfil a role – due to either lack of quality training opportunities or the fact that they are required to take on responsibilities for which they do not have prior experience or knowledge. Often, despite wanting to do so, many are unable to thus improve their competencies. As tasks become more complex and citizen expectations go up, it is imperative that governments are able to address these competency gaps and provide opportunities to reduce them.

As an initiative designed for the future, iGOT Karmayogi will be a self-sustaining platform that will mark the beginning of an era of transformative change in lifelong learning and capacity building in the government. Through the mapping of the three constructs (roles, activities and competencies), as well as knowledge resources, for each individual position within all government MDOs at the Central, State and local level (i.e. FRACing), the process will enable the government to reduce the competency gaps of their officials in relation to the roles and activities they are required to perform.

This document outlined the key terms of the process, emphasising the need for a common understanding, specified the preparatory steps to the FRACing process, described its linkages to the iGOT learning hub and described the analytics and data the platform can make available. The evolving nature of the Framework was also repeatedly emphasised.

It is anticipated that the launch of Mission Karmayogi and the Framework of Roles, Activities and Competencies will contribute

significantly to the execution capacity of the Indian state.

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## Appendices

### Appendix 1 Proposed Approval and Pricing Plan for Different Types of CBP Providers

No.	Type of Provider	Description	Pricing	CBC approval of provider
1	Retired government officials	Retired official receiving a pension from the government providing CBPs	Pricing at provider's discretion	Required
2	Private Providers (for- and not-for-profit) – Priced	Private provider (e.g. IGNOU, Harvard, Udemy, Pratham, Khan Academy, etc.) offering CBPs	Pricing at provider's discretion	Required
3	Private Providers (for- and not-for-profit) – Free	Private provider (e.g. IGNOU, Harvard, Udemy, Pratham, Khan Academy, etc.) offering CBPs at zero price	Free	Required
4	Private Providers (for- and not-for-profit) – Negotiated by MDOs	MDO negotiating with an individual/organisation for a particular rate to introduce CBPs	Pricing through negotiation by MDO (in conditions as explained in the footnote <sup>23</sup> , officials can be sponsored without negotiation or any tendering process)	Not required (but workflow must exist)
5	Private Providers (for- and not-for-profit) – Sourced by MDOs	MDO desires a particular course/ specific content, and thus sources and onboard a CBP provider	Pricing as agreed between MDO and provider at the time of giving the work order	Not required (but workflow must exist)
6	In-service officials – Priced	Currently serving government official in an MDO either creating or repurposing an existing course (where CC licence has been given) and offering it for a price	Pricing at provider's discretion	Not required
7	In-service officials – Free	Currently serving government official in an MDO either creating or repurposing an existing course (where CC licence has been given) and offering it for free	Free	Not required

The CBP providers for whom pricing is at the provider's discretion will have to offer their CBPs for free until there is enough uptake so as to enable the iGOT Karmayogi platform to assign impact scores. Once impact scores have been assigned, providers will be allowed to price their CBPs.

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<sup>23</sup> If the CBP provider is an institution that is ranked in the top 100 globally or top 20 nationally for India, or ranked in the top 20 globally or top 10 nationally for India by subject area (by either QS (<https://www.topuniversities.com/university-rankings/world-university-rankings/2020>), Times Higher Education (<https://www.timeshighereducation.com/world-university-rankings>) or US News [https://www.usnews.com/education/best-global-universities/rankings?int=top\\_nav\\_Global\\_Universities](https://www.usnews.com/education/best-global-universities/rankings?int=top_nav_Global_Universities)), and pricing is publicly listed, officials may be sponsored to take the CBP without negotiation or any tendering process. The MDO must also obtain a certificate signed by the CBP provider's HoD stating that the CBP has been running for at least 2 previous batches in which the percentage of self-paying students has been more than 20%, and the price they are offering is the lowest offered to anyone in that academic year for said CBP.

## Appendix 2 Sample competency from the Civil Services Competency Dictionary (DoPT, 2014)

**Competency Label:** Strategic Thinking

**Competency Description:** Ability to understand dynamic internal and external environment and its impact. Responds to the opportunities and challenges for the betterment of the society.

