



Professional Course on Management and Development

**In-service Training Programme for
Class-III (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 and formation of government at all levels- local, provincial 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 a foundational role bearers of public service, Class-III (equivalent) officers of the government as aspiring mid-executives have vital role in executing policy and programmes as change agents for effective public service delivery. Hence, capacity building of this level is critical for successful functioning of public sector and managing change effectively.

In this connection, NASC has redesigned existing in-service training course on Management and Development targeted for the Class-III (equivalent) officers of government organizations. The redesign process is built on the premise of developing core competencies of the officers 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 adopting widely accepted methodologies including individual questionnaires, supervisory assessment, focused group discussions and expert opinions. Similarly, practices of similar course providing institutions in Asia and other countries were thoroughly reviewed and observed in 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 component- Engaging with Local Governments.

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 of public sector contribute to exemplary performance that creates reasonable impact on the society as a whole. A competency framework defines the knowledge, skills, behaviors and attributes needed for employee within an organization. The framework defined for the Class-III officers of the government as required set of core competencies includes the following:

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 officers 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 managerial role and effectively work with people.

Managing Resources

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

Delivering Results

This is an ability to perform within time and resource constraints and maintain standards of excellence. Augmented with all other competencies, this dimension of competency incorporates individual drive and strive for effective service delivery as a performing manager.

OVERALL AIM

The Course aims to develop a performing manager who delivers excellent service by maintaining and fostering integrity in personal and professional life; and managing resource and relationships effectively to achieve organizational goals.

COURSE CONTENTS

The course is structured in four modules incorporating essential skills to be delivered progressively in a synchronized learner's centered delivery approach. Aim of each module and detailed content outlines along with methods of delivery are presented in the following sections.

MODULE I: MANAGING SELF AND RELATIONSHIPS - 7 DAYS

Upon completion of this module, the participants will be able to develop self and relationship building skills to achieve personal and professional goals.

Day	Session Topic	Learning Objectives	Content Outline	Methodology	Session
1	Managing Self	<ul style="list-style-type: none"> Develop awareness about self Apply practical ways of self-management 	<ul style="list-style-type: none"> Self-awareness Self-management tools and techniques Managing time and priorities Developing self esteem 	Interactive Presentation, Johari Window, SWOT etc.	2
2	Integrity Building	<ul style="list-style-type: none"> Recognize integrity as holistic approach of accountability, competence and ethical behavior Demonstrate ethical behavior in personal and professional life Solve integrity problems using practical integrity frameworks 	<ul style="list-style-type: none"> Understanding integrity: A holistic approach of accountability, competence and ethical behavior Factors affecting ethical and unethical behavior Practical ways of solving integrity problems: Compliance and integrity building 	Interactive Presentation, Case Study, Integrity Building Frameworks	3
3	Managing Relationship	<ul style="list-style-type: none"> Recognize relationship as transaction among individuals and institutions Apply appropriate mode of transaction for fostering smooth relationship 	<ul style="list-style-type: none"> Modes of communication and relationship: Interpersonal and Institutional Practical ways of removing communication roadblocks and developing effective relationship with people and institutions 	Interactive Presentation, Brainstorming, Transaction Analysis, etc.	3
4	Managing Conflicts and Negotiations	<ul style="list-style-type: none"> Diagnose interests of parties in negotiation Apply systematic approach and techniques for managing conflict and negotiation 	<ul style="list-style-type: none"> Interests and options of the parties in negotiation Conflict handling and negotiation techniques Issues in negotiation (personality traits, gender differences, cultural differences, etc.) 	Interactive Presentation, Role Play, Case Study, Seven Elements Framework	3
5	Managing Self: Living Spiritual Life	<ul style="list-style-type: none"> Explore own sense of meaning and purpose of life Develop path towards spiritual wellness and redesigning life 	<ul style="list-style-type: none"> Spiritual life: Holistic perspective of living Attitude is everything: Making it positive Changing lifestyle and redesigning life: Practical skills 	Interactive Presentation, Group Exercise	1
5-7	Leadership: Engaging Team for Better Performance	<ul style="list-style-type: none"> Recognize leadership as a process of making difference- performance excellence Engage team for better performance 	<ul style="list-style-type: none"> Leadership as a process (e.g. of accountability, responsiveness and integrity and inclusiveness) Engaging teams for better performance: Feedback, Coaching and Motivation Practical skills of managing teams 	Interactive Presentation, Case Study, Purposive Excursion and Team Building	6

