



Advanced Course on Management and Development

**In-service Training Programme for
Class-II (or equivalent) Officers of
Government Organizations**

COURSE BOOK

ABOUT THE PROGRAMME

Role of public management is instrumental for ensuring good governance and achieve development goals of the nation. Public service is considered as crucial vehicle for implementing transformation efforts led by the government using new approaches and techniques of public management. The role of public officials, thus, lies in recognizing and further expanding their role in the changed context to produce deliverables with available level of resources.

Restructuring of state has gained momentum with successful election of government at all levels- local, province and federal level- as envisioned by the Constitution of Nepal. Now, the role of newly elected governments and their policies are expected to deliver public aspirations of peace, good governance, prosperity and development. This is possible with ethical, competent and efficient public officials in managing resources, relationships and results effectively. As major role bearers of public service, mid-level executives or Class-II (equivalent) officers of government have vital role in bridging policy level and operating level as change leaders to design and implement programs for effective service delivery. Hence, capacity building of this level is critical for successful functioning of public sector and leading change effectively.

In this connection, NASC has redesigned existing in-service training course on Management and Development targeted for the Class-II (equivalent) officers of government organizations. The redesign process is built on the premise of developing core competencies of the mid-level executives with identification of core competencies required to perform their role effectively. Detailed learning needs assessment was conducted to identify competency framework for these officers and gaps were identified in required competencies by adopting widely accepted methodologies including individual questionnaires, supervisory assessment, expert opinions and workshops at different levels. Similarly, practices of similar course providing institutions in Asia and other countries were carefully reviewed and observed while designing the new course. This course has been peer reviewed by experts engaged in public sector capacity building.

The Course incorporates both perspective building as well as skill developing contents with practical innovative learning components like Connecting to Community (C2C) and Service Improvement Plan (SIP).

COMPETENCY FRAMEWORK

Competencies are individual characteristics, including knowledge, skills, abilities, self-image, personality-

traits, mindsets, feelings, and ways of thinking, which, when used with the appropriate roles, achieve a desired result. Competencies contribute to individual exemplary performance that creates reasonable impact on the outcome. A competency framework defines the knowledge, skills, behaviors and attributes needed for people within an organization. The following framework is defined for the mid-level officers of government as required set of core competencies based on detailed learning need assessment and successive exercises.

Building Integrity

It is an ability of a person to demonstrate and promote ethical standards in personal and professional life. It is derived as foundational competency for the mid-level executives and is a base for all other competencies and role of the officers.

Managing Relationship

This denotes an ability to analyze and foster individual and institutional relationship for creating performing environment. This is relational competency of a person and regarded as instrumental for assuming leadership role and managing stakeholders.

Managing Resources

The competency is derived as an ability to manage human and financial resources effectively and efficiently to ensure 'value for money' and achieve organizational goals. This is an essence of managerial and leadership role associated with results.

Leading with Purpose

It is an ability to demonstrate value-based leadership roles for delivering public commitments. Augmented with all other competencies, this dimension of competency incorporates individual drive and strive to lead for making difference as a performing leader.

OVERALL AIM

The Course aims to develop a performing leader who demonstrates leadership role by maintaining and fostering integrity in personal and professional life; and by managing resource and relationships effectively to achieve organizational goals.

COURSE CONTENTS

The Course is structured in five modules incorporating essential skills to be delivered progressively in synchronized learner's centered delivery approach. The aim of each module, detailed content outlines and the methods of delivery are presented as follows.

MODULE I: PERSONAL EFFICACY AND LEADERSHIP

This module aims to enhance personal efficacy and leadership excellence through practical skills in self-management, integrity building, engaging people and organization development.

