

GENERIC COMPETENCY DICTIONARY



For the Public Sector of the Philippine Government



PAHRODF PHILIPPINE-AUSTRALIA HUMAN RESOURCE & ORGANISATIONAL DEVELOPMENT FACILITY

PFMP Philippine - Australia Public Financial Management Program



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MESSAGE FROM THE CSC CHAIRPERSON



Building and maintaining a responsive and efficient government workforce is the primordial task of the Civil Service Commission (CSC). In carrying out this mandate, the Commission believes that the quality of the workforce in the public sector is anchored on the adoption and implementation of strategic human resource (HR) systems. In recent years, a shift has pervaded major HR systems. This transition has been marked by a departure from regulatory and transactional perspectives in HR management. The CSC has explored and adopted competency-based systems in recruitment, in setting qualification standards, and in learning and development. Today, CSC is well on its course in cascading these systems to the rest of the bureaucracy.

The Commission recognizes the importance of having a common and comprehensive understanding on the main concepts of the competency-based framework. It is essential to develop a guide to better comprehend competency-based HR terms. The Generic Competency Dictionary (GCD) is a welcome development to raise HR standards in the public sector.

A pioneering initiative, the GCD offers users with fundamental knowledge on behavioural competencies essential in various facets and stages of HR work such as succession planning, performance management, and

learning and development. The GCD hopes to be the human resource practitioner's armchair partner in maneuvering through the competency-based framework. It will serve as the guidepost in pursuing a broad range of HR initiatives.

We thank the Australian Government through the Philippines-Australia Human Resource and Organisational Development Facility for its support in the production of the GCD. We acknowledge as well the assistance of different agencies which contributed to the project by developing their own competency profiles and models.

More than raising the bar of HR practice, we believe the GCD will be the springboard to partnerships with our ASEAN counterparts in making this period the decade for the emergence of strong economies in the region, supported by solid human resource competencies, systems and practices. Through the GCD, we have made one big step in the continuing journey of achieving the ideal mix of capacities and competencies of our state workers that will ensure quality public service for our people.

ALICIA DELA ROSA-BALA
Chairperson
Civil Service Commission



MESSAGE FROM THE CSC COMMISSIONER



In today's global, digital and fast-paced environment, organisations including government agencies need to keep up if they have to remain relevant and effective.

Given this challenging milieu, it is imperative that every organisation's HR remains evolving and changing to ensure individual performance and organisational success. It is with great pride then that we present to you the Generic Competency Dictionary. It is a project born of the collaboration of several agencies to develop the competencies in their respective agencies that can serve as valuable reference to all government institutions.

We invite you, our partners in nation building, to utilise the Generic Competency Dictionary. It is a complement to the earlier produced Guidebook on Competency Modeling and Profiling that has drawn positive feedback from many sectors as being helpful and facilitative in identifying competencies.

We believe that using this dictionary to support you in developing your own competency model will add value to your people initiatives. It will also serve as a springboard of our Program to Institutionalise Meritocracy

and Excellence in Human Resource Management (PRIME-HRM) in the Philippine bureaucracy.

While effort and commitment are required to establish an excellent competency model, it is a challenge worth accepting to raise the standards of civil servants and live out our purpose of "Gawing Lingkod Bayani ang Bawat Kawani."

We look forward to working with you in establishing improved core program in your organisation as a result of using this dictionary. We continue to be of service to you and our country.

A handwritten signature in black ink, appearing to read 'R. Martinez'.

ROBERT S. MARTINEZ
Commissioner
Civil Service Commission



MESSAGE FROM THE CSC COMMISSIONER



Human Resource Management in public service is now undergoing a major transformation as the Civil Service Commission (CSC) charged itself with the mission of “Gawing Lingkod Bayani ang Bawat Kawani.”

The CSC, over the past several years, has been championing the leap from the traditional job-based approach to competency-based human resource (CBHR) system in the Philippine bureaucracy. The uncontrollable change happening around us and the compelling need for high performing organisations forced this shift, thus giving more focus on employees and their capacity to deliver than the work itself. Through well-designed CBHR system that integrates recruitment and selection, performance management, learning and development, and rewards and recognition, the CSC firmly believes that strategic HR Management will ultimately drive organisational excellence.

Together with the help of partner agencies, the CSC is privileged to have played a key role in the development of the Generic Competency Dictionary (GCD) for the Public Sector. It was designed to facilitate the hand-holding of competency-based systems in government agencies, enabling them to adopt HR subsystems and practices that fully meet the standards of CSC’s Program to Institutionalise Meritocracy and Excellence in Human Resource Management (PRIME-HRM).

On behalf of the CSC, let me acknowledge with deepest appreciation the continuous support of the Australian Government and the Philippines-Australia Human Resource and Organisational Development Facility particularly in the crafting of the GCD. The rigour in developing the dictionary is a clear testament of the dedication and seriousness of CSC and its partners in helping government agencies become packets of excellence in the bureaucracy.

We hope this tool will greatly benefit our stakeholders as we work together in building a bureaucracy that is truly Asia’s best in Human Resource and Organisational Development.

A handwritten signature in black ink, appearing to read 'Nieves L. Osorio'.

NIEVES L. OSORIO
Commissioner Civil
Service Commission



MESSAGE FROM THE AUSTRALIAN AMBASSADOR TO THE PHILIPPINES



The Australian Government supports the Philippines' priority agenda of promoting good governance. We are committed to assisting the Philippine Government in empowering its bureaucracy to provide efficient and effective services.

Through the Philippines Australia Human Resource and Organisational Development Facility (PAHRODF), we help national government agencies and local government units deliver positive outcomes based on personnel and systems improvement.

Part of our assistance is the development of resource materials on public sector human resource and organisational development. This Generic Competency Dictionary is the latest addition to this suite of reference materials designed to assist government agencies achieve their mandates.

It will help public sector human resource managers in designing and implementing competency-based human resource systems.

I wish to congratulate our partners, led by the Civil Service Commission, who took a leadership role in crafting this important work.

A handwritten signature in black ink, which appears to read "A. Gorely".

AMANDA GORELY
Australian Ambassador to the
Philippines



MESSAGE FROM THE DEPARTMENT OF BUDGET AND MANAGEMENT SECRETARY



Real and lasting improvements in governance should be accompanied by positive changes in the behavior, attitude, skills and knowledge of the more than 16,000-strong public financial management (PFM) workforce in the government. To support the intended change, the Department of Budget and Management (DBM), in partnership

with the Commission on Audit, Bureau of the Treasury of the Department of Finance and the Government Procurement Policy Board-Technical Support Office (GPPB-TSO), has developed the PFM Competency Program (PFMCP).

The PFMCP is a competency-based training that covers the whole PFM cycle and aims to enhance the technical competencies of PFM professionals to enable them to perform their functions in an efficient and effective manner, especially in light of the numerous PFM reforms being put in place.

This Generic Competency Dictionary (GCD), which covers PFM competencies in budgeting, procurement, accounting, cash management, and internal and external auditing, has guided us in formulating courses to be made part of the PFMCP.

As we pursue the planned PFM reforms which require specific competencies and qualities from those who will implement the same, the GCD will be crucial in helping ensure success in implementation.

The GCD is just one of the many breakthroughs in the partnership between the Philippines and Australia, through its Philippines-Australia Human Resource and Organisational Development Facility, to make PFM reforms work ... and work for the Filipino people.



BENJAMIN E. DIOKNO
Secretary

Department of Budget and Management



ABOUT AUSTRALIA'S AID PROGRAM IN THE PHILIPPINES

Australia's Official Development Assistance to the Philippines for 2015-16 is estimated at A\$84 million and will deliver targeted advice and technical assistance that will have a catalytic effect on reform efforts and capacity of the Philippine Government. Given the country's strong economic position, focus will shift from basic service delivery towards supporting the government to better manage its own resources.

Australia's aid will align with the priorities of the Philippine Government which is seeking to put the country on the path of accelerated and inclusive development. The Philippine Administration has an ambitious reform agenda to tackle poverty, improve governance and address corruption, while pushing through important social sector reforms, including education, and promoting peace in Southern Philippines.

Our aid program is organised around the following three mutually reinforcing objectives

ENHANCING THE FOUNDATIONS FOR ECONOMIC GROWTH

Australia will make greater investment in building the foundations for economic growth through carefully targeted investments in infrastructure, aid for trade and education. Education investments will lay the ground work for a better educated workforce and promote higher participation in the formal labour market.

BUILDING STRONGER INSTITUTIONS FOR TRANSPARENT AND ACCOUNTABLE GOVERNANCE

Improving the quality of governance in the Philippines is fundamental to the country's prosperity and stability. In response to the challenge of weak institutions and corruption, we will support the national government as it fosters a culture of accountability and transparency.

IMPROVING CONDITIONS FOR PEACE AND STABILITY

Decades of conflict have resulted in the development of Mindanao, in southern Philippines, slipping behind. Poverty, a lack of basic education and weak governance are ongoing problems in conflict-affected areas. Our programs introduce education in remote communities and provide new opportunities for youth involved with armed groups. We will help the Philippines conduct credible and legitimate elections and improve its accountability to citizens in Mindanao.



ABOUT PAHRODF

The Philippines Australia Human Resource and Organisational Development Facility (PAHRODF) is a program of the Australian Government tasked to support to the Australian Government's initiatives under the Australia-Philippines Development Program Statement of Commitment.

In support of the Statement of Commitment's goal and objectives, PAHRODF provides human resource development and institutional strengthening support to targeted national and local government agencies that play a key role in promoting education reforms, enhancing foundations for economic growth, building better disaster preparedness capabilities, and improving the conditions for peace and security.

It is recognised that for Australian aid to have meaningful impact, it must help improve governance by building capacity of relevant government institutions and facilitating partnerships between government and civil society to create stronger demand and accountability for change.

PAHRODF helps build the foundation of good governance in selected organisations critical in delivering the two countries' mutual development priorities so they can be more capable of delivering services and affecting positive changes in the Philippines. The Facility does this by assisting partner organisations address their human resource and organisational development needs in terms of:

- o Identifying, prioritising, and developing targeted capacities and competencies to support organisational change;
- o Making better use of capacities and competencies to improve service delivery; and
- o Sharing and building on enhanced capacities and competencies as basis for continuous improvement and learning.
- o This dictionary on competencies for the public sector is one of the knowledge products that PAHRODF offers to its partners in the HROD community at large.





1

ABOUT THE GENERIC
COMPETENCY DICTIONARY
(GCD)

ABOUT THE GENERIC COMPETENCY DICTIONARY (GCD)

In continued pursuit of HR excellence, the Civil Service Commission, through the Australian Government and PAHRODF, has established PRIME-HRM, which stands for Program to Institutionalise Meritocracy and Excellence in Human Resource Management. PRIMEHRM is a mechanism designed to help elevate public sector human resources management to a level of excellence through a process of Assessment, Assistance and Award of HR systems, practices and competencies using HRM maturity level indicators that meet global standards.

The Generic Competency Dictionary (GCD) supports the PRIME-HRM in increasing the accessibility of competency modeling and profiling across the Philippine bureaucracy, and thus contributing to every organisation's attainment of higher maturity levels in HRM systems, processes, competencies, and practices. The four systems of Human Resources Management and Development, namely Recruitment, Selection and Placement, Performance Management, Learning and Development and Rewards and Recognition, couple with standards, best practices and competencies, supports the attainment of the CSC's vision of becoming Asia's Center of Excellence in HR and OD by 2030.

This competency dictionary has been designed to aid government offices, local government units and other stakeholders in establishing the foundation for strategic HR systems. The CSC embarks on the development of the GCD to provide a framework on which government offices can develop their respective competency models aligned to their strategic goals and mandates.

This compilation of competency recommendations across typical job

functions has been crafted as a sequel to the PAHRODF Guidebook on Competency Modeling and Profiling. During the third quarter of 2014, The Civil Service Commission, with the support of the Philippines Australia Human Resource and Organisational Development Facility (PAHRODF), rigorously selected and trained HR officers to become Subject Matter Specialists in competency modeling and profiling. By gathering primary and secondary data on various job functions through job analysis, validation interviews, thematic analysis and a review of agency strategy maps, competencies were developed using the build and borrow-modify approach. The functional competencies were then integrated with established competency models in Finance and Human Resources.

The Civil Service Commission, in partnership with PAHRODF and the Australian Government, PAHRODF would like to thank the following for their contribution to the Generic Competency Dictionary:

- o Department of Budget and Management
- o Department of Social Welfare and Development
- o Certified CSC Subject Matter Specialists in Competency Modeling and Profiling
- o Provincial Government of Davao del Norte
- o Provincial Government of Aklan
- o Provincial Government of Lanao del Norte

This publication, developed in the advent of the National Government's New Philippines Agenda, seeks to further improve standards in people management practices within bureaucracy and ultimately play a part in nation-building.





2

UNDERSTANDING COMPETENCIES

UNDERSTANDING COMPETENCIES

A competency is defined as “a cluster of related knowledge, skills and attitudes (KSA) that affects a major part of one’s job (a role or a responsibility), that correlated with performance on the job, that (1) can be measured against well-accepted standards, and that (2) can be improved via training and development.” (Parry, 1996)



CORE COMPETENCIES

These are characteristics that collectively lead to desired outcomes in the organisation. Sometimes referred to as foundational or organisational competencies, these consist of behaviours that everyone in the organisation must possess regardless of function because they drive overall desired results. These competencies directly support and are aligned with the organisation’s strategic goals. Core competencies are founded on the organisation’s mission, vision and values, including culture (the way things are done in an organisation). They are unique to an organisation and considered non-transferable.



LEADERSHIP COMPETENCIES

These are knowledge, skills and behaviours needed to perform management/leadership functions and processes. These are expected of individuals who supervise staff, or who work through others or a team to get the job done. CSC has a set of validated leadership competencies available in the GCD for roles requiring leadership and managerial capabilities.



FUNCTIONAL COMPETENCIES

These are behaviours or abilities that pertain to a specific body of knowledge and skills required to perform a function or job. It includes abilities to use procedures, techniques and knowledge of a specialised field. Functional competencies are linked to job roles and the way in which they interact with other roles. These competencies may be transferable if a person accepts a similar job in another organisation. Each position has a unique set of functional or technical competencies. A job family (a group of jobs in a common field, with the same or relatively similar work performed) can have similar functional competencies. However, the required proficiency level becomes more complex as the position rises in the hierarchy.

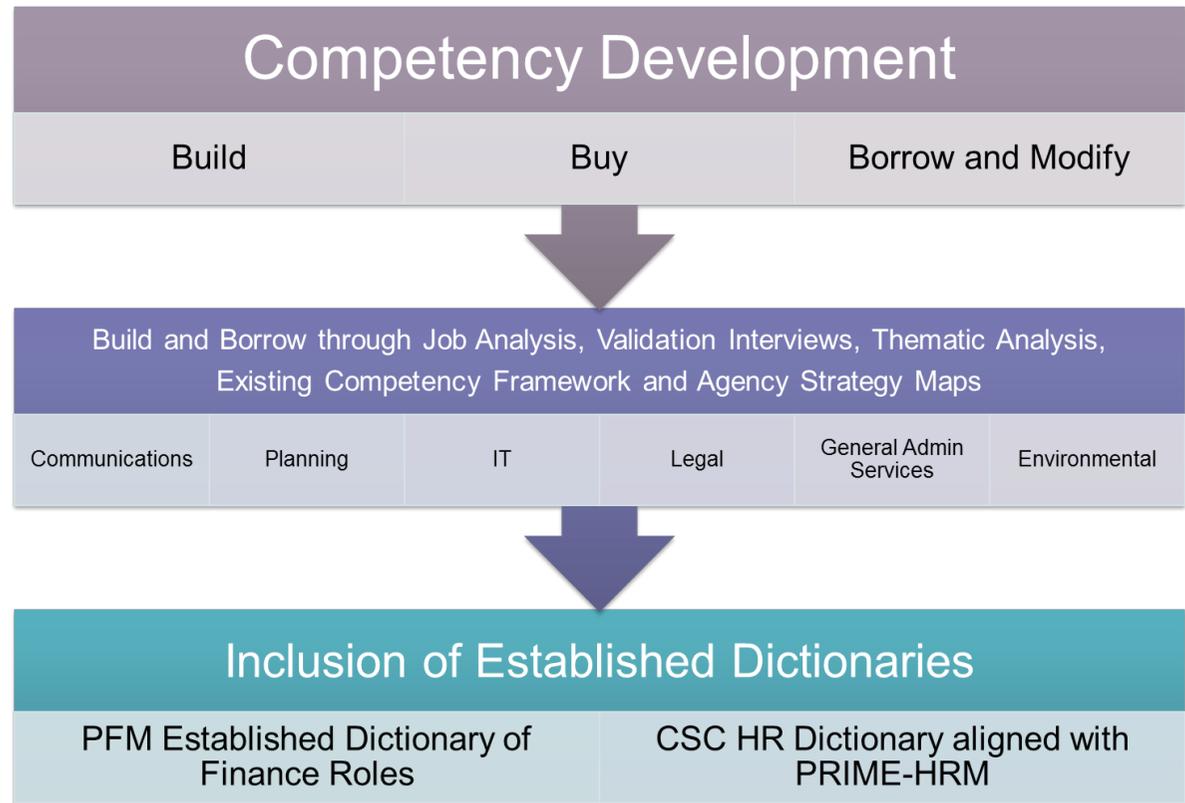
**Excerpts from this section were taken from the Guidebook on Competency Modeling and Profiling developed by CSC in partnership with PAHRODF*



PROFICIENCY LEVELS

The GCD used methods of Build, Buy, and Borrow-Modify in developing the compilation of competencies in this dictionary. Primary and Secondary sources of data were gathered to provide a holistic view of each competency while still maintaining customisation flexibility.

Proficiency levels serve several purposes. They facilitate comparison of jobs and roles in terms of competency requirements and proficiency levels needed using a common incremental scale. For example, oral communication skills may be a requirement for most entry-level jobs as well as for executive levels. However, the degree of oral communication proficiency needed at these two levels may be quite different. This information is necessary input to the organisation's selection, hiring and placement system.



Proficiency levels also facilitate performance planning and management as performance indicators are clearly spelled out. Moreover, they help in planning, implementing and tracking development of jobholders along mastery levels within current or future roles or jobs.