MODULE II: GOVERNANCE AND DEVELOPMENT - 5 DAYS

This module aims to develop ability of participants to analyze the context of governance and development; and deliver public service effectively and efficiently.

Day	Session Topic	Learning Objectives	Content Outline	Methodology	Session
1	Governance: Principles, Context and Agencies	<ul style="list-style-type: none"> Explain changed context of public governance Analyze the role of actors Identify the issues and challenges of governance 	<ul style="list-style-type: none"> Principles of governance Political and social context of public governance in Nepal Governance agencies Issues and challenges in federal system of governance 	Interactive Lecture, Reading Assignment	1
1	State- Restructuring and Federalism in Nepal	<ul style="list-style-type: none"> Analyze principles of federalism and bases of state-restructuring Analyze constitutional provisions of state restructuring and power sharing 	<ul style="list-style-type: none"> Context and principles of state restructuring and federalism Constitutional provisions Administrative federalism: Provisions, Models Issues 	Interactive Presentation, Reading Assignment	1
1-2	Fiscal Federalism in Nepal	<ul style="list-style-type: none"> Describe the principles of fiscal federalism Analyze legal and constitutional provisions on fiscal federalism Analyze issues and practices of fiscal federalism in Nepal 	<ul style="list-style-type: none"> Basic principles, legal and constitutional provisions of fiscal federalism: Revenue assignments, Expenditure assignments, Fiscal transfer and borrowing Issues and practices of fiscal federalism Functions of National Natural Resources and Fiscal Commission 	Interactive Presentation, Case Study	2
1-2	Intergovernmental Relationship	<ul style="list-style-type: none"> Describe intergovernmental relationship Analyze the role of civil servants in managing intergovernmental relationship 	<ul style="list-style-type: none"> Nature of intergovernmental relationship: Cooperation, Coordination, Coexistence Mechanisms for intergovernmental relationship 	Interactive Presentation, Panel Discussion	2
3	Development Perspectives and Policies	<ul style="list-style-type: none"> Analyze perspectives of development Explain policy process Analyze issues and challenges of policy process 	<ul style="list-style-type: none"> Perspectives of development (SDG, Graduation to developing country) Policy process and actors with reference to Nepal Issues and challenges of policy process 	Interactive Presentation, Case Studies, Article Review/ Reading Assignment	1
3	Development Planning: Approaches and Techniques	<ul style="list-style-type: none"> Explain planning perspectives and approaches Analyze issues and challenges of programme and project management cycle 	<ul style="list-style-type: none"> Perspectives and approaches of planning Plan, programme and project development 	Interactive Presentation, Project Documents Review, Case Study	2
4	Monitoring Programmes and Projects	<ul style="list-style-type: none"> Describe result frameworks Apply monitoring frameworks for programmes and projects 	<ul style="list-style-type: none"> Result frameworks in programme and projects Frameworks for monitoring and evaluation Issues and challenges 	Interactive Presentation, Case Study	2
4-5	Principles and Practices of Public Service delivery	<ul style="list-style-type: none"> Explain the principles of public service delivery Analyze the state of public service Design service delivery improvement plan 	<ul style="list-style-type: none"> Principles of public service delivery State of public service delivery in Nepal Components and parameter of service design Service delivery improvement plan 	Interactive Presentation, Case Study, Simulation Exercise, Plenary Discussion	4

MODULE III: PUBLIC FINANCIAL MANAGEMENT - 5 DAYS

This module aims to enhance ability of participants to analyze public financial management environment and develop essential skills of financial planning, implementation and control.