Day	Session Topic	Learning Objectives	Content Outline	Methodology	Session
Personal Efficacy					
1	Understanding and Managing Self	<ul style="list-style-type: none"> Recognize diversity of personal and professional role Practice techniques of creating self-awareness and self-management in relation to time and priorities in life 	<ul style="list-style-type: none"> Self-analysis in relation to role diversity of mid-level executives (Personal -family and society, professional etc. Values, Interest, Temperament, Around-the-Clock activities, Life mission and meaningful goals and Strengths/skills (VITALS) 	Interactive Lecture, Self-Assessment JOHARI Window, SWOT Framework	3
2	Building Integrity	<ul style="list-style-type: none"> Analyze factors influencing integrity Recognize integrity building as holistic approach of solving integrity problem Identify ways of solving integrity problem and fostering integrity 	<ul style="list-style-type: none"> Understanding integrity: Integrity as foundation of leadership Factors influencing Integrity Leader as integrity builder Integrity in action: Solving integrity problems and fostering integrity at work 	Interactive Lecture, Self-Assessment, Case Study, Group Exercise	3
Leadership in Action					
3-5	Engaging People	<ul style="list-style-type: none"> Analyze context, functions and competencies of people and forms of relationship Practice ways of managing relationship Analyze drivers of employee engagement Identify practical ways of fostering people engagement for better performance 	<ul style="list-style-type: none"> Engaging for Results (cost of disengagement) Knowing your people (mapping context, functions and competencies) Drivers of employee engagement Engage with work: Managing performance Engage with each other: Managing Relationship (Ways to promote relationship for personal and professional excellence, 360 degree-inside and outside organization) Leading people: Practical ways of employee engagement 	Interactive Lecture, Transactional Analysis, Management Games, Team Building Exercises	8
6	Managing Conflicts	<ul style="list-style-type: none"> Analyze causes and style of conflict Identify the techniques of managing conflict 	<ul style="list-style-type: none"> Nature and sources of conflict Conflict handling styles Practical ways of managing conflict 	Interactive Lecture, Case Study, Role Play	1
7	Negotiating Effectively	<ul style="list-style-type: none"> Explain the generic process of negotiation Diagnose hidden agenda and key issues in negotiation Apply systematic approach and techniques for negotiating effectively 	<ul style="list-style-type: none"> Negotiation process Hidden agendas and key issues in negotiation Negotiation techniques Best alternative to a negotiated agreement 	Interactive Lecture, Seven Elements Framework, Case Study, Role Play	2
8	Leading Strategically	<ul style="list-style-type: none"> Describe strategic thinking and its dimensions Apply process of strategic planning Develop strategies for organization development 	<ul style="list-style-type: none"> Strategic Management framework in public service Strategic planning process Organization Development (OD): Concepts and need identification OD intervention techniques Considerations for effective OD interventions 	Interactive Presentation, Group Exercise, Field Study	3

MODULE II: DEVELOPMENT MANAGEMENT

This module aims to enhance ability of participants to analyze development environment, result frameworks and create implementation environment for ensuring results.

Day	Session Topic	Learning Objectives	Contents Outline	Methodology	Session
Analyzing Development Environment					
1	Development Perspective	<ul style="list-style-type: none"> Develop perspective on changing paradigm of development Analyze development environment and priorities 	<ul style="list-style-type: none"> Changing paradigm of development (theoretical framework and dimensions) National development priorities and global commitments National development environment: priority sectors, development actors and role and scope of federal, provincial and local governments 	Interactive Lecture, Case Study and Group Work, Review of current plan in relation to global commitments and development scenario	2
1-2	Engaging Development Actors	<ul style="list-style-type: none"> Analyze stakeholders' interests and needs Build networks, communicate and facilitate stakeholders for quality engagement 	<ul style="list-style-type: none"> Identification of development actors, their interests, concerns and influence Networking and communication strategies Facilitation, regulation and consensus building 	Interactive Lecture, Group Work, Stakeholder Mapping	2
2-3	Policy Management	<ul style="list-style-type: none"> Analyze development policy environment Appreciate policy process Analyze implementation issues 	<ul style="list-style-type: none"> Policy environment Policy process in federal system Policy implementation issues 	Interactive Lecture, and Group Work (Policy Review)	3
Mapping Development Projects and Analyzing Result Framework					
3-4	Appraising Result Framework	<ul style="list-style-type: none"> Develop understanding of project management Analyze the result framework of projects Identify issues in project management 	<ul style="list-style-type: none"> Project management: concept and cycle Guiding principles and relevant documents (including donors) Result framework: Principles and process Analysis of result framework of selected projects Issues in project planning and implementation (e.g. Financial, procurement, social and environmental safeguards, GESI) 	Interactive Lecture, Card Sort and Group Work (Project Progress Report)	3

