

# Section 1: Comprehensive Training Roadmap

## 1. INTRODUCTION

The Republic of South Sudan is striving to enhance a responsible and vibrant system in every sector of government. Ministry of Public Service and Human Development (MPSHRD) is a key institution that controls employment in the entire country. Therefore, it is important to develop a comprehensive Public Service Master Curriculum (PSMC) for holistic training of civil servants on the fundamentals of public service. The training is a deliberate and systematic activity aimed at *“developing appropriate skills, knowledge and attitudes to perform current and future jobs to acceptable standards at individual, organizational, societal and national levels”*. The updated training and capacity development include equipping public servants with the ability to assimilate Information Communications Technologies (ICTs) to enable them to create and seize opportunities for good governance, social development, economic growth, and individual fulfilment. All training modules and programmes shall be guided by the new PSMC. The following benefits should accrue from prudent investment in the training of the public servants:

1. Development of the full potential of employees.
2. Disciplined and motivated workforce.
3. High levels of competence, which lead to prompt, and efficient service delivery.
4. Reduced costs resulting from improved performance and upkeep with technology.
5. Full appreciation of the role the public service in creating an enabling environment for private sector and development.

The document begins with a rationale for having a comprehensive PSMC, followed by a set of principles to guide its development and implementation, and then by an outline of the training by specific areas and sub areas. Each area represents clusters of topics grouped for delivery purposes and expanded in further detail provided in the appendices. The aim is to give clear guidance on how employees of the government should discharge their duties professionally, ethically and in full respect of the human rights. The goal is realization of good governance with concrete impact on livelihoods of the citizens of South Sudan.

## 2. RATIONALE

As the Government of South Sudan continues to evolve, its systems need to get refurbished faster to enable it to provide and manage public services effectively in the 21<sup>st</sup> Century and beyond. Limited training has been provided on a responsive basis, based on some immediate and identified needs. While this is necessary, it does not in and of itself proactively address the broader needs of public service structure of the time in a sustainable fashion. A Monitoring & Evaluation (M&E) study carried out in 2007 and Needs Assessment just concluded (March 2021) for this review both found this wanting, especially when interviewing those looking ahead at a more developed public service structure.

The PSMC that was developed in 2008 has become outdated in some of its contents and required a comprehensive review. The updated curriculum will enable advanced planning for developing of staff in the public services at all levels. It also provides a framework for sustained, systematic and progressive development of government staff to discharge their duty diligently in the interest of making the functions efficient and effective. Following the trends of the old curriculum, the new PSMC shall also consider training as part of an integrated set of the established methodologies such as attachments,

secondments, exchanges, e-learning or acquiring professional/academic qualifications. It feeds into the demands for establishment of a Civil Service Institute with accreditation for awarding certificates, diplomas, and degrees. This will involve induction and orientation of new staff regardless of level and should have processes in place appropriate to the various levels. It will also expand on the Train-to-Tran (T2T) Model for sustainability and iv wider outreach to government institutions, horizontally and vertically. Several topics shall be offered at different levels to provide for basic, intermediate, and advanced learning techniques. Given the prevailing circumstances each topic areas shall be handled in dynamic approach to provide for emerging capacity gaps as they get identified accordingly.

Thus, the updated PSMC incorporates developmental perspective and considers the value of experience and level of responsibility assumed for recipients of a given curriculum area. For example, a leadership curriculum should address the fundamental public service knowledge and skills required for various levels of public administration such as Inspector, Director, Director-General, and Undersecretaries. The aim is to develop professionalism within each functional area with clear development pathways and career progression. This is shall be pursued with acknowledgement that the raining is more than the imparting of knowledge and skills but should be part of building relationships or networks across government institutions at national and sub-national levels. In other words, some courses would be facilitated by experienced persons who know and can coach/mentor others in what is being taught.

The programmes that will be designed in line with this PSMC have to be integrated consistently, building on an overall framework of learning and content analysis. This shall necessitate the formation of professional bodies within each functional area to oversee the specialized training in more rigorous and systematic manner, including periodic review to embraces change and remain relevant. Wherever possible, these should include work experiences or more formal group sessions. This could be in the form of study tours and internship for gaining first-hand nuances on-the-job. Completing certain training areas successfully should ideally lead to credit with other recognised academic institutions in the region to allow for further professional career training. This would be accompanied by the issuance of certificates of achievement in Public Service Provision, Management and/or Leadership Development, which should be recognised for the basis for each career progression.

