



Government of Papua New Guinea

National Public Service

Ethics and Values-Based Executive Leadership & Management Capability Framework



The lime pot and its intricate design is from the Trobriand Islands in the Milne Bay Province of Papua New Guinea.

The picture of this lime pot has three reasons for significance.

In Milne Bay, a lime pot signifies socialization of people in the communities – where people gather and where the story telling takes place on matters of mutual interest.

In the Central Province of Papua New Guinea, the lime pot signifies authority – the sounding of the lime pot brings people to silence, allowing the Leaders to address their audience.

Finally, the Executive Leadership & Management Capability Framework was developed in Alotau, Milne Bay where the O'Neill-Dion Government developed the Alotau Accord which represents our leaders' decisions and agenda to carry our Nation forward.

National Public Service

**Ethics & Values Based
Executive Leadership & Management Capability
Framework**

May 2013

Developed by the Department of Personnel Management
and Public Sector Workforce Development Program,
in conjunction with the Australian Public Service Commission



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Foreword by the Prime Minister of Papua New Guinea



It is my greatest pleasure to provide the foreword for this significant document that I believe will reform the leadership and management culture in the public sector of our country. This document recognises and embraces the absolute importance of ethical and efficient leadership and management in the public sector.

Our economy is booming, there is a need for prudent management of our rich natural resources, we are faced with high demands for service delivery and we are also experiencing frequent natural disasters.

All these and many more challenges that confront us require the leaders and managers of our public sector to be ethical and efficient more than ever before. Without good leaders and managers, potential for our economic growth and future progress of our people will go astray.

Therefore, the development of a National Public Service Ethics & Values Based Executive Leadership and Management Capability Framework is timely. The implementation of the Framework will cultivate new leadership cultures that are suitable for both PNG and the global environment. We need this framework to shift our mindset because our lives, whether it be public or private are driven by the forces of our traditional obligations, Christian beliefs and teaching and a day to day modern work culture. All these affect the way we perform our day to day responsibilities.

I want to encourage all our people, those in public and private sectors, donors, churches, NGOs, training and education providers to embrace six values contained in this document; namely Honesty, Integrity, Accountability, Respect, Wisdom and Responsibility. I urge for the performance of all public sector leaders and managers to be measured against these values and underpinning capabilities. This can only be done through formal and informal learning & development programs, implementation of the framework through our National Public Service policies and processes, including our performance management systems, and ensuring we continue to nurture and recognise the future generations of leaders throughout our Nation.

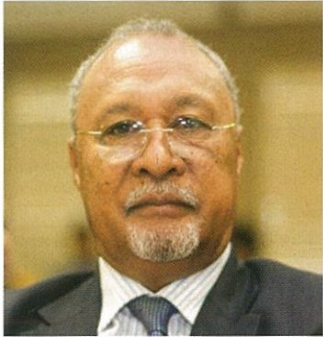
I urge all departmental heads, provincial administrators and heads of all government agencies to give your full backing to the Framework and fully utilised it for the overall betterment of Papua New Guinea.

A handwritten signature in black ink, appearing to read 'Peter O'Neill', written over a faint, stylized graphic element.

Hon. Peter O'Neill, CMG, MP
Prime Minister of Papua New Guinea

Statement from the Minister for Public Service.





As a country we are faced with abundant opportunities for development and prosperity, however it is clear that without prudent leadership, ethical governance frameworks and moral stewardship at the highest level the people of Papua New Guinea, their children and the generations to come will not benefit from such opportunities.

Under the O'Neill-Dion government we have taken a stand; actively fighting against corruption, promoting ethical leadership in our policies and initiatives and working to ensure that all people of Papua New Guinea benefit from improved and accessible public sector services

In this regard, it is with pleasure that I endorse the National Public Service Ethics and Values-Based Executive Leadership & Management Capability Framework. This Framework has been developed collaboratively between some of the most senior public service officials, learned professors and church leaders within our country and is endorsed at the highest levels of Government. It draws from the strengths of our culture, our Christian values and modern leadership and management practice. In this manner, it is intended that the Executive Leadership and Management Capability Framework is one which can be readily embraced and its capabilities and values can be embedded into and demonstrated across our public sector.

The challenge before us lies now in the implementation. My Ministry, and in particular the Department of Personnel Management, will continue to work in this regard, preparing detailed implementation plans and associated communication strategies which will ensure this Framework is brought to life in our public sector processes, policies and practices. It will require wholesale cultural change for our Public Service, one which our Government will fully support and encourage. We want to be in a position to recognise, encourage and celebrate good leadership whenever, and at whatever level, it may be displayed.

I encourage every employee and officer across the National Public Service to understand and take steps to embody the leadership and management values and capabilities should form the ideas for all citizens of our country; whether they are elected officials, public or private sector employees, community members or our youth – for we all have a role to play in the leadership of our country.

A handwritten signature in blue ink, appearing to read 'Puka Temu', written over a horizontal line.

Hon, Dr. Sir Puka Temu, KBE, CMG, MP
Minister for Public Service

Introduction to the Framework by Secretary for the



Department of Personnel Management



I am pleased to introduce to you PNG's Ethics and Values-Based Executive Leadership and Management Capability Framework for PNG Public Sector leaders and managers. The aim of this framework is to instill ethical, effective and efficient leadership capabilities critical for delivering public services to the people of Papua New Guinea.

This framework is first of its kind we have in PNG, developed by many heads of Public Sector Organisations and endorsed by senior Government Ministers at the two leadership forums conducted in Madang and Alotau in 2011. The Australian Government through the Australian Public Service Commission made invaluable contributions to the development of this framework.

In many countries, public sector peak bodies have developed such frameworks for the purpose of establishing a shared understanding of the skills, knowledge and abilities expected of their public sector leaders. The capabilities included in such frameworks are those required to achieve their Government's plans to deliver better public services.

PNG's Executive Leadership and Management Capability Framework was developed for the same purpose. It is home grown as it derives from our Constitution, PNG traditional leadership values, Christian leadership values and modern-day leadership and management values. It provides a platform for the strategic, systematic and integrated, application of human resource management processes including, workforce planning, job design and description, recruitment, performance management, succession planning, leadership development and broader institutional development initiatives.

The Framework contains six Values underpinned by ten Capability clusters. Each cluster has leadership and management skills, knowledge and behaviours expected of a modern leader. The implementation of this framework will be in two fold;

1. Act as a guide for development and delivery of leadership development programs to enhance skills and abilities and mould a character that is ethical of all public sector leaders and managers;
2. Act as a platform for implementation of human resource management processes including, workforce planning, job design and description, recruitment, performance management.

I wish to congratulate and thank all the stakeholders who supported the Department of Personnel Management in the development of the Framework and encourage you to work together with my Department to implement the Framework as it is for the betterment of our country and for our children.

JOHN M. KALI, OBE

Secretary Department of Personnel Management

Preamble



We, the Government of Papua New Guinea, through the Secretaries as Heads of Government Agencies, representing all Public Sector Employees in partnership with Churches, Non-Government Organisation's (NGO), Educational Institutions and our International Partners commit to the development and implementation of the PNG Ethics & Values-Based Executive Leadership and Management Capability Framework for Papua New Guinean Public Sector Leaders and Managers.

We hereby commit to the vision statement for the Executive Leadership and Management Capability Framework stated as:

High performing, ethical and values based leaders in the public sector driving the future of Papua New Guinea.

This vision is in line with the strategic intent of the PNG Vision 2050, and fosters a major paradigm shift in mindset amongst public officials for effective service delivery.

We commit to embrace, promulgate and cascade the six (6) Leadership Values of:

- **Honesty**
- **Integrity**
- **Accountability**
- **Respect**
- **Wisdom**
- **Responsibility**

These values align with legislative requirements of PNG leaders articulated in the Organic Law on the Duties and Responsibilities of Leadership (Leadership Code). They govern the actions of all public officers of government, and serve as a trigger for mindset changes as called for in the Constitution under National Goal and Directive Principle number 5 and echoed by the PNG Vision 2050 towards achieving a "Smart, Wise, Fair and Happy Society by 2050" and beyond .

NATIONAL GOALS AND DIRECTIVE PRINCIPLES - Number 5

National Goal and Directive Principle number 5 calls for the "fundamental re-orientation of our attitudes and the institutions of government, commerce, education and religion towards Papua New Guinea forms of participation, consultation, and consensus and a continuous renewal of the responses of these institutions to the need and attitudes of the people."

The set of values espoused herein is critical to engendering a new mindset attuned to effective problem solving, results-orientation and societal maintenance whilst preserving positive traditional and Christian values amongst current and future generations of Papua New Guinean leaders.