One convenient way of expressing these gradations is to use descriptive terms with the acronym BIAS: B (Basic), I (intermediate), A (Advanced) and S (Superior).

The choice of qualitative labels is again a matter of style and usefulness. Some model builders even disregard qualitative descriptions and just adopt level numbers, as the quality of the behavioural indicators is more important than the labels. It is even possible that after validation, the



number of proficiency levels for specific competencies will be reduced, as stakeholders fail to see the distinction between levels. The behavioural indicator is either present or absent only.

The competency dictionary provides a common and ready reference for HR and other users (e.g., line managers and supervisors) during the installation and implementation of competency-based HR systems. For instance, a manager can review the competency definitions and behavioural indicators before interviewing a job applicant; or a training program designer can refer to the dictionary when conducting learning needs analysis and designing a learning program .

For all competencies in the dictionary, a definition is provided. Each competency also includes a proficiency scale that indicates the full range of expression of the competency. For the GCD, we have selected a 4-Level Scale. Each proficiency is generally described in terms of behavioural indicators (e.g. Scope/Context, Complexity and Autonomy/Responsibility). The behaviours at each level of the scale are illustrative rather than definitive, that is, other examples of behaviour are possible. Each competency scale is cumulative, which means that although behaviours from lower levels are not repeated at higher levels, they nonetheless apply.

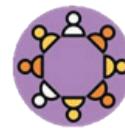
1

¹This section is taken from the Guidebook on Competency Modeling and Profiling developed by CSC in partnership with PAHRODF (pp. 72-73)



PROFICIENCY LEVELS

The contents of this dictionary represent the competencies that apply to common jobs in various government offices. The dictionary can be used in a variety of purposes including recruitment and selection, learning and career development, performance management, rewards and recognition, position profiling and person profiling in case of assessments. For each role, choose the required proficiency level per competency that is the most critical to performance excellence.



PROGRESSION CRITERIA	Level 1 Basic	Level 2 Intermediate	Level 3 Advanced	Level 4 Superior
Core Description	Requires guidance or assistance of peer or supervisor to apply the competency.	Applies the competency with minimal supervision.	Develops new or enhances existing processes, procedures, and policies.	Integrates efforts of one or more practitioners and recommends improvements on policies, programs and regulations.
SCOPE / CONTEXT	Limited to own tasks and requires full supervision to perform duties and responsibilities. Competency is at a level where specific procedures are observed.	Limited to own tasks and requires some supervision and further training. Competency is at a level where specific procedures are observed.	Generally confined in own set of tasks, but has tasks that require working with others, with some activities not necessarily covered by procedures.	Covers/integrates work of different individuals/work groups, multiple tasks, diverse work units, varied situations.
COMPLEXITY (Task - Based to Strategic)	Demonstrates an understanding of only the most basic concepts contained within the competency. Performs basic, rudimentary and routine tasks that may require less analysis with complete information always provided.	Demonstrates an understanding of the fundamental concepts involved within this competency. Performs tasks that may require minimal analysis. Knowledge level appears equivalent to that gained through introductory courses.	Demonstrates a solid understanding of core concepts within this competency. Appears capable of working on most projects in this area with moderate assistance. May require some initial assistance with advanced concepts. Less information is present, requires resourcefulness and some degree of analysis, related to other tasks, less routine.	Demonstrates a clear understanding of many advanced concepts within this competency. Appears capable of mentoring others on most projects in this area. Requires moderate degree of analysis and evaluation of routine and non-routine tasks.



AUTONOMY AND RESPONSIBILITY	No decision making authority and must be completely supervised in all tasks.	No decision making authority, moderately supervised and can follow basic standards and procedures of work.	Most tasks /activities can be done independently given clear directions, standards and procedures of work, requires consultation for non-familiar, non-routine tasks/situations.	Independent work covering responsibility for others' work
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3

GETTING
STARTED

GETTING STARTED IN USING THE GCD

STEP 1

Begin with the vision, mission, values and mandate of your organisation.

Questions to ask would include:

- o What does the organisation hope to achieve? What are the critical organisational results? What are the primary drivers of success?
- o Where is the organisation headed? What are its short-term, mid-term, and long-term plans?
- o Given these, what competencies should members of the organisation possess to help achieve these goals and objectives?

STEP 2

Select a job family that you can pilot with.

Questions to ask would include:

- o What jobs are most common in my organisation?
- o Who do I need to interview to find out the competency requirements of these jobs?
- o What kind of support do I need in order to gather the data I am looking for?

STEP 3

Select the competencies and behaviours necessary for the jobs identified (Use the GCD as your guide).

Questions to ask would include:

- o What sections of the GCD should I mark for these specific jobs?
- o Are there behaviours that need to be clarified by interviewees?
- o What behaviours would be appropriate for specific levels?

“THE BEST
COMPETENCY
MODELS ARE
CORPORATE
(ORGANISATION)
CULTURE
SPECIFIC.”
-DUBOIS, 2004

Answers to the questions listed above need to be drawn from as many stakeholders as possible (i.e., representatives from all levels of the organisation, and even clients and other critical external stakeholders). Data gathering and validation can be done through workshops, key informant interviews and focus group discussions.



4

LEADERSHIP COMPETENCIES

Thinking Strategically and
Creatively

Leading Change

Building Collaborative and Inclusive
Working Relationships

Managing Performance and
Coaching for Results

Creating and Nurturing a
High Performing Organisation



LEADERSHIP COMPETENCIES

In May 2012, CSC developed its leadership competencies. The Civil Service Institute (CSI) in partnership with the Philippine Society for Training and Development (PSTD) conducted several Focus Group Discussions (FGDs) with government officials to generate the leadership competencies for public sector managers. Five (5) leadership competencies were identified.

Parallel to this, PAHRODF assisted CSC in the conduct of a series of workshops within the organisation to develop the desired leadership competency framework including the behavioural indicators per proficiency level. The result of this intervention entitled “Learning Forward, Transforming CSC Leadership” was the development of seven (7) leadership competencies which considered the outputs of the CSI/PSTD Project. The seven (7) leadership competencies for

CSC management were encapsulated in the CSC Leadership Brand: Coaching for Integrity and Excellence.

In 2013-2014, PAHRODF and CSC validated the CSC seven (7) Leadership competencies through FGDs with government leaders from national and local governments, state universities and colleges, and government-owned and controlled corporations to determine the leadership competencies for the public managers. The output of these validation workshops was the simplification of the seven (7) leadership competencies to five (5) leadership competencies framework for the public managers. The 5 leadership competencies are as follows:



Thinking Strategically and Creatively



Leading Change



Building Collaborative and Inclusive Working Relationships



Managing Performance and Coaching for Results



Creating and Nurturing a High Performing Organisation



LEADERSHIP and MANAGEMENT COMPETENCY FRAMEWORK (Key Elements of Competencies)

Thinking Strategically and Creatively	Leading Change	Building Collaborative, Inclusive Working Relationships	Managing Performance and Coaching for Results	Creating and Nurturing a High Performing Organisation
<ul style="list-style-type: none"> • Demonstrates a systems perspective • Demonstrates strategic agility • Promotes creativity • Negotiates and allocates resources properly and judiciously • Acts as strategic advisor 	<ul style="list-style-type: none"> • Recognises the need for change and prepares the organisation for change • Engages stakeholders (buy in, commitment, sense of ownership; accept, support, contribute) • Manages opposition, resistance or setbacks effectively • Allocates and provides resources for change initiatives • Advances and sustains change • Models change for improved work performance 	<ul style="list-style-type: none"> • Cultivates a robust network of connections and working relationships • Negotiates and influences persuasively • Promotes value of transparency and open communication • Addresses gender and other diversity issues, discriminatory and exclusionary behavior • Demonstrates interpersonal savvy 	<ul style="list-style-type: none"> • Promotes performance-based culture • Nurtures a coaching culture • Applies appropriate coaching techniques confidently and flexibly • Demonstrates supportive leadership • Builds a respectful, egalitarian climate during performance management and coaching conversations • Commits to continuous learning and improvement 	<ul style="list-style-type: none"> • Builds a sense of purpose and direction • Promotes results-based culture • Promotes client service orientation • Builds teams and enables effective work performance • Nurtures a learning organisation





THINKING STRATEGICALLY AND CREATIVELY

The ability to “see the big picture”, think multi-dimensionally, craft innovative solutions, identify connections between situations or things that are not obviously related, and come up with new ideas and different ways to enhance organisational effectiveness and responsiveness.



Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Core descriptions	Displays awareness and supports the vision, mission, values, objectives and purposes of the agency or organisation.	Creates or defines goals and initiatives based on how one can support, extend or align to the goals of one’s department or functional area.	Plans, crafts and adapts strategies for achieving the vision, mission and objectives of the agency or organisation and secures the proper implementation of these strategies.	Interprets the complex and volatile nature of the environment to the agency or organisation and adaptively moves it into a more strategic position where it can better address the challenges it faces both now and into the future
Demonstrates a systems perspective	1.1 Articulates to others the vision, mission, values, objectives and purposes of the organisation/ agency	2.1 Communicates the alignment of the roles and performance commitment of the Division or Unit to Office targets based on the organisation’s vision, mission, values, objectives and purposes	3.1 Explains the linkages and interactions among various functional areas, systems and processes of the organisation/ agency, including the interface with clients, partners and other stakeholders	4.1 Aligns strategies and development plans to the national development agenda and whole of government scenario.
Demonstrates strategic agility	1.2 Responds positively to the call or challenges of the organisation’s or agency’s goals	2.2 Guides work teams in designing breakthrough or innovative plans and programs	3.2 Evaluates changes in the operating environment and applies knowledge when exercising and recommending sound judgement in identifying range of solutions/ courses of action (i.e. adjusts plans and programs, tailors approaches and/or explores innovative alternatives)	4.2 Analyses multi-dimensional aspects and impacts of the emerging issues, future trends, potential challenges and opportunities and how these can affect organisation’s systems, processes, people, programs and services, and projects them into the future



Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Promotes creativity	1.3 Supports innovative initiatives and demonstrates responsiveness to change methodology	2.3 Demonstrates the ability to think 'outside the box' by coming up with innovative ideas and methods of doing things	3.3 Cultivates an open environment where staff members feel free to do different things and try out new and different ways of doing things	4.3 Provides resources for pursuing worthy and necessary innovations
Negotiates and allocates resources properly and judiciously	1.4 Identifies resources and competencies needed within the work area to get the work done	2.4 Uses appropriate resources in accordance with the office workplan, organisational priorities and regulatory standards/ procedures	3.4 Monitors and emphasises the efficient use of resources to achieve cost effective outcomes	4.4 Negotiates the provision of resources within the organisation and with relevant bodies by identifying and exploring potential sources of additional resources
Acts as strategic advisor	1.5 Provides advice and feedback to support others to make sound and timely decisions	2.5 Raises and challenges important issues constructively and stands by own position when challenged	3.5 Speaks up to clarify decisions and points out potential negative impacts or repercussions	4.5 Provides quality judgement and strategic advice to senior leadership and relevant government instrumentalities, based on robust analysis and consideration of the wider context





LEADING CHANGE

The ability to generate genuine enthusiasm and momentum for organisational change. It involves engaging and enabling groups to understand, accept and commit to the change agenda. It also includes advancing and sustaining change.



Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Core Descriptions	Responds effectively to the need or reason for change and participates in the activities or initiatives inherent to it	Implements plans or activities related to a change initiative affecting one's functional area or expertise and motivates division members' commitment to accept the change	Constructs a change management plan in which one or more office systems and/or processes are affected either by a change intervention conducted internally or by an external consultant	Plans, defines and exhibits buy-in and full support for the change management plan to succeed organisation-wide to improve organisational effectiveness
Recognizes the need for change and prepares the organisation for change	1.1 Alerts the unit to opportunities and threats relating to the organisation	2.1 Includes components of the change management process in preparing work plans and activities for the unit	3.1 Constructs strategies, plans and programs to anticipate and address changing priorities, emerging trends, challenges and opportunities	4.1 Collaborates with management teams to position the organisation in seizing opportunities, minimising threats/risks, and effectively meeting future demands and evolving needs of stakeholders and clients
Engages stakeholders (buy in, commitment, sense of ownership; accept, support, contribute)	1.2 Collects useful information to manage the change, assesses people's reception and recommends alternatives to make the change implementation more appropriate	2.2 Integrates other people's expectations and concerns with respect to the change process to build positive relationships with team members, stakeholders and clients	3.2 Elicits support and contributions of work teams and other key stakeholders to successfully implement change initiatives	4.2 Sets conditions for engagement in all change processes, to facilitate buy in, secure commitment and sense of ownership for the change agenda



Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Manages opposition, resistance or setbacks effectively	1.3 Asks employees for suggestions and incorporates their ideas in the change plan	2.3 Allows employees to complete current efforts and redefines their roles during the course of implementing the change	3.3 Identifies sources of conflict in situations involving a change process and acts sensitively, objectively and constructively to de-escalate conflict	4.3 Conducts root cause analysis, identifies potential strategies in managing resistance and moves employees and other stakeholders forward in the change process within the organisation, government and relevant sectors
Allocates and provides resources for change initiatives	1.4 Identifies and allows key individuals in the unit to devote time to move the change forward	2.4 Integrates change management initiative in the work plan of the unit of an Office to move the change forward	3.4 Provides appropriate resources to support and implement change initiatives within one or more Offices	4.4 Allocates appropriate resources to support and implement change initiatives with leadership and management across the organisation
Advances and sustains change	1.5 Adheres to applicable and stated or communicated processes, policies and assigned work in the implementation of change 1.6 Documents new processes and practices as a result of the change agenda	2.5 Removes barriers and provides greater clarity to the change agenda and its benefits to one's work to facilitate change within ones' functional area 2.6 Evaluates effectiveness of the implemented change process	3.5 Communicates the vision with clarity, enthusiasm and conviction to promote sustained and successful implementation of change 3.6 Recognises individuals and teams who demonstrate actions and initiatives supportive of the change agenda	4.5 Creates an exciting vision for change and solicits organisation-wide support, adoption and successful mainstreaming of change agenda 4.6 Encourages leadership and management team to enhance the motivation, morale and job performance of the organisation
Models change for improved work performance	1.7 Develops one's own individual development plan as change leader/agent	2.7 Identifies areas in which one's own capabilities complement others in managing the change	3.7 Meets, with willingness, the challenges of change on one's role or work team and encourages and supports others to do the same	4.7 Creates conditions within the organisation that will encourage others to meet challenges of change and commit to innovation and continuous improvement in work performance across the organisation





BUILDING COLLABORATIVE, INCLUSIVE WORKING RELATIONSHIPS

The ability to build and maintain a network of reciprocal, high trust, synergistic working relationships within the organisation and across government and relevant sectors. This involves the ability to successfully leverage and maximise opportunities for strategic influencing within the organisation and with external stakeholders.



Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Core Descriptions	Maximises existing partnerships and networks and capitalises on these to deliver or enhance work outcomes.	Builds partnerships and networks to deliver or enhance work outcomes.	Strengthens and deepens partnerships and networks to deliver or enhance work outcomes.	Builds and then leverages on collaborative partnerships and networks to deliver or enhance work outcomes.
Cultivates a robust network of connections and working relationships	1.1 Implements commitments and monitors partnership arrangements to ensure that the objectives of the partnership remain on target	2.1 Sets up regular meetings or consultations with the team, partners or other stakeholders to gather and respond to feedback on what is working, what needs are unmet, and how to resolve specific problems, and to recognise areas of common interest to plan and carry out joint initiatives	3.1 Maintains positive and productive working relationships with the team, partners or other stakeholders, despite differences in ideas or their attributes, or complexities to encourage sharing of expertise and bring about synergies, goodwill and mutual benefit	4.1 Sets the climate as well as standards, policies and guidelines for collaboration with team, partners or other stakeholders, across government and relevant sectors to achieve strategic priorities and shared goals
Negotiates and influences persuasively	1.2 Uses subject matter knowledge and a strong grasp of key issues in providing appropriate recommendations to engage team members, partners or other stakeholders and to achieve positive outcomes	2.2 Demonstrates reliability and uses this to build credibility with team members, partners or stakeholders to negotiate outcomes	3.2 Resolves conflicts, disagreements and differing interests among team members, partners or stakeholders in a constructive manner (e.g. win-win approach; use of appropriate conflict resolution processes; identification of common ground through dialogue and consensus; shared solutions perspective)	4.2 Navigates high-risk, complex or contentious situations across the government and relevant sectors using innovative influencing strategies



Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Promotes value of transparency and open communication	1.3 Shares accurate and timely information and stimulates open discussion of ideas to promote a positive environment	2.3 Articulates proactively the expectations and concerns of team members and relevant stakeholders and implements measures to address them to build synergy and goodwill	3.3 Identifies barriers to transparency and open communication and initiates appropriate solutions	4.3 Models the value and importance of transparency and keeping communication lines open to both internal and external stakeholders (e.g. facilitates exchange of information and experiences, broadens perspectives on emerging sensitive issues and enhances C3 or coordination, collaboration and complementation)
Addresses gender and other diversity issues, discriminatory and exclusionary behavior	1.4 Identifies dysfunctional and inappropriate behaviours or gender issues of work team members and provides them appropriate feedback	2.4 Integrates into the unit work plan a project/activity/program that addresses gender issues, discriminatory and exclusionary behaviour within the office and in relation to partners, networks and other stakeholders	3.4 Uses diversity-sensitive approaches and addresses gender issues, discriminatory and exclusionary behaviors in order to establish and maintain partnerships and networks in implementing projects/activities/programs.	4.4 Sets guidelines, ethical standards, and direction to communicate zero-tolerance to gender biases, discriminatory and exclusionary behaviour across government and relevant sectors to build a collaborative and inclusive culture (e.g. there is space for growth and development of vulnerable and marginalised groups including women, persons with disabilities, senior citizens and indigenous peoples)
Demonstrates interpersonal savvy	1.5 Listens actively and shares information and resources, as appropriate to demonstrate openness	2.5 Applies tact and diplomacy in knowing what to say, when, and to whom and how to communicate messages in a way that will gain support	3.5 Demonstrates adaptability to different protocols, working styles and individual differences with people inside and outside the organisation	4.5 Uses appropriate and context-sensitive communication mechanisms, varying the language, tone, content and style to influence diverse stakeholders across government and relevant sectors.