**Competency Type:** Behavioural

**Competency Area:** Ethos

Competency Level and Level Label	Competency Level Description
<b>Level 1: Understands own work</b>	<ul style="list-style-type: none"><li>Understands what is required in their role and how this contributes to Departmental priorities</li><li>Considers how their job impacts colleagues in own and other Departments</li><li>Takes an active interest in expanding knowledge of areas related to their role</li></ul>
<b>Level 2: Aligns work to department</b>	<ul style="list-style-type: none"><li>Keeps up-to-date with a broad set of issues relating to the work of the Department</li><li>Develops an understanding of how their area's strategy contributes to Departmental priorities</li><li>Ensures their area/team activities are aligned to Departmental priorities</li><li>Gathers additional information from relevant sources inside and outside their Department</li><li>Focusses on the overall intent of what one is trying to achieve, not just the task</li><li>Identifies bottleneck in existing systems and suggests steps to overcome them</li></ul>
<b>Level 3: Contributes to strategy</b>	<ul style="list-style-type: none"><li>Is alert to emerging trends, opportunities and risks in the environment which might impact or benefit the Department</li><li>Ensures that relevant issues relating to their policy area are effectively fed into big picture considerations</li><li>Actively seeks out knowledge and shares experiences to develop understanding of one's area of responsibility</li><li>Seeks to understand how the services, and strategies in the area work together to create value for the public</li></ul>
<b>Level 4: Identifies strategic imperatives</b>	<ul style="list-style-type: none"><li>Anticipates the long-term impact of national and international developments in one's area, including economic, political, environmental, social, and technological</li><li>Identifies implications of Departmental and political priorities in one's area to ensure alignment</li><li>Creates joint strategies that have positive impact and add value for stakeholders, citizens, and communities</li><li>Uses appropriate forms of technology during evaluations and/or implementation to achieve strategic goals</li></ul>
<b>Level 5: Develops long term strategies</b>	<ul style="list-style-type: none"><li>Shapes the Department's purpose in delivering Civil Service priorities for the public and economic good</li><li>Leverages technology in programme design</li><li>Shapes plans which help put into practice and support the Department's long-term direction, including those shared with other departments</li></ul>

## **Appendix 3 Work Allocation in the Department for Promotion of Industry and Internal Trade as on 23.09.2019 (DIPP, 2019)**

### **WORK ALLOCATION IN THE DEPARTMENT FOR PROMOTION OF INDUSTRY AND INTERNAL TRADE AS ON 23.09.2019**

#### **I. AMONG SENIOR OFFICERS**

<b>Name</b>	<b>Designation</b>	<b>Work allocated</b>
Shri Shailendra Singh, IAS(MP:88)	Additional Secretary	FDI Policy, Foreign Investment Facilitation, FDI Data Cell, Project Monitoring Group, Industrial Corridors & IICC, Ease of Doing Business, Leather, Copy Rights, Startup India, Internal Trade, e-Commerce, Boiler, NPC&QCI, International Cooperation- Asia (ex ME), International Cooperation-Europe, Public Procurement
Shri Shashank Priya, IRS(C&CE:88)	Additional Secretary & Financial Adviser	Finance-I, Finance-II, Budget & Accounts
Shri A S Bhal, IES(85)	Senior Economic Adviser	Besides functions of Economic Adviser, matters related to Industrial Policy, Industrial Statistics, Coordination matters of DPIIT
Shri Anil Agrawal, IPS(UP:88)	Joint Secretary	Leather, Cement, Paper, Linoleum and Rubber, Internal Trade (except e-Commerce), Explosives, International Cooperation- Africa, Middle East & Oceania, Startup India, International Cooperation-CIS countries
Ms Sumita Dawra, IAS(AP:91)	Joint Secretary	Vigilance, MIIUS Scheme, NPC& QCI, Manufacturing Policy, UNIDO, Investment Promotion(MII), International Cooperation- Asia (ex ME), Copy Rights, FDI Policy, Foreign Investment Facilitation, FDI Data Cell

Shri Rajiv Aggarwal, IAS(UP:93)	Joint Secretary	IPR- Establishment, Patents, Trade Marks and GI, IPR- Negotiations and Cooperation, Designs and National Institute of Design, IPR- CIPAM, International Cooperation-Americas, Project Monitoring Group, Public Procurement
Shri Ravinder, IAS(UP:99)	Joint Secretary	Ease of Doing Business, Library, Industrial Licensing, Salt, Consumer Industry, Light Engineering Industry, Industrial Enterprise Memorandum, e-Commerce, Technical Regulations, Technical Support, International Cooperation-Europe
Shri Rajendra Ratnoo, IAS(TN:01)	Joint Secretary	North East Schemes, GST Subsidy Scheme, Himalayan States Schemes, Industrial Corridors & IICC
Shri S D Sharma, CSS	Joint Secretary	Cash, Public Grievances, O&M, RTI, Record Cell, Rajbhasha, Parliament, Establishment matters, General Admin, Protocol, SEO Cell
Shri T.S.G. Narayannen	Technical Adviser (Boilers)	Boiler, Technical Support
Shri Sanjay Kumar Panda	DDG	Industrial Statistics