### 3. VISION

South Sudan Vision 2040: *“A united and peaceful nation, built on strong foundations of good governance, economic prosperity and enhanced quality life for all”*. This will be achieved by:

- ■ *Improving democracy and governance.*
- ■ *Enhancing development and achieving rapid rural transformation to improve livelihoods and facilitate expansion of employment opportunities.*
- ■ *Improving and expanding education and health services.*
- ■ *Deepening peace building, improving security and national unity.*

Vision 2040 is to be realized by focusing on the below general objectives for sailing the public service training for capacity development of the employees of the Government of South Sudan to meet the demands of the 21<sup>st</sup> Century and beyond.

- To develop the capabilities of each of the civil servants as an individual.
- To develop the capabilities of the civil servants in relation to their respective role in the government.
  - ■ To develop the capabilities of the civil servants in relation to their expected future roles.
  - ■ To develop the dyadic relationship between the civil servants and their supervisors.
  - ■ To develop the team spirit and functioning capacity in every structured unit of the government.
  - ■ To develop collaboration among different units and departments of the government.
  - ■ To develop the overall health of the public system with self-renewing capabilities which, in turn, increases the enabling

environment for work of individuals, dyads, teams, and the entire organisation/sector.

*(Ref, Human Resource Development Policy and Strategic Plan 2012-2016)*

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Vision 2040 is motivated by collective national aspiration for creating a better society with strategic thinking and objective policymaking processes for achieving the set goals. It is a guiding star that directs, inspires, and propels the concerted efforts of the citizens to collectively deliver the national dreams of the respective generations. It is guided by four principles and values, namely:

- Democracy
- Rule of law
- Socio-economic development
- Constructive international relations

Vision 2040 has identified human resource development, labour, and employment as key contributing factors for realizing the essential pillars of South Sudanese nation-state. For it to compete globally with adaptive approach, the Republic of South Sudan needs a modernised workforce in both public and private sectors. This requires adequate levels of education, competency, creativity, and innovation. The human resource schemes should also be well-managed, rewarded and steered towards global competitiveness. All these will depend on the ability of the government to create a human resource base that is constantly subjected to professional training, retraining and sustainability with access ITC advantages in all sectors of the economy and development.

Vision 2040 has been disaggregated into seven pillars to facilitate effective management of the specific sectoral delivery of public service in South Sudan. The reviewed and updated PSMC is designed to feed into the aims of these pillars, namely:

- Educated and informed nation.
- Prosperous, productive, and innovative nation. ■ Free, just, and peaceful nation.
- Democratic and accountable nation.
- Safe and secure nation.
- United and proud nation.
- Compassionate and tolerant nation.

## 4. MISSION

Vision 2040 provides for the training mission for which the PSCM has been designed, what the nation wants through its public service institutions and the trained personnel to be pursuing based on the acquired knowledge and skills overtime.

### **Educated and informed nation with staff who:**

Are creative and problem solvers

Collaborate with International Labour Organization and other stakeholders. Establish and manage a national labour market information system. Initiate and promote social dialogue between employer and employees.

### **Productive and innovative nationals who:**

Spearhead and promote the implementation of international labour

Understand and create standards that can improve employment sectors Conduct inspections to ensure compliance with the labour laws and regulations.

### **Free and just nationals who:**

Investigate and reconcile parties in labour/ industrial disputes and take remedial action. Advise the government on minimum wages for the private sector and participate in tripartite wage negotiations.