MANAGING PERFORMANCE AND COACHING FOR RESULTS

The ability to create an enabling environment which will nurture and sustain a performance-based, coaching culture. Effectiveness in this competency area also includes a strong focus on developing people for current and future needs, managing talent, promoting the value of continuous learning and improvement.



Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Core Descriptions	Monitors work and/or team climate and applies the appropriate action using available tools, including basic knowledge of coaching, to ensure that work or performance matches or exceeds the required standard.	Creates tools and/or applies new methods in correcting and improving below standard or non-compliant performance of individuals or groups, using knowledge and skills in coaching to enable them to self-initiate solutions for their growth and development.	Monitors the strategic imperatives of the organisation and orchestrates teams, work and organisational culture around this, through advanced skills in coaching to achieve performance standard.	Leads the organisation by example and through coaching towards a performance-based culture and the achievement of public service performance standards.
Promotes performance-based culture	1.1 Provides timely, concrete, evidence-based, and behavioural feedback during performance management conversations based on appropriate and available tools to check and monitor the progress of employees or team members on goals and work	2.1 Engages others from the team to provide timely, concrete, evidence-based feedback to improve the performance of staff, team or group	3.1 Adjusts style/stance from directing to empowering, based on the capabilities and motivation of the employee, providing examples of behaviour consistent with goal achievement	4.1 Integrates the key principles supporting a performance-based culture into the organisation-wide performance management system, aligned with relevant civil service laws and rules and regulations (e.g. recognises and rewards leadership team and managers who demonstrate effectiveness in performance management and coaching)
Nurtures a coaching culture	1.2 Explains the coaching process, particularly, the concept of “coaching is coachee-driven” when conducting coaching sessions to employees” as well as expectations with individuals or among team members; and prepares the agreed work plan or commitment with the individual or group	2.2 Develops new/enhances existing tools to get more accurate and relevant data that will help improve individual or team performance, and reach achievable and specific	3.2 Guides a coachee to propose and choose performance improvement solutions given the organisational goals, priorities, outcomes and the coachee’s work context	4.2 Creates the organisational conditions including policies and guidelines necessary to encourage and support leadership and management teams to adopt and consistently practice to achieve public service performance standards



Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Applies appropriate coaching techniques confidently and flexibly	1.3 Asks powerful questions that begin with what, when, who, how much and how many to make a coachee understand the root cause of long-standing issues or a situation that falls short of his/her superior's expectation and to help the coachee identify goals, reality, options and actions.	2.3 Uses appropriate coaching tools and techniques to help the individual or team meet developmental and performance goals, recognising issues and challenges as they present themselves in a coaching or performance improvement conversation	3.3 Tailor-fits the coaching and performance management process/ practice to the unique needs of the coachee, mentee or employee	4.3 Enables the leadership and management teams (and self) to effectively and consistently apply the principles, processes and key practices of coaching (e.g. listening with respect and empathy, asking rich and high-gain questions, encouraging mutual respect and support, etc.)
Demonstrates supportive leadership	1.4 Gives genuine acknowledgment of a person's qualities and feedback on developmental needs	2.4 Provides adequate support and resources to coachees/ employees to implement their learning and development interventions	3.4 Encourages coachees and provides them adequate support and resources for them to become coaches.	4.4 Provides adequate support and resources to enable the leadership and management teams to effectively sustain a performance-based, coaching culture to nurture future leaders
Builds a respectful, egalitarian climate during performance management and coaching conversations	1.5 Communicates standards and expectations for mutual support and respect, and open and honest relationship	2.5 Guides the coachees to arrive at a course of action of their own choosing to reach his/her performance goals for the division.	3.5 Practices non-judgemental and facilitative actions (e.g., empathetic listening, asking rich and high-gain questions)	4.5 Models open and honest coach-coachee relationship to leadership and management teams
Commits to continuous learning and improvement	1.6 Acknowledges mistakes and learns from them through self-reflection	2.6 Accepts accountability for mistakes and takes corrective action	3.6 Undertakes developmental activities to enhance one's competencies as a coach and performance development partner.	4.6 Demonstrates commitment to enhancing personal, overall effectiveness as a coach, mentor and performance development partner by undertaking self-directed learning and seeks out peers and colleagues for consultation and further skills enhancement





CREATING AND NURTURING A HIGH PERFORMING ORGANISATION

The ability to create a high performing organisational culture that is purpose-driven, results-based, client-focused and team-oriented.



Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Core Descriptions	Builds a shared sense of commitment to a common goal among individuals and utilises interventions to help close gaps or improve competence of staff to achieve that goal	Builds a shared sense of destiny among individuals with seemingly disparate views, concerns and aspirations; creates team cohesion and improves individual and team performance	Creates a culture where team work and interdependence is nurtured by facilitating collaboration across organisations	Builds and cultivates a shared sense of commitment between and/or among groups, departments and clients despite differences and/or complexities of relationships and leads the organisation towards a learning culture committed to continuous improvement and talent development
Builds a sense of purpose and direction	1.1 Participates in organisation planning to enable future directions while providing clarity for the present	2.1 Communicates a direction that enables employees to understand the links to the agency's or organisation's strategic directions	3.1 Undertakes constructive and continuing dialogue on delivering results consistent with expectations, targets and quality standards	4.1 Creates a shared sense of purpose by explaining how it contributes to work team goals, the organisational mandate and national priorities
Promotes results-based culture	1.2 Reviews work plans or projects and monitors performance	2.2 Provides feedback and ensures actions to improve the delivery of outcomes	3.2 Implements results-based planning and monitoring systems and tools within the office	4.2 Institutionalises results-based planning and monitoring system and tools (e.g. strategy map, performance scorecard, results based management, Plan-Do-Check-Act, etc.) across the organisation



Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Promotes client service orientation	1.3 Maps out the needs of clients to drive outstanding client service	2.3 Promotes excellent service delivery by being a model in providing value added service	3.3 Uses client feedback and benchmarks best practices to continuously improve service delivery	4.3 Sets up conditions that embed a strong client service ethos in the organisation to exceed client expectations
Builds teams and enables effective work performance	1.4 Effectively uses individual and team capabilities for work outcomes	2.4 Uses innovative ways to create conditions for shared or collaborative contributions across levels and functions.	3.4 Promotes the use of cross-functional C3 (coordination, complementation and collaboration) to sustain a team-based working environment	4.4 Shapes a high performing work team culture by mainstreaming behavioural norms and key processes which will ensure highly effective team performance
Nurtures a learning organisation	1.5 Assesses learning needs and identifies appropriate learning interventions	2.5 Provides interventions that will facilitate acquisition of learning and application in the workplace.	3.5 Provides opportunities and outlets for employees to share new insights and experiences with others across levels and functions	4.5 Invests in the continuous learning and development of employees and management teams to foster a culture of learning within the organisation's and aligns this with the organisation's strategic goals



Human Resource Management
and Development

5.1

Public Financial Management

5.2

General Administrative Services

5.3

Communications

5.4

Planning

5.5

Environment

5.6

Information Technology

5.7

Legal

5.8

Social Welfare

5.9

5

FUNCTIONAL
COMPETENCIES



FUNCTIONAL COMPETENCIES

The functional competencies are essentially the “meat” of the Generic Competency Dictionary. Across common job families listed, the functional competencies have been validated through interviews with incumbents and supervisors across various government offices and have also been compared with existing globally-recognised competency dictionaries within these job functions.

To know what to expect within each functional competency, below is a sample competency from the Department of Social Welfare and Development entitled “Market Analysis and Category Management” providing a sneak peek into the different elements of each competency table.

As mentioned in the earlier chapter of the GCD, the behaviours serve as a guide and it is intended for the user to select what competencies, behaviours and levels are applicable in the context of the specific job function as well as the organisation’s vision, mission and values.

As you go through the functional competencies, you will first recognise that there are related competencies that can be used for other roles not found in the GCD. Second, you will also observe that the progression of behaviours listed in the GCD should not be taken as absolute. The progression you see will be your starting point so you can modify and design a competency dictionary that best fits your organisational needs.



Human Resource Management and Development



Public Financial Management



General Administrative Services



Communications



Planning



Environment



Information Technology



Legal



Social Welfare



SAMPLE COMPETENCY

PROGRAM/COURSE DESIGN AND DEVELOPMENT

The ability to apply research skills towards identifying and developing learning objectives, sourcing, selecting and sequencing content, designing training/learning methodologies and activities and developing training/learning materials.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Prepares and selects energisers and ice breakers	2.1 Reviews and determines appropriateness of Course Briefs and Training Activity Plans/ Training Design Matrix submitted by external Learning Service Providers 2.2 Sources, selects and sequences content in accordance with the specified learning objectives 2.3 Develops PowerPoint slides and other learning materials given the content and other specifications 2.4 Documents and prepares own Course Briefs, Training Activity Plan/ Training Design Matrix	3.1 Develops learning objectives (with performance, conditions and criteria) using the SMART format and Bloom's taxonomy 3.2 Designs training/learning methodologies and activities 3.3 Develops Participant's Manuals, Facilitator's Guide and Evaluation Plan and other training/learning materials	4.1 Reviews and approves Course Brief, Training Activity Plan/Training Design Matrix, Participant's Manual, Facilitator's Guide and Evaluation Plan, in accordance with the identified needs as specified in Training/Learning Needs/ Competency Assessment Reports and Annual Training/Learning and Development Plan 4.2 Identifies and allocates resource requirements to ensure proper design and development of learning interventions

COMPETENCY

DEFINITION

A brief general description of the competency which provides the user with a general understanding of the type of behaviour addressed by a particular competency

LEVELS 1 - 4

Shows progression of sophistication and complexity at which the competency can be demonstrated and utilised in performing job duties/ responsibilities; each subsequent level encompasses the previous one

BEHAVIOURAL INDICATORS

Expressions of specific behaviours associated with the competency at different level; content validation is necessary to link behaviours to respective competency level



5.1 HUMAN RESOURCES AND MANAGEMENT DEVELOPMENT



Competencies in this job family were developed for the use of Human Resources professionals within government offices and agencies irrespective of department, division, branch, work, function or position. In line with the thrust of the Program to Institutionalise Meritocracy and Excellence in Human Resource Management (PRIME-HRM), the first four competencies encompass behaviours necessary to succeed in the HR function based on the four core HR systems of Recruitment, Selection and Placement (RSP), Learning and Development (L&D), Performance Management (PM), and Rewards and Recognition (RR).

The rest of the competencies are functional competencies taken from the established competency dictionary of the Civil Service Commission outlining the necessary knowledge, skills, and abilities across specific HR functions.



HRMD COMPTENCIES

Civil Service Commission (CSC) presented its strategic objectives for development in 2010, which provided the Commission’s reform framework, programs, and activities from 2010-2015. Among its objectives was to develop competent and credible civil servants in the Philippines – starting with the CSC workforce. This highlighted the need for CSC to identify which competencies it needed to enhance so that its workforce can deliver its mandate better. Competencies for positions in CSC were not defined at that time and job descriptions were limited to task lists. Its HR systems were also not competency-based.

CSC nurtured an internal culture of competency but needed help in building a competency-based Human Resources (HR) system. In 2011, PAHRODF assisted CSC in the “Development and Institutionalisation of Competency-Based Human Resource Systems in the Public Sector in the Philippines” starting with the CSC Competency Modeling and Profiling.

CSC built its competency model that fits its vision, mission and culture. The competencies were determined through interviews from incumbents, managers and expert groups, and analysis of documents such as the CSC strategy map and enterprise scorecard, process flow charts, job descriptions, and commercially available sources. CSC also benchmarked best practices in private and other public sector agencies in the Philippines and Singapore.

CSC developed its core, organizational, leadership and functional competencies, particularly HRMD competencies.



Competency Development and Enhancement



Recruitment, Selection, and Placement



Benefits, Compensation, and Welfare



Learning and Development Planning



Program/ Course Design and Development



Program/ Course Delivery and Administration



Learning Facilitation



Learning Measurement and Evaluation



Performance Management



Rewards and Recognition





COMPETENCY DEVELOPMENT AND ENHANCEMENT

The ability to review existing and/or develop new competency models that include the key behaviours required for an employee to be able to provide excellent performance in a particular job.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Collates data from the conduct of behavioural event interviews, surveys, observation, FGDs, etc</p> <p>1.2 Prepares job descriptions with the required qualification standards and competency requirements using the prescribed form</p> <p>1.3 Maintains and updates database of job descriptions, qualification standards, competency tables and position profiles</p>	<p>2.1 Prepares statistical report on the data collected from survey, interviews, FGDs.</p> <p>2.2 Conducts behavioural event interviews, surveys, observation, FGDs, etc.</p>	<p>3.1 Validates data gathered from various sources</p> <p>3.2 Analyses and interprets data gathered to develop new and/or enhance existing competency models</p> <p>3.3 Develops new and updates existing job descriptions, competency tables and position profiles to ensure alignment with CSC goals and strategies</p>	<p>4.1 Reviews and recommends policies and guidelines on the implementation of the competency model and crafting of competency-based job descriptions for the CSC</p> <p>4.2 Communicates strategies on the development and implementation of the competency model and competency-based job descriptions</p> <p>4.3 Identifies trends and developments on competency model and competency-based job descriptions and recommends enhancement of current procedures,</p>





RECRUITMENT, SELECTION, AND PLACEMENT

The ability to search, attract and assess job candidates and to guide the appointing authority in choosing the best fit for the job at the right time, in accordance with legal requirements to achieve organisational goals.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Prepares annual list of projected turnover due to retirement for recruitment planning</p> <p>1.2 Maintains and updates database of vacancies, applicants and personnel actions</p> <p>1.3 Facilitates publication and posting of vacancies</p> <p>1.4 Coordinates with Personnel Selection Boards (PSBs) and heads of offices/ divisions on their availability for meetings and interviews</p> <p>1.5 Checks the veracity and authenticity of the CSC eligibility of the candidates by verifying with the IRMO/EAD</p> <p>1.6 Provides new appointees with the list of pre-employment requirements and endorses them to the heads of offices/ divisions</p> <p>1.7 Writes simple pro-forma communications relative to recruitment, selection and placement</p>	<p>2.1 Sources internal and external talents through various recruitment strategies</p> <p>2.2 Checks completeness of application documents and reviews paper qualifications of applicants vis-a-vis the qualification standards</p> <p>2.3 Communicates/informs applicants of the results of the screening and assessment schedules</p> <p>2.4 Administers assessment instruments and prepares assessment results</p> <p>2.5 Interviews candidates using the behavioural event interview method and prepares reports</p> <p>2.6 Prepares reports based on background investigation results</p> <p>2.7 Takes minutes of meetings during PSB meetings/deliberations</p> <p>2.8 Prepares assessment folders and a draft recommendation memo for review and approval by the PSB</p>	<p>3.1 Facilitates the conduct of assessment center for Division Chief to Director Positions and prepares corresponding assessment reports</p> <p>3.2 Reviews and evaluates all appointments issued by CSCROs</p> <p>3.3 Develops and enhances assessment tools and forms</p> <p>3.4 Interviews applicants/ candidates to vacant positions</p> <p>3.5 Conducts exit interviews to identify HR strengths and areas for improvement and prepares report</p>	<p>4.1 Evaluates accuracy of assessment results</p> <p>4.2 Reviews strategic objectives and scorecards of the organisation and recommends talent pool requirements of the Commission</p> <p>4.3 Reviews and recommends improvements in recruitment and selection policies and processes</p> <p>4.4 Develops communication and implementation plan on the recruitment, selection and placement policies of the Commission</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
	<p>2.9 Prepares resolutions and appointments for signature by the Commission/Regional Director</p> <p>2.10 Conducts mini orientation to new appointees about CSC, basic policies on work hours and benefits</p> <p>2.11 Completes new hires' employment related paperwork</p> <p>2.12 Prepares replies to queries on recruitment, selection and placement</p>		





BENEFITS, COMPENSATION, AND WELFARE MANAGEMENT

The ability to develop, implement, evaluate and enhance policies and programs on benefits, compensation, rewards, incentives, health and wellness to improve employee welfare.