UTILISING PNG WAYS - Christian Values, Clan Values, Governmental Values and Global Values



Utilising Papua New Guinean ways as called for by the Constitution in the development of a leadership culture that equips actors with the ability to appreciate the different domains that influence the Papua New Guinean mindset—Christian values, Clan values, Governmental values and Global values. Senior Executives will behave appropriately within these different domains with a view to, at all times, optimising the benefits accruing to the shared national interests of Papua New Guinea namely Values, Prosperity and Security as first enshrined in the PNG Constitution under National Goal and Directive Principle number 2 and, subsequently, PNG's Foreign Policy.

TRANSFORMATION OF LEADERSHIP - Outcome

Leadership is about change. It involves setting and communicating a vision and sense of direction; the emphasis is on engaging people in adapting and improving so that the organisation remains strong and relevant. Management is about complexity. It involves getting organised through the implementation of structures, policies, systems, procedures and controls and making decisions about the most effective use of the organisation's resources. This framework addresses both Leadership and Management capabilities.

Public Sector Leadership will be moulded and reinforced through the implementation of the PNG Ethics and Value Based Leadership and Management Capability Framework. Hence, Public Sector Leaders and Managers will be able to:

- Role model ethical behaviour
- Lead with personal drive, commitment and resilience
- Provide strategic direction
- Promote change and innovation
- Communicate with influence and political awareness
- Build collaborative relationships
- Build staff capability and commitment
- Plan and monitor work tasks for goal achievement
- Promote effective and efficient service delivery
- Support Institutional strengthening.



Values

As noted in the Preamble, the Executive Leadership & Management Capability Framework emphasises six values common to traditional (clan), Christian (church) and modern organisational beliefs and practices, considered to be the three main sources of influence on leadership practice in PNG. Sourcing the leadership values from these three areas ensures that leaders recognise and identify with them easily.

The six core values pertinent to public service are:

Honesty:	Behaviour that is consistent with Christian principles, social norms, family expectations and policies and procedures of contemporary organisations.
Integrity:	Steadfast adherence to moral and ethical principles in private and public life, in a manner that attracts respect, trust and a sense of dependability.
Accountability:	Taking ownership for one's own actions and accepting responsibility for the actions of individuals, groups and organisations in one's purview; and ensuring records especially in relation to incentives and rewards are current and transparent.
Respect:	An intrinsic human trait that promotes a positive relationship with individuals, community and organisations; and emphasises a positive regard for the rule of law and the environment.
Wisdom:	A capacity for deeper level understanding of issues involving discernment, intuition, experience and maturity; and the ability to inspire and encourage action to overcome challenges for the advancement and of all people.
Responsibility:	Accepting stewardship for people and country; being guided by conscience; actively making choices for the greater good; considering the implications of decisions and dealing with their consequences and developing capacity in others.

Values, especially respect, are implied in Papua New Guinea's Constitution in the National Goals and Directive Principles. Therefore values are not only important from an ethical point of view; they have legal and moral weight. They are more than aspirational; they are mandatory.

This Executive Leadership & Management Capability Framework applies to all public servants, not just appointed leaders. Every day, every one of us meets life situations which call for thought, decision and action. Everything we do, every decision, and every action is based on a consciously or unconsciously held set of values - personal principles and standards, or important and enduring beliefs or ideals shared by the members of a culture about what is good or desirable and what is not. Simply, values are the things or ideas that people hold dear.



All public service employees are required to uphold the values at all times. Agency heads and other senior public servants have additional responsibilities - to promote the values - as well as uphold them. Leadership is a critical component of good corporate governance, and facilitates the way essential values are institutionalised. Leaders achieve results, but they are also the people who solve problems faced in a specific environment.

The way values are interpreted and applied will differ depending upon the context. Understanding the context in which values are being enacted is important to be able to discern the actions required. Leaders in this context, the Papua New Guinea (PNG) public service, are responsible for promoting organisational adaptations in the public interest. This requires a wide set of skills not simply a focus on the goal.

As the Alotau Commitment makes clear:

“Ethical and values based leadership [can be] promoted through a range of delivery mechanisms that include coaching and mentoring, twinning, learning sets involving experiential and problem based activities, as well as through human resource-related functions such as recruitment and selection, performance management, reward and recognition, promotion decisions and succession planning”.

These values are not merely academic concepts, they permeate every aspect of our work life and, in so doing, builds a better workplace for employees and improve the delivery of services to the benefit of citizens.



Development of the Framework

On the 3rd day of June 2011 the of Papua New Guinea (PNG), through the Secretaries as Heads of Government Agencies in partnership with the Australian Government through the Australian Public Service Commission (APSC) and other strategic partners, agreed to develop and foster an Executive Leadership Management Development Framework for Papua New Guinean Public Service Executives. This framework was intended to instil ethical, effective and efficient leadership capabilities critical for delivering public services to the 7 million people of Papua New Guinea.

Now referred to as the *Ethics & Values Based Executive Leadership & Management Capability Framework*, this framework acknowledges the important values and beliefs that clans as institutions of traditional PNG society and churches as custodians of ethics and moral principles have made towards PNG's conceptualisation of a training package for heads of agencies, chief executive officers and executive leaders of the PNG Public Service.

From the richness of their deliberations the Partners developed a skeleton Leadership Capability Framework and derived broad resolutions captured in the "Kalibobo Resolution", subtitled 'Fostering Mindset Changes for Effective Implementation of Vision 2050 and Development Strategic Plan 2030 through [an] Executive Leadership and Management Development Framework'.

The Kalibobo Resolution provided a mandate for a whole-of-government approach to training and development, coaching and mentoring at the executive level of the PNG public service and embraced the core values as expressed in the PNG Vision 2050: Quality; Productivity; Discipline and Professionalism. Subsequently, the Leadership Capability Framework was refined at a workshop in November 2011, and the "Alotau Commitment" signed on 2nd December 2011.

The Alotau Commitment demanded a new leadership culture that equips actors with the ability to appreciate the different domains that influence the PNG mindset-Christian values, Clan values, Governmental values and Global values. It requires leaders to behave appropriately within these different domains with a view to optimising the benefits accruing to the shared national interests of Papua New Guinea.



Capability Clusters

The values are linked to ten leadership capabilities (shown in the box below), however it is recognised that in PNG disaggregation of values by their origins (traditional, Christian, and modern) is an academic exercise. In reality, influence of these values on people's lives, including leaders, is much more fluid and holistic. However, delineating values by their origins is important for anchoring the framework on a solid foundation. It is also understood that all values have an impact on each of the ten leadership capabilities, but some values will have a greater influence on a given capability than others.

For the purposes of this framework, the terms "leadership capabilities" and "leadership competencies" are used interchangeably. This improves alignment between the language of this Framework and the language used in competency based training, and creates a common understanding between players in competency based training, including trainers, participants and human resource officers.

Capabilities & Related Values	
Capabilities	Values
1. Role models ethical behaviour	Honesty, integrity, accountability, respect, responsibility, wisdom
2. Leads with personal drive, commitment and resilience	Responsibility, accountability, integrity, wisdom
3. Provides strategic direction	Accountability, wisdom, responsibility
4. Promotes change and innovation	Integrity, responsibility, accountability, respect, wisdom, honesty
5. Communicates with influence and political awareness	Honesty, integrity, accountability, respect, wisdom, responsibility
6. Builds collaborative relationships	Respect, responsibility, integrity, accountability
7. Builds staff capability and commitment	Responsibility, wisdom, accountability, respect, integrity, honesty
8. Plans and monitors work tasks for achievement	Accountability, responsibility, respect, wisdom, honesty
9. Promotes effective and efficient service delivery	Honesty, integrity, accountability, responsibility
10. Strengthens institutions	Integrity, accountability, responsibility, wisdom



In line with international practice in leadership development, and for ease of understanding, the ten capabilities have been grouped into three categories that relate to core leadership activities – ‘set the direction’, ‘engage and develop others and deliver results’. The diagram below depicts the core leadership and management tasks and associated capabilities that sit under each of these three categories.



Core knowledge, skills and attitudes

A range of skills, knowledge and attitudes are core requirements for the ten leadership capabilities. They are not specific to any single capability, but provide a sound foundation for all of them. Rather than have these elements embedded in each of the ten capabilities, they have been elevated to the top of the Framework, thus emphasising their importance to public sector leadership practice in PNG.