### **Democratic and accountable nationals who:**

Guide and support State Labour Offices on labour and industrial relations issues. Regulate and streamline employment of foreigners through issuance of work permits. Respect rules of law and apply it respectively

### **Safe and Secure nation with staff who:**

Can create a safe secure environment in place of work

Set standards in managing the public service issues

Understand the public service rules and regulation and apply them in workplace Respect disabled and observe gender equity with fairness

### **United and proud nationals who:**

Respect diversity and learn how to live together

Take pride in South Sudan culture and heritage

Have sense of belonging and love for his or her nation

### **Compassionate and Tolerant Nationals Who:**

Are resilient and tolerate one another

Respect individual with disability and have equal treatment Respect the rights of every worker regardless of his or her culture, tribes, religion, and political affiliation

## □ Training in Ethics, Work Culture and Attitude

The PSMC adopts a philosophical approach of ethics, work culture and attitude for the public service and government business. Ethics defines principles of conduct that govern the decision-making and behaviour of an individual or group. The public service work culture should be responsive to delivering effective and efficient services to the citizens. It should ensure that all training programs are geared towards creating prudent code of conduct, work culture and professional attitude for civil servants.

- How to make civil service attractive to professionally qualified and committed personnel?
- How to ensure gender balance in staffing without compromising quality, competence, and commitment?
- How to enable the public service to reduce if not to stop the turnover of qualified and well-trained staff?

The public service institution needs to have all what it takes for staff and people in general to love and be proud of being identified with as they discharge their duty with utmost commitment.

## □ Training in Health and Safety

The PSMC shall guide the development of statutory requirements for health and safety training, including counselling for trauma healing and stress management. This will also provide an advice on disaster management training. That means every government institution must ensure that it meets the statutory requirements that conform to safety and health standards as may be prescribed from time to time, including safeguards to the natural environment.

Public service work should be designed in a manner that maximizes professional performance of the civil servants as they

implement the mandate of the government with strategic objectives. Therefore, the questions that need to be asked are:

## Section 2: Public Service Master Curriculum Framework

If the vision of the public service is to be realized, then we should yearn to develop employees who are knowledgeable about the key training areas of Public Service and Human Resource Development. They also need to acquire professional skills and the attitudes to make proper use of the acquired knowledge for service of the country and its citizens. The knowledge acquired through the learning areas together with the skills and attitudes, form the competencies that will equip the trainees to become efficient staff of public service in the 21st Century and beyond. The trainees of public service also need to understand and appreciate the rules and regulations of the public service. This is indispensable for them to become competent enough in their respective professional fields of service.

The PSMC is therefore an association of key training areas focusing on public service training needs and competencies required for running the machinery of the government. This is driven by aims, values

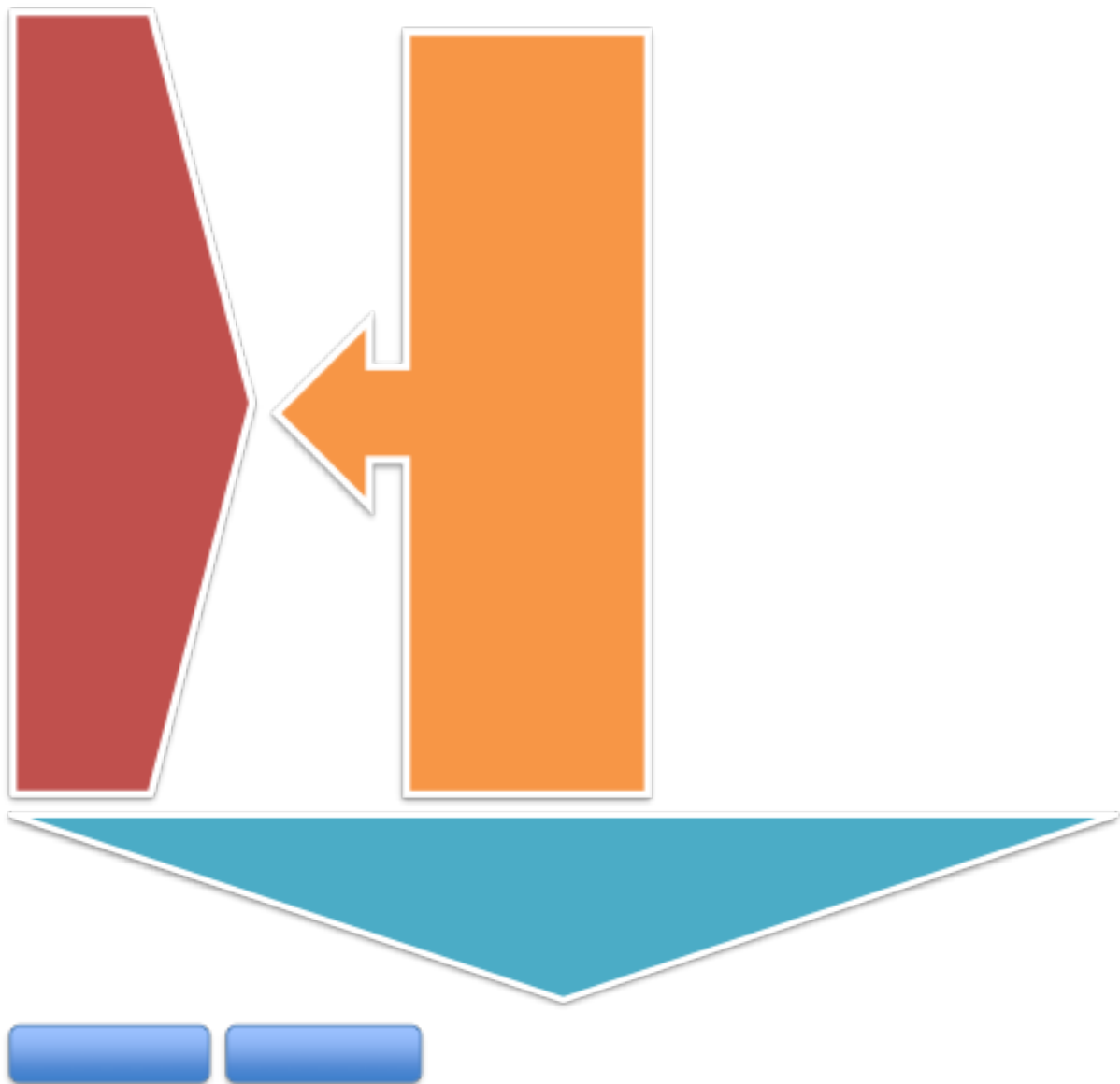
and principles of good governance under the context of public service and human resource development rules and regulations of South Sudan. The Framework consists of:

1. Values and principles
2. Training competences
3. Training areas
4. Public Service Rules and Regulation

The model below shows how these four elements come together to contribute to and provide a framework for the curriculum. The details of each element are set out below.

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## 1. CURRICULUMFRAMEWORK





## 2. CORE VALUES AND PRINCIPLES

Educated and informed

Safe and secure

Democratic and accountable

United and proud

Free, just, and peaceful

Prosperous, productive, and innovative

are basic and should not be violated in the conduct of business. They are meant to guide behaviour and form the basis of work culture. The following are broad values chosen to represent what the Ministry stands for, what drives it, what it believes in, and what directs its decisions, actions and relationships among the staff and clients/stakeholders in conducting day-to-day operations.

We contribute fully to activities of the Ministry to address shared challenges through common effort by sharing information and resources to create a workplace that fosters community and cooperation. We promote open communication and commitment to public service.

We shall practice open, truthful, and timely communication with stakeholders. By carefully listening and responding to their concerns and expectations, we seek continuous improvement in our services. We shall seek to meet set deadlines in the provision of our services.

We demonstrate impartiality, fairness and honesty while upholding the highest ethical standards. We seek to remain accountable and transparent in all our dealings as we deliver services to the public. We encourage our customers to provide feedback on the quality of services we provide.

Our indispensable commitment to excellence will be demonstrated by our continuous improvement through creativity and innovation because we apply and maintain a high level of knowledge, skills and standards as we provide services to the public.

We shall remain non-partisan while adhering to work ethics and meritocracy as we provide services to the public. We shall continue to generate new ideas, methods and adapt developments that add value to delivery of public services.

We are committed to provide quality services to every person regardless of race, religion, ethnicity, disability, gender, creed, economic or health status and age. Apart from respecting diversity, we shall ensure that all people have equal access to services regardless of their social and economic status.

### 3. PUBLIC SERVICE RULES AND REGULATIONS

Since the Public Service must be efficient, effective, and responsive to people, the broad values are further detailed into the following core values will guide the conduct of all civil employees of RTGONU and its subordinate government entities:

- Impartiality.
- Professionalism.
- Transparency and Accountability.
- Responsiveness to the client.
- Inclusiveness (non-discrimination).
- Equity and affirmative action (including gender, minority ethnic groups and disabled persons).
- Integrity.
- Efficiency.