## II. AMONG DEPUTY SECRETARIES/DIRECTORS/EQUIVALENT

<b>SI. No.</b>	<b>Name of the Officer (S/Shri/Smt/Ms)</b>	<b>Work allocated</b>
1.	Shruti Singh, Director	Startup India, Investment Promotion(MII),FDI Policy Section, Foreign Investment Facilitation Section, FDI Data Cell
2.	Sunita Yadav, Director	Finance-I, Finance-II
3.	Uday Singh Mina, Director	GST Subsidy Scheme, Himalayan States Schemes
4.	Margaret Gangte, Director	Consumer Industry, Light Engineering Industry, Industrial Enterprise Memorandum
5.	Supriya S Devasthal, Director	Leather, Ease of Doing Business
6.	Sampa Saha, Director	Library
7.	Nikhil Kumar Kanodia, Director	Project Monitoring Group, Industrial Licensing, Supervision of all work related to technical regulations
8.	Surabhi Sharma, Deputy Secretary	e-Commerce, Establishment- Gazetted, Establishment- Non Gazetted, Establishment - Retirement matters, Establishment- Other matters, Establishment-D: Group D, R&I, Copy Rights
9.	Pooja Swaroop, Deputy Secretary	Trade Marks and GI, IPR- Establishment, Patents, International Cooperation- Americas
10.	Y Jaya Priyadarshani, Joint Director	Manufacturing Policy, NPC&QCI, UNIDO
11.	Narender Kumar, Dy Secretary	Cash- Pay Rolls, Cash- Other Bills+ Cashier Cell, Public Grievances
12.	Pijush Dasgupta, Dy. Secretary	International Cooperation- Europe, Right to Information, Record Cell, Salt
13.	Ashish Dutta, Dy. Secretary	International Cooperation- CIS countries, International Cooperation - Africa, Middle East and Oceania
14.	Raman Kant Sood, Dy Secretary	Explosives, International Cooperation- Asia (ex ME)
15.	Asha Sota, Deputy Secretary	Vigilance, MIIUS Scheme
16.	Yogesh Gupta, Deputy Secretary	General Administration, Protocol, SEO Cell, North East Schemes
17.	D C Bijalwan, Deputy Secretary	Project Monitoring Group

<b>Sl. No.</b>	<b>Name of the Officer (S/Shri)</b>	<b>Work allocated</b>
1.	A.M. Balraj, SDO (Engg)	Public Procurement, Parliament
2.	Mohd Z.K. Yusufzai, SDO (Engg)	Cement, Boiler and Technical Support
3.	A.P. Singh, SDO (Engg)	Industrial Corridors & IICC
4.	Dr. S.S. Gupta, SDO (Engg)	Paper, Linoleum and Rubber, Internal Trade (except e-Commerce)
5.	Dr. Ashish Kumar, SDO (Engg)	IPR- Negotiations and Cooperation, Designs and National Institute of Design, IPR- CIPAM
6.	Nand Lal, Consultant	All work relating to Chemical Wing
7.	S.K. Jain, DO (Engg)	Boiler, Technical Support
8.	Sundeep Chauhan, DO (Engg).	Explosives, Internal Trade (except e-Commerce)

#### **IV. UNDER SECRETARIES/EQUIVALENT**

<b>Sl. No.</b>	<b>Name of the Officer (S/Shri/Smt/Ms)</b>	<b>Work allocated</b>
1.	Binod Kumar, US	Light Engineering Industry, Consumer Industry
2.	A K Sabharwal, US	Investment Promotion(MII), International Cooperation- Europe
3.	Dayanidhi Joshi, US	Leather, International Cooperation- CIS countries
4.	R K Punia, US	Cash- Pay Roll, Cash-Other Bills+ Cashier Cell
5.	Shambhu Datt Sati, US	Establishment- Gazetted, Establishment- Non Gazetted, Establishment - Retirement matters, Establishment-D: Group D, R&I, Establishment- Other matters
6.	B.K. Sharma, US	Industrial Corridors & IICC
7.	P K Pattnaik, US	International Cooperation- Africa Middle East and Oceania, Industrial Enterprise Memorandum, Light Engineering Industry
8.	K P Singh, US	Finance -I
9.	Kundan Kumar, US	General Administration, Protocol, SEO Cell
10.	L Madan Kumar Reddy, US	Startup India
11.	Sunil Kumar Agarwal, US	Cement
12.	Gokul Chand,US	NPC & QCI, UNIDO, Manufacturing Policy
13.		IPR- Establishment, Patents, Designs and National Institute of Design, IPR-CIPAM
14.	Sunder Singh, US	GST Subsidy Scheme
15.	D V S P Varma, US	Public Procurement, Parliament

15.

16.	R.D. Diwakar, US	
17.	Anuj Kumar, US	Finance-II
18.	R Mythili, US	Ease of Doing Business, Industrial Licensing
19.	Ram Naresh, US	Right to Information+ Record Cell, Public Grievances, O&M
20.	Arun Kumar, US	Paper, Linoleum and Rubber
21.	B K Sethi, US	Trade Marks and GI, International Cooperation- Americas
22.	Ganesh H Nikhare, US	International Cooperation - Asia(ex ME), Himalayan States Schemes
23.	Anshu Mauli Kumar, US	Project Monitoring Group
24.	Tanmoy Roy, US	Salt, Library, Consumer Industry
25.	Lata S Kapur, US	Vigilance, IPR- Negotiations and Cooperation
26.	Jagdish Kumar, US	MIIUS Scheme
27.	S Dhana Shekar, US	North East Schemes
28.	Sushant Sudan, Deputy Director	OSD to Secretary, DPIIT
29.	Nayonika Dutta, Deputy Director	e -Commerce