Core Leadership behaviours, skills, knowledge and attitudes			
Core leadership behaviours		Core leadership attitudes	
Inter-personal Socially inclusive Team player Accepting Collaborative Non-Judgemental Sharing and Caring Assertive Tolerant	Intra-personal Willing (to work hard) Dedicated Affirmative/Positive – ‘can do’ Attitude Self-Starter, Shows Initiative Proactive Objective and Impartial Simplicity (Unaffected) Forward Thinking and Visionary Open to New Ideas - Willing to Learn Professional Committed to; <ul style="list-style-type: none">Equality and EquitySocial JusticeSocial Responsibility	Inter-personal relationships Honest and Respectful Courageous Loyal Sincere Trusting and Trustworthy Empathic and Sensitive Outgoing Servant-hood, Humble, Patient Goal Oriented Decisive Steadfast, Strong Willed Tenacious Self-Confident	Visionary Charismatic/transformational Style Creative Influential Articulate Adaptable, Flexible Diplomatic Resilience Self-Disciplined Selfless Endurance & Perseverance
Core Leadership Skills and Knowledge About Government			
PNG’s Strategic and Plans (e.g. Vision 2050) Public Services (Management) Act (PSMA) Public Finance (Management) Act (PFMA) Public Service Code of Business Ethics & Conduct Organic Law on Provincial & Local Level Government (OLPLLG) Constitution and the Leadership Code Public Service General Orders Current Government Policy		Government Institutions, Systems & Procedures such as: Occupational Health and Safety Machinery of Government Governance Models and Arrangements Laws and Regulations (Finance, Public Service) Budgetary Cycles and Processes Traditional, Christian and Modern Organisational Ethics and Values that Shape Leadership	
Supplementary Knowledge/Subject Matter Expertise			



Educational Background (preferably one of the following)	Desirable Knowledge
Public Policy	Change Management
Public Administration	Understanding of Global Issues, Trends and Implications for PNG
Business Administration	Risk Management Principles and Methodologies
Law	Principles of Monitoring and Evaluation
Political Science	Governance
Human Resource Management	Procurement
Government	

The five core leadership attitudes relate to interpersonal relationships, goal orientation, visionary capacity, ability to influence and resilience. Interpersonal relationship includes elements such as honesty, respectfulness, loyalty, empathy and sensitivity, humility and patience. Goal orientation comprises a cluster of elements that enable leaders to achieve results. Goal orientation includes decisiveness, steadfastness, being strong willed, tenacious and self-confident. Being charismatic and having a transformational leadership style and creativity make up visionary leadership. Diplomacy, adaptability, flexibility and an ability to communicate with clarity and conviction are elements of influential leadership. Being selfless, self-disciplined and showing endurance and perseverance in the face of challenges make up resilience.

PNG leaders are expected to approach their interpersonal relationships with a willingness to collaborate and be socially inclusive. As team players they are expected to be tolerant, accepting and non-judgmental. They may be assertive but should also demonstrate care towards others. Intrapersonal behaviour refers to a leader's inner world: it is about how they see themselves and what they consider important. PNG leaders are expected to have a positive pre-disposition to work, and while this may sound axiomatic, specifically it means that they should have a willingness to work hard, demonstrate dedication, initiative and a "can do" attitude. Leaders are also expected to be objective, impartial, unaffected, visionary, creative and professional.

There are also skills and knowledge which are core requirements for public sector leaders in PNG. Leaders are expected to have a detailed understanding of relevant laws, codes of conduct and government policies, the Public Sector (Management) Act, Public Financial (Management) Act, Code of Business Ethics & Conduct, Organic Law on Provincial and Local Level Government, the Constitution, the Leadership Code and the Public Service General Orders. They should also understand how affairs are conducted by public sector institutions in PNG. This may include an understanding of systems and procedures in government institutions, machinery of government, budgetary cycles, governance models and arrangements and laws and regulations. Given the framework's emphasis on values, leaders are also expected to have a sound understanding of traditional, Christian and modern organisational ethics and values and how they shape leadership practice in PNG.

Sound formal education is also a prerequisite for leadership practice in PNG. Disciplines such as public policy, public administration, business administration, law, political science, human resource management and government are priority areas. Other areas of knowledge which were considered desirable but not essential for leaders are change management, understanding of global issues and their implications for PNG, risk management principles and methodologies, monitoring and evaluation, procurement and governance. Should leaders find themselves in a situation where a particular expertise is required about which they have no knowledge, it is expected they will source the expertise from elsewhere.



How to Use the Executive Leadership & Management Capability Framework

A capability framework relates the conditions individuals need to engage in work and to progress through a career with the requirements of broad occupations. It focuses on what people need to be able to do to exercise complex judgments at work and what they need to be able to do in the future, rather than on workplace tasks and roles that have been defined for them or based on existing or past practice.

Throughout this document the terms capability and competency, defined in the glossary, are used interchangeably. No attempt had been made to distinguish between a competency and a capability.

The successful implementation of a consistent and unambiguous competency management system requires three dimensions of integration: vertical integration (alignment with strategy), horizontal integration (integration with various human resource management processes) and implementation throughout the organisation (OECD, 2010). The roadmap for implementing an executive leadership and management capability framework comprises five steps:

1. Deciding to introduce an (ethics and values-based) Executive Leadership & Management Capability Framework
2. Organising, planning and communicating the shift to the framework
3. Identifying and developing the capabilities/competencies (the model) for the target group
4. Integrating the competencies into various HR processes, including training
5. Revising and updating the capability framework and associated systems on a regular basis.

PNG is well on the way to successful implementation. This Framework represents step three of the roadmap. In time PNG will move through steps four and five.

The Framework helps answer the questions "How will I, a public servant, know which values my leaders hold dear and whether they are working in an honest and ethical way?" and, equally importantly, "How will I know when I am demonstrating honesty, integrity and accountability in my work?"

Public servants will see these values reflected in the way they do their work and what they do at work, as well as in all human capital management processes. For example:

- While applicants to the PNG public service may already have acquired or adopted these values through their experiences at home, at school or at university, they may have to address a selection criterion as part of the recruitment process, discussing how they demonstrate integrity, honesty or respect in the workplace or in their daily life. No less should be expected of applicants to senior positions.
- Once selected, new entrants to the public service may be required to sign a declaration stating they will abide by the values and code of conduct, or participate in induction where performance expectations and personal responsibility for upholding the values is discussed with other inductees.



- All public servants have the right to expect they will be free from bullying and harassment in the workplace, and their employer will have explicit policies in place that explain this, along with the consequences of non-compliance with the policy.



Structure of the Framework

For each of the ten capabilities within this Framework the related values, behaviours and skills, knowledge & attitudes are displayed in boxes. The cell at the top of the box contains the name of a leadership capability/competency, values that underpin the capability/competency are shown in column 1, related behaviours that define the capability/competency appear in column 2 and skills, knowledge & attitudes are presented in column 3.

Showing the relationship between leadership capabilities/competencies, values, behaviours and skills, knowledge and attitudes will enable all users of the document to have a common understanding of what is required for good leadership practice in public sector institutions in PNG. Shared understanding between incumbents, bosses, peers, direct reports, recruitment officers, learning and development specialists and other stakeholders about these concepts and the relationships between them should contribute towards improved leadership practice.



1 Role Models Ethical Behaviour

Capability 1, *Role Models Ethical Behaviour*, highlights the importance of all the values: honesty; integrity; accountability; respect; responsibility and wisdom. Some behaviours for this capability refer to inner qualities such as integrity, courage and a requirement for a strong self-concept. Other behaviours pertain to the way leaders relate to people such as advocating for those for whom he or she is responsible and a need to be polite in all interpersonal interactions. The skills, knowledge and attitudes that inform the behaviours are summarized under four categories: leadership styles, interpersonal skills, communication skills and self-management skills.

Capability 1: Role models ethical behaviour		
Values	Behaviours	Skills, knowledge and attitudes
Honesty Integrity Accountability Respect Responsibility Wisdom	<ul style="list-style-type: none"> Leads ethically by example, displays integrity and is truthful and trustworthy in all situations Treats all people with regard and consideration Inspires others to work together for the betterment and advancement of the public of PNG Is fair in all dealings and encourages, values and supports participation Promotes and models the values and expectations consistent with organisational and societal values, and knows when to prioritise each Is non-judgmental, diplomatic and polite in all interpersonal interactions Accepts responsibility and is accountable for decisions and actions Establishes clear priorities and effectively communicates them to others Demonstrates courage Has a strong self-concept (identity) Reflects on own attitudes and behaviour 'Walks the Talk', i.e. follows through on promises and commitments Advocates for, and protects those for whom s/he is responsible, particularly those disadvantaged Demonstrates fairness and justice in all undertakings Gives credit where credit is due, and celebrates success Takes corrective actions where necessary e.g. manages underperformance Takes personal and professional responsibility for decisions and undertakings without shifting blame, e.g. is quick to admit wrongful decisions and take corrective action Maintains composure under stress 	<p>Leadership styles</p> <ul style="list-style-type: none"> Leadership skills, especially transformational leadership and change management skills <p>Interpersonal skills</p> <ul style="list-style-type: none"> Interpersonal skills <p>Communication skills</p> <ul style="list-style-type: none"> Advocacy skills Advanced communication skills including diplomacy <p>Self-management</p> <ul style="list-style-type: none"> Discipline and self-management Stress management

Case study: Gender Discrimination

Mea has been in the department for 12 years. She is very good at her job, works hard, and is regularly relied upon for her skills and knowledge. She often provides advice to her superiors who have usually worked in the Department for less time and she is confident that she can demonstrate she is a highly qualified and well suited candidate for advancement. However, it is well known that females in the department do not get promoted as fast as males and are given less challenging tasks with fewer responsibilities.