The following *principles* should guide the conduct of every public servant:

- Provide clients with adequate information about services in a straightforward and open manner.
- Clearly explain the standards of service that clients may expect.
- Communicate clearly and effectively.
- Treat clients with dignity, courtesy and respect.



- Uphold transparency and accountability.
- Place the common good of the service, the client and the general public above self-interest.
- Utilise resources prudently to attain best value for users and citizens.

Public service rules and regulations are fundamental element of the PSMC for two reasons. Firstly, knowledge and understanding of the rules and regulations of public service would provide the staff in the public service about the clauses and words: Wages, Grade, Probation, Loan, Seniority, Heads of units, Workers, Act, Specialized Authority, Council, Secondment, Transfer, High Leadership Post, Undersecretary and Minister and be able to interpret the meanings of the words and phrases and apply them based on South Sudan Public Service Provisional Act 1994.

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Secondly, the trainees in these courses would be able to apply the Public Service Rules and Regulations to transform and improve the management of all the workers in the country, be it government, Non-governmental Organizations or/and others.

#### 4. COMPETENCY-BASED TRAINING

Competency is related to individual's ability to perform tasks and duties to the pre-determined standards, goals, and objectives. Officers joining public service organizations in any job classification enter with different types and levels of competencies. As serving officers progress in their careers and work environment and changes, they are also expected to gain higher and additional levels of competency which will be grouped into core, technical, managerial and leadership.

The government will entrench competency-based training and assessment in the public service for enhanced productivity and performance improvement. Public Service organizations are required to base their training activities on the following competency frameworks required for a civil servant in 21<sup>st</sup> Century and beyond.

### Training Competencies

Core Knowledge & Skills

**Core Knowledge & Skills:**

- Investigate and create ideas
- Sort things independently
- Solve problems and understand Public service rules and regulations
- Apply Public Service rules and regulations
- Set standards to transform employment system

Technical (ICT)

**Technical (ITC):**

- Demonstrate basic knowledge of ICT

- Understand and use ITC to perfect work in the public service
- Use a range of media, technologies and languages to communicate messages, ideas and opinions
- Acquires basic skills in computer hardware and software

## Managerial

### **Managerial:**

- Demonstrate excellent management and leadership skills
- Manage daily records and files of workers accurately
- Sort out employment files in systematic manner
- Show confidence in management of office
- **Negotiate**, respecting others' rights and responsibilities and use strategies to resolve disputes and conflicts

## Leadership

### **Leadership:**

- Problem solving oriented
- Self-disciplined
- Confidence and

### conflict sensitive

- Excellent management skills
- Transparent and accountable
- Leader
- Respect rules of law
- Gender sensitive
- Understand South Sudan culture and diversity

## 7 Core Knowledge & Skills Competencies

A core competency is an overarching set of learned skills developed through intellectual, personal, social and emotional experiences. Extending throughout a lifetime the facets within these experiences are interlinked and act as a learning foundation. Thus, core competencies are developed when an individual engages skills that support educational curricula. Effective development and on-going learning must involve both the learner and individuals that support the learner.

The 3 Core Competencies are:

- Communication
- Thinking
- Personal and Social

### *Communication*

Communication is all about the connections and interactions with others that contribute an individual's knowledge and aptitude. The events that happen within a lifetime can help learners take the experiences they have acquired through communicating to understanding and develop their identity. This enables them to take what they understand from previous situations and apply it to solve new problems. Through this process, they can find purpose and fulfilment. Within the communication, there are 2 sub-competencies:

- Communicating

This involves an exchange of ideas, experiences, and information and is used to comprehend an individual's external environment. This is often interlinked to one's self-identity. Those who are skilled will use learnt techniques to effectively communicate based on who they are interacting with, however, the more communication the more learning between them and the object(s) of interaction.

- Collaborating

This involves correlating with people in solving problems based on situational circumstances, usually with similar goals and purposes. Here each member will have their respective roles and contribute ideas and strategies acting as a mutual benefit for all, intellectually and personally. Collaboration should ideally be done in an encouraging environment where the supports of all members are highly impactful.