Day	Session Topic	Learning Objectives	Contents Outline	Methodology	Session
Creating Project Implementation Environment					
4-5	Managing Finance Efficiently	<ul style="list-style-type: none"> • Prepare financial plan and budget of organization/project • Apply financial compliance 	<ul style="list-style-type: none"> • Financial Analysis • Financial planning and budgeting <ul style="list-style-type: none"> ○ Fund flow procedure ○ Financial communication (upward-grant and approval, downward-implementation) • Financial control measures <ul style="list-style-type: none"> ○ Annual plan and budget ○ Financial accounting and reporting ○ Internal and final audit ○ Trimester and annual progress report ○ Project specific requirements 	Interactive Lecture and Case Study	4
6-7	Enhancing Procurement Efficiency	<ul style="list-style-type: none"> • Prepare procurement plan • Apply provisions of Public Procurement Act (PPA) and Public Procurement Rules (PPR) in procurement 	<ul style="list-style-type: none"> • Procurement principle and cycle • Procurement provisions and practices <ul style="list-style-type: none"> ○ PPA and PPR: procurement and contract management provisions (works; goods and services; consulting services and other services) ○ PPMO standard bidding document for works, goods and consulting services, eGP) • General procurement related issues 	Interactive Lecture, Experience Sharing and Group Exercise	7
8	Ensuring Social and Environmental Safeguards	<ul style="list-style-type: none"> • Appreciate safeguards policies, principles and legal frameworks • Apply safeguards measures in projects 	<ul style="list-style-type: none"> • Safeguards policies and principles • Legal frameworks (local governance acts and regulations, Land acquisition act, Municipality bi-laws; ILO convention on IPs 169, Labor Act, Environmental Act, Development partners' safeguard policy; sector wise safeguards provisions) • Environmental and social safeguards in projects • Safeguards measures • Communicating and engaging strategies • Public hearing and social audit 	Interactive Lecture, Group Work and Site Visit (1/2 day)	3
Ensuring Development Results					
9	Monitoring and Evaluation	<ul style="list-style-type: none"> • Analyze M&E framework of projects • Apply progress monitoring tools and techniques 	<ul style="list-style-type: none"> • Basics of M&E framework • Result orientation in practice: Monitoring tools, techniques and issues in selected projects 	Interactive Lecture, Group Work (Project Monitoring Report)	3

MODULE III: GOVERNANCE AND SERVICE DELIVERY

This module aims to develop ability of participants to analyze governance context and ensure efficacy in public service delivery.

Day	Session Topic	Learning Objectives	Content Outline	Methodology	Session
1	Governance Landscape	<ul style="list-style-type: none"> Analyze governance context and actors Realize impact of change in governance landscape in individual role Analyze governance issues and challenges 	<ul style="list-style-type: none"> Governance context and actors Governance factors-PESTEL Contemporary issues and challenges of governance 	Interactive Lecture, Case Study (Media Reports), Group Work (Self-Analysis Framework)	2
1-2	State Restructuring and Federalism in Nepal	<ul style="list-style-type: none"> Acknowledge principles of state restructuring and federalism Analyze approaches and constitutional provisions on federalization 	<ul style="list-style-type: none"> Principles of state restructuring and federalism in Nepal Constitutional provisions of state restructuring and federalism in Nepal Approaches and constitutional provisions on administrative federalization 	Interactive Lecture, Card Sort, Reading Assignment, Case Study	2
2-3	Fiscal Federalism in Nepal	<ul style="list-style-type: none"> Demonstrate better understanding on principles and practices of fiscal federalism Analyze constitutional provisions on fiscal federalism 	<ul style="list-style-type: none"> Basic principles, practices and constitutional provisions of fiscal federalism: Revenue assignments, expenditure assignments, fiscal transfer and borrowing Role and responsibilities of National Natural Resources and Fiscal Commission 	Interactive Lecture	2
3	Managing Intergovernmental Relationship	<ul style="list-style-type: none"> Analyze power-sharing among federal, provincial and local governments Analyze intergovernmental relationship Recognize role of public officials in managing intergovernmental relationship 	<ul style="list-style-type: none"> Constitutional provision for power sharing among federal, provincial and local governments Nature of intergovernmental relationship: Cooperation, Coordination, Coexistence Relationship management mechanisms Role of federal government in <ul style="list-style-type: none"> ensuring fundamental rights resource mobilization regulatory functions policy harmonization, communication, including international convention 	Interactive Lecture, Panel Discussion	3
4	Public Service Design	<ul style="list-style-type: none"> Assess current status of public service in Nepal Analyze principles and components of public service design Design public service 	<ul style="list-style-type: none"> Status of public service in Nepal Basic principles of public service design Design components and parameters: Empathize, Define, Ideate, Prototype, Test Designing public service 	Interactive Lecture, Case studies, Simulation exercise	3
5	Service Delivery	<ul style="list-style-type: none"> Optimize institutional strengths for effective service delivery Uphold accountability in service delivery Ensure quality of public service 	<ul style="list-style-type: none"> Institutional arrangements: Physical, People, Process, Communication Service orientation and people interface Accountability framework Evaluation of public service: Trust and satisfaction survey, exit interview, poll, citizen report card, etc. 	Interactive Lecture, Case Study, Field Study, Reflective Analysis	3