Mea does not think that it is fair that she is performing her work to a higher standard than that of her male counterparts, but yet is not being afforded the same employment opportunities. Mea feels like she is being taken advantage of by the department but she cannot leave as she worries for her family's future and doesn't think that she will be able to find other suitable work opportunities.

Igo is the head of the division that Mea works in. Mea has told him a number of times that she would like to move up and be given a position with more responsibility. Growing up, men in Igo's community had powerful positions and he is not sure how to deal with Mea as a woman wanting to progress to a leadership position. Igo knows that Mea is not happy and she has the skills and qualifications, but is not sure how to deal with the situation. He has a lot of other daily issues to deal with that seem to be more important. Igo has two main courses of action and a decision to make - to address Mea's concerns or ignore them.

Questions

What is the ethical course of action to be taken in this case?

What related policies apply to this particular situation?

Analysis

By virtue of the senior leadership position that Igo holds within the department, he has an automatic ethical and legal obligation to act upon gender discrimination. The role of a senior executive leader imparts direct responsibility to exercise sound judgment and assess whether subordinates have been provided employment opportunities based on merit.

Igo is unsure how to handle the situation and projects his own cultural beliefs into the workplace. For some people, the concept of equality of participation in the public service will be unfamiliar and challenging. But as a senior manager it is important to make clear to all colleagues and subordinates that all public servants should be treated with dignity and respect and enjoy equal rights to a work environment free of discrimination. If Igo chooses not to address Mea's situation this could become a case of gender discrimination.



Case Study: An Alternative Case of Gender Equality

Even though Igo has a lot of other daily issues to deal with he thinks hard about what he can do and decides that Mea's situation is a widespread and important issue. It needs to be prioritised. He decides to address the issue of gender and the principles of merit at the departmental level.

Analysis

Igo believes all employees should be supported in their career advancement to achieve the best outcomes in the workplace and support their personal development. Igo sees Mea's case as an indicator of the need for better learning and development opportunities in the workplace and the need to enhance staff capabilities. Igo believes that championing staff learning and development is a key strength of his division. He also thinks this strength is an opportunity to set the division up as a leader in the department; encouraging other divisions to follow his lead.

Rather than ignoring Mea's concerns Igo uses his position of leadership and influence to develop staff capabilities by funding and supporting opportunities to learn and rewarding staff who participate in development opportunities that improve their work output and quality. He introduces various new initiatives within his division such as a staff mobility program to broaden staff experiences.

Igo also uses this situation to introduce a new "Merit Based Policy Framework" to be implemented across the department. He sought support from the Secretary to introduce the new policy that benefits all employees within the department. Igo embeds the policy through a range of new human resource recruitment measures such as reviewing all job descriptions to ensure they align to the capability framework and reviewing recruitment processes so they are merit based.

By implementing these new recruitment measures Igo sets a new precedent within the department that promotes innovation and change that helps to embed a culture of equality based on merit and increase acceptance of women in leadership positions. Igo uses Mea as a case in point and regularly scans for and rewards exemplary performance to demonstrate that merit is about finding the best person qualified for the job.

Igo understands that innovation is a key leadership quality. As a leader it is his direct responsibility to build the capability of individuals and encourage them to harness any opportunities which promote lifelong learning as part of the department's culture change. This investment is a key strategy to achieve effective and efficient delivery of results.



2 Leads with Personal Drive, Commitment and Resilience

Leads with Personal Drive, Commitment and Resilience is the second leadership capability/competency in the framework. Responsibility, accountability, integrity and wisdom are the underpinning values for this capability. The behavioural clusters that define this capability refer to probity, communication with conviction, clarity and influence, staff motivation and staff wellbeing, personal resilience, adaptability and flexibility and being results focused. Communication skills, resilience, change management, adherence to standards are the required skills, knowledge and attitudes for this capability.

Capability 2: Leads with Personal Drive, Commitment and Resilience		
Values	Behaviours	Skills, knowledge and attitudes
Responsibility Accountability Integrity Wisdom	<ul style="list-style-type: none"> • Presents and acts in a professional manner and displays public service probity • Demonstrates advanced communication and interpersonal skills that support transformational change • Understands risk management and strategically applies this knowledge to protecting people and property • Designs and implements systems based on best international practice that motivate and support staff • Demonstrates transformational abilities including innovation, ingenuity, self control, and decisiveness, and values and builds the capabilities of teams • Actively supports the health and wellbeing of employees, and promotes knowledge of cross cutting health issues and health promotion practices • Promotes a healthy working environment and oversees the implementation of best practice in occupational health and safety • Ensures appropriate working terms and conditions for the workforce • Role models excellence in personal hygiene practices • Applies stress management and other techniques that support his/her own health and personal resilience • Displays mental toughness and resilience, adaptability and flexibility • Commits to action, demonstrates initiative and focuses on results • Acts with determination, passion and the courage to succeed 	<p>Communication skills</p> <ul style="list-style-type: none"> • Advanced communication skills • Public relations and media management skills <p>Resilience</p> <ul style="list-style-type: none"> • Self management skills especially to maintain personal health and energy levels • First aid knowledge and skills <p>Change management</p> <ul style="list-style-type: none"> • Transformational change skills • Analysis and critical thinking skills • Monitoring and evaluation skills • Research skills <p>Adherence to standards</p> <ul style="list-style-type: none"> • Professionalism

3 Provides Strategic Direction

Provides Strategic Direction is defined by a broad range of high level leadership behaviours that can be organised into clusters and have a logical relationship between them. Leaders should demonstrate capacity for scanning the environment, visioning, strategic planning with an ability to respond to a changing environment, undertake corporate planning and mobilizing others to act. The relevant values for this capability/competency are accountability, wisdom and responsibility. Risk management, strategic planning and strategic management are the key skills for this capability/competency.

Capability 3: Provides strategic direction		
Values	Behaviours	Skills, knowledge and attitudes
Accountability Wisdom Responsibility	<ul style="list-style-type: none"> • Able to manage under conditions of uncertainty and ambiguity • Demonstrates knowledge and understanding of government policy and the machinery of government, stakeholder groups and their agendas, and cross cutting issues, strategic planning principles, and current international and political issues • Scans the global, external, and internal organisational environments • Thinks analytically and critically, identifies trends and synthesizes information • Assesses the quality, relevance and accuracy of information and performance results and uses intervention skills to reorient strategy and execute strategy • Monitors and evaluates the internal and external environments to adapt strategic direction and corporate plans • Delegates appropriately, empowering others to act to achieve corporate outcomes • Openness to alternative information and relevant research to inform policy development • Translates Government policy into organisational strategy and policy • Motivates and engages staff to take ownership of the corporate plan • Creates and communicates the organisational vision • Facilitates design of a corporate plan aligned to the strategic direction • Recognises and designs performance and reward systems to support the achievement of corporate outcomes 	<p>Risk management</p> <ul style="list-style-type: none"> ▪ Risk management skills ▪ Governance skills <p>Strategic leadership</p> <ul style="list-style-type: none"> ▪ Political savvy ▪ Strategic thinking and planning skills ▪ Strategy execution skills ▪ Stakeholders management ▪ Environmental scanning skills <p>Strategic management</p> <ul style="list-style-type: none"> ▪ Monitoring and evaluation skills ▪ Delegation skills ▪ Policy Development skills

4 Promotes Change and Innovation

A leader who can properly demonstrate this capability, *Promotes Change and Innovation*, should have an appreciation for the prevailing cultural values in PNG, understand globalisation and its impact on the country, adopt a principled change management approach and practice, ameliorate conflict while leading major organisational change and manage risks associated with that change. Integrity, responsibility, accountability, respect, wisdom and honesty are the underlining values for this capability. Skills, knowledge and attitudes needed for the practice of this capability are change management skills, interpersonal skills and self-awareness.