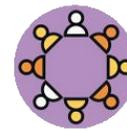
BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Collates data/materials from the conduct and evaluates organisation-wide programs (i.e. health and wellness programs, information campaigns, sports activities, anniversary and Christmas programs, etc.)</p> <p>1.2 Maintains and updates employee records (HRMIS, leaves, absences and tardiness, medical, service records, etc.)</p> <p>1.3 Prepares certifications such as compensation, service records, leave balance, attendance and other employee welfare transactions of employees</p> <p>1.4 Writes simple pro-forma communications relative to benefits, compensation and welfare of employees</p>	<p>2.1 Computes leave, salaries, salary adjustments, loans, medical reimbursements/ entitlements of employees and prepares vouchers</p> <p>2.2 Monitors and reviews office reports to ensure compliance with existing policies, processes and systems of benefits, compensation, rewards and incentives, health and wellness mechanism of the organisation</p> <p>2.3 Coordinates with central and regional office representatives in the implementation and evaluation of programs</p> <p>2.4 Prepares replies to queries on benefits, compensation and welfare management.</p>	<p>3.1 Conducts information awareness on benefits, compensation, and health and wellness programs to employees</p> <p>3.2 Conducts survey, FGD, research, policy studies, and benchmark on benefits, compensation and welfare of employees</p> <p>3.3 Prepares organisation-wide reports on policy implementation and program administration</p> <p>3.4 Evaluates existing policies, processes and systems on benefits, compensation, wellness mechanisms and proposes enhancements</p>	<p>4.1 Establishes and develops a comprehensive employee benefits and welfare programs for CSC</p> <p>4.2 Reviews and recommends proposals for enhancements and changes of existing processes and systems on benefits and welfare of the organisation</p> <p>4.3 Formulates operational policies and guidelines on the benefits and welfare of employees</p> <p>4.4 Develops communication and implementation plan on the benefits and employees welfare programs of the organisation</p>





LEARNING AND DEVELOPMENT PLANNING

The ability to translate training/learning needs results into interventions and prioritize and schedule them for implementation



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
	<p>2.1 Identifies and prioritises training/learning interventions using relevant criteria</p>	<p>3.1 Develops training/learning interventions with SMART and criterion-referenced learning objectives</p> <p>3.2 Prepares Monitoring and Evaluation Plan for a specific curricular/learning and developmental area</p>	<p>4.1 Evaluates and analyses implementation of current Learnings and Development Plan to extract inputs for succeeding plans</p> <p>4.2 Prepares Monitoring and Evaluation Framework based on four levels of evaluation</p> <p>4.3 Assigns priority training/learning interventions to Facilitators, Training Administrators and Training Assistants.</p> <p>4.4 Identifies resource requirements to ensure proper implementation of the priority training/learning interventions.</p>





PROGRAM/COURSE DESIGN AND DEVELOPMENT

The ability to apply research skills towards identifying and developing learning objectives, sourcing, selecting and sequencing content, designing training/learning methodologies and activities and developing training/learning materials.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Prepares and selects energisers and ice breakers	<p>2.1 Reviews and determines appropriateness of Course Briefs and Training Activity Plans/ Training Design Matrix submitted by external Learning Service Providers</p> <p>2.2 Sources, selects and sequences content in accordance with the specified learning objectives</p> <p>2.3 Develops PowerPoint slides and other learning materials given the content and other specifications</p> <p>2.4 Documents and prepares own Course Briefs, Training Activity Plan/ Training Design Matrix</p>	<p>3.1 Develops learning objectives (with performance, conditions and criteria) using the SMART format and Bloom's taxonomy</p> <p>3.2 Designs training/learning methodologies and activities</p> <p>3.3 Develops Participant's Manuals, Facilitator's Guide and Evaluation Plan and other training/learning materials</p>	<p>4.1 Reviews and approves Course Brief, Training Activity Plan/Training Design Matrix, Participant's Manual, Facilitator's Guide and Evaluation Plan, in accordance with the identified needs as specified in Training/Learning Needs/ Competency Assessment Reports and Annual Training/Learning and Development Plan</p> <p>4.2 Identifies and allocates resource requirements to ensure proper design and development of learning interventions</p>





PROGRAM/COURSE DELIVERY AND ADMINISTRATION

The ability to plan, execute and report the implementation of training/learning interventions, courses and programs.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Checks and confirms registration of participants, accepts payments and/or facilitates issuance of OR/AR</p> <p>1.2 Issues complete training kit (IDs, notebooks, hand-outs, etc.) to registered participants</p> <p>1.3 Prepares and issues training paraphernalia (such as: Attendance Sheet, Participants Directory, Certificates of Completion and Appearance, etc.) and other training and office materials and supplies</p> <p>1.4 Reproduces and packages training/ learning materials as specified in the Training Activity Plan/ Training Design Matrix</p> <p>1.5 Gathers and preserves workshop outputs as required by the training administrator</p> <p>1.6 Prepares status of payments of participants</p>	<p>2.1 Prepares and executes Learning and Development/Program/ Course Implementation Checklists using predesigned template</p> <p>2.2 Procures miscellaneous materials and processes petty cash vouchers</p> <p>2.3 Selects, recommends and coordinates with subject matter experts (SMEs)</p> <p>2.4 Processes standard Service Level Agreements (SLAs)/ Memorandum of Agreement (MOAs)</p> <p>2.5 Checks if venue arrangement is in accordance with the specifications provided for in the Training Activity Plan/Training Design Matrix (TDM) or as requested by the Facilitator or SME</p> <p>2.6 Administers Level 1 and 2 Evaluation Instruments as specified in the Evaluation Plan</p> <p>2.7 Prepares Training Report in accordance with the ISO 9001 template/Competency-Based Learning and Development Management System (CBLDMS)</p> <p>2.8 Ensures the completeness of the Implementation Folder as required in the ISO 9001 Program/Course Implementation Process/ CBLDMS</p>	<p>3.1 Sources and recommends new SMEs</p> <p>3.2 Formulates non-standard Service Level Agreements (SLAs)/Memorandum of Agreement (MOAs) subject to the review of the Office of Legal Affairs (OLA)/Legal Service Division (LSD)</p> <p>3.3 Determines special learning and non-learning needs of stakeholders such as agencies/ other CSC units</p> <p>3.4 Prepares comprehensive Training/ Learning and Development Report for In-House Programs or customised training/ L&D programs</p>	<p>4.1 Reviews, approves and monitors L&D/ Program/ Course Implementation Checklists</p> <p>4.2 Identifies and allocates resource requirements to ensure proper delivery and administration of training/ learning interventions</p> <p>4.3 Approves SMEs as recommended by the Training Administrator</p> <p>4.4 Addresses exceptional participant/ training concerns and issues</p> <p>4.5 Approves Training Reports and ensures that all recommendations are properly implemented</p>





LEARNING FACILITATION

The ability to stimulate process, sustain learning through facilitation, formative assessment, and use of various training/learning methodologies and activities.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Implements energisers and ice breakers</p> <p>1.2 Distributes materials, addresses simple questions and manages group activities</p>	<p>2.1 Specifies venue arrangements</p> <p>2.2 Conducts standard program/course opening and closing ceremonies</p> <p>2.3 Introduces program/course by presenting learning objectives, soliciting participants' personal learning objectives, levelling off expectations with the participants and establishing house rules</p> <p>2.4 Establishes and maintains learning climate in accordance with adult learning principles</p> <p>2.5 Presents content and process individual and group learning</p> <p>2.6 Conducts and processes training/ learning methodologies, activities and SLEs</p> <p>2.7 Links modules by recapitulating previous ones and segueing way for the new modules</p> <p>2.8 Manages disruptive behaviour</p> <p>2.9 Conducts formative assessment by asking questions and using activities to assess learning</p> <p>2.10 Synthesises and summarises learnings</p>	<p>3.1 Manages exceptionally disruptive behaviour</p> <p>3.2 Uses technology of participation to engage participants</p> <p>3.3 Customises training/ learning methodologies and activities</p> <p>3.4 Shares personal insights, experiences and expertise on subject matter</p>	<p>4.1 Observes facilitator and conducts critiquing to continually improve facilitation</p> <p>4.2 Addresses exceptional participant/training issues and concerns</p>





LEARNING MEASUREMENT AND EVALUATION

The ability to determine training/learning needs and evaluate training/learning effectiveness.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Administers pre-designed data gathering instruments in accordance with their accompanying instructions</p> <p>1.2 Prepares materials, coordinates with participants and preserves outputs in the conduct of Focus Group Discussions, surveys, interviews, etc</p> <p>1.3 Administers pre-designed tests and checks using pre-determined answer keys</p> <p>1.4 Tallies data gathered using specified tally sheets and/or matrices</p>	<p>2.1 Prepares Learning Needs Analysis Plan and/or Learning Evaluation Plan using the four levels of evaluation</p> <p>2.2 Applies statistical and/or content analysis on summarised data</p> <p>2.3 Extracts learning/competency gaps from gathered data</p> <p>2.4 Formulates learning objectives, and identifies learning interventions that will address gaps</p> <p>2.5 Prepares Learning Needs Analysis Reports and/or Learning Evaluation Reports</p>	<p>3.1 Designs and develops data gathering instruments and methodologies taking into consideration their validity and reliability</p> <p>3.2 Designs and develops tests using the identified learning objectives as the test domain</p> <p>3.3 Enhances tests by conducting item analysis</p> <p>3.4 Facilitates Focus Group Discussions and/or administers, surveys/conducts interviews, etc</p>	<p>4.1 Evaluates Learning Needs Analysis Plans and/or Learning Evaluation Plans taking into consideration appropriateness of the data gathering instruments and methodologies used</p> <p>4.2 Reviews Learning Needs Analysis Reports and/or Learning Evaluation Reports ensuring that recommendations are properly implemented</p> <p>4.3 Identifies and allocates resource requirements to ensure proper implementation of learning needs analysis and/or learning evaluation</p>





PERFORMANCE MANAGEMENT

The ability to collect, analyze, review and report performance data and establish scientific basis for performance targets and measures.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1. Monitors submission of IPCRs/OPCRs (targets and accomplishment) to ensure compliance with existing policies on Performance Management.</p> <p>1.2. Coordinates schedule of attendees to the PMT Meetings.</p> <p>1.3. Takes charge of logistic concerns for the PMT Meetings such as but not limited to presentation materials, equipment, and meals.</p> <p>1.4. Maintains and updates database on Performance Ratings of offices/employees including the list of top/outstanding performers and those with below satisfactory ratings.</p> <p>1.5. Writes simple pro-forma communications such as but not limited to acknowledgment and transmittal letters relative to performance management.</p>	<p>2.1 Reviews submitted IPCRs/OPCRs (targets and accomplishments) and provides feedback to offices.</p> <p>2.2 Coordinates and communicates with central and regional office relative to the release/grant of PIB/PBB and or PEI.</p> <p>2.3 Takes minutes of the PMT Meetings during the review of OPCR and appeals on employee rating.</p> <p>2.4 Drafts memorandum per PMT instructions for concerned offices/employees.</p> <p>2.5 Prepares statistical reports on the top/outstanding performers and poor performers.</p> <p>2.6 Replies to queries on performance management.</p>	<p>3.1 Conducts information awareness on the agency's Performance Management System.</p> <p>3.2 Assesses the level of performance of offices/employees (Office/Individual Performance Ratings) and prepares organization-wide reports.</p> <p>3.3 Consolidates, evaluates and analyzes issues/concerns of offices/employees with respect to targets and accomplishments.</p> <p>3.4 Conducts performance related studies (e.g Profile of top and performers).</p> <p>3.5 Conducts survey, FGD, research, policy studies, benchmarking studies on Performance Management System.</p> <p>3.6 Develops policies or enhances procedures on performance management.</p>	<p>4.1 Establishes and develops a comprehensive Performance Management program for the agency.</p> <p>4.2 Reviews and recommends proposals for enhancements and changes on existing processes and systems on Performance.</p> <p>4.3 Formulates operational policies and guidelines on the agency's Performance Management System.</p> <p>4.4 Evaluates existing policies, processes and systems on Performance Management and proposes enhancements.</p> <p>4.5 Develops communication and implementation plan on the agency's Performance Management System.</p>





REWARDS AND RECOGNITION

The ability to identify, develop and implement programs for the organization/bureaucracy to reward and recognize outstanding performance and behaviour.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Coordinates schedule of meetings and availability of committee members.</p> <p>1.2 Takes charge of logistic concerns such as but not limited to the venue, meals and equipment for use during meetings.</p> <p>1.3 Receives nomination folders and checks completeness of requirements.</p> <p>1.4 Prepares profile of nominees for presentation to the committee.</p> <p>1.5 Maintains and updates database of the type of awards, nominees and awardees.</p> <p>1.6 Writes simple pro-forma communications such as but not limited to acknowledgment and transmittal letters relative to rewards and recognition.</p>	<p>2.1 Conducts information campaign activities relative to the rewards and recognition program.</p> <p>2.2 Evaluates documentary requirements of nominees and the appropriate category of award that may be considered.</p> <p>2.3 Prepares agenda folder and takes minutes of committee meetings.</p> <p>2.4 Coordinates the conduct of capability building activities for validators.</p> <p>2.5 Coordinates with validators for the conduct of background investigation and submission of reports.</p> <p>2.6 Verifies and consolidates feedback on the candidates received from clients and stakeholders.</p> <p>2.7 Coordinates the production/ reproduction of award paraphernalia (plaque, medals, certificates).</p> <p>2.8 Replies to queries on rewards and recognition.</p>	<p>3.1 Identifies and recommends awards committee composition.</p> <p>3.2 Collaborates with the search committee/ performance management team in proactively identifying possible nominees.</p> <p>3.3 Prepares the assessment reports and recommendation of the committee to the approving body.</p> <p>3.4 Conceptualizes program collaterals in collaboration with graphic designers or suppliers.</p> <p>3.5 Facilitates conduct of the awards rites and prepares post activity report.</p> <p>3.6 Conducts comparative studies on the organization's rewards and recognition program vis-à-vis the best practices of organizations from the private and public sector, both local and international.</p> <p>3.7 Develops policies or enhances procedures on rewards and recognition.</p> <p>3.8 Determines and recommends kind of monetary and non-monetary rewards based on existing policies.</p>	<p>4.1 Reviews and recommends enhancements to existing policies, guidelines, procedure relative to the reward and recognition programs.</p> <p>4.2 Develops communication and implementation plan on the policies, guidelines and issuances on rewards and recognition program.</p> <p>4.3 Monitors and evaluates the conduct of the awarding rites.</p> <p>4.4 Monitors and evaluates the implementation of the rewards and recognition program.</p> <p>4.5 Conducts studies on the impact of the program to the performance of the organization/unit.</p>



5.2 PUBLIC FINANCIAL MANAGEMENT



The Government of the Philippines (GOP) has embarked on the enormous task of reforming its public financial management (PFM) system to improve the delivery of public services. Through Executive Order No. 55, s. 2011, it adopted the PFM Reform Roadmap which seeks to ensure efficiency, transparency and accountability in the allocation, use and management of resources by improving financial management processes and information systems. To this end, the Roadmap has set out to build capacities of institutions and individuals to sustain the reforms by putting the improved tools and processes into day to day practice.

The PFM Competency Model and Dictionary – First Edition is a step in this direction; it provides a common framework to establish standards for continuing competency development of the PFM workforce, and PFM practice in the agencies. It was designed to complement the civil service core and leadership competency frameworks, and serve as a tool for recruiting, selecting and training people and managing performance for effective PFM in the implementing and oversight agencies.

This competency initiative was led by PFM agencies steering the PFM reform program—the Department of Budget and Management (DBM), Commission on Audit (COA), Department of Finance (DOF), the Bureau of the Treasury (BTr), and supported by the Philippines-Australia Public Financial Management Program (PFMP). It was designed in consultation with over 1,000 PFM practitioners in various government agencies.

In the GOP, PFM is broadly understood to “deal with all aspects of resource mobilization and expenditure management in government. It is about the way government raises its income (in the form of taxes, customs duties and other revenues) and manages its expenditures to deliver essential services to its citizens, e.g., education, health care and other social programs, roads

and infrastructure, the rule of law and security, and those areas which generally make the lives of citizens better off.”

The scope of PFM Competency Model was identified based on this inclusive definition: “Public Financial Management is the system by which public financial resources are planned, directed and controlled to enable and influence the efficient and effective delivery of public service goals.”

The Philippine PFM Competency Model consists of 37 competencies: four Common or core PFM Competencies, and 33 Technical Competencies, which are grouped by key PFM function. It uses a different layout and structure which describes the Behaviours, together with underpinning characteristics of each competency in terms of Attitudes, Skills, and Knowledge. ¹



Figure 1. Philippine Public Financial Management Competency Model

¹Republic of the Philippines. Budget of Expenditures and Sources of Financing FY 2014. Manila.

²Chartered Institute of Public Finance and Accountancy (CIPFA). (August 2010). PFM: A Whole System Approach, Volume 1: The Approach. London.



Budgeting Competencies	Procurement Competencies	Cash Management Competencies	Accounting Competencies	Auditing Competencies
<ul style="list-style-type: none"> Fiscal Planning and Budget Allocation Preparation of Budget Plans and Annual Budget Submissions Participation in Budget Hearings and Approval Procedures Oversight of Budget Execution Implementation of Budget Execution Ensuring Desirable Budget Outcomes 	<ul style="list-style-type: none"> Organisational and Procurement Planning Market Analysis and Category Management Operating within Government Procurement Systems Financial and Economic Aspects of Procurement Supplier Management and Contract Management Procurement Negotiation and Negotiation Skills Inventory Management and Stock Control 	<ul style="list-style-type: none"> Preparation of Expenditure Program (Profile) Preparation of Revenue Program (Profile) Management of Accounts Payable Management of Accounts Receivable Liquidity, Debt and Investment Management 	<ul style="list-style-type: none"> Accounts Reconciliation Transaction Processing Accounting for Appropriations, Allotments, Obligations, Revenues and Expenditures Accounting for Current Assets and Current Liabilities Accounting for Non-Current Assets Accounting for Debt and Other Liabilities Preparation and Interpretation of Financial Statements and Reports 	<ul style="list-style-type: none"> Establishing and Maintaining Stakeholder Focus Audit Planning Conducting Audit Assignments Auditing in an Automated Environment Communicating the Results of Audit Work to Stakeholders Maintaining Effective Audit Services Managing Audit Performance Continuous Improvement of Audit Quality





MAINTAINING PFM UNDERSTANDING

Common PFM Competencies

Gaining understanding of PFM as a whole system, mediating the relationship between objectives, policies, strategies, programs and projects, and the outcomes of the PFM system, including sustainable social benefit. PFM in the Philippines is conducted by PFM functional practitioners: budget analysts, accountants, auditors, and cash management/treasury and procurement staff. They need to collaborate with each other, and with planners and program managers in the conduct of PFM. They need to have some knowledge of each other's work, and the inter-relationships between PFM functions. By using this knowledge to better inform the work that they do, they will be able to adapt effectively to support the PFM reforms, and contribute to the overall efficiency of the PFM system.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
Definition of Descriptor Dimensions	<ul style="list-style-type: none"> Is able to apply the Competency characteristics in routine to somewhat complex situations Requires frequent guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in complex situations Requires occasional guidance/supervision 	<ul style="list-style-type: none"> is able to apply the competency characteristics in considerably complex situations Requires little or no guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in exceptionally difficult situations Serves as a key resource and advises others
KEY BEHAVIOURS	1. Uses knowledge of PFM essentials to inform their own work at their level of responsibility and accountability, using that knowledge to increase their own effectiveness and efficiency; and 2. Demonstrates professionalism by reacting well under pressure, treating others with respect and consideration regardless of their status or position, accepting responsibility for own actions and following through on commitments.			
KEY ATTITUDES	3. Sees the 'Big Picture': Takes a holistic view of PFM and is mindful of their function or specialisation in terms of its contribution to the GOP PFM goals; and			