MODULE IV: CONNECTING TO COMMUNITY (C2C)

This module aims to provide opportunities for participants to internalize socio-economic issues of community, citizen's perspectives towards public service and learn from development practices through observation and involvement in the community. It is a 10-day program designed to be engaged with selected community. Participants will stay with local households as a member and participate in their daily activities. They will also devote their time to critically analyze pertinent problems of household and community and be part of solution. Participants will apply observation, enquiry, discussion, mediation etc. for learning and problem solving.

Learning Objectives

- Managing self in different situation and building confidence to adapt on difficult situations
- Developing perspectives on people, economy, culture of community and state-people relationship
- Analyze development results and public service practices and needs of people
- Empathizing human face in public service design and delivery

Placement Criteria

Participants will be placed in socio-economically backward communities other than their place of birth, education and work as well as permanent and current residence.

Daily Engagement Diary

Participants should maintain daily engagement diary to plan, record and reflect learning that will be integral for preparing Connecting to Community report.

Learning Outputs

1. Acquaintance with family: Identify family, build rapport and stay
2. Household profile (Participants will derive critical issues related to demography, economic, health/education, social relationship, access to services using analysis tools like SWOT)
3. Community mapping (Participants will analyze status and perspectives of basic public service and development activities in the community, state-people relationship and identify major issues)
4. Prepare Community Development Plan with practical strategies to solve issues identified in community mapping (as part of Connecting to Community report and presentation)

Checklist for Household Profile

- Origin, migration history, demographic composition
- Livelihood, main occupation, employment and overall economic status
- Language, culture, religious rituals and changes over time
- Education and health condition
- Basic facilities (building, drinking water, electricity etc.)

Checklist for Community Mapping

- History and Geography
- Population and Growth trends
- Migration trend
- Education and Health Status
- Ethnic Composition
- Average household income
- Major Language
- Major culture/religion
- Unemployment rate and trends
- Work Force characterization

- Dominant business sector
- Major employers and industries
- Basic services and facilities (road, drinking water, electricity, education, health etc.)
- Development activities
- Social issues (gender, environment, security etc.)
- Perception toward public service and government

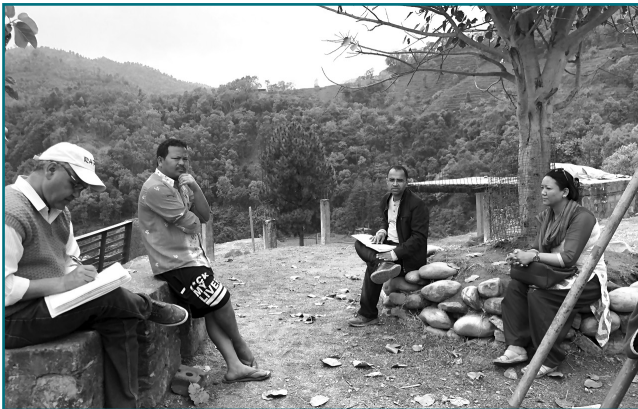
Connecting to Community (C2C) Report Guidelines

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1. Connecting to Community: An Introduction

Briefly introduce the Connecting to Community (C2C) programme as a journey of observation and internalization of way of life of people in rural area; analysis of socio-economic aspects



of their livelihood and status of service delivery. Also state rationale and learning objectives of this programme for the mid executives and specify tools and methods applied for community study.