Capability 4: Promotes change and innovation		
Values	Behaviours	Skills, Knowledge and attitudes
Integrity Responsibility Accountability Respect Wisdom Honesty	<ul style="list-style-type: none"> Understands Traditional, Christian, and modern organisational ethics and values that shape leadership Understands global issues and trends and the implications for PNG Considers diversity of worldviews, equality and equity, inclusivity, social justice, and social responsibility in all change programs Applies principles of change management to driving transformative change in modern PNG Demonstrates competency in change management, champions change, and shows a high level of commitment to change Manages external and internal stakeholder expectations Applies problem solving, mediation & negotiation and conflict resolution and reconciliation skills Applies research skills (to discover and create new knowledge) Acts decisively, is a decision taker or maker Exhibits creativity and open mindedness, and thinks and acts outside the box Anticipates and mitigates risks, demonstrates awareness of the organisation's risk appetite and takes appropriate risks 	Cultural awareness <ul style="list-style-type: none"> Cultural awareness and sensitivity Change management <ul style="list-style-type: none"> Change management skills Environmental scanning skills Facilitation skills Management skills Risk management skills Interpersonal skills <ul style="list-style-type: none"> Interpersonal skills Self- reflection and self-management skills Team works skills <ul style="list-style-type: none"> Team building skills Active listening and advanced communication skills Research skills

5 Communicates with Influence and Political Awareness

Communicates with Influence and Political Awareness involves high level communication with a broad range of stakeholders of strategic importance. Specific behaviours include proficiency in English, Pidgin and Motu, networking with gatekeepers, effective communication, ability to negotiate complex issue and a preference for working collaboratively. Honesty, integrity, accountability, respect, wisdom and responsibility are relevant values for this capability/competency. Proficiency in interpersonal communication, networking and using computers as a means to convey effective messages are required skills for demonstrating this capability/competency.

Capability 5: Communicates with influence and political awareness		
Values	Behaviours	Skills, Knowledge and attitudes
Integrity Responsibility Accountability Respect Wisdom Honesty	<ul style="list-style-type: none"> • Proficient in English, Pidgin, Motu • Communicates openly, honestly and transparently, and with sensitivity and understanding • Builds harmonious and reciprocal working relationships with the relevant Minister and the Minister's office and other political and administrative leaders • Communicates with PNG's political and administrative leaders and the public with political awareness and sensitivity to the political agenda • Presents information clearly in oral and written forms, and uses the best method/medium of communication to ensure the message is understood and to reinforce key messages • Listens respectfully and attentively to others • Communicates effectively, orally and in writing, conveying in-depth subject matter knowledge in a manner that adapts to the target audience • Negotiates persuasively, listening to the views of others, and demonstrates empathy and flexibility • Writes persuasively and effectively, developing well-formed briefs and reports • Exercises influence and confidently communicates with, and to, the right manager to achieve results • Communicates and influences through telling inspiring stories • Works collaboratively with colleagues across government to achieve whole of government objectives 	<p>Communication skills</p> <ul style="list-style-type: none"> • Advanced communication skills • Presentation skills that utilize humility, passion and information to inspire others • Political awareness and sensitivity • Diplomacy • Active Listening skills • Negotiation skills • Effective writing skills • Story-telling skills to inspire, educate and motivate <p>Computer skills</p> <ul style="list-style-type: none"> • Information Technology and computing skills e.g. Powerpoint, word processing, Excel and Access (database) <p>Networking</p> <ul style="list-style-type: none"> • Liaison and representational skills • Collaboration skills • Skills to manage upwards • Public relations skills • Influencing skills

Case study: Equal opportunity

Apsy is a long term employee at his Department. He is highly educated with a PhD degree. He has more than 15 years' work experience in the public and private sectors. It is evident he possesses all the relevant skills and qualifications needed to advance to the Senior Executive Level. However Apsy is repeatedly unsuccessful in receiving any of the promotions or career advancements he seeks within his current office due to the fact that he is known to have HIV/AIDS.

A new employment opportunity has arisen which Apsy has again applied for. He has undergone all preliminary assessments and pre-screening processes and Eremas, the Division Head, has identified Apsy as the most capable and suitably qualified candidate for this position. Eremas however is reluctant to give Apsy the job. Eremas perceives Apsy's HIV/AIDS as a greater liability and is also concerned about the personal impact this employment decision will have on him within the community more broadly. He believes that if Apsy is promoted this will come back to reflect on him negatively and judgments will be made by other senior executive level staff who will not approve of Eremas' decision to advance Apsy. Eremas feels that Isa, who is also a capable candidate running for the position- but who is less qualified in her skill set, appears to be the safer option over Apsy. As a result, Eremas decides to promote Isa and gives her the job rather than Apsy.

Questions

Is Eremas communicating with influence and political awareness?
Which legislation and policies should Eremas refer to in this case?

Analysis

Underlying Eremas' final decision there is an assumption that Apsy is less able to do his job simply based on the fact he has HIV/AIDS. Eremas did not independently assess the case based on merit and Apsy's competency to fulfil the role or position based on his capabilities.

Eremas made a decision based on how it would impact him personally, rather than acting in the best interests of the broader institution of the public service which suggests that the position should be filled on merit.

The stigma attached to HIV/AIDS can consciously and/or unconsciously inform people's ideas and thinking about the impact of the diagnosis on individuals' ability to perform work. Understanding this is important for making an informed and objective decision premised on the principles of merit and good practice.

Eremas' decision not to give the position to Apsy impedes on the success and strength of the institution by disregarding the wealth of knowledge and skill set Apsy has to offer.

Case Study: Dealing With Cross Cutting Issues – HIVAIDS

Tau is the Manager for Policy Development in his department. He has been employed by the department for over 20 years. He is a very experienced and knowledgeable officer who diligently executes his assigned duties and responsibilities.

Tau's performance has declined over the last two years due to an illness and despite prescribed medication that Tau had been taking. Tau has written a letter to his Divisional Head informing him of his illness and advising he would take recreational leave to seek further medical treatment. He did not make management aware of the type of illness he had as he did not believe it was management's business.

Departmental management has written a letter back to Tau seeking an explanation for his continual absenteeism and declining performance. At first Tau was reluctant to inform the management about his sickness in any more detail. However, in order to preserve his job and career, he finally informed management about his illness. He is HIV positive. The management was surprised at this announcement from Tau. The management considered terminating his contract of employment but eventually decided against this decision. They advised him to continue to work and pledged their support to him, permitting continued use of recreational and personal leave provisions so that Tau could undertake further medical treatment when it was required.

Questions

Which legislation or policy should management consult in making a decision on Tau's situation?

What values or ethical principles are inherent in the decision made?

Analysis

Tau is a career public servant and a Person Living with HIVAIDS (PLWHA). He is legally protected under the HIV/AIDS Management and Prevention (HAMP) Act which stipulates his rights as a PLWHA. The Public Service General Orders also protects his rights as a public servant with HIV/AIDS. In addition, the Gender Equity and Social Inclusion (GESI) policy has been issued to give special attention to public servants with the disease and calls for, among other things, fairness and non-discrimination in their treatment in the workplace.

Management, in consideration of these legislative and policy requirements, decided against unfairly dismissing Tau from active employment and opted to provide every support to him during his tenure as a public servant.



6 Builds Collaborative Relationships

Builds Collaborative Relationships is defined by four values, respect, responsibility, accountability and integrity. The relevant behaviours refer to interpersonal relationships, team development, conflict management, communications, networks and self-awareness. The behaviours for this capability/competency will be facilitated if leaders develop interpersonal skills, conflict management skills, cross cultural skills and stewardship. While most of these skills have a degree of shared understanding in management literature, stewardship is less well known. The term stewardship originates from biblical literature and is used in leadership discourse especially in the US. It refers to a leader who is selfless, acts in the best interest of his or her staff and manages public assets in the interest of public good. Interpersonal skills, conflict management skills, cross cultural skills and stewardship are important to this leadership capability/competency.