### *ii. Thinking*

This is the process when concepts are absorbed and processed into a state of newfound knowledge, contributing to intellectual development. The importance of general self-awareness on how you learn will support how you process information habitually (on autopilot) and metacognitive (when you're thinking about your thinking). These abilities allow sentiments and understandings towards new concepts to develop subconsciously and unconsciously. The competency of thinking has 2 sub-competencies:

- Creative Thinking

This pertains to generating new concepts and dictating the value the idea of that concept will have for others. Though these new ideas are carefully taken into consideration, creative thinkers are not afraid to take risks. They are open-minded and view the

world with curiosity and though they have an affinity for contemplating existing theories they are comfortable when faced with new ones.

- **Critical and Reflective Thinking**

It is a set of learned skills that involve logic and reasoning when confronted with new concepts. It requires various depths in thinking capacity. To draw conclusions, based on the given situation, existing experiences will come into play to analyse and form judgements. Critical thinkers are analytical and have an affinity for having their current knowledge base challenged. They can set goals, solve problems, and tackle issues because they are always refining their knowledge and understanding through the process of observation within their environment.

### *iii. Personal and Social*

These skillsets relate to how one's identity is shaped through self-awareness and social responsibility. It is important to comprehend where one stands as a member of society which then provides a sense of ease when striving to achieve purpose. There are 3 subcategories within the personal and social competencies:

- *Personal Awareness and Responsibility*

This is about comprehending the connection between self-awareness, wellbeing and social behaviour. Drawing from the experience and understanding from each of these enables one to make ethical decisions. Individuals who are personally aware take responsibility for their actions when present in difficult situations. They focus on their wellbeing, set goals and manage expectations and emotions.

- *Positive Personal and Cultural Identity*

This involves comprehending an individual's awareness within one's heritage and belief system. Through cultural narratives those who have value in this find satisfaction as it contributes to their overall wellbeing and identity. This gives individuals a sense of worth and confidence, which empowers them to support others within their community.

- *Social Awareness and Responsibility*

With the common goals of contributing to society, individuality is shaped through relationships and interactions. Therefore this concept involves comprehending an individual's awareness through the connections they have with others. Supporting this common objective allows people who are socially aware to have empathy for others and to care for family and friends. Their perspectives are appreciated as they help others solve issues resulting in positive lasting meaningful relationships.

### □ **Technical (ICT)**

Trainees will use ICT to create solutions to challenges or problems, developing skills in creating with ICT, and use ICT to communicate ideas and information to others. Every civil servant must learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at home, during training, at work and in their communities. The

21<sup>st</sup> Century economies and societies are increasingly built on the ICT competence of workers and citizens. In the digital age, every employee needs to be highly skilled in the use of ICT. To be successful learners all trainees need to become creative and productive users of technology equipped with the necessary knowledge and skills to use ICT in contemporary learning and living. ICT transforms the way trainees think and learn as they support risk-taking and knowledge sharing.

Trainees develop ICT competence when they:

- Apply appropriate social and ethical protocols and practices in managing and operating ICT

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- Manage and operate ICT: applying technical knowledge and skills; managing data and information efficiently, effectively and appropriately and interacting with ICT for learning
- Investigate with ICT: planning and refining information searches; locating and accessing different types of data and information and verifying the integrity of data when investigating questions, topics or problems
- Create with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks
- Communicate with ICT: exchanging ideas and information with others while adhering to social protocols appropriate to the communicative context (purpose, audience and technology).

The diagram below sets out the elements of ICT competence and illustrates the relationship between them. An understanding of the nature and scope of ICT competence is not fixed but is necessarily responsive to on-going technological developments. This is evidenced by the emergence of advanced Internet technology over the past few years and the resulting changes in the ways learners construct knowledge and interact with other

*Elements of ICT Competence* (© 2010 Commonwealth of Australia Copyright)

## □ Managerial Competence

Managerial competencies are the skills, motives and attitudes necessary to a job, and include such characteristics as communication skills, problem solving, customer focus and the ability to work within a team. While businesses have long been capable of analysing and utilizing financial and other “hard” assets, the human assets involved in managerial competencies are harder to fit into an equation. While skills and knowledge are a part of a manager’s competency that can be measured fairly easily, intangible assets like effective communication and teamwork, which are definitely essential, are harder to pin down and evaluate.