## V. SECTION OFFICERS

SI. No.	Name of the Officer (S/Shri/Smt/Ms)	Work allocated
1.	Sanjay Bhatt	Ease of Doing Business
2.		Public Procurement
3.	Mukul Kumar Gupta	Vigilance
4.	Usha Arora	Boiler
5.	Asha Rani	Cash- Pay Roll
6.	Asha Rani	Cash-Other Bills+ Cashier Cell
7.	Pardeep Kumar Kher	Cement
8.		Coordination
9.	Rohtas Singh	Office & Management
10.	Rooma Manchanda	MIIUS Scheme
11.	Yogesh Taneja	North East Schemes
12.	Rahul Handa	Establishment-Gazetted
13.	Rahul Handa	Establishment- Non Gazetted
14.	Geeta Sakhuja	Establishment - Retirement matters
15.	Nishi Sharma	Establishment- Other matters
16.	Sushil Bhalla	Leather
17.	Anil Kumar Chauhan	Establishment-D: Group D, R&I
18.	Kumar Gaurav	FDI Policy Section
19.	Geetha Venugopal, RO	Foreign Investment Facilitation Section
20.	Pradeep Toppo	IPR- Establishment

<b>Sl. No.</b>	<b>Name of the Officer (S/Shri/Smt/Ms)</b>	<b>Work allocated</b>
21.	Saji P Augustine	IPR- Negotiations and Cooperation
22.	Nutan Sanghal	Patents
23.	Uma Vijayan	Trade Marks and GI
24.	S Balaji	Designs and National Institute of Design
25.	Nutan Sanghal	IPR- CIPAM
26.	K R H D Prasad	International Cooperation - Asia(ex ME)
27.	Achamma Rajan	International Cooperation- Europe, International Cooperation- CIS countries
28.	Suresh Kumar Chauhan	International Cooperation- Americas
29.	Ashok Kumar Pradhan	International Cooperation - Africa , Middle East and Oceania
30.	Ajay Priyadarshy	Industrial Corridors & IICC
31.	Madhu Singh, Economic Officer	NPC & QCI
32.	<b>Vacant</b> (Addl charge to Bimla Rawat)	Linoleum and Rubber
33.	Rajender Prasad	SEO Cell
34.	Dharam Pal	Right to Information, Record Cell
35.	<b>Vacant</b> (Charge to Shri Shahid Rasool, RO)	Manufacturing Policy
36.	Naveen Kumar	Light Engineering Industry
37.	Ajay Kansal	Paper
38.	Bimla Rawat	Consumer Industry
39.	Saikat Das	Parliament
40.	P M Erishikesan	Special Schemes
41.	Md. Sharfuddin	GST Subsidy Scheme
42.	Latha Jerish	Industrial Licensing
43.	P C Joshi	General Administration
44.	T. Hanumantha Rao	CIM Office
45.	Ngulkhosat	Finance-II
46.	Sukh Dayal Bhalaik	Finance-II
47.	Gaurav Kumar Tripathi	Salt
48.	Saikat Das	Protocol
49.	<b>Vacant</b>	Technical Support
50.	<b>Vacant</b>	Finance-I
51.	Nitesh Ranjan	Make In India
52.	<b>Vacant</b>	Budget & Accounts
53.	Iqbal Singh	Startup India
54.	<b>Vacant</b>	Rajbhasha
55.	<b>Vacant</b> (Addl Charge to Shahid Rasool, Research Officer)	Industrial Enterprise Memorandum

<b>Sl. No.</b>	<b>Name of the Officer (S/Shri/Smt/Ms)</b>	<b>Work allocated</b>
56.	<b>Vacant</b>	Industrial Statistics
57.	<b>Vacant</b>	Library
58.	Latha Jerish	Public Relations & Grievances
59.	Sumit Kumar	Explosives
60.	Gaurav Kumar Tripathi	UNIDO
61.	Ganesh Gupta	e-Commerce
62.	Arunesh Kumar Singh	Copyrights

## VI. AMONG EX-CADRE/OTHER CADRE POSTS

<b>Sl. No.</b>	<b>Name of the Officer (S/Shri/Smt/Ms)</b>	<b>Work allocated</b>
1.	Vacant ( Director, L&I)	Library
2.		Industrial Statistics, Coordination
3.	Aisha Saeed, Assistant Director (ISS)	ISU
4.	Goonjan Kumar, Assistant Director (IES)	FDI Policy Section, Foreign Investment Facilitation Section, FDI Data Cell
5.	Gajraj Singh, Joint Director (OL)	Rajbhasha
6.	Madhu Singh, Economic Officer	NPC & QCI
7.	Babu Lal Meena, Assistant Director (OL)	Rajbhasha
8.	Vacant, Assistant Director (OL)	Rajbhasha
9.	Geetha Venugopal, Research Officer	Foreign Investment Facilitation Section
10.	Shahid Rasool, Research Officer	Manufacturing Policy
11.	Neeraj Kumar Sharma, Research Officer	FDI Data Cell
12.	Des Raj Kapur, Assistant Librarian & Information Officer	Library
13.	Vacant (Protocol Officer)	Protocol
14.	Vacant (Addl Charge to Sh. Shahid Rasool, Research Officer)	Industrial Enterprise Memorandum
15.	Accounts Officer (Vacant)	Finance-II
16.	Vacant (Economic Officer)	
17.	Vacant (Economic Officer)	