Capability 6: Builds Collaborative Relationships		
Values	Behaviours	Skills, knowledge and attitudes
Respect Responsibility Integrity Accountability	<ul style="list-style-type: none"> • Applies highly developed Interpersonal skills to building relationships with external and internal stakeholders • Understands and actively observes the stewardship role of a leader • Applies coordination skills and collaborative practices to develop teams • Applies people management, conflict management and negotiation skills to achieve outcomes and solutions through consensus • Demonstrates genuine interest in others and applies active listening and other communication skills to engage others, and establish and maintain partnerships and networks • Establishes and maintains strong professional networks across agencies, sectors and industries • Regularly interacts with staff and peers, displaying cultural sensitivity and encouraging equal participation in the workplace • Clearly defines roles and responsibilities and communicates these to direct reports • Builds the cohesion and capability of teams, displays commandship and supports and stands by staff • Creates a healthy competitive environment, encourages initiative and rewards team efforts • Is tolerant, caring and demonstrates sensitivity and empathy 	<p>Interpersonal skills</p> <ul style="list-style-type: none"> • Interpersonal relationship building skills • Employee engagement skills • Stakeholder management skills • Facilitation skills • Advanced communication skills • Networking skills • Partnering skills <p>Conflict management skills</p> <ul style="list-style-type: none"> • Conflict management skills • Negotiation skills • Collaboration skills <p>Cross cultural skills</p> <ul style="list-style-type: none"> • Cultural awareness and sensitivity • Team building skills <p>Stewardship</p> <ul style="list-style-type: none"> • Stewardship skills

Case study: Balancing Work, Family and Cultural Obligations

Felix is the Deputy Secretary of his department and his staff have been working very long hours trying to finalise a Cabinet Submission to the National Executive Council. However Felix has been contacted by his brother Samuel who has just arrived unexpectedly in Port Moresby. Samuel asks Felix to come home straight away. Even though Felix did not know Samuel and his wife and children were coming to town he is happy to hear from his brother and feels an obligation to go home to be with his family. But he is also aware of his obligation to his job and his employer - the PNG Government. So even though he is keen to see his brother, Felix tells Samuel that he has a lot of work on and will be home later that day. He also tells Samuel how much he is looking forward to seeing him that evening.

Samuel is not happy and tells Felix they have not seen each other since his daughter's wedding and he has urgent family matters to discuss. Felix does not want to disappoint or anger his brother so he decides to leave the office early and go home to meet his brother and his family.

Questions

What would be the ideal course of action for Felix in the case?

How can Felix manage this situation where his loyalty to his brother is at odds with what his employer expects from him?

Analysis

As a leader in the department, Felix is a role model with direct responsibility to demonstrate an ongoing commitment to the values of the Public Sector, his agency and his work role. He is obligated to model the behaviours he wishes to see in his staff. By leaving work early and going home without prior notice Felix is not setting a good example for his staff and not displaying the behaviours required of a leader. Felix is paid a fair wage. For working a full day and it could be perceived as theft (of time and money from his employer) if he takes time off work yet takes a full wage home at the end of the pay period.

Clear terms and conditions of employment that include various types of leave provisions help staff to take legitimate time away from the workplace to attend to important family matters. For example, in more serious situations, such as in the case of an emergency or compassionate situation, Felix can leave work early using access to such leave provisions, and can then delegate the completion of the Cabinet Submission to a Senior Officer to oversee.



Case study: Dealing With Wantoks

Mondo is the Executive Manager of Policy at his department. Mondo's nephew Kaupa has been trying to get work in the public service for some time now. Mondo, being older and a role model for Kaupa, holds a family obligation to try to help his nephew Kaupa find employment. Kaupa is also bound by family responsibilities and obligations. It is very important that Kaupa finds work soon so he can help Mondo's sister (his mother) who is struggling financially and unable to work.

Mondo has information about an upcoming policy job that has not yet been advertised. Kera is Mondo's first cousin and he is also the officer handling all the arrangements for this vacant position. Mondo informs his cousin Kera that he should appoint nephew Kaupa to the position rather than wasting time and resources advertising the vacancy.

Kera will not agree to Mondo's request, but does however agree to automatically add Kaupa, Mondo's nephew, to the shortlist of potential candidates to fill this vacancy. Kaupa does not meet the minimum requirements for the position and would not be considered for the position without Mondo's help. Mondo's nephew is successful in getting the job.

Questions

What ethical values and behaviours are compromised in this case?

How would you feel if you were the best person for this job but did not get it because of wantok-ism or nepotism?

Analysis

Mondo's nephew does not qualify as the most suitable person for the job and the principle of merit is completely missing from this selection and appointment process.

As a leader there is a need for the Public Service Ethics and Values, including the Oath to Loyalty, to be observed in order to enhance the image and reputation of the National Public Service.

It is acknowledged that the work in a department can become very busy, but it is important not to overlook standard workplace policies and procedures to free up time. People in leadership positions, must set the standard of work ethic by ensuring correct processes and procedures are followed.

7 Builds Staff Capability and Commitment

Builds Staff Capability and Commitment is identified by discrete behaviours and five values. Responsibility, wisdom, accountability, respect, integrity and honesty are values pertinent to this capability. Some behaviours direct leaders to become actively involved in the development of their staff through a process of coaching and mentoring. Leaders should consider a broad range of learning methodologies when planning for staff development programs. In addition leaders must ensure that staff development is enshrined in organisational policy. Facilitate individual learning and manage organisational learning are the key skills for this capability.

Capability 7: Builds staff capability and commitment		
Values	Behaviours	Skills, knowledge and attitudes
Responsibility Wisdom Accountability Respect Integrity Honesty	<ul style="list-style-type: none"> ▪ Committed to ongoing/continuous learning, and uses new information to support innovation ▪ Endorses policies that are inclusive and equitable, and that acknowledge the benefits of diversity in the workplace ▪ Consciously enables staff development and training and advocates for personal and professional development ▪ Supports Leadership development and delegates effectively • Develops employees with the knowledge, skills and attitudes to improve organisational performance through design and implementation of systems such as: <ul style="list-style-type: none"> • Performance Management • Reward and recognition • Staff counseling and other disciplinary processes ▪ Monitors and evaluates performance of the organization and uses the data to develop and implement continuous improvement ▪ Applies current research and best management practices ▪ Identifies and manages high performing employees and future leaders through a structured talent management strategy • Sets challenges for staff and mentors and coaches them to attain results • Ensures succession planning and leadership development to build leadership capability for the future • Ensures staff have the skills and knowledge required for their job, monitors staff performance and provides timely and constructive feedback for development • Provides active and continuous encouragement to staff 	Facilitate individual learning <ul style="list-style-type: none"> • Delegation skills • Motivational skills • Skills in providing constructive feedback Manage organizational learning <ul style="list-style-type: none"> • Research skills • Management skills • Talent management skills including educational, training, coaching and/or mentoring skills • Succession planning skills • ICT skills • Monitoring and evaluation skills

8 Plans and Monitors Work Tasks for Goal Achievement

Plans and Monitors Work Tasks for Goal Achievement comprises planning, monitoring and evaluation of programs, risk management, project management, marketing and preparing annual reports for relevant authorities. Accountability and responsibility are relevant values for this capability/competency. The skills, knowledge and attitudes that will enable leaders to demonstrate these behaviours are planning, marketing and monitoring performance.

Capability 8: Plans and monitors work tasks for goal achievement		
Values	Behaviours	Skills, Knowledge and attitudes
Accountability Responsibility	<ul style="list-style-type: none"> Aligns strategic, operational and team/business plans Regularly monitors, reviews and revises plans, strategies, performance and outcomes Promotes project management methodologies and supports staff to implement projects to deliver high quality relevant outcomes Builds organisational and individual monitoring and evaluation (M&E) skills and applies robust M&E methodologies Oversees preparation of an annual budget and monitors and regularly reports performance Uses the power of IT to support planning and M&E Applies marketing and other skills as required Uses approved plans and sets guiding standards as the basis for monitoring progress, and actively monitors and evaluates processes and reports on time Develops activity plans using performance indicators Understands and complies with parliamentary reporting requirements (rolling plan) 	<p>Planning</p> <ul style="list-style-type: none"> Goal setting skills Project management skills Financial management and budgeting skills <p>Marketing</p> <ul style="list-style-type: none"> Marketing skills <p>Monitoring performance</p> <ul style="list-style-type: none"> Knowledge of compliance requirements and ability Monitoring and Evaluation skills Report writing skills

Case study: Corruption of a Procurement Process

Mareko is the head of a department. He has recently been required to put out a tender for upgrading department infrastructure. Mareko limits the number of companies he approaches about the work he needs done. One of the companies Mareko provides information to, is owned by his brother Kaia. Kaia owns a small construction company which is not suited for the job and is understaffed.

Mareko withholds the information that Kaia is his younger brother. Kaia's construction company is not fully licensed to complete this job and it is not properly equipped with the appropriate tools and resources, but Mareko decides to award the contract to him anyway.

Because of the position Mareko holds within his department, Mareko is able to authorise extra funds to be appropriated. Kaia uses these extra funds to restock and supply new working materials and resources which are not required for the work that he has been contracted to do.

Questions

What procedures are required in this case?

What disciplinary action is required in this case?

Analysis

Mareko has not disclosed his relationship with Kaia because he has not completed the standard Conflict of Interest form. In addition, he has abused his position's authority by releasing funds that are above his delegated responsibilities. These actions display inappropriate behaviour and breach established rules and regulations relating to the management of public funds and procurement.