2. Community Mapping: Overview of the Community

Introduce the Community including few major areas- geography/topography, demography, status of health and education, employment and unique features pertaining to the socio cultural and economic aspects of the Community. Also provide basic introduction of household attached with. Study of the household and profile created will be the basis of mapping community and its characteristics. Tools for information include direct observation, stories and cases derived through interaction with local people as well as representatives of local government and officials.

2.1 Geo-physical Characteristics (location, climate, topography, remoteness...)

2.2 Demographic Characteristics (population size and trend, ethnic/caste composition, migration trends)



Officers Engaged in Connecting to Community Programme

- 2.3 Socio-Economic Characteristics (culture, major economic activities, livelihood opportunities, access to market, local resources)
- 2.4 Development Status (access to road, communication, major development activities, community participation in development activities)

3. Service Mapping: Status of Public Services in the Community

Analyze status of public service delivery in the community in relation to accessibility, affordability, timeliness, responsiveness and behavior of service providers and trust of people toward government. Analyze major issues related to people, processes and technology in design and delivery of public services in the community.

- 3.1 Health (nearby public health facilities, morbidity pattern, major health issues, quality of health services)
- 3.2 Education (nearby public schools, quality of school, major issues in education)
- 3.3 Drinking Water and Sanitation (access to drinking water, sanitation status and issues)
- 3.4 General Administration (access to services from local governments, district offices, issues related)
- 3.5 Community Perception on Public Service (major barriers, quality of service)

4. Initiatives for Improvements

Explain major initiatives of government to ensure development results and improve livelihood of people. Similarly, elaborate initiatives of service providers (agencies and actors) for service improvements- making it better and need-based. Another major aspect in this section is your own initiative (could be very small one) during study period to educate, aware, support and guide the local people and service providers for better way of doing things and resolve problems. Then outline major initiatives or strategies as practical solutions to be taken by the concerned actors and agencies.

5. Overall Impression and Lesson Learned

Summarize the study in aforementioned sections and present your overall impression from the

study. Also summarize community's perception toward new system of governance, role of local government and service delivery. Specify major aspects of learning from the overall process and its implications in your existing as well as potential role of policy maker and implementer for improving the situations with innovative and sustainable solutions.

Note:

Participants should maintain Daily Engagement Diary to plan, record and reflect learning that will be base for preparing Connecting to Community report.

MODULE V: SERVICE IMPROVEMENT PLAN (SIP)

Service Improvement Plan (SIP) is crucial component of the course that provide opportunities for the participant to consolidate his/her workplace experience and learning from the Course for designing interventions to bring improvements in identified issues of service delivery at their workplace. Process of developing SIP undergoes through series of presentations, feedback of mentors and peers in an incremental approach during the course period. The plan will be finalized at the end of course in consultation with supervisor and implementation team of his/her work organization. Participants will communicate results of SIP implementation to NASC through learning sharing platform. The modality of SIP will be as follows:

Concept of SIP

Participants will finalize the concept of SIP submitted through statement of purpose in consultation with mentors and concerned supervisor during the first week of the Course.

SIP Framework and Draft

During second and third week of the Course, participants will develop a framework of SIP considering improvement objectives, activities, actors,

resources, roles and responsibilities, timeline and critical success factors for effective implementation. In this stage, Draft SIP prepared as per given guidelines will be presented in the Plenary.

SIP Finalization and Submission

Participants are required to finalize SIP based on feedback from peers and facilitators during draft presentation in the plenary. They should submit the finalized SIP within given deadline after completing the Connecting to Community module.

Guidelines for SIP Report

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1. Context

Briefly introduce your organization, specially the functional unit you are heading, your role, responsibility and performance scenario (100-150 words)

2. Improvement Issue/Problem

Identify major performance problem at your workstation and within scope of your work that needs improvements. The problem might be related to structure, service processes, technology, behavior or work culture, working condition etc. Frame the problem precisely and concisely. (100-150 words)

3. Analysis of the problem

Analyze different aspects of the identified problem including causes and its effect in overall performance of your organization. Use evidence as far as applicable in your analysis. (100-200 words)

4. Idea for Improvement/Solution

Based on analysis of the problem, propose ideas to solve the problem or improve the

situation. The idea should basically confine to scope of your responsibility making it doable, practical and innovative. Analyze the initiatives taken or the possible alternatives (with evidences) to solve the problem. (100-200 words)

5. Improvement Goals

Your idea of improvement, now, need to be translated into major improvement goals. This may be related with the same facets of the diagnosed problem. As a widely accepted notion, such goals should be Specific, Measurable, Attainable, Realistic and Time Bound (SMART). Also indicate how these improvement goals contribute toward broader goals of your organization.