## **OFFICERS FROM ERSTWHILE DGS&D**

<b>Sl. No.</b>	<b>Name of the Officer (Shri)</b>	<b>Work allocated</b>
1.	Rakesh Kumar, Director	Cell for Public Procurement Management
2.	Rajesh Gupta, Director	Cell for Public Procurement Management
3.	Shlok Bhardwaj, Director	Cell for Public Procurement Management

## **Allocation of Ministries/Departments for handling coordination Work**

### **A. Charge of Principal/ Senior Economic Adviser**

1. Ministry of Micro, Small and Medium Enterprises
2. NITI Aayog
3. Department of Commerce

### **B. Charge of Additional Secretary (Shri Shailendra Singh)**

1. Ministry of Information and Broadcasting
2. Department of Atomic Energy
3. Department of Economic affairs
4. Ministry of Shipping
5. Department of Revenue
6. Department of Heavy Industries
7. Ministry of Civil Aviation
8. Department of Posts

### **C. Charge of Joint Secretary (Shri Anil Kumar Agrawal)**

1. Ministry of Earth Sciences
2. Ministry of Minority Affairs
3. Ministry of Social Justice & Empowerment
4. Ministry of Steel
5. Department of Skill Development and Entrepreneurship
6. Ministry of Petroleum & Natural Gas

7. Department of Chemicals & Petro -Chemicals
8. Department of Fertilizers
9. Department of Science & Technology
10. Department of Scientific and Industrial Research
11. Department of Bio-Technology
12. Department of Animal Husbandry and Dairying
13. Department of Consumer Affairs

**D. Charge of Joint Secretary (Ms Sumita Dawra)**

1. Ministry of External Affairs
2. Department of Investment & Public Asset Management
3. Ministry of Textiles
4. Department of School Education and Literacy
5. Department of Health & Family Welfare
6. Department of Health Research
7. Department of Pharmaceuticals
8. Ministry of Food Processing Industries
9. Ministry of Coal
10. Department of Higher Education

**E. Charge of Joint Secretary (Shri Rajiv Aggarwal)**

1. Ministry of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy
2. Ministry of Environment, Forest & Climate Change
3. Ministry of New and Renewable Energy
4. Ministry of Tribal Affairs

5. Department of Agricultural Research and Education
6. Department of Agriculture, Cooperation & Farmers Welfare
7. Department of AIDS Control
8. Department of Fisheries
9. Department of Public Enterprises
10. Ministry of Statistics and Programme Implementation

**F. Charge of Joint Secretary (Shri Ravinder)**

1. Ministry of Corporate Affairs
2. Ministry of Electronics & Information Technology
3. Ministry of Home Affairs (Except D/o Official language)
4. Ministry of Housing and Urban Affairs
5. Ministry of Labour and Employment
6. Ministry of Power
7. Department of Defence
8. Department of Defence Production
9. Department of Defence Research & Development
10. Department of Justice
11. Department of Land Resources
12. Department of Legal Affairs
13. Legislative Department
14. Department of Telecommunication

15. Department of Financial Services

**G. Charge of Joint Secretary(Shri Rajendra Ratnoo)**

1. Ministry of Development of North Eastern Region
2. Department of Sports
3. Department of Youth Affairs
4. Ministry of Panchayati Raj
5. Ministry of Tourism
6. Ministry of Women and Child Development
7. Department of Rural Development
8. Ministry of Mines
9. Department of Food and Public Distribution
10. Ministry of Water Resources, River Development & Ganga Rejuvenation
11. Ministry of Culture
12. Ministry of Railways
13. Ministry of Road Transport

**H. Charge of Joint Secretary (Shri S D Sharma)**

1. Department of Administrative Reforms & Public Grievances
2. Department of Pensions & Pensioners Welfare
3. Department of Personnel & Training
4. Department of Official Language

5. Department of Ex-Servicemen Welfare
6. Department of Space
7. Ministry of Parliamentary Affairs
8. Department of Drinking Water & Sanitation

**I. Charge of Chief Controller of Accounts**

1. Department of Expenditure

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**Allocation of States/UTs for handling Miscellaneous Coordination work**