The top six management competencies identified (through survey) as priorities are: *oral* and *written* communication skills, *creative problem solving*, *results orientation*, *teamwork* skills, and *customer focus*. Other competencies listed included flexibility, dependability, and imagination. Part of the ethos of a competent manager is his/her ability to get along with other members of the workforce in collaborative projects while retaining a focus on the goals of the company. To be useful, competencies must be transferable, that is, capable of being learned, and that the top six management competencies fit these criteria.



## 10 □ Leadership Competence

Leadership is a skill that is used in every organization at every level. High-level executives, managers and contributors all use leadership to drive activities and projects forward. Whether you're leading a team or a meeting, developing leadership skills that make you an effective leader is a goal you can strive for at any stage in your career,

### ■ *20 Key leadership qualities*

While there are many different qualities that can contribute to a great leader, there are a few common ones that can be helpful when developing leadership skills.

*1. Accountability:* It is important that leaders hold themselves and their teams accountable for the work each is responsible for. Ownership is a key part of leadership.

*2. Active listening:* Leaders may receive feedback from team members, and they need to not only hear them but really listen. What is the person trying to tell you but may not be saying exactly? Leaders do well when they learn how to ask the right questions to find out helpful information.

*3. Collaboration:* "If you want to go fast, go alone, but if you want to go far, go together," says African Proverb. Many leaders need to collaborate across direct reports, the organization and outside the organization with vendors, third-party companies and contractors. It is key to find the common goal and create a partnership instead of unhealthy competition or confusion on responsibilities.

*4. Courage:* Leaders must have courage in many various instances, such as correcting behaviour or making unpopular decisions. *5. Communication:* Communicating in an articulate and positive style creates a clear path for the rest of the team, project or

meeting you are leading to follow.

*6. Empathetic:* It is important for leaders to understand how the people around them are feeling about projects, decisions, morale, direction and company or team vision.

7. *Flexible:* Working with a team of people means tasks, goals and responsibilities will shift. A flexible leader is able to adjust and maintain ownership of the team, project or meeting as needed.

8. *Focus:* Being clear on goals will help the rest of a leader's team be efficient and focused.

9. *Growth mindset:* Leaders do well when they adopt a growth mindset. Circumstances often change from when a project, challenge or issue originally surfaced. Leaders have to take into consideration that technology may have evolved or personal

issues may have arisen for their team. If they can keep a growth mindset and are willing to adapt, they can usually keep the project moving—even if adjustments need to be made.

10. *Humility:* Great leaders admit their mistakes and elevate those around them. Humility is essential when leading a team.

11. *Innovation:* Leaders should be able to develop ideas, filter the ideas of others, solve problems and complete many other tasks that require innovation and creativity.

12. *Passion:* Teams are motivated by a drive towards a common goal. The leader of a team should be passionate about the goal, creating unity among their team to work together.

13. *Patience:* Mistakes, miscommunications and failures are inevitable. It is important for leaders to be patient and offer guidance through these times.

14. *Problem-solver:* Developing problem-solving skills allows teams to move past roadblocks with minimal disruption.

15. *Resilience:* Leaders bear the responsibility to improve the areas of the business or team that they own. This might mean

creating new processes, hiring new people or changing the status quo.

16. *Respect:* Great leaders treat their teams with respect, gaining respect in return. They value feedback and want to hear the opinions of their teammates.

17. *Transparency:* Being open and honest makes work more efficient and enjoyable.

18. *Trust:* Leadership requires delegation. When leaders trust their team to complete what they are assigned, it encourages

positive morale and mutual respect.

19. *Self-awareness:* Many leaders are leaders because they express the skills and knowledge required for a certain role in an organization or a specialty. Consider authors or keynote speakers. These "experts" need to possess the self-awareness to articulate what they really know, what they may not be an expert in and how to bring in that knowledge. It's ok to not know everything and a leader relies on the other subject matter experts around them.

20. *Hunger for knowledge:* Leaders are effective and inspirational when they stay knowledgeable of moving trends and the topics they are leading. Not only does this help leaders hone their crafts and contribute to their purposes, but it also helps to inspire the team to continue learning too.

These are just a few important qualities found in great leaders. While these are all soft skills or “people skills,” having strong technical skills in your industry is also necessary when assuming a leadership position.