Contractors must be selected based on a merit process. All potential contractors must be provided with the same information and be able to officially put forward their case for award of the contract via a transparent and fair tender process. The tenderer that best meets the Government of PNG's procurement criteria should be awarded the contract.



9 Promotes Effective and Efficient Service Delivery

Behaviours relevant to this capability *Promotes Effective and Efficient Service Delivery* are operational planning, resource allocation and optimization, impact and quality of services delivered to the public and accountability of one's actions. Honesty, integrity, accountability and responsibility are values applicable to this capability/competency. Planning and organising, resource allocation and marketing are key skills for this capability.

Capability 9: Promotes effective and efficient service delivery		
Values	Behaviours	Skills, knowledge and attitudes
Honesty Integrity Accountability Responsibility	<ul style="list-style-type: none"> ▪ Translates strategic plans into operational management plans ▪ Optimizes resources to achieve desired outcomes ▪ Understands relevant financial and compliance requirements, budgeting and planning processes, and manages organizational finances in accordance with the law and accounting standards ▪ Promotes a customer or client centred approach to service delivery ▪ Demonstrates information and records management knowledge and applies up to date technologies to improve the quality of services ▪ Analyses risks and applies mitigation strategies to develop organizational resilience and ensure continuous delivery of services to the community ▪ Champions service delivery and demonstrates customer orientated and efficient service ▪ Empowers staff to deliver high quality service ▪ Ensures plans align to the budget with adequate resource availability ▪ Takes responsibility and is accountable for decisions • Regularly monitors and evaluates service delivery • Rationally evaluates and applies current research to make sound decisions 	<p>Planning and organizing</p> <ul style="list-style-type: none"> ▪ Management skills ▪ Time management skills ▪ Customer service skills ▪ Decision making skills ▪ Planning skills <p>Resource management</p> <ul style="list-style-type: none"> ▪ Ability to engage and use the knowledge and skills of others ▪ Delegation skills <p>Marketing</p> <ul style="list-style-type: none"> ▪ Research and analysis skills ▪ Customer service skills ▪ Championing/project sponsor skills ▪ Monitoring and evaluation skills

10 Strengthens Institutions

Strengthening institutions requires leaders to be accountable for the way in which they utilise resources, including funding, to provide the physical spaces and tools (including technology) that public service officers need to work effectively, deliver services and achieve results. This capability is founded upon a knowledge of, and ability to implement, 'good governance'. Leaders also need to be able to manage upwards, to influence Ministers to obtain necessary funding, oversee the management of infrastructure and other projects and manage inherent and externally driven risk.

Capability 10: Strengthens Institutions		
Values	Behaviours	Skills, Knowledge and attitudes
Accountability Responsibility Wisdom	<ul style="list-style-type: none"> • Institutes effective governance systems and mechanisms e.g. delegations/lines of authority, meeting processes • Conducts business analyses and makes evidence based decisions • Develops and/or assesses business cases and feasibility studies • Analyses and interprets information accurately <ul style="list-style-type: none"> ▪ Oversees the implementation of ICT and knowledge management technologies that enable the organisation to effectively capture and share knowledge and information • Applies knowledge of governance and institutes risk management (including disaster planning) at all levels of the organisation and for all projects <ul style="list-style-type: none"> ▪ Conducts research, needs analyses and feasibility studies to inform evidence-based decision making ▪ Utilises and manages fixed assets effectively 	Project Management Skills <ul style="list-style-type: none"> • Information Technology and computing skills • Knowledge management skills • Project planning, implementation and monitoring skills Networking <ul style="list-style-type: none"> • Liaison skills • Representational skills • Skills to manage upwards • Influencing skills Risk Management Skills <ul style="list-style-type: none"> ▪ Resource management skills including financial, human and physical resources ▪ Asset management skills

Implementation

Communicating the Shift to Values-Based Leadership

Effective communication about the Executive Leadership & Management Capability Framework will support successful implementation. A key task is to develop a robust communication plan that articulates key messages for stakeholders to clearly communicate the shift to ethical and values-based Leadership and management across the public service. A communication plan is an essential tool that promotes awareness of the Framework and sets expectations around ethical, values-based leadership, management and related actions across the public service at provincial and district levels.

The diagram below illustrates a framework for implementing the Executive Leadership & management Capability Framework based on three key phases – Knowing, Doing and Being. Each of these phases has a corresponding strategy for action and is described in future detail later in this section.



“Knowing” – Leadership Development and Training

Nohria and Khurana¹, suggest that Leadership Development requires a combination of building relevant knowledge sets (Knowing), the development of a range of skills (Doing) and an emphasis on the qualities and attributes associated with being a leader (Being) in the public service context.

Adults learn according to the 70:20:10 concept that, applied to leadership development, suggests that about 10% of learning occurs in classroom settings, 70% is facilitated through job experiences as part of challenging projects, and about 20% of learning happens within the context of important relationships that leaders form with peers, mentors, coaches, professional networks, and subject matter experts.

A key action in implementing the LCF is to establish a Learning and Development Strategy that capitalises on the 70:20:10 concept to address ethical, values-based leadership.

“Doing” – Integrating Competencies

Leaders demonstrate their values through their policies and their actions. Management policies, instructions and guidance play a key role in emphasising the importance of appropriate behaviours, and reflect the values and expectations of ethical behaviour in an agency. Implementation of the LCF should initially target one major change project. Leaders should be advised not to ‘spread their resources too thinly’ by tackling too much at once. Implementation should begin with a manageable project, for example ensuring a robust performance management system or a fully functional merit-based recruitment and selection process.

Performance management²

An organisation’s effectiveness depends on the strength of its performance management system. The system needs to reinforce and reward delivery of outcomes (the ‘what’) and expected values and behaviour (the ‘how’). As well as measuring business outcomes, many agencies use performance agreements and assessment to improve the quality of leadership and people management skills.

Recruitment and Selection

Merit is about getting the best available person for the job. Merit-based decisions are based on an assessment of a person’s work-related qualities and the work-related qualities required for efficient and effective organisational performance. Decisions relating to engagement and promotion require competitive assessment of the relative suitability of candidates against the genuine requirements of the duties, focusing on the capacity of candidates to achieve outcomes related to the duties. Clearly defined capabilities allow an organisation to recruit the right people for the job.

¹ Nohria and Khurana, 2010. Handbook of Leadership Theory and Practice, Harvard Business School Publishing Corporation

² APSC website.

“Being” – Building Capability

Monitoring and evaluation will reveal whether the plan’s objective has been achieved and indicates the effectiveness of the implementation, important because of the requirement for:

Accountability: Government is accountable for its expenditure of public monies, and accountability is not possible unless the results of expenditures are measured and reported, and

Continuous improvement: Evaluation is good management practice. Measuring, considering and improving approaches enables leaders, practitioners, HR managers and others to refine their techniques and track the rapidly changing environments in which they operate.

As a generalisation monitoring and evaluation should address two levels; the first, how well the LCF implementation has been conducted, and the second, how effective the LCF has been in influencing or changing the behaviour of senior leaders. Key questions to consider are:

- Has the LCF been taken on board or adopted by public service agencies?
- Are Leaders aware of the LCF and do they understand their responsibilities as ethical senior leaders and role models?
- Is the framework utilised in decision making and organisational capacity building?
- Is the behaviour of senior leaders changing – for example, are decisions more ethical and treatment of staff and management of resources more fair and transparent, and
- What evidence is there that, collectively, LCF initiatives undertaken by agencies are improving service delivery and making a difference to the people of PNG?

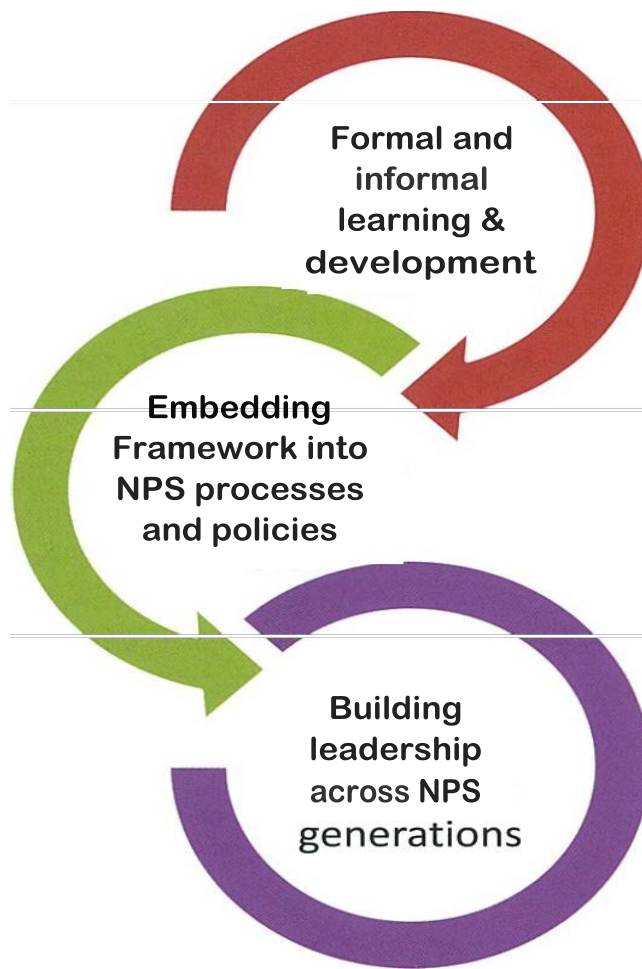
The Monitoring and Evaluation plan does not constitute part of this document and should form part of a detailed Implementation Plan.