**A. Charge of Additional Secretary (Shri Shailendra Singh)**

1. Madhya Pradesh
2. Dadra & Nagar Haveli
3. Daman & Diu
4. Goa
5. Odisha
  
6. Uttarakhand

**B. Charge of Joint Secretary (Shri Anil Agrawal)**

1. Karnataka
2. Kerala
3. Uttar Pradesh
4. West Bengal

**C. Charge of Joint Secretary (Ms Sumita Dawra)**

1. Andhra Pradesh
2. Haryana
3. Himachal Pradesh
4. Telangana
5. Puducherry

**D. Charge of Joint Secretary (Shri Rajiv Aggarwal)**

1. Bihar
2. Lakshadweep
3. Maharashtra
4. Chandigarh
5. Punjab

**E. Charge of Joint Secretary (Shri Ravinder)**

1. Andaman & Nicobar Islands
2. Chhattisgarh
3. Gujarat
4. Jharkhand
5. Rajasthan

**F. Charge of Joint Secretary( Shri Rajendra Ratnoo)**

1. Delhi
2. North East States (including Sikkim)
3. Jammu & Kashmir
4. Tamil Nadu

## LIST OF SECTIONS

S. No.	New Name	Old Name
1.	Boiler	Boiler
2.	Budget & Accounts	Budget & Accounts
3	Cash- other Bills	Cash- II
4.	Cash- Pay Roll	Cash- I
5.	Cement	Cement
6.	Consumer Industry	Consumer Industry
7.	Coordination	Coordination
8.	Copy Rights	IPR VII
9.	Designs and National Institute of Design	IPR V
10.	Ease of Doing Business	BE-I
11.	Establishment- Gazetted	E-I
12.	Establishment - D, Group D, R&I	Estt-D + R&I
13.	Establishment- Non Gazetted	E-II
14.	Establishment - Other Matters	E- IV
15.	Establishment - Retirement Matters	E- III
16.	Explosives	Explosive
17.	Finance- 1	Finance -1
18.	Finance - 2	Finance - 2
19.	International Cooperation- Americas	IP&IC- III
20.	International Cooperation- Asia ( ex ME)	IP&IC- I
21.	FDI Policy Section	FC-I
22.	E-Commerce	
23.	Foreign Investment Facilitation Section	FC- II
24.	FDI Data Cell	FDI Data Cell
25.	General Administration	General Administration
26.	GST Subsidy Scheme	Planning
27.	Rajbhasha	Hindi
28.	Industrial Corridors & IICC	Industrial Corridor+ ID-I
29.	Industrial Enterprise Memorandum	Industrial Enterprise Memorandum (IEM)
30.	Industrial Licensing	Industrial Licensing (IL)
31.	Manufacturing Policy	National Manufacturing Policy (MP)
32.	Industrial Statistics	ISU
33.	International Cooperation - Africa Middle East & Oceania	IP&IC - IV
34.	International Cooperation - Europe	IP & IC - II
35.	International Cooperation - CIS	
36.	IPR- Negotiations and Cooperation	IPR - II
37.	IPR- CIPAM	IPR VI
38.	IPR- Establishment	IPR - I
39.	Leather	Leather
40.	Linoleum and Rubber	Linoleum and Rubber (LR)
41.	Library	Library
42.	Light Engineering Industry	Light Engineering Industry (LEI)

43.	Investment Promotion (Make in India)	BE- III
44.	MIIUS Scheme	IIUS + ID-II
45.	NPC-QCI	NPC-QCI
46.	Office & Management	Office & Management (O&M)
47.	Paper	Paper
48.	Parliament	Parliament
49.	Patents	IPR - III
50.	Protocol	Protocol
51.	Public Procurement	BE- II
52.	Public Relations & Grievances	PR&C
53.	Right to Information	Right to Information
54.	Salt	Salt
55.	SEO- Cell	SEO Cell
56.	Himalayan States Schemes	Special Package
57.	Startup India	Startup India
58.	Technical Support	TSW
59.	Trademarks and GI	IPR- IV
60.	UNIDO	UNIDO
61.	Vigilance	Vigilance
62.	North East Schemes	DBA-II+ NER
63.	Internal Trade (except e-Commerce)	

## Appendix 4 IFU Team Members

For the time being, it is inferred that Knowledge resources for all IFU Team Members will be key documents related to Mission Karmayogi.

### Project Manager

Position	Roles	Activities	Competencies		
			Domain	Functional	Behavioural
Project Manager	Project Management	Deploy detailed project management plans	Project management	Principles of advanced project management	Information seeking
		Control project plans to manage project schedule and deliverables	Sector/ industry process breadth (as against dept of one or more processes)	Types of phases of a project lifecycle	Conceptual thinking
		Manage projects costs	MS project; primavera of similar PM tools (for which MDO already has licenses)	Work breakdown structure (WBS)	Initiative and drive
		Assess potential project issues		Key project performance measurements	Planning and coordination
		Manage project contingencies			Communication skills
		Report on project progress to senior executives			
	Manage Project Teams	Allocate roles and tasks to project members	Target setting		Leading others
		Monitor contributions by each member		Methods of project communication	Organisational Awareness
		Help team members overcome roadblocks			Commitment to organisation
		Mentor and coach external experts on ways of the MDO			Self- confidence
	Project Issue Resolutions	Track issues regularly	MS Project; primavera of similar PM Tools	Methods of project risk assessment	Consultation and consensus building
		Create an issue resolution plan and monitor effectively		Methods of project communication	Decision making
		Escalate issues in a timely manner			Delegation
	Project Risk Assessment	Identify risks for each specific functional area	Organisation HR processes	Methods of project risk assessment	Attention to detail
		Perform risk assessment as required	Change management techniques	Risk recording and reporting structures and processes	Taking accountability
		Report assessment outcomes to relevant stakeholders		Types of risk assessment matrices to follow	
		Adopt risk control measures to ensure impact is controlled		Principles of crisis management	