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	4. Results Oriented: Is oriented towards contributing to the output from the whole system not just their own specialization.			
KEY SKILLS	<p>5. Numeracy: Can manage and respond to the numeric demands of the job role in terms of number sense, operation sense, computation, probability and statistics;</p> <p>6. Analytical Thinking: Identifies the essential elements of a system or situation in terms of the implications for their own work, synthesises complex or diverse information; and</p> <p>7. Technical Report Writing: Writes clearly and informatively, presents numerical data effectively and is able to read and interpret written information.</p>			
KEY KNOWLEDGE	<p>8. The PFM system within the GOP: purpose, structure and operation;</p> <p>9. The role of budgets and budgetary control;</p> <p>10. The role of procurement as part of the PFM system;</p> <p>11. Concepts of Cash Management;</p> <p>12. Concepts of Accounting;</p> <p>13. The role of financial and non-financial information in measuring performance; and</p> <p>14. The role of audit and the relationship between audit and other PFM functions.</p>			





APPLYING INTERNAL CONTROL FUNCTIONS

Common PFM Competencies

Internal control is a fundamental concept in PFM that underpins the effective design, development and operation of many PFM systems. Although, internal control addresses issues related to financial management and operations, its scope is not solely financial. In addition, effective internal control practices in an agency are necessary to safeguard government assets, check the accuracy and reliability of accounting data, adhere to management policies, comply with laws and regulations and ensure efficient, ethical and economical operations. Key role players in internal control include staff, whose daily actions give effect to the internal control system; managers, who have the primary responsibility for designing, developing, implementing and maintaining the systems required to give effect to internal control; and auditors, who appraise the adequacy of internal controls, conduct management audit and evaluate the results of operations, focusing on the effectiveness of the controls of operating and support systems.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
Definition of Descriptor Dimensions	<ul style="list-style-type: none"> Is able to apply the Competency characteristics in routine to somewhat complex situations Requires frequent guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in complex situations Requires occasional guidance/supervision 	<ul style="list-style-type: none"> is able to apply the competency characteristics in considerably complex situations Requires little or no guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in exceptionally difficult situations Serves as a key resource and advises others
KEY BEHAVIOURS	1. Adheres to the principles of internal control in own role, duties and responsibilities such as routinely reporting on operations, identifying gaps or other deficiencies in internal control practices, continually improve understanding of internal control good practice, reviewing internal controls to identify deficiencies and developing internal control practices in the wider governance policies and strategies			
KEY ATTITUDES	2. Open Minded: Appreciates the opinions of others in relation to identifying potential improvements to practices; and values reflective practice for the benefits it can bring to improving operations; and 3. Organisational Support: Understands the need to balance strategic considerations with the operational aspects of internal control.			
KEY SKILLS	4. Analytical Thinking: Able to learn from reflective practices and identify weaknesses in practices impartially and objectively;			



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>5. Problem solving: Identifies barriers to adoption of internal control principles and practices and determine ways of reducing or eliminating those barriers;</p> <p>6. Planning and Organising: Prioritises, plans, organises or schedules work activities and designs and develops effective internal control practices to achieve explicit objectives; and</p> <p>7. Time Management: Manages time and workload to balance the achievement of tasks while contributing to the achievement of team aims and objectives.</p>			
KEY KNOWLEDGE	<p>8. The generally accepted principles and concepts of internal control;</p> <p>9. The wider implications for internal control of decisions and events related to technical roles and to the technical roles of others; and</p> <p>10. The principles of good governance and how governance is related to internal control.</p>			





USE OF IT TO MANAGE PUBLIC FINANCES

Common PFM Competencies

The use of information and communications technology (ICT) to process transactions and data; review and validation of processed data and computer generated reports; and analysis of reports to assist decision making and control. The automation of key business processes and enhancement of financial management and information systems (FMIS) will facilitate the introduction of improved organization, processes and tools for budgeting and efficient use of public finances. PFM staff needs additional and improved competencies to implement and respond to these improvements.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
Definition of Descriptor Dimensions	<ul style="list-style-type: none"> Is able to apply the Competency characteristics in routine to somewhat complex situations Requires frequent guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in complex situations Requires occasional guidance/supervision 	<ul style="list-style-type: none"> is able to apply the competency characteristics in considerably complex situations Requires little or no guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in exceptionally difficult situations Serves as a key resource and advises others
KEY BEHAVIOURS	<ol style="list-style-type: none"> Pays attention to detail and displays patience to ensure accurate data input and record updating, checking outputs for completeness and accuracy, identifying and eliminating duplicate transactions; Keeps sensitive information secure; Uses information produced from ICT systems to improve own decision making and to inform managerial decisions on resource allocation and other strategies; Monitors and evaluates plans, forecasts and performance using reports from the information systems; and Demonstrates innovation by meeting challenges with resourcefulness, generating suggestions for improving own work and possible improvements to management information systems. 			
KEY ATTITUDES	<ol style="list-style-type: none"> Adaptability: Effectively adjusts to IT related changes in the work environment; and Results Oriented: Strong commitment to work and accomplishing tasks within deadlines in order to achieve organisation goals. 			



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KEY SKILLS	<p>8. IT Literacy: Able to learn from and apply comprehensive training on new computer technologies and able to learn new techniques for securing data, managing software backup and maintenance;</p> <p>9. Plans and prioritises work schedules taking into account own and team workloads and deadlines; and</p> <p>10. Organises workload to ensure ability to work under pressure.</p>			
KEY KNOWLEDGE	<p>11. Financial regulations pertaining to agency and job role;</p> <p>12. Management Information Systems Reform strategy;</p> <p>13. New ICT information systems Operational Manual and Guidelines; and</p> <p>14. Information security and privacy policy.</p>			





EFFECTIVE COLLABORATION/RELATIONSHIP MANAGEMENT

Common PFM Competencies

The ability to cooperate with a group of people to accomplish common goals, work with employees within and across own agency to achieve shared goals. Collaborative competence is critical to the transition from current decentralized PFM practices to an improved and fully integrated system since working in partnership with all stakeholders is the most effective way to jointly plan structures and manage resources to ensure successful implementation.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
Definition of Descriptor Dimensions	<ul style="list-style-type: none"> Is able to apply the Competency characteristics in routine to somewhat complex situations Requires frequent guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in complex situations Requires occasional guidance/supervision 	<ul style="list-style-type: none"> is able to apply the competency characteristics in considerably complex situations Requires little or no guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in exceptionally difficult situations Serves as a key resource and advises others
KEY BEHAVIOURS	<ol style="list-style-type: none"> Promotes a friendly and cooperative climate in groups - contributes to building a positive team spirit; Exhibits objectivity and openness to others' views - listens and participates in team decisions and actions, gives and welcomes feedback, informs team members by sharing important or relevant information; Communicates clearly - uses sound rationale to explain value of actions; Demonstrates personal commitment to the team by adhering to the team's expectations and guidelines and fulfilling team responsibilities, balances team and individual responsibilities and puts the team success above own interests; and Establishes and maintains cooperative working relationships across functions and teams to facilitate the accomplishment of work goals. 			
KEY ATTITUDES	<ol style="list-style-type: none"> Interpersonal Skills: Establishes effective working relationships with colleagues by maintaining confidentiality, listening to others without interrupting, keeping emotions under control, remaining open to other's ideas and being willing to try new ideas; 			



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KEY SKILLS	<p>7. Organisational Support: Supports organisation's goals and values, aligns work with strategic goals;</p> <p>8. Customer Oriented: Asks for and applies customer feedback (internal and external);</p> <p>9. Quality Oriented: Applies feedback to improve own performance, fosters quality focus in others and improves processes and services.</p>			
KEY KNOWLEDGE	<p>10. Motivational Theory: Understands the different values and cultures of others and how those affect the way people act and behave;</p> <p>11. Keys to Effective Communication: Good interpersonal relationships depend upon helping people feel valued, appreciated, and included in discussions (enhances self-esteem, empathises, involves, discloses, supports);</p> <p>12. Facilitating and negotiating agreements: How to reach agreement with partners to support ideas or take partnership-oriented actions; and</p> <p>13. Relevant legislation and department strategy, policies and procedures</p>			





FISCAL PLANNING AND BUDGET ALLOCATION

Budgeting

Fiscal Planning and Budget Allocation covers the budget preparation activities undertaken by the DBM (and other oversight agencies as applicable) up to and including the issuance of the budget call circular. In the first instance, aggregate resources are estimated (linked to the Macroeconomic Fiscal Framework) to provide the aggregate budget ceiling. This in turn is allocated by department based on policy priorities. Forward estimates, both at the aggregate and department level, must be realistic and based on sound macro-fiscal forecasts to inform medium term planning.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Inputs data and updates records accurately according to the financial management information system (FMIS) operational manual and guidelines</p> <p>1.2 Communicates in a tactful and considerate manner when gathering data from other units or departments</p> <p>1.3 Alerts supervisor immediately to unusual data and problems that cannot be solved, and asks for advice on difficult transactions</p> <p>1.4 Meets the deadlines assigned for tasks and checks for accuracy of outputs</p>	<p>2.1 Produces accurate, clear and comprehensive schedules of budget preparation for approval by management</p> <p>2.2 Encourages staff to gain skills in a range of budget process tasks</p> <p>2.3 Communicates progress and unresolved issues promptly to management</p> <p>2.4 Motivates teams and individuals to achieve excellence by providing coaching and additional support where needed</p>	<p>3.1 Applies the understanding of government policy objectives to the allocation of resources to programs, projects and activities in pursuit of approved strategic outcomes, ensuring that the resource allocation meets three key objectives: (i) Spending within means; (ii) Spending on the right priorities; and (iii) Spending with measurable results</p> <p>3.2 Maintains organisational and staffing plans, forecasts and performance reports regularly, and updates them in light of changing macroeconomic and fiscal circumstances to meet targets</p>	<p>4.1 Manages annual and in-year budget revisions, and makes informed decisions on the recommendations to management on the macroeconomic and fiscal targets, and budget allocations</p> <p>4.2 Appraises status of development targets and programs, applying valued and experienced judgement to ensure that any budget changes are aligned with policy objectives</p> <p>4.3 Authorises changes to budget preparation processes and the allocation of resources in an informed and timely manner</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.5 Seeks advice from senior staff and applies the direction to achieve results promptly</p> <p>1.6 Maintains concentration on the task in the face of interruptions</p> <p>1.7 Supports the efficient execution of the team's workload by leading high-priority and high-volume processing tasks</p>	<p>2.5 Coordinates and collaborates with other fiscal and economic agency staff to improve macro-economic and fiscal forecasts</p>	<p>3.4 Sets and clarifies for staff the deadlines for budget formulation in line with budget circulars and instructions from government</p> <p>3.5 Monitors all work achieved against the deadlines to ensure progress and completion</p> <p>3.6 Gives clear instruction to staff on changes in budgeting policies or methods, including changes to cost allocations</p> <p>3.7 Promotes professionalism and accountability in the budget process</p>	
ATTITUDES	<p>1.8 Feels responsible for delivering efficient services to the public at reasonable cost</p> <p>1.9 Helpful to budget units, other entities and agency counterpart staff with their queries</p> <p>1.10 Willing to work extra hours during budget formulation period</p> <p>1.11 Believes attention to detail and accuracy are important</p> <p>1.12 Believes a positive approach can improve performance when under pressure</p>	<p>2.6 Fair in organising the workload of the team so that the work is efficiently shared</p> <p>2.7 Open-minded and flexible</p> <p>2.8 Stays calm in stressful conditions</p>	<p>3.8 Keen to achieve speed, efficiency and value for money in resource allocation</p> <p>3.9 Keen to clarify and improve budget processes</p>	<p>4.4 Keen to see budget allocation reflect the government's policy objectives</p> <p>4.5 Believes that clarifying and improving budget processes are important</p> <p>4.6 Treats each budget package with importance and urgency</p> <p>4.7 Shows professionalism through excellent communication with all budget formulation actors</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.13 Maintaining filing systems in an organised and accurate manner</p> <p>1.14 Checking the arithmetical accuracy and authorisation of source documents</p> <p>1.15 Interacting with technical and supervising staff to obtain clarity on collaborative tasks</p> <p>1.16 Screening summaries of processed transaction data, carrying out reasonableness checks and identifying anomalies</p> <p>1.17 Reviewing and validating data input against source documents to ensure completeness and accuracy</p>	<p>2.9 Estimating time required to complete tasks and assigns resources accordingly</p> <p>2.10 Documenting and monitoring work done, compares with targets and deadlines and uses checklists</p> <p>2.11 Producing analysis of budget vs. prior year actual results to determine reasonableness of proposed resource allocations</p> <p>2.12 Applying statistical modelling techniques to knowledge of macro-fiscal linkages</p>	<p>3.9 Planning work schedules taking into account workloads and deadlines</p> <p>3.10 Estimating staffing requirements for budget processing tasks and resources available for more advanced tasks</p> <p>3.11 Updating standing instructions, guidelines and manuals in a clear and timely manner</p> <p>3.12 Identifying possible improvements to management information and budget allocation processes</p> <p>3.13 Using information and analysis to improve decision making</p> <p>3.14 Managing multiple budget formulation teams</p> <p>3.15 Planning and managing the tasks required to achieve budgeting paradigm change</p>	<p>4.8 Evaluates budget proposals against pre-defined criteria</p> <p>4.9 Evaluates levels of staffing and other departmental resources required</p> <p>4.10 Identifies analysis needed to make informed decisions</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.18 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Legislative requirements and regulations on budgeting Hierarchy of approvals for budget adjustments Policy objectives and priority programs of government Medium-Term Expenditure Framework (MTEF) process Basic forecasting and statistical concepts and methodologies Basic economic and fiscal concepts 	<p>2.13 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Theories and concepts on the linkage of Macroeconomic Framework to Fiscal Policies and Forward Estimates Forecasting and statistical concepts and methodologies Philippine Development Plan (PDP) and other planning and programming instruments and tools 	<p>3.16 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Current budget law and other PFM laws and issuances Government's key result areas (KRAs) and associated strategies, and priority expenditure programs 	<p>4.11 Demonstrates knowledge of tools and techniques for evaluating options against pre-defined criteria.</p>





PREPARATION OF BUDGET PLANS AND ANNUAL BUDGET SUBMISSIONS

Budgeting

Effective preparation of budget plans using the latest budgeting techniques, and preparation of budget submissions by agencies based on policy priorities, medium term sector and departmental policy priorities, and up-to-date information on costing. It is essential that budget submissions reflect the policy priorities of government, and that budgets are prepared within the context of economy (the maximum input for a given level of resource), efficiency (the maximum output for a given input) and effectiveness (the maximum outcome for a given set of outputs) to ensure that limited resources are used to the greatest effect.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Inputs data and updates records accurately according to the FMIS operational manual and guidelines</p> <p>1.2 Meets the deadlines assigned for tasks and checks for accuracy of outputs</p> <p>1.3 Seeks advice from senior staff and applies the direction to achieve results promptly</p> <p>1.4 Follows instructions to produce complete and accurate lists of inventories with costs and payables data</p> <p>1.5 Communicates tactfully with other units, customers or suppliers to obtain latest cost trends and information</p>	<p>2.1 Produces accurate, clear and comprehensive schedules of annual budget preparation for approval by management</p> <p>2.2 Meets annual budget output and reporting deadlines</p> <p>2.3 Ensures that new programs and projects in the budget submission are implementation-ready</p> <p>2.4 Reviews and validates cost estimates used in the strategic and annual budgets having regard to macroeconomic indicators issued by the government</p> <p>2.5 Questions any costs that appear to significantly differ from prevailing cost norms</p>	<p>3.1 Focuses budget programs towards the achievement of targeted results of the agency.</p> <p>3.2 Effectively manages multiple budget formulation teams to meet annual budget deadlines.</p> <p>3.3 Ensures that proposed and approved budgets are consistent with the agency plans and policy priorities</p> <p>3.4 Controls and manages the implementation of budget reforms and developments</p>	<p>4.1 Uses FMIS information to inform decisions on resource allocation and strategies</p> <p>4.2 Monitors and evaluates budgets, forecasts and performance reports regularly to ensure sound support to decision-making.</p> <p>4.3 Manages the allocation of resources in annual budget formulation within budget ceilings and ensures consistency with medium term budget plans</p> <p>4.4 Maintains an inquisitive mind in monitoring and evaluating budgets, forecasts and performance reports, with emphasis on the cost of goods and services, taking note of budget parameters and investigating widely fluctuating costs.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.6 Prepares information required for the compilation of cost estimates including evidence-based documentation and ensures they are complete and accurate</p> <p>1.7 Stays focused and calm under pressure of deadlines</p> <p>1.8 Reviews the validity of the proposed annual budget in terms of the first year of the rolling medium term budget</p> <p>1.9 Reviews and validates budget data inputs against source documents with a keen sense of accuracy</p> <p>1.10 Troubleshoots queries relating to unusual and difficult transactions, and alerts supervisor immediately to problems that cannot be solved</p> <p>1.11 Analyses budget submissions with regard to value in the current market and macroeconomic data, such as inflation, provided by DBM in the budget circular</p>	<p>2.6 Motivates subordinates to question basis for cost estimates in the budgets</p> <p>2.7 Motivates teams and individuals to achieve excellence in budget formulation by providing coaching and additional support where needed</p> <p>2.8 Consults and coordinates with planning and operations counterpart staff on the targets, programs, and budget requirements of the agency</p>	<p>3.5 Motivates operational teams to meet annual budget formulation deadlines and outcomes</p> <p>3.6 Reviews the cost estimates used in the budgeting process to ensure realistic computations have been made with evidence-based documentation</p> <p>3.7 Applies an enquiring mind to ensure the activities being proposed under the budgets actually meet policy objectives with pre-determined outcomes and appropriate cost-benefit analysis</p> <p>3.8 Uses FMIS reports and analysis to inform managerial decisions</p> <p>3.9 Communicates clearly with CSOs and other citizen stakeholders on the policies and programs of government.</p>	<p>4.5 Negotiates with departments and budget units to establish a credible budget</p> <p>4.6 Communicates clearly with CSOs and other citizen stakeholders on the policies and programs of government.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.12 Helpful to technical units, departments and other counterparts in fulfilling information needs for the annual budget preparation</p> <p>1.13 Believes in the importance of attention to detail, accuracy, and meeting deadlines</p> <p>1.14 Uses a positive approach to improve performance when under pressure</p>	<p>2.9 Believes in the importance of motivating team performance</p> <p>2.10 Includes civil society organisations (CSOs) and other citizen stakeholders in the budget preparation process</p> <p>2.11 Open minded and flexible</p> <p>2.12 Tolerates stress and continues to perform even under stressful conditions</p> <p>2.13 Fair in dealing with others, in organizing workloads so that the work is efficiently shared, and in encouraging staff to gain skills in a range of processing tasks</p>	<p>3.10 Sees the need to achieve speed, efficiency and value for money in resource allocation and budget submissions</p> <p>3.11 Keen to clarify and improve the budget processes</p> <p>3.12 Promotes professionalism and accountability in the budget process</p>	<p>4.7 Keen to see annual budget allocation reflect the government's policy objectives and consistent with medium term budget strategic plans</p> <p>4.8 Treats each budget package with importance and urgency</p> <p>4.9 Shows professionalism through excellent communication with all budget formulation actors</p> <p>4.10 Keen to see that budget submissions reflect a true and fair view of the cost of goods, services and assets in the Philippines</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.15 Inputting data and updating records using the FMIS</p> <p>1.16 Maintaining filing systems in an organised and accurate manner</p> <p>1.17 Collecting and analysing information efficiently and effectively using analytical tools and facilities</p> <p>1.18 Supervising staff to achieve pre-determined outputs for the annual budget formulation</p>	<p>2.14 Estimating the time required for tasks and assigns work accordingly</p> <p>2.15 Applying the UACS and updates correctly to budget tasks.</p>	<p>3.13 Identifying, interpreting and applying trend analysis to support recommendations</p> <p>3.14 Identifying possible improvements to management information and budget processes</p> <p>3.15 Managing multiple budget formulation teams</p> <p>3.16 Identifying and applying appropriate tools and techniques in achieving budgeting paradigm change.</p> <p>3.17 Negotiating with CSOs and citizen stakeholders to support budgeting policies and rules</p>	<p>4.11 Evaluating annual budget proposals guided by the objectives of (i) Spending within means; (ii) Spending on the right priorities; (iii) Spending with measurable results, and (iv) Consistency with the medium term budget strategic plans</p> <p>4.12 Evaluating levels of staffing and other agency resources used in annual budget formulation, in light of enhanced IT systems</p> <p>4.13 Applying cost estimation techniques to make informed recommendations to management</p>