Day	Session Topic	Learning Objectives	Contents Outline	Methodology	Session
1	Public Financial Management Environment	<ul style="list-style-type: none"> Explain dynamic characteristics of national economy Analyze fiscal policy measures and their effectiveness in achieving development goals Analyze issues and practices of fiscal federalism in Nepal 	<ul style="list-style-type: none"> Key characteristics of national economy: Financial perspectives Fiscal policy and its functioning Actors and their role in public financial management Linkages in development priorities and financial resources Issues in public financial management 	Interactive Presentation, Case Study	2
1-3	Annual Planning and Budgeting	<ul style="list-style-type: none"> Identify and communicate the annual financial needs Prepare annual plan and budget Develop essential skills of accounting, recording and reporting 	<ul style="list-style-type: none"> Basics of financial management and professional ethics Mapping needs to annual plan and budget Key success factors of annual planning and budget implementation (financial communications, RBV, fund flow procedures, etc.) Budget authorization mechanisms Budget implementation: Accounting, Recording and Reporting 	Interactive Presentation, Group Work, Individual Assignment, Case Study	6
3-5	Procurement Management	<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"> Annual Procurement plan Procurement provisions and practices 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 Presentation, Group Work, Individual Assignment, Case Study	5
5	Financial Control	<ul style="list-style-type: none"> Identify financial control measures in practice Apply generic tools of internal controls and maintain compliance 	<ul style="list-style-type: none"> Budget review and fiscal reporting Internal controls Financial non-compliance: Arrears Statutory auditing and evaluations 	Interactive Presentation, Group Work, Case Study	2

MODULE IV: ENGAGING WITH LOCAL GOVERNMENTS (ELG) - 7 DAYS

The Idea: Local Government as Learning Lab

This module aims to provide opportunities for participants to analyze performance environment of local governments; identify critical issues in service delivery and support in building or strengthening system of the local governments. In this practical learning component, local governments are regarded as a 'Learning Lab' for the participants where they will be deputed in small groups to selected local governments outside the district headquarters.

The role and functions of local government are envisioned and defined by the constitution, unbundling report of federal government and are also shaped and customized by the changing needs of people. In this situation, participants are required to understand and appreciate the changing role and analyze performance needs/gaps of those government units. Participants are also required to take initiatives for improving work systems of specific sector/s within local governments.

The officers will analyze citizens' perspectives towards public service, development activities and learn from administrative as well as development management practices at local level through review, analysis, enquiry, direct observation, discussion, involvement and practicing in various functions of the government. They are also expected to contribute for enriching understanding, knowledge and skills of service providers and provide practical, innovative ideas to enhance process efficiency and service effectiveness. They are required to share learning in plenary at NASC where officials from concerned authority will be invited to take perspectives and feedback for improvements.

Learning Objectives

1. Analyze the role and functions of the local government in the changed context;
2. Identify changing needs of people and their perception toward service providers and local government;
3. Analyze key issues/challenges in relation to KSA (Knowledge, Skills and Attitude) of service providers and work processes and systems;
4. Cooperate and support for improvement in work processes, systems; and,
5. Develop perspective of enhancing capacity for well-functioning of local government in future.

Learning Outputs

1. *Performance Environment Analysis*: Analysis of people, processes, structure, technology and work culture related aspects of the assigned local government using analysis tools like SWOT;
2. *Service Mapping*: Assessment of status of basic public service (nature, access, diversity etc.) and development activities at local level and state-people relationship;
3. *Support for the local government*: Initiative taken to improve situation or resolve identified issues/problems.

Participants will prepare detailed daily engagement plan for the aforementioned outputs. These outputs will be integrated in a Learning Reflection Report (LRR), which, they are required to share in plenary at NASC.

Daily Planner

Participants should maintain daily planner to perform tasks, and record and reflect learning that will be valuable inputs for preparing Learning Reflection Report (LRR).

Placement Criteria

Participants will be placed in local government units other than their place of birth, education and work as well as permanent and current residence.