## Project Coordinator

Position	Roles	Activities	Competencies		
			Domain	Functional	Behavioural
Project Coordinator	Project Management	Create and update project management plans	Project management	Project administration	Information seeking
		Timely reminders on deliverable schedules expected	Working knowledge of MS project; primavera of similar PM tools (for which MDO already has licenses)	Creating a work breakdown structure	Initiative and drive
		Keep detailed project costs incurred			Planning and coordination
		Report on project progress to Project Manager			Communication skills
		Other project coordination activities			
	Project Teams Coordination	Regular task updation for all project members	Drafting of minutes of the meeting	Drafting and sending emails (as per Project Manager's instructions)	Organisational awareness
		Meeting notes and communication	Note-taking and filing - electronic and physical (if needed)		Commitment to organisation
		Administrative works related to external experts			Self-confidence
	Project Issue Resolutions	Use issue tracker regularly	MS project; primavera of similar PM tools		Attention to detail
		Create agenda for approval of Project Manager			
		Identify issues to be highlighted			
	Project Risk Assessment	Identify risks for each specific functional area	Organisation HR processes	Methods of project risk assessment	Attention to detail
		Perform risk assessment as required	Change management techniques	Risk recording and reporting structures and processes	Taking accountability
		Report assessment outcomes to relevant stakeholders		Types of risk assessment matrices to follow	
		Adopt risk control measures to ensure impact is controlled		Principles of crisis management	
				Relevant regulatory requirements and guidelines	

## Functional Heads

Position	Roles	Activities	Competencies		
			Domain	Functional	Behavioural
Functional Head	Identify trends in the domain over the next 5 years	Work closely with domain expert in bringing up-to-date on context	Known expert in the domain (global level expertise)	Workshop facilitation skills	Information seeking
		Communicate clearly the objectives of the assignment	Strong advocate of use of technology in own domain	Report writing and presentation skills	Conceptual thinking
		Identify communication means that best suit the key influencers and use it consistently	Strong expertise in adjacent domain areas (e.g. for health education – EdTech; HRD can be considered adjacent domains)		Initiative and drive
					Leading others
					Consultation and communication building
					Taking accountability
					Innovative thinking
	Building Domain Competencies	Draw down domain trends to each affected function within the MDO	Deep understanding of the FRAC process		Leading others
		Showcase how the roles across hierarchy will change over time with evidence	Usage of FRAC templates and methodologies	Methods of project communication	Organisational awareness
		Identify domain competencies of future that the above roles require			Commitment to organisation
		Identify CBP providers that currently enable building competencies			Self-confidence
	Project Contribution	Understand project strategy	MS project; primavera or similar pm tools	Methods of project risk assessment	Consultation and consensus building
		Identify risks early and communicate with project manager		Methods of project communication	Decision making
		Identify dependencies with other functions and track them closely			
		Identify key actors within function to help facilitate change			
		Escalate issues and seek resolution in a timely manner			Delegation

## HR Head

Position	Roles	Activities	Competencies		
			Domain	Functional	Behavioural
HR Head	Identify impact of FRAC on HR processes	Work closely with HR domain expert (if needed) to identify changes required	HR processes and policies	Change management	Information seeking
		Build a case for change in HR policies	Trends in HR technology	Communication and presentation	Conceptual thinking
		Identify impact of changes on other HR policies: leave, entitlements, etc.	Deep understanding of the FRAC process		Initiative and drive
					Leading others
					Consultation and communication building
					Taking accountability
					Innovative thinking
	Recruitment Workflow Modifications	Suggest changes in the workflow as per iGOT recommendations	Deep understanding of the FRAC process	Methods of project communication	Leading others
		Present internal approval note for change of recruitment procedures	Usage of FRAC templates and methodologies		Organisational awareness
		Create a policy for using iGOT assessment processes	Assessment technologies and processes		Commitment to organisation
	Project Contribution	Understand project strategy	MS project; primavera or similar PM tools	Methods of project risk assessment	Consultation and consensus building
		Identify changes risks early and communicate with project manager and HoD	Change management	Methods of project communication	Decision making
		Create a change management strategy along with HoD and project manager			
		Identify dependencies with other functions and track them closely			
		Identify key actors within function to help facilitate change			
		Escalate issues and seek resolution in a timely manner			Delegation

## Appendix 5 CSP Team Members

For the time being, it is inferred that Knowledge resources for all CSP Team Members will be key documents related to Mission Karmayogi.

### Project Manager

Position	Roles	Activities	Competencies		
			Domain	Functional	Behavioural
Project Manager	Project Management	Deploy detailed project management plans	Project management	Principles of advanced project management	Information seeking
		Control project plans to manage project schedule and deliverables	Sector/ industry process breadth (as against dept of one or more processes)	Types of phases of a project lifecycle	Conceptual thinking
		Manage projects costs	MS project; primavera of similar PM tools (for which MDO already has licenses)	Work breakdown structure (WBS)	Initiative and drive
		Assess potential project issues		Key project performance measurements	Planning and coordination
		Manage project contingencies			Communication skills
		Report on project progress to senior executives			
	Manage Project Teams	Allocate roles and tasks to project members	Target setting		Leading others
		Monitor contributions by each member		Methods of project communication	Organisational Awareness
		Help team members overcome roadblocks			Commitment to organisation
		Mentor and coach external experts on ways of the MDO			Self-confidence
	Project Issue Resolutions	Track issues regularly	MS Project; primavera of similar PM Tools	Methods of project risk assessment	Consultation and consensus building
		Create an issue resolution plan and monitor effectively		Methods of project communication	Decision making
		Escalate issues in a timely manner			Delegation
	Project Risk Assessment	Identify risks for each specific functional area	Organisation HR processes	Methods of project risk assessment	Attention to detail
		Perform risk assessment as required	Change management techniques	Risk recording and reporting structures and processes	Taking accountability
		Report assessment outcomes to relevant stakeholders		Types of risk assessment matrices to follow	
		Adopt risk control measures to ensure impact is controlled		Principles of crisis management	