	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
KNOWLEDGE	<p>1.19 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Legislative requirements and regulations on budgeting Hierarchy of approvals for annual budget submission Previous years' results of budget deliberations Unified Account Codes Structure (UACS) and code updates Wholesale and retail price structures with available volume discounts Past cost estimates and the actual amounts paid Procurement thresholds and methodologies Policy objectives and priority programs of government Medium-Term Expenditure Framework (MTEF) process Analytical tools such as Logical Framework Approach and Cost-Benefit Analysis techniques Computer program tool for cost-benefit and trend analysis 	<p>2.16 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Project lifecycle stages and timing Procurement thresholds and methodologies Role of CSO and other citizen stakeholders in the budget preparation process Philippine Development Plan (PDP) and other planning and programming instruments and tools 	<p>3.18 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Current budget law and other PFM laws and issuances Government's key result areas (KRAs) and associated strategies, and priority expenditure programs Wholesale and retail price structures with available volume discounts for goods, services and assets 	<p>4.14 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Cost estimates and appropriate inclusions in the budget submissions Estimated costs of inputs to programs, projects and activities as an efficient means to achieve outcomes





PARTICIPATION IN BUDGET HEARINGS AND APPROVAL PROCEDURES

Budgeting

Hearings and approval procedures bridges the last stage of the Budget Preparation process (the Technical Budget Hearings between implementing agencies and DBM) and the Budget Presentations to Congress. Even though best efforts are used to produce budgets, there is always a competitive element to the final allocation from government due to the many services that the general public expects from the government and the government's allocation of scarce resources to key priority areas. Staff is expected to be able to defend the budget that has been formulated and to present a case to the government that will show excellent delivery of service and value for money.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Searches and retrieves the appropriate data from database and filing systems promptly in order to support management requests for information during budget negotiations</p> <p>1.2 Presents clear, complete baseline data needed by management to support budget negotiations</p> <p>1.3 Proactively obtains and maintains pertinent source documents to support budget proposals</p>	<p>2.1 Meets request and reporting deadlines during budget negotiations</p> <p>2.2 Motivates subordinates to achieve excellence in performing budget tasks</p> <p>2.3 Communicates progress and unresolved issues promptly to budget deliberating team</p>	<p>3.1 Manages the requests from the deliberating team to ensure a bottom up supply of support evidence for the compiled budgets</p> <p>3.2 Encourages technical teams to exercise speed and accuracy in meeting requests for budget justifications</p> <p>3.3 Proactively anticipates all probable issues that will arise in budget deliberations and compiles supporting evidence</p> <p>3.4 Reviews budget performance indicators for outputs, outcomes and impact to ensure they are measurable at the minimum of cost and are understandable.</p>	<p>4.1 Defends the budget clearly and concisely, and responds courteously to questions and requests for explanation and clarification</p> <p>4.2 Explains clearly to the team any changes to be made to the budget and the rationale for making those changes</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.4 Responds positively to demands to meet reporting deadlines</p> <p>1.5 Keen to regularly use the reporting and analysis facility of FMIS</p>	<p>2.4 Determined to produce reports on the agreed deadlines, with respect to division workload</p> <p>2.5 Keen to use the full facility of the FMIS to generate timely reports for management and other stakeholders</p> <p>2.6 Keen to highlight key points and issues that emerge from financial reports</p>	<p>3.5 Believes in providing management with well- interpreted and user-friendly financial reports</p> <p>3.6 Believes in providing critical but constructive response to management requests for further financial information</p>	<p>4.3 Enthusiastic to be at par with international best practice in order to improve the transparency of reports</p> <p>4.4 Believes that it is important to explain the financial consequences of government policies to stakeholders</p> <p>4.5 Values personal integrity</p>
SKILLS	<p>1.6 Constructing spreadsheet summaries of data, including exporting FMIS reports to spreadsheet to enable changes in layout or format</p> <p>1.7 Operating the FMIS to generate appropriate reports to support negotiations, including selecting appropriate data from the FMIS in response to requests from supervisor</p> <p>1.8 Making reliable interpretation of the key factors and data from financial reports.</p>	<p>2.7 Identifying key points from the data and presents data analysis clearly and concisely.</p> <p>2.8 Using the full range of technical and analytical tools and facilities available from relevant information systems</p>	<p>3.7 Consolidating the work of subordinates on interpretation of financial and budget reports.</p> <p>3.8 Explaining the key financial consequences of budget proposals and management reports in terms that can be understood by non-financial managers and other stakeholders.</p> <p>3.9 Critically evaluating requests for information from managers, in terms of cost and value of information.</p> <p>3.10 Drafting reports for stakeholders speedily and concisely</p>	<p>4.6 Deciding the medium and long term time schedule for making necessary improvements to statutory and management reports based on best practice</p> <p>4.7 Setting tight but realistic deadlines on the production of accounting reports</p> <p>4.8 Interpreting accounting standards and other best practice to set policies for the annual and in-year reports</p> <p>4.8 Writing reports for stakeholders speedily and concisely</p> <p>4.9 Negotiating effectively to achieve the best outcomes possible</p>
KNOWLEDGE	<p>1.9 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> FMIS features, user instructions and tools for data extraction Legislative requirements and regulations on budgeting 	<p>2.9 Demonstrates knowledge of tools and techniques for extracting, analysing and presenting data</p>	<p>3.11 Demonstrates knowledge of principles and rules of technical writing, presentation and communication</p>	<p>4.10 Demonstrates knowledge of advanced principles and rules of technical writing, presentation and communication</p>





OVERSIGHT OF BUDGET EXECUTION

Budgeting

Monitoring and evaluating actual expenditure against projected budget, compiling variance analyses and processing reallocations of budgets through realignment and in-year revisions. Once the budget has been formulated and approved, it needs to be managed. The DBM is tasked to manage and control budget execution on a macro level through its authority to release budget and other authorisations to implementing agencies. The management of the agency, on the other hand, is tasked with controlling their agency's budget on a day-to-day basis. Key competencies are to effectively review budget set against actual expenditure (outturn), assess and approve reallocations, and analyse and explain variances.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Inputs data and updates records accurately according to FMIS operational manual and guidelines</p> <p>1.2 Meets the deadlines assigned for tasks and checks for accuracy of outputs</p> <p>1.3 Communicates in a tactful and considerate manner when gathering information from other units or departments</p> <p>1.4 Seeks advice from senior staff and applies the direction to achieve results promptly</p> <p>1.5 Produces and reviews analytical reports from FMIS showing budget vs. actual status for timely reporting to management</p>	<p>2.1 Ensures that requests for expenditure, budget variations, and realignment and status reports are dealt with promptly and efficiently</p> <p>2.2 Ensures that technical teams review and validate applications for budget variations and realignment before giving advice to management</p> <p>2.3 Makes recommendations on budget management tasks for the deliberation of management</p> <p>2.4 Motivates staff to question basis for any budget variation to ensure that variation is within the budget law</p>	<p>3.1 Encourages and effectively manages multiple technical budget teams to analyse requests for budget variations.</p> <p>3.2 Exercises close control and manages budget variation requests</p> <p>3.3 Motivates operational teams to meet deadlines</p> <p>3.4 Uses FMIS analytics to determine up-to-date situation and minimises extraneous data for reporting to management</p> <p>3.5 Uses FMIS reports to inform management decisions (Budget vs. Actual + Commitments)</p>	<p>4.1 Manages in-year budget revisions and makes informed decisions on the recommendations to management</p> <p>4.2 Reviews in-year budget revisions and realignment applying valued and experienced judgment to ensure that any budget changes are aligned with policy objectives</p> <p>4.3 Approves agency request for realignment, providing it conforms to legislative and regulatory requirements</p> <p>4.4 Applies in-depth knowledge and experience of procurement matters in giving advice to spending agencies on appropriate procurement mode for goods, services or assets</p> <p>4.5 Manages implementation of improvements to management information and budget analytical processes</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.6 Reviews reports to management to check if requests for budget spending, realignment or procurement are within approved budget ceilings, cost structures and limits of the budget law</p> <p>1.7 Consults with colleagues and uses FMIS data to make informed analysis of requests for Commitments, ensuring that budget amounts are still available to meet Commitments of the implementing agency, and makes recommendations to management accordingly</p> <p>1.8 Provides advice based on the review of compiled procurement documentation and specification documents</p>	<p>2.5 Makes explicit reference to procurement laws and ensures that the proposed procurement is within agreed budget</p>	<p>3.6 Identifies possible improvements to management information and budget analytical processes</p> <p>3.7 Advises staff on the appropriate mode of procurement, ensuring the proposed procurement is within the approved budget</p>	
ATTITUDES	<p>1.9 Assists eagerly in order to achieve approval deadlines</p> <p>1.10 Helpful to technical units, departments and other counterparts in fulfilling information needs for expenditure and budget variations</p> <p>1.11 Stays calm under pressure of deadlines for assigned tasks</p> <p>1.12 Pays attention to detail</p> <p>1.13 Believes in double-checking outputs for accuracy</p>	<p>2.6 Shows discipline in organizing work and schedules</p> <p>2.7 Open minded and flexible</p> <p>2.8 Stays calm in stressful situations</p> <p>2.9 Deals fairly with others</p>	<p>3.8 Enthusiastic in explaining the improved systems for recording and approving expenditure and realignment</p> <p>3.9 Uses a professional approach to ensure that requests for expenditure and realignment are acted on promptly</p>	<p>4.6 Ensures a smooth work flow for the efficient, timely disbursement of the approved budget so that government policy objectives can be attained</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.14 Inputting data and updates records using the FMIS</p> <p>1.15 Maintaining filing systems in an organised and accurate manner</p> <p>1.16 Checking the arithmetical accuracy and authorisation of source documents</p> <p>1.17 Interacting effectively with technical staff and supervisors to obtain clarity on collaborative tasks</p> <p>1.18 Checking budget expenditure and variation requests for completeness and accuracy</p>	<p>2.10 Organising and prioritising tasks to ensure a smooth workflow and harmony in business processes</p> <p>2.11 Estimating the time taken for the various processing tasks and leading timely review of requests for budget expenditure and variations</p> <p>2.12 Identifying and using appropriate coaching techniques to improve performance of the team</p>	<p>3.10 Managing communication to staff on status of budget variation and adjustments</p> <p>3.11 Organising the work schedule for analysing requests for budget expenditure and budget realignment.</p> <p>3.12 Recommending accounting adjustments for budget realignment and other budget adjustments</p> <p>3.13 Reviewing the technical analysis of budget execution requests and realignment and making recommendations to management accordingly</p>	<p>4.7 Using in-depth knowledge of the budget and budget law to review and approve the recommendations to management</p> <p>4.8 Interpreting the current budget law with regards to moving and adjusting the budget</p> <p>4.9 Evaluating expenditure and realignment proposals based on the objectives of: (i) Spending within means; (ii) Spending on the right priorities; (iii) Spending with measurable results, and (iv) Consistency with the medium term budget, strategic plans and annual budget</p> <p>4.10 Using appropriate tools and methodologies for achieving budgeting paradigm change</p> <p>4.11 Making informed decisions on the recommendations to management</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.19 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • The relationship of budget realignment and variation, and expenditures to achieving better outcomes and policy priorities • Legislative and regulatory requirements on budget execution and accountability • Hierarchy of approvals for budget adjustments • User instructions on extracting data and reports from FMIS • Tools and techniques for data extraction, analysis and evaluation • Motivation theories and techniques to improve performance 	<p>2.13 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Coaching tools and techniques • Tools and methodologies for estimating task time and scheduling tasks to meet pre-defined objectives 	<p>3.14 Demonstrates knowledge of communications tools and techniques and their strengths and limitations</p>	<p>4.12 Demonstrates knowledge of basic concepts of time and motion study, and project management</p>





IMPLEMENTATION OF BUDGET EXECUTION

Budgeting

The ability to control government expenditure within the agreed budget law and allocations. This competency goes deeper into the management of the budget and addresses the actual budget expenditure process to ensure budget expenditure remains within the plan and is directed as planned towards government policy and specific outputs and outcomes.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Inputs data and updates records accurately according to the FMIS operational manual and guidelines</p> <p>1.2 Meets the deadlines assigned for tasks</p> <p>1.3 Communicates in a tactful and considerate manner when gathering information from departments</p> <p>1.4 Seeks advice from senior staff and applies the direction to achieve results promptly</p> <p>1.5 Communicates progress and unresolved issues promptly to supervisor</p>	<p>2.1 Monitors and controls proper recording of work flow from the receipt of Commitments for payment to the approval and release of funds to the spending agency for disbursement through Treasury Single Account</p> <p>2.2 Generates Commitment reports for the use of senior management.</p> <p>2.3 Generates Commitment reports for programs and projects matching loan drawdowns to expenditure</p> <p>2.4 Encourages technical staff to apply diligence to their analysis of commitment requests</p>	<p>3.1 Encourages and effectively manages multiple technical budget teams to analyse requests for budget Commitments</p> <p>3.2 Exercises close control and management of Commitment requests from spending agency</p> <p>3.3 Motivates operational teams to meet deadlines</p> <p>3.4 Uses FMIS to determine up-to-date situation</p> <p>3.5 Uses FMIS reports to inform managerial decisions (Budget v Actual + Commitments)</p> <p>3.6 Identifies possible improvements to management information and budget analytical processes.</p>	<p>4.1 Within the legislative environment applies in-depth experience in recommending the appropriate procurement method to the spending agencies to acquire goods, services or assets</p> <p>4.2 Uses FMIS reports to inform decisions particularly on Commitment authorisations</p> <p>4.3 Manages the allocation of resources in a timely manner by issuing Commitment approvals</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.6 Ensures that appropriate signatures accompany any requests for commitment, particularly within authority levels of the budget entity</p> <p>1.7 Analyses and reconciles requests for Commitment to ensure they are within budget, within cost structures and within limits of the budget law</p> <p>1.8 Ensures that the procurement law is followed in all proposed procurement requests and that procurement documentation and compilation of specification documents are complete.</p>		<p>3.7 Reviews the compilation of procurement and specification documents to make recommendations on procurement method and ensure that the proposed procurement commitment is within agreed budget</p>	
ATTITUDES	<p>1.9 Helpful to technical units, departments and other counterparts in fulfilling information needs for the Commitment requests</p> <p>1.10 Stays calm under pressure of deadlines for assigned tasks</p> <p>1.11 Believes in attention to detail and checking for accuracy during budget execution</p>	<p>2.5 Maintains a positive approach under pressure of deadlines</p> <p>2.6 Motivates teams and individuals to achieve excellence in budget execution by meeting deadlines and helping staff with their queries.</p> <p>2.7 Open minded</p> <p>2.8 Stays calm in stressful situations</p> <p>2.9 Deals fairly with others</p>	<p>3.8 Determined to meet deadlines for timely approval of Commitment requests and subsequent budget expenditure</p> <p>3.9 Regards it as important to achieve speed, efficiency and value for money in budget execution</p> <p>3.10 Keen to clarify and improve budget execution processes</p> <p>3.11 Promotes professionalism and accountability in budget execution</p>	<p>4.4 Keen to see budget expenditure reflect the government's policy objectives and are consistent with medium term budget strategic plans</p> <p>4.5 Keen to clarify and improve budget execution processes</p> <p>4.6 Believes that each budget execution request is important and should be treated urgently</p> <p>4.7 Projects an image of professionalism through excellent communication with all budget execution actors.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.12 Inputting data and updating records using FMIS</p> <p>1.13 Applying the Unified Accounts Code Structure (UACS) and code updates</p> <p>1.14 Maintaining filing systems in an organized and accurate manner</p> <p>1.15 Reviewing and validating data input against source documents</p>	<p>2.10 Estimating the time likely to be required to carry out tasks and assigning the work accordingly.</p> <p>2.11 Identifying coaching techniques and selecting the most appropriate approach to use in a particular situation</p>	<p>3.12 Relating requests for Commitments both to the budget and to the outcome ensuring a harmonisation between the two</p> <p>3.13 Applying budget classifications</p> <p>3.14 Using FMIS to approve Commitment and expenditure under the appropriate budget lines</p> <p>3.15 Using FMIS reports to inform managerial decisions</p> <p>3.16 Managing multiple teams</p>	<p>4.8 Evaluating requests for Commitment guided by the objectives of: (i) Spending within means; (ii) Spending on the right priorities; (iii) Spending with measurable results, and (iv) Consistency with the medium term budget strategic plans</p>
KNOWLEDGE	<p>1.16 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Current and future legislative requirements and regulations, e.g. procurement and budget execution, relevant to task • Hierarchy of approvals for budget adjustment Information and data that can be obtained from FMIS • Data validation tools and techniques, their strengths and limitations • Motivation theories and techniques to improve performance 	<p>2.12 Demonstrates knowledge of coaching tools and techniques and their application</p>	<p>3.17 Demonstrates knowledge of theories and characteristics of effective, high performing teams</p>	<p>4.9 Demonstrates knowledge of tools and techniques for identifying and evaluating options for decision-making</p>