Guidelines for Learning Reflection Report

Cover Page

Table of Contents

1. Engaging with Local Government: An Introduction

Briefly introduce the Engaging with Local Government (ELG) programme as practical module of the Professional Course on Management and Development (PCMD) that provides opportunity to analyze performance environment of local governments; identify critical issues in service delivery and provide support in building or strengthening system of the local governments. State learning objectives of this programme and importance for the frontline officers and specify tools and methods applied for the study. (1 page)

2. Performance Environment Analysis

Explain in brief the changed role of local government in new system of governance. Analyze internal and external environmental aspects of the local government using SWOT (Strength, Weakness, Opportunity and Threats) analysis framework. People (staff), work processes, organization structure, performance and work culture etc. are internal factors whereas political, economic, social, technological, environmental and legal aspects are external factors for the local government. In SWOT approach, Strengths and Weaknesses are identified from analysis of internal factors whereas analysis of external factors reveal Opportunities and Threats (Challenges). The analysis will help to identify issues or performance gaps of the local government, which need improvements. The analysis is organized in the form of SWOT Profile.

(2-3 pages)

3. Service Mapping: Status of Public Service Delivery

Analyze status (nature, access, diversity etc.) of basic public services and development activities at local level and assess state-people relationship. Service mapping would also focus on timeliness, responsiveness and behavior of service providers as well as changing expectations and trust of people towards government.

(1-2 pages)

4. Initiatives for Improvements

Explain major initiatives of government and concerned stakeholders to ensure development results and improve livelihood of people. Similarly, elaborate initiatives of service providers 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 service providers and local people 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 one-week involvement in the local government. Also, summarize people's perception towards 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 section officer for improving the situations with innovative and sustainable solutions.

Note:

Participants should maintain Daily Planner to plan, record and reflect learning that will be integral for preparing Learning Reflection Report.

SWOT (Strength, Weakness, portunity and Threats) Profile

Strengths: Internal factors that is adding value to overall operation and have potential to improve organizational performance

Weaknesses: Internal factors that can hinder performance and may negatively impact in overall operation

Areas of Analysis

- People (Size, availability and competence of staff or service providers)
- Service Processes (Service flow/steps, service delivery points and service procedures)
- Structure (Work division, reporting mechanism, authority and responsibilities)
- Resources (Financial resources, physical facilities and information resources)
- Performance (Overall goal achievement, results)
- Work culture (Teamwork, cooperation, risk taking, service orientation etc.)
- Technology (Use of modern technology including Information and Communication Technology- ICT)

Opportunities: Favorable circumstances that offer some kind of advantage to the organization

Threats: Unfavorable circumstances that may cause harm to the organization and its activities

Areas: External to the organization

- Political Situation (Political parties, agencies, stakeholders and their activities or practices)
- Economic Condition (Economic actors of the area and activities)
- Social Dynamics (Values of society, culture, traditions, religions, etc.)
- Technological Change (New technologies available and rate of use in the area)
- Environment (Nature, natural resources and their conditions)
- Legal/Regulatory Environment (Laws, regulations in practice)
- Demographic Composition (Population size, growth, migration etc.)
- Public Image and Trust (Perceptions of people, their satisfaction from service, trust towards government)

EVALUATION SYSTEM

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

Learning Test

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

Engaging with Local Government (ELG)

Final product, the Learning Reflection Report will be evaluated by Panel of Evaluators.

Participation and Learning Behavior

Coordination Team will evaluate Trainee's participation and learning behavior in consultation with module coordinators.

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.

Evaluation Criteria:

S.N.	Criteria	Marks
A	Learning Test	45
	Module- I	15
	Module- II	15
	Module- III	15
B	Engaging with Local Government	40
	Report Evaluation:	25
	Understanding Role of Local Governments	5
	Issues/ Problem Analyzed	5
	Initiatives Taken	5
	Quality of Suggestions	5
	Presentation of Information	5
	Presentation Evaluation:	15
	Expression Quality and Body Language	3
	Contents and Coverage	3
	Use of Presentation Aids	3
	Self Confidence	3
	Intellectual Interpretation and Response to Queries	3
C	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
Total Score (A+B+C)		100

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