Key Focus Areas for Implementation

To ensure we achieve our desired progress in the Knowing, Doing, Being approach it is important that implementation of the Executive Leadership & Management Capability Framework focusses on three key areas;

- Formal and informal learning and development
- Embedded Framework into National Public Service (NPS) processes and policies
- Building leadership for across National Public Services generations.





Ongoing learning & development forms an essential foundation for successful implementation of the Framework. This can be undertaken in partnership and through engaging external education institutions but also through informal on-the-job learning, such as mentoring programs, career pathing and work experience strategies.

Embedding the Framework into National Public Service policies and processes will also be essential if the desired executive leadership and management behaviours are to be sought and reinforced. Performance management, workforce planning, salary and reward structures are only a few of the many human resource processes that can be influenced to encourage ethical and values-based leadership and management.

Finally, to ensure the future of the National Public Service continues to be built on the values and capabilities espoused in the Framework, it will be essential to build leadership at all levels and in all workplaces. This can be achieved through supporting and fostering good examples of leadership within our agencies. Public sector employees and officers must fear, favour or repercussion. Good examples of strong leadership must be encouraged, communicated and celebrated. This will ensure generational change and embed the Framework in our National Public Service for years to come.



Glossary

Analysis	A method of studying the nature of something or of determining its essential features and their relations
Capability	The quality of being capable; ability. A talent or ability that has potential for development or use. The capacity to be used, treated, or developed for a specific purpose: <i>nuclear capability</i> . The power or ability to generate an outcome.
Capability Framework	A capability framework relates the conditions individuals need to engage in work and to progress through a career with the requirements of broad occupations. It focuses on what people need to be able to do to exercise complex judgments at work and what they need to be able to do in the future, rather than on workplace tasks and roles that have been defined for them or based on existing or past practice.
Championing	Actively encouraging and promoting an initiative
Coaching	Providing constructive guidance that helps staff develop skills, improve performance and maximise their potential within the organisation. Coaching does not generally include providing advice.
Collaborate	To work cooperatively with another or others on a joint project
Competency	<p>Competence (or competency) is the ability of an individual to do a job properly.</p> <p>A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees. 'Competencies' are the behaviours that employees must have, or must acquire, in order to achieve high levels of performance. Regardless of training, competency grows through experience and the ability of an individual to learn and adapt.</p>
Compliance requirements	The processes by which we ensure that outcomes are met using appropriate means. This often relates to ensuring actions in the organisation adhere to all applicable laws, regulations and policies e.g. procurement
Delegation	A person or group chosen to represent another or others
Discreet behaviour	Showing wisdom , good judgment and self-restraint in speech and behaviour
Effectiveness	Accomplishing an intended purpose or function
Efficiency	The ability to do something well or achieve a desired result without wasted energy or effort
Empathy	The ability to identify with and understand somebody else's feelings or difficulties
Environmental scan	Interpretation of the political, legal, regulatory, economic, environmental, social and technological events and trends which influence a business
Equitable	Characterised by justice or fairness and impartiality towards those involved
Evaluation	The act of considering or examining something in order to judge its value, quality, importance, extent, or condition

Evidence based decisions	Using evidence as a basis for making decisions
Feasibility studies	Analysis of capability/likely to accomplish an undertaking
Gate keeper	A person who controls information flow and access, for example an executive assistant who may monitor and manage an executive's diary, agreeing to and scheduling meetings on that person's behalf
Global	Relating to or happening throughout the whole world
Inclusive	Avoids discrimination, limitation, or stereotypes based on gender
Ingenuity	Cleverness and originality
Innovation	The act or process of inventing or introducing something new
Knowledge management	Knowledge management is the name of a concept in which an organisation consciously and comprehensively gathers, organises, shares, and analyses its knowledge in terms of resources, documents, and people skills.
Leadership	Leadership is about change. It involves is setting and communicating a vision and sense of direction; the emphasis is on engaging people in adapting and improving so that the organisation remains strong and relevant.
Management	Management is about complexity. It involves getting organised through the implementation of structures, policies, systems, procedures and controls and making decisions about the most effective use of the organisation's resources.
Marketing	The business activity of presenting and promoting products or services in such a way as to make them desirable
Mediation	A voluntary process in which the parties to a dispute, with the assistance of a neutral third party (the mediator) identify issues, consider alternatives, develop options and endeavour to reach agreement
Mentor	Somebody, usually older and/or more experienced, who advises and guides a younger, less experienced person Mentoring - the task of acting as a mentor to somebody, especially a junior colleague, or the system of appointing mentors
Mitigate	To make something less harsh, severe, or violent
Monitoring	Observing and supervising the progress of programs and actions, and detecting risks or problems that need to be addressed
Motu	Is one of a number of Central Papuan Tip languages
Optimise	To make something function at its best or most effective, or use something to its best advantage
Organisational resilience	Continuing to meet organisational objectives when faced with major challenges. It is a combination of culture and attitude, process and framework



Ownership	The fact or condition of being an owner of something. It also refers to accepting, endorsing, promoting, internalising, leading or taking responsibility for particular concepts, ideas, plans or projects
Performance Appraisal	The mechanism by which to plan, guide, evaluate and develop performance. Its purpose is to facilitate the achievement of goals, mission and required outcomes
Performance management	This refers to the system (including policies and procedures) for managing the performance of an organization, a department, an employee, or even the processes to build a product or service, as well as many other areas. In relation to employees, performance management is generally implemented in an annual cycle that includes activities such as performance appraisals, goal setting and feedback to ensure agreed employee goals are consistently being met in an effective and efficient manner.
Pidgin	Is a language that develops as a means of communication between two or more groups that do not have a language in common
Probity	Is the evidence of ethical behaviour in a particular process. The term probity means integrity, uprightness and honesty
Proficiency	Using skill or competency. If an individual is 'proficient' then she or he is competent in that particular skill
Reciprocal	Mutual
Reconciliation	To be no longer opposed. To re-establish friendly relations between two or more people, to settle a quarrel or to accept a situation as it is. To make two or more conflicting things compatible
Records management	Is the practice of maintaining the records of an organisation from the time they are created up to their eventual disposal. This may include classifying, storing, securing, and destroying (or in some cases, archival preservation) of records.
Resilience	The process of coping with stress and adversity. Being adaptable and flexible and able to deal satisfactorily with change and stress
Risk evaluation	Evaluating the degree of risk associated with an activity/project
Savvy	Well informed, intelligent and having common sense
Social justice	Creating a society or institution that is based on the principles of equality and solidarity, that understands and values human rights, and that recognises the dignity of every human being
Socialisation	Providing the individual with the skills and habits necessary for participating within their own society
Stewardship	Having a responsibility to properly utilise, care for and develop its resources, including its people, its property and its financial assets.
Succession Planning	Is a process for identifying and developing internal people with the potential to fill key business leadership positions



Synthesis	Refers to a combination of two or more entities that together form something new; alternately, it refers to the creating of something by artificial means
Transactional Leadership	Transactional Leadership, also known as managerial leadership, focuses on the role of supervision, organisation, and group performance. Transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. Transactional leaders focus on getting tasks done and positive worker relationships in exchange for desirable rewards. This style uses rewards, such as wages or status to motivate employees to achieve the end result or target. Leaders using the transactional approach are not looking to change the future. This type of leadership is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion.
Transformational Leadership	Transformational leaders engage with followers, focus on higher order intrinsic needs, and raise consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved. Transformational leaders demonstrate active behaviors that include providing a sense of mission. Transformational leadership uses communication to bring about a positive, beneficial change in its followers. The transformational leadership style transforms its followers by working together, helping and encouraging each other. Transformational leaders increase the morale, motivation and performance of the individuals within the group and the group as a whole.



Further Information & Support

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