ENSURING DESIRABLE BUDGET OUTCOMES

Budgeting

Effective cost control and ensuring value for money. Within the PFM cycle, budgeting is usually associated with the planning phase. Once prepared, budgets must be executed within the framework of the outcomes envisaged, as this provides an important link from one period to another (i.e. closing the loop of the PFM cycle from planning to reporting and verification). This involves ensuring that resources are utilised in accordance with the budgeted purpose, value for money is achieved (obtaining maximum benefit with resources available) and that the lessons are carried forward to subsequent budget preparations.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Produces lists of inventories with costs and payables data in a timely and accurate manner</p> <p>1.2 Communicates tactfully with customers or suppliers to obtain latest cost trends.</p> <p>1.3 Prepares the information required for compiling cost estimates including evidence-based documentation in a timely and correct manner.</p> <p>1.4 Maintains a good filing system of cost data and is alert to different factors affecting costs.</p> <p>1.5 Reviews and validates cost data against source documents to ensure accuracy and completeness.</p>	<p>2.1 Reviews and validates cost estimates used in the strategic and annual budgets having regard to macroeconomic indicators issued by the government.</p> <p>2.2 Questions any costs that appear to significantly differ from prevailing cost norms.</p> <p>2.3 Motivates subordinates to question basis for cost estimates in the budgets.</p> <p>2.4 Alerts supervisor promptly to any cost estimates that cannot be verified.</p>	<p>3.1 Reviews the cost estimates used in the budgeting process to ensure realistic computations have been made with evidence-based documentation.</p> <p>3.2 Applies an enquiring mind to ensure the activities being proposed in the budget actually meet policy objectives with pre-determined outcomes based on appropriate cost-benefit analysis.</p> <p>3.3 Uses FMIS to scrutinise cost data and inform managerial decisions</p>	<p>4.1 Uses FMIS information to inform decisions on budget ceilings for budget entities.</p> <p>4.2 Maintains an inquisitive mind and exercises professional skepticism in monitoring and evaluating budgets, forecasts and performance reports, with particular emphasis on the cost of goods and services within the budget parameters, investigating widely fluctuating costs.</p>



	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
	<p>1.6 Meets task and output deadlines.</p> <p>1.7 Troubleshoots questions on unusual and difficult transactions and alerts supervisor promptly where needed</p> <p>1.8 Analyses budget submissions with regard to value in the current market and with regard to macro-economic data, such as inflation, provided by DBM in the budget circular.</p>			
ATTITUDES	<p>1.9 Patient and courteous with customers and suppliers</p> <p>1.10 Learns eagerly about the costs of goods, services and assets in the Philippines that are sourced from overseas or from within the country.</p> <p>1.11 Conscientious in identifying cost norms and trends.</p> <p>1.12 Inquisitive in identifying what causes cost trends and applying them to government services</p>	<p>2.5 Conscientious and efficient in summarising cost issues and trends in costs of goods, services and assets.</p>	<p>3.4 Determined that budget submissions contain the correct cost structures for goods, services and assets.</p> <p>3.5 Keen to see value for money in budget submissions.</p>	<p>4.3 Keen to see that budget submissions reflect a true and fair view of the cost of goods, services and assets in the Philippines.</p> <p>4.4 Keen to project an image of professionalism in ensuring that costs reflect market structures and that citizens are getting true value for money.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.13 Gathering data and preparing the information required for the compilation of cost estimates including evidence-based documentation</p> <p>1.14 Updating costs database from suppliers' statements</p> <p>1.15 Inputting data and updating records using the FMIS</p> <p>1.16 Validating cost estimate data input in budget submissions and communicating any significant cost variations using cost norms.</p> <p>1.17 Applying inflation and foreign exchange techniques to the cost structures of the strategic plans and annual budget plans.</p>	<p>2.6 Applying judgement on the variations to accepted cost norms, as reported by the technical analysts, and to making recommendations to management on the submitted budgets.</p> <p>2.7 Interpreting the analytical reports produced by technical analysts.</p>	<p>3.6 Identifying, interpreting and applying trend analysis in costing</p> <p>3.7 Applying budget and expenditure classifications when analysing cost structures of goods and services.</p> <p>3.8 Using FMIS to review costs and make interpretations</p> <p>3.9. Identifying possible improvements to management information pertaining to cost information and trends</p>	<p>4.5 Evaluating annual budget proposals based on (i) compiling accurate cost information; (ii) investigation of major variances' from accepted cost norms – either negative or positive.</p> <p>4.6 Managing the paradigm shift of traditional budgeting to performance budgeting; from budget authorisation to budget oversight, but with emphasis on value for money.</p> <p>4.7 Making informed analysis and decisions on the recommendations to management</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.18 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Wholesale and retail price structures with available volume discounts Past cost estimates and the actual amounts paid Legislative and regulatory requirements Basic concepts and applications of variance analysis models Procurement thresholds and methodologies Analytical tools such as Logical Framework Approach and Cost-Benefit Analysis techniques Monitoring and evaluation techniques for determining budget outcomes 	<p>2.8 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Cost of goods, services and assets in the Philippines and from abroad Concepts and applications of variance analysis models 	<p>3.10 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> In-depth knowledge of wholesale and retail price structures with volume discounts for goods, services and assets Advanced concepts and interpretations of variance analysis models 	<p>4.8 Demonstrates knowledge of estimated costs of inputs to program, project and activities as an efficient means to achieve the outcomes</p>





ORGANISATIONAL AND PROCUREMENT PLANNING

Procurement

The ability to effectively undertake procurement planning, programming, project management, and requirement specifications to facilitate achievement of organisational or agency program of work, goals and targets. Procurement should support plans, goals and targets such that acquisitions are undertaken within the specific acceptable timetable, budget and to appropriate specifications. The approved Annual Procurement Plan authorises and guides the procurement activities of the agency for the year.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Creates and maintains accurate and complete records and bases for effective procurement planning.</p> <p>1.2 Anticipates queries and studies and shares financial, budgetary and administrative guidelines for the preparation of annual procurement plans.</p> <p>1.3 Uses ICT effectively in developing systems for the preparation of Annual Procurement Plans and monitoring their implementation.</p> <p>1.4 Initiates and suggests actions enabling the process of continuous improvement in procurement planning.</p>	<p>2.1 Identifies and selects the most suitable procurement methodology based on agency needs.</p> <p>2.2 Recommends financial, budgetary and administrative guidelines for procurement planning.</p> <p>2.3 Allocates tasks effectively while actively, and demonstrably supporting staff efforts, offering guidance and praise as required.</p> <p>2.4 Delegates and empowers staff to take decisions while ensuring that they comply with procedures.</p>	<p>3.1 Balances competing priorities to ensure that the overall objectives of the department or unit are met within the overall resources available.</p> <p>3.2 Identifies individual staff training needs, promotes development of staff to maximise their potential allowing them to take greater responsibility and enrich their jobs.</p> <p>3.3 Manages within the resources allocated while setting priorities to maximise efficiency and effectiveness.</p> <p>3.4 Establishes an inclusive, collaborative and positive team-working style within and external to the discipline.</p>	<p>4.1 Identifies long-term goals and objectives and determines the best approach for achieving those goals and objectives.</p> <p>4.2 Sets practical deadlines for annual procurement plans of projects, organisational units and other end users.</p> <p>4.3 Instigates the timely development and implementation of procurement plans to ensure the most effective use of agency funds.</p> <p>4.4 Provides guidance and direction on the conduct of procurement planning.</p> <p>4.5 Conducts high-level reviews of costly and politically sensitive procurement items.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.5 Consistently provides technical support and seeks to capture developmental matters that may influence or aid the delivery of target outputs.</p> <p>1.6 Diligently and pro-actively reviews needs and proposes new solutions and options for specific requirements and individual specifications.</p> <p>1.7 Prepares the annual procurement plan in a judicious and punctual manner.</p> <p>1.8 Seeks advice from others when required and immediately elevates problems that cannot be solved</p>	<p>2.5 Ensures that staff learning, training and development needs are met, balancing this with achieving a realistic workload.</p> <p>2.6 Cooperates with colleagues to ensure that targets are met.</p> <p>2.7 Finds solutions through cross functional activities.</p> <p>2.8 Adapts quickly to changes of priority and urgency of needs.</p> <p>2.9 Identifies and initiates the propagation and flow of data and information required to all concerned in the effective delivery of the procurement plan (the communications strategy).</p> <p>2.10 Assists technical and administrative staff with difficult aspects of procurement planning.</p>	<p>3.5 Adopts varied tactical approaches to meet the strategic requirements of the organisation or agency, including those in relation to ICT solutions.</p> <p>3.6 Visibly champions the strategic management of procurement and working effectively with others.</p> <p>3.7 Sets the tone and style of relationships with suppliers.</p> <p>3.8 Judiciously and punctually reviews and approves annual procurement plans.</p>	



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.9 Open to advancements in the operation of ICT systems available to procurement.</p> <p>1.10 Strives to secure an analytical approach to the requirements of procurement planning.</p>	<p>2.11 Desires and develops a collegial and cooperative approach to procurement planning.</p>	<p>3.9 Conscious of the need for full commitment to instil a culture of continuous improvement.</p> <p>3.10 Prefers a constant and open approach to preparing specifications within the organisational requirements.</p> <p>3.11 Desires and promotes adoption of new technical skills and systems application in procurement planning.</p> <p>3.12 Conscious of the importance of project and annual procurement plans in meeting program goals and targets on schedule.</p>	<p>4.6 Favours and demonstrates complete ownership of and involvement in procurement planning.</p> <p>4.7 Encourages an environment free from discrimination and favouritism.</p>
SKILLS	<p>1.11 Setting up and maintaining the integrity of records required for procurement planning.</p> <p>1.12 Using ICT tools including word processing, spreadsheets and presentation software.</p> <p>1.13 Piloting new systems and procedures for preparing or consolidating procurement plans of the different units and projects, whether manual or computer-aided.</p>	<p>2.12 Preparing business cases and business proposals.</p> <p>2.13 Drafting specifications to international standards.</p> <p>2.14 Consolidating and coordinating procurement activities.</p> <p>2.15 Improving the effectiveness of procurement outcomes.</p> <p>2.16 Using ICT to facilitate procurement planning.</p>	<p>3.13 Motivating staff to complete the procurement plan or assigned tasks.</p> <p>3.14 Leading procurement planning and managing risks, deploying staff effectively.</p> <p>3.15 Anticipating developments in ICT and adapting plans accordingly.</p>	<p>4.8 Providing high level guidance and taking decisions in relation to costly and politically sensitive procurement items.</p> <p>4.9 Anticipating developments in ICT and giving strategic direction to staff regarding changes required.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.14 Developing and establishing the timescales required to complete the procurement processes, reporting these and re-scheduling for final delivery of the project.</p> <p>1.15 Classifying and consolidating identical or similar items required by units within the agency.</p> <p>1.16 Contributing to the preparation of the agency's consolidated procurement plan.</p>		<p>3.16 Taking account of the organisation's operational requirements and setting the procurement program accordingly.</p> <p>3.17 Analysing and applying the full range of available financing arrangements and contracts.</p>	
KNOWLEDGE	<p>1.17 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Fundamental elements of public procurement policy and process. • The structure of the organisation, its mission, its relationship with its clients and oversight agencies. • ICT systems available for procurement tasks. 	<p>2.17 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Program methodology review routes contained in legislation. • Existing procurement policies, rules and regulations. • Resources available to complete the tasks required. • Available financing arrangements and contracts. 	<p>3.1 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Methods and tools to formulate procurement policies and strategies. • Resources required to meet the needs of a procurement program • A range of methods, skills and tools to deliver short and long term objectives. • Components of quality systems. 	<p>4.10 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Impact of international standards on the economic health of the country. • Roles and responsibilities of officers in the organisation.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<ul style="list-style-type: none"> • Implications of non-compliance with public procurement policy and process. • Constraints on resources available including budgets. • Various contractual models available to deliver high value procurement items. • Health and safety requirements and building safety issues relevant to preparing contracts. • Benefits of maintaining a specification database. • Procurement processes. 	<ul style="list-style-type: none"> • Role of specifications and their impact in the workplace. • ICT systems available to operate procurement activities. • Requirements to effectively manage contracts and procurements using accepted methodologies. • Processes required for the delivery of procurement contracts. • Cost in use and whole life costing of individual contracts and of particular project or activity. 		

⁵Note: The procurement competencies covered in this dictionary are intended for PFM staff supporting procurement, and is not an exhaustive list of competencies for procurement specialists or professionals.





MARKET ANALYSIS AND CATEGORY MANAGEMENT

Procurement

The strategy adopted to identify competition and market-segmentation prior to procurement. Procurement will be more effective when agency requirements are categorised according to product specialisation, and the ability of the market to respond and supply goods, works, or services. Goods, works or services may also be categorised according to what items most suppliers or vendors or contractors in the market carry or are able to readily supply. This requires analysis of the market and categorisation of items prior to and during procurement activity.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Collects data and prepares reports based on categories and markets.</p> <p>1.2 Replies to queries from suppliers or contractors promptly and politely, under supervision.</p> <p>1.3 Provides information to the procurement team on a timely basis.</p> <p>1.4 Consolidates and analyses the data to support tactical and timely approaches to the market.</p> <p>1.5 Researches and captures data for market and category analysis from internal and external sources.</p>	<p>2.1 Maintains and analyses records of past movements in particular markets and reports potential changes and market opportunities.</p> <p>2.2 Determines the composition of teams to participate in particular market analysis, assembling the skill base necessary.</p> <p>2.3 Ensures end user needs are fully satisfied, reviewing outcomes to ensure this is the case.</p>	<p>3.1 Develops and deploys strategies and tactics to reflect market conditions and adapts these as conditions change.</p> <p>3.2 Applies market trends and historical analysis to secure economic advantage.</p> <p>3.3 Coaches others in approaches to the market.</p> <p>3.4 Scrutinises data and reports of current and predicted market activity, anticipates the time needed for effective action.</p>	<p>4.1 Identifies long-term goals and objectives and determines the best approach for achieving those procurement goals and objectives.</p> <p>4.12 Communicates and continually reinforces the need for maintenance of ethical standards when approaching the market.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	1.6 Organises appropriate category management schemes for proposing procurement item classifications.		3.5 Disseminates established ethical standards and codes of conduct to all procurement staff. 3.6 Authorises the implementation of category management and of collaborative efforts within departments and agencies.	
ATTITUDES	1.7 Desires to learn and participate in market analysis. 1.8 Anticipates and grasps the importance of accuracy in providing market information to the procurement team.	2.4 Evidences a strong desire to ensure value for money in procurement	3.7 Critical and astute in dealing with suppliers and the market. 3.8 Open, fair and firm in relation to suppliers and markets. 3.9 Keen, supportive and prizes transparency in procurement activity. 3.10 Supportive of the development of category management.	4.13 Resolute in requiring the maintenance of the highest ethical standards. 4.14 Appreciates the critical importance of market analysis to maintain procurement effectiveness.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.9 Communicating clearly and promptly to supervisors the problems encountered in handling contact with the market.</p> <p>1.10 Communicating clearly and confidently with suppliers when gathering market data.</p> <p>1.11 Preparing statistically sound trend analysis.</p>	<p>2.5 Preparing strategically sound and tactical approaches to the market.</p>	<p>3.11 Predicting the impact of risks and minimise adverse effects.</p> <p>3.12 Mentoring staff in dealing with difficult and changing markets.</p> <p>3.13 Advising other disciplines on the correct approach to the market.</p>	<p>4.15 Evaluating an organisation's interface with markets and adapting the approach accordingly.</p>
KNOWLEDGE	<p>1.12 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Sources of market indicators, performance data and related information. • Operation of the organisation in its interfaces with suppliers and markets. • Data required for category management. • Techniques for gathering market intelligence. • Statistical analysis and data manipulation required for market analysis. • Prices available and manageable in the markets. 	<p>2.6 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Feedback on markets drawn from end users and suppliers. • Preparation of strategy documents and tactical approaches. • Actions to adapt to markets resulting from the application of Key Performance Indicators and benchmarking results. • Preparation of expenditure analysis in relation to category management. • Importance of operating in open and transparent markets. 	<p>3.14 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Predictive and structured approaches to analysis of seasonal impacts on markets. • Cost in use and whole life costs structures and applications. • Sources of information and data feeds. • Cost structures of relevant industries, national, regional and world markets and the operations of each. • Risk analysis and risk mitigation techniques. 	<p>4.16 Demonstrates knowledge of national and global standards of transparency and ethics.</p>