6. Initiatives to be taken for improvement

You need to define strategies/initiatives/activities/actions to achieve aforementioned improvement goals. These are specific activities you will carry out to achieve those improvement goals. Ensure that activities are aligned with your responsibility, daily routine and involvement of team members.

7. Implementation schedule (Action Plan)

Prepare a detailed schedule of actions in a sample format presented below. Ensure that all statements in action plan are precise and specific enough so that it gives a clear picture of your improvement journey, monitoring and evaluation of results.

SIP Implementation

Participants are expected to implement the SIP at their workplace and share progress to NASC.

Service Improvement Plan Format

Period of Plan:

Date of Review:

	Improvement Goals <i>(What I want to improve)</i>	Strategies/Initiatives/ Activities/Actions <i>(How I will improve)</i>	Measures/ Indicators <i>(How I will know about achievement/improvement)</i>	Timeframe <i>(When it will be achieved)</i>		Responsibility <i>(Who will initiate/lead/execute the action)</i>	Resource Requirements <i>(What are key resources needed for improvement)</i>	Supporting Factors <i>(Who will support me in this effort)</i>
				Start	End			
Plan	Goal 1 1. 2. ...							
Implementation Status								
Plan	Goal 2 1. 2. ...							
Implementation Status								
.....

Prepared by (Name):

Supervised by (NASC Faculty):

Endorsed by Immediate Supervisor (of your organization):

Designation (Job Title):

Designation (Job Title):

Designation (Job Title):

Signature:

Signature:

Signature:

Date:

Date:

Date:

8. Learning Reflection and Communication:

Briefly explain how you record your learning from implementation of the Plan and mode of communication of such learning to your team, supervisors and NASC. (100-150 words)

EVALUATION SYSTEM

Evaluation criteria and marking weights will be as follows:

S.N.	Evaluation Criteria	Marks
A	Participation and Learning Behavior	15
	Dress Code Maintained	3
	Respect to Time	3
	Contribution in Learning Sessions	3
	Problem Solving Attitude	3
	Respect to Ideas and Feedback	3
B	Learning Tests	45
	Module- I	15
	Module- II	15
	Module- III	15
C	Connecting to Community	20
	Report Evaluation:	15
	Internalization of objective	3
	Quality of Engagement	3
	Initiatives taken	3
	Quality of Suggestions	3
	Presentation of Information	3
	Presentation Evaluation:	5
	Expression Quality and body language	1
	Contents and Coverage	1
	Use of Presentation Aids	1
	Self Confidence	1
	Intellectual Interpretation and response to queries	1
D	Service Improvement Plan	20
	Plan Evaluation:	15
	Clarity of Improvement Issue	3
	Problem Analysis	3
	Creative Solution	3
	Practicality of Strategies	3
	Quality of Action Plan	3
	Presentation Evaluation:	5
	Expression Quality and body language	1
	Contents and Coverage	1
	Use of Presentation Aids	1
	Self Confidence	1
	Intellectual Interpretation and response to queries	1
Total Score (A+B+C+D)		100

Modalities and framework for evaluation of learning will be as follows:

Participation, Involvement and Behavior

Centre for In-service Training (CISt) Coordination Team will evaluate in consultation with module coordinators.

Learning Test

Analytical understanding of participants will be evaluated in Module I, II and III through written test.

Service Improvement Plan

Service Improvement Plan and its presentation will be evaluated by the process facilitators.

Connecting to Community (C2C)

Final product will be evaluated by Panel of Evaluators comprising- NASC Faculty Member and Senior Officer of Government.

GRADING SYSTEM AND AWARDS

The training performance of the participants shall be graded as follows:

Division	Percentage
First	70 and above
Second	60 and below 70
Third	50 and below 60

Officer Trainee securing the highest aggregate score will be awarded as the Best Performer.

COURSE COMPLETION

Attendance

Leverage of maximum three sessions is allowed in one module but not exceeding total of six sessions in all modules. Non-compliance will lead to incompleteness of the respective module/s but are allowed to continue other modules. Participants should complete the incomplete module/s (if any) Course within two years from the date of enrollment.

Facilities at NASC