## Domain Expert

Position	Roles	Activities	Competencies		
			Domain	Functional	Behavioural
Domain Expert	Identify trends in the domain over the next 5 years	Understand the client's current landscape, context and brief history	Deep knowledge of processes in own function	Project management	Information seeking
		Coach the expert with current and approved strategy			Conceptual thinking
		Translate MDO goals to functional goals			Initiative and drive
		Identify areas of change along with expert			Leading others
		Finalise a report for HoD/minster's approval			Consultation and communication building
					Innovative thinking
	Building Domain Competencies	Identify changes in roles and create a phase-wise change plan	Deep understanding of the FRAC process	Methods of project communication	Leading others
		Modify roles and activities for affected positions	Usage of FRAC templates and methodologies		Organisational awareness
		Identify domain competencies of future that the above roles require			Commitment to organisation
		Identify CBP providers that currently enable building competencies			Self-confidence
	Managing Change	Identify change strategy and get approval from HoD	Understanding of critical roles and bottlenecks in current operations	Change management strategies	People first
		Build consensus within the domain among key stakeholders			Strategic thinking
		Identify communication means that best suit the key influencers and use it consistently			Empathy
	Project Contribution	Understand project strategy	MS project; primavera or similar PM tools	Methods of project risk assessment	Consultation and consensus building
		Allocate adequate resources to ensure project success		Methods of project communication	Taking accountability
		Identify risks early and communicate with Project Manager			Decision making
		Escalate issues and seek resolution in a timely manner			Delegation

## Senior Consultant (Domain)

Position	Roles	Activities	Competencies		
			Domain	Functional	Behavioural
Senior Consultant (Domain)	Domain Competency Writing	Understand current processes and tech used	Project management	Project administration	Information seeking
		Understand current tech changes (if any)	Working knowledge of MS project; primavera of similar PM tools (for which MDO already has licenses)	Creating a work breakdown structure	Initiative and drive
		Conduct organisation analyses exercise to identify gaps in talent	Depth of knowledge of current domain processes	Workshop facilitation skills	Planning and coordination
		Conduct functional gap analyses and facilitate change strategy acceptance	Process re-engineering in own domain		Conceptual thinking
		Work with domain expert to translate changes to roles and activities			Communication skills
		Work with domain expert to translate roles and activities to competencies			Problem solving
	Project Teams Coordination	Regular task updating for all project members	Drafting of minutes of the meeting	Drafting and sending emails (as per Project Manager's instructions)	Self-confidence
		Meeting notes and communication	Note taking and filing – electronic and physical (if needed)	Workflow diagrams	
		Identify change issues in process changes suggested		Presentation skills	
		Identify change risk mitigation steps			
	Project Issue Resolutions	Use issue tracker regularly	MS project; primavera of similar PM tools		Attention to detail
		Create agenda for approval of Project Manager			
		Identify issues to be highlighted			
	Project Risk Assessment	Identify risks for each specific functional area	Organisation HR processes	Methods of project risk assessment	Attention to detail
		Perform risk assessment as required	Change management techniques	Risk recording and reporting structures and processes	Taking accountability
		Report assessment outcomes to relevant stakeholders		Types of risk assessment matrices to follow	
		Adopt risk control measures to ensure impact is controlled		Principles of crisis management	
				Relevant regulatory requirements and guidelines	

## HR Process Expert

Position	Roles	Activities	Competencies		
			Domain	Functional	Behavioural
HR Process Expert	Identify impact of FRAC on HR processes	Work closely with HR head to identify changes required	HR processes and policies	Change management	Information seeking
		Identify impact of changes on other HR policies: leave, entitlements, etc.	Trends in HR technology	Communication and presentation	Conceptual thinking
		Build a case for change in HR policies	Deep understanding of the FRAC process	Drafting note as per MDO's practice	Initiative and drive
		Build case for HR process automation (as per MDO's agreed policy)			Leading others
					Consultation and communication building
					Taking accountability
					Innovative thinking
					Problem solving
	Recruitment Workflow Modifications	Suggest changes in the workflow as per iGOT recommendations	Deep understanding of the FRAC process	Methods of project communication	Leading others
		Draw up change note for HR head's approval	Usage of FRAC templates and methodologies		Organisational awareness
		Identify assessment processes for adoption by MDO's recruitment	Assessment technologies and processes		Commitment to organisation
					Self-confidence
	Project Contribution	Understand project strategy	MS project; primavera or similar pm tools	Methods of project risk assessment	Consultation and consensus building
		Identify changes risks early and communicate with Project Manager and HR head	Change management	Methods of project communication	Decision making
		Identify dependencies with other functions and help HR head navigate these changes			Delegation
		Escalate issues and seek resolution in a timely manner			