OPERATING WITHIN GOVERNMENT PROCUREMENT SYSTEMS

Procurement

The legal aspects of the government procurement system including the government accounting and auditing rules and regulations with regard to the tendering process. Procurement activities must be in accordance with the procurement law, its Implementing Rules and Regulations (IRR) and government accounting and auditing rules and regulations. This competency is essential to ensure fair competition in a managed fashion. It ensures transparency in managing a major part of GOP expenditure and provides a basis for post award contract management.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Assists with the assembly of data and documents for procurement tenders and checks if they are complete.</p> <p>1.2 Provides administrative support to the tender process, communicating difficulties and concerns that might impede effectiveness.</p> <p>1.3 Assists in the preparation of standard document formats, and logs any variation from the norm.</p> <p>1.4 Interprets agreed guidelines in seeking economically attractive solutions for the government.</p>	<p>2.1 Cooperates effectively with other divisions, notably accounting and audit.</p> <p>2.2 Reacts swiftly and within the law in cases of emergency.</p> <p>2.3 Ensures variations from normal procedures and documentation are logged and reviewed.</p> <p>2.4 Seeks formal legal advice as necessary.</p> <p>2.5 Keeps clients and end users informed of tender formation and progress requirements, takes end user views into account and informs management of difficulties.</p>	<p>3.1 Determines and manages the correct selection of procedures to be applied for procurement.</p> <p>3.2 Offers constructive advice where the legal system is failing effectively.</p> <p>3.3 Manages disputes in respect of application of the law and tender package contents.</p> <p>3.4 Acts swiftly in emergencies.</p> <p>3.5 Generates monitors and controls the creation of standard procurement documentation and guidelines within the law.</p>	<p>4.1 Sets policy for correct application of legal requirements and the tender process.</p> <p>4.2 Ensures that the contribution of procurement to the national economy and budget outcome is positive.</p> <p>4.3 Commissions and uses analysis of legal compliance and compares performance rates of GOP with other nations.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.5 Validates data and information to be included in the tender documents.</p> <p>1.6 Conducts due diligence on suppliers and contractors; monitors current and completed contracts; and reports significant issues to appropriate personnel.</p> <p>1.5 Validates data and information to be included in the tender documents.</p> <p>1.6 Conducts due diligence on suppliers and contractors; monitors current and completed contracts; and reports significant issues to appropriate personnel.</p> <p>1.7 Meticulously records the tendering process and guards procurement documents during conferences and meetings.</p>	<p>2.6 Provides well-researched and verified information for resolute and decisive actions during Bids and Awards Committee meetings.</p> <p>2.7 Reviews tenders and contracts at each stage of the process, halting the process where necessary to prevent error.</p> <p>2.8 Ensures proper documentation and safekeeping of procurement documents and records.</p>	<p>3.6 Takes corrective and restorative action swiftly where breaches of the law or procurement processes occur.</p> <p>3.7 Communicates the full requirements and scope of tender procedures including overall contract management, clearly and promptly.</p> <p>3.8 Assesses procurement performance, explores innovative methodologies and applies these appropriately.</p>	
ATTITUDES	<p>1.8 Respectful of the need to seek guidance in relation to perceived and actual threats to proper process.</p> <p>1.9 Complies firmly with the law while aware of the need to seek guidance to perceived and actual threats to correct activity</p>	<p>2.9 Holds a strong personal commitment to accurate and up to date record keeping as the basis for sound systems of procurement.</p>	<p>3.9 Unyielding in the desire to secure the correct terms and conditions and in the approach to a tender episode.</p>	<p>4.4 Mindful of the need to balance conflicting needs and priorities when setting policy and policy objectives.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.10 Packaging tender documents prior to release.</p> <p>1.11 Ensuring legal compliance and prepare comprehensive and accurate tender documents.</p> <p>1.12 Using systematic methods to identify errors and concerns in the tender process.</p> <p>1.13 Communicating results of error analysis in a timely manner.</p>	<p>2.10 Drafting complex terms and condition of contract clearly and understandably.</p> <p>2.11 Negotiating acceptance of terms and conditions of contract with end users.</p> <p>2.12 Communicating effectively with staff to ensure legal compliance and understanding.</p>	<p>3.10 Explaining the reasoning behind application of the law, drawing out the principles involved for the benefit of all staff.</p> <p>3.11 Guiding and mentoring staff in relation to interpretation and application of the law.</p> <p>3.12 Tactically managing the tendering process.</p> <p>3.13 Effectively and consistently applying policies that reflect legal requirements.</p>	<p>4.5 Interpreting legal requirements and suggesting legal changes where necessary.</p>
KNOWLEDGE	<p>1.12 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Steps in preparing a tender package. Use of ICT systems supporting procurement. Fundamentals of Procurement Law. Capabilities of FMIS in relation to procurement data. Approved processes and procedures that comply with the legal requirements Correct construction of a tender package. Relevant government accounting and auditing rules and regulations. 	<p>2.13 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Principles of design of tender documents and of contract management and administration. Full and detailed understanding of the Procurement Law and its implications. 	<p>3.14 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Approaches to setting tight and realistic milestones when scheduling work. Techniques for interpreting and evaluating tenders. Techniques for setting trigger points for corrective action and termination of contracts. 	<p>4.6 Demonstrates knowledge of methods for creating terms and conditions of contracts that reflect procurement and other relevant policies.</p>





FINANCIAL AND ECONOMIC ASPECTS OF PROCUREMENT

Procurement

Analysis of financial accounts for contract optimisation, selection of suitable contractors with capacity to perform the contract, accounting for procurement and the use of performance indicators. Procurement activities have financial implications. Taking correct procurement decisions requires the application of judgment based on a number of criteria, including economic and financial. Goods and services that are procured have to be accounted for, and may represent assets held by the agency.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Assists in the preparation of financial and economic data and contributes effectively to achieving outcomes.</p> <p>1.2 Assists with data verification and assessment of supplier capabilities as directed.</p> <p>1.3 Assists in the preparation of reports that form the basis of making entries in the accounts.</p> <p>1.4 Prepares accurate data relating to contractors' accounts, identifying options for action based on that analysis, and recommends best solution to management.</p>	<p>2.1 Interprets financial data and ratios in terms of their implications for procurement.</p> <p>2.2 Resolves anomalies and recommends selection of suppliers based on astute interrogation of the data.</p> <p>2.3 Conducts research to identify buying habits and maximise buying efficiencies.</p> <p>2.4 Consistently extends targets and exceeds expectations.</p> <p>2.5 Develops innovative procurement methodologies and improved operations while enhancing communications with suppliers and end- users.</p>	<p>3.1 Encourages staff to develop sound economic and financial solution to procurement issues.</p> <p>3.2 Uses performance data to resolve procurement issues.</p> <p>3.3 Uses trend analysis, benchmarking and performance data in the development of procurement strategy and tactics, and links this effectively to the budgetary planning and category management processes.</p> <p>3.4 Uses data as the basis for risk management.</p> <p>3.5 Links procurement performance to overall organizational objectives.</p>	<p>4.1 Sets policies for the use of accounting data relating to suppliers and sets performance targets (internal and external).</p> <p>4.2 Sets challenging and achievable goals and targets for procurement performance, and monitors outcomes.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.5 Prepares assessments of financial capabilities of suppliers and recommends action in relation to the information produced.</p> <p>1.6 Verifies performance indicators and applies to prospective procurement actions.</p> <p>1.7 Prepares reports that form the basis of making entries in the accounts.</p>	<p>2.6 Makes recommendations based on costs likely to be incurred as a consequence of procurement activity.</p> <p>2.7 Seeks specialist financial advice where necessary and identifies danger signals in the financial information provided.</p> <p>2.8 Uses judgement to determine when to involve Audit in any procurement situation.</p> <p>2.9 Reviews and approves reports that will be the basis of making entries in the accounts.</p>	<p>3.6 Monitors and ensure timely submission of reports that will be the basis of recording in the books of accounts.</p> <p>3.7 Provides clear and timely inputs in preparing annual budgets.</p> <p>3.8 Anticipates economic trends and informs staff of potential impacts.</p>	
ATTITUDES	<p>1.8 Accepting of the view that information from accounts and similar data is valuable in improving procurement performance.</p> <p>1.9 Appreciative of the value of well written reports as the basis for decisions regarding performance improvement.</p> <p>1.10 Regards ownership and responsibility for tasks and for meeting objectives as essential.</p>	<p>2.10 Values data as the basis for improving economic returns to government.</p>	<p>3.9 Determined to drive statistical and numeric soundness of procurement activities.</p> <p>3.10 Driven to achieve or better targets with a passion for improving services and delivery.</p> <p>3.11 Seeks resolutely to apply whole life costs analysis and wary of simple lowest price buying.</p> <p>3.12 Receptive to staff suggestions and ideas.</p> <p>3.13 Strongly advocates the use of performance data and reporting this effectively.</p>	<p>4.3 Appreciates the value of setting targets that stretch individuals' performance while being achievable.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.11 Supporting the preparation of ratio analysis and the collection of performance data.</p> <p>1.12 Preparing ratio analysis and collecting significant performance data.</p>	<p>2.11 Selecting and applying techniques of ratio analysis and performance measurement in the preparation of procurement strategies.</p> <p>2.12 Presenting a persuasive case for the adoption of a course of action.</p>	<p>3.14 Analysing financial accounts and formulate meaningful economic performance indicators.</p> <p>3.15 Fostering a work culture that values teamwork and effective cooperation.</p>	<p>4.4 Creating and clearly communicating targets and goals to the team.</p>
KNOWLEDGE	<p>1.13 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Techniques for analysing financial statements and ratio analysis. Principles of performance appraisal. Methodologies for the use of financial data in procurement activities. Accounting and auditing requirements and their effects on procurement. The organisations' reporting systems in relation to performance targets. 	<p>2.13 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Techniques for using financial data in support of the procurement program and individual contracts. Procedure for determining cost structures and for distinguishing between prices and overall costs. Impact of performance indicators (internal and external) on the procurement program, contracts and individual performance. Relationship of performance indicators to procurement objectives and goals. Mechanics of the performance measurement process and how this relates to agreed objectives, goals and targets. 	<p>3.16 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Utilisation of suppliers accounts in procurement activity. How financial statistical data can affect procurement activity. Impact of international taxes and duties as well as terms of trade on ratio analysis. Differences between accounting outcomes and performance statistics in varied procurement scenarios based on norms within different sectors of the market and across industries. 	<p>4.5 Demonstrates knowledge of policies, financial analysis and performance indicators and the effect each has on the economy and individual elements of the procurement program.</p>





SUPPLIER MANAGEMENT AND CONTRACT MANAGEMENT

Procurement

Managing suppliers to ensure continuing provision of goods and services. Managing contract implementation. Ensuring fair, open and transparent dealings with existing and potential suppliers. Managing the behavior and expectations of suppliers while ensuring supplier interfaces are business focused and free from inappropriate practices is critical to the effectiveness of the procurement system. Once a contract is let it is necessary to monitor it to ensure continued compliance by all parties with the terms and conditions.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Manages and maintains the database of information relating to contracts.</p> <p>1.2 Holds and manages data and records in a logical, coherent and retrievable form enabling rapid use and response.</p> <p>1.3 Proactive in updating data and in removing outdated or outmoded information.</p> <p>1.4 Ensures the existence of the audit trail necessary to map the interface with suppliers.</p> <p>1.5 Keeps records of suppliers, goods and services being supplied or offered and the performance of suppliers.</p>	<p>2.1 Devises strategies to enhance value from suppliers' approaches to procurements and contracts.</p> <p>2.2 Identifies post contract award difficulties, takes corrective action or refers to managers for higher level action, always seeks advice to solve such difficulties at source where necessary and possible.</p> <p>2.3 Uses information to ensure the compliance of suppliers with procurement laws and IRR and to ensure effective monitoring of contracts.</p> <p>2.4 Proactively engages with users to communicate and receive information in respect to suppliers and contractors.</p> <p>2.5 Schedules and manages contracts using appropriate tools such as Critical Path Analysis.</p>	<p>3.1 Scrutinises the style and range of suppliers' approaches to government and prepares appropriate responses, seeking to stimulate and shape suppliers' offerings.</p> <p>3.2 Deploys resources to meet the needs of supplier management and contract management prioritising actions as necessary.</p> <p>3.3 Deploys ICT capability to meet information gathering needs, applies results to enable staff to improve contractual performance.</p> <p>3.4 Uses current and comparative data to create strategies to manage suppliers' and contractors' activities as they interface with the agency.</p>	<p>4.1 Sets policy for post contract performance and contract data management.</p> <p>4.2 Authorises urgent actions outside the norm and in response to emergency situations.</p> <p>4.3 Sets the governance framework for the interface with suppliers.</p> <p>4.4 Establishes procedures to improve the performance of staff.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.6 Carries out basic purchasing tasks.</p> <p>1.7 Reports any deviation from reasonable and ethical approaches.</p> <p>1.8 Organises data for use by staff seeking to shape and condition suppliers' approaches to government.</p> <p>1.9 Produces contract data and initiates searches for relevant information that can be applied by managers, including the use of tools such as critical path analysis.</p> <p>1.10 Gathers together data and information from disparate sources to inform contract management.</p> <p>1.11 Secures data relating to product and production processes that informs contract management and communications and relationships with suppliers.</p>	<p>2.6 Reviews data management and data management strategies and applies appropriate technologies to such systems as appropriate.</p> <p>2.7 Analyses completions and provides advice on risks, consulting with management as appropriate.</p> <p>2.8 Recommends procedures to improve the performance of staff.</p>	<p>3.5 Uses information secured in exploring the experience of other nations in handling suppliers and contractors when preparing the agency's annual procurement plans.</p> <p>3.6 Seeks consistently to maintain services particularly when suppliers, contracts and internal clients are under stressful situations.</p> <p>3.7 Builds exit strategies and risk profiles for contracts and initiates action as required.</p> <p>3.8 Sets practices, strategies and tactics for handling monopoly suppliers or dealing with situations with an inadequate competitive base.</p> <p>3.9 Ensures the implementation of procedures to improve performance of staff.</p>	



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.12 Appreciates the importance of an open approach to suppliers.</p> <p>1.13 Shows consistency in rejecting inappropriate behaviour.</p> <p>1.14 Shows positive and constructive in dealings with suppliers.</p>	<p>2.9 Believes in using positive and constructive approach to point out inappropriate behaviour</p> <p>2.10 Responsive to the effects of actions on suppliers and of the importance of acting responsibly and reasonably.</p> <p>2.11 Empathises with suppliers and end users, through strong interpersonal skills.</p>	<p>3.10 Uses a collaborative and fair approach with suppliers, and seen to be seeking mutual gains without cost to the government.</p> <p>3.11 Espouses and values the removal of adversarial stances both with suppliers and with internal clients.</p>	<p>4.5 Desires and inspires an open approach in setting agendas with suppliers and internal clients.</p>
SKILLS	<p>1.15 Collating and handling information from a variety of sources and present it in the most useful and clear format.</p> <p>1.16 Efficiently providing data to suppliers and contract end users, understanding their needs and determining when to withhold sensitive data.</p> <p>1.17 Expressing concerns about the appropriateness of approaches in a sensitive and non-prejudicial way.</p> <p>1.18 Identifying irregularities in data, and correcting them.</p>	<p>2.12 Using tools such as Critical Path Analysis in scheduling contracts and in data management.</p>	<p>3.12 Controlling conflict during procurement and contract procedures.</p>	<p>4.6 Designing policies that avoid creating conflict during procurement and contract procedures.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	1.19 Demonstrates knowledge of computer-aided systems for tracking suppliers, contracts and offerings; and techniques for tracking suppliers' offers and contracts	2.13 Demonstrates knowledge of: <ul style="list-style-type: none"> Methodologies for identifying failing suppliers and ensuring continuity of supply in such circumstances. Use of ICT to support contract management and supplier relationship building. Effective pathways and techniques for informing end users of developments that may affect matters of importance to them. Supply chain for public procurement. 	3.13 Demonstrates knowledge of: <ul style="list-style-type: none"> Processes that typically lead to the failure of suppliers and contracts. Most common forms of inappropriate behaviour by suppliers and methods for dealing with these. Benefits of ensuring positive relationships and establishing effective and efficient supply chains with suppliers, trade associations and international business confederations and their members. 	4.7 Demonstrates knowledge of models of levels of staffing and resources required to meet needs of contract data management and relationships with suppliers.





PROCUREMENT NEGOTIATION AND NEGOTIATION SKILLS

Procurement

The process and interplay between buyer and seller at various stages of the procurement process as allowed under the Procurement Law and its Implementing Rules and Regulations (IRR). Successful procurement depends on the achievement of mutually satisfactory outcomes for all parties involved in the procurement and contracting processes. This in turn depends on the extent to which the parties are skilled in negotiating satisfactory outcomes. This Competency will also be required in cases of complaints and of substantial variations from contract terms and conditions or non-compliance of commitment by either the contractor or the agency's representative during contract administration.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Provides administrative support for negotiation activity.</p> <p>1.2 Complies with pre-defined rules and procedures.</p> <p>1.3 Prepares and organises background information prior to and where necessary during negotiations.</p> <p>1.4 Prepares and records outcomes of negotiations and seeks to ensure the avoidance of ambiguity or uncertainty after a negotiation.</p>	<p>2.1 Evaluates options and prepares for the most advantageous position for the negotiation</p> <p>2.2 Manages effectively and provides background control and support to negotiations.</p>	<p>3.1 Explores options presented by suppliers as required, modifies options, suggests counter proposals, and constructs new options aimed at securing the best outcome.</p> <p>3.2 Selects best position, worst position and fall back strategies to deploy in negotiation and quantifies these positions.</p> <p>3.3 Sets and, as necessary, varies agendas, styles, language, terminology and approaches quickly during a negotiation.</p> <p>3.4 Prepares meticulously prior to any negotiation.</p>	<p>4.1 Sets the parameters for procurement being mindful of legal and ethical requirements.</p> <p>4.2 Provides guidance for costly and politically sensitive procurements.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	1.5 Recognises the need to support negotiations by preparing options and data to supply the negotiation team.	2.3 Mindful of the constraints involved in the negotiations and of the legal framework for procurement.	3.5 Determined and resourceful in deploying available tools, techniques and resources to secure positive outcomes for the government. 3.6 Uses highly persuasive and influential approach to negotiation.	4.3 Alert to political sensitivities and their potential impact on procurement negotiations.
SKILLS	1.6 Supporting the negotiation team without breaking the negotiation team's progress or concentration. 1.7 Identifying and analysing options and communicating these clearly and concisely.	2.4 Listening actively. 2.5 Performing quick and accurate calculations and appraisal of initials options 2.6 Concealing outward reactions to favourable and unfavourable options offered. 2.7 Recording, recalling and reproducing outcomes of a negotiation. 2.8 Using influencing and persuasion skills to secure favourable options and outcomes for GOP.	3.7 Quickly analysing options offered and terminology used. 3.8 Keeping negotiations going. 3.9 Placing self in the other party's position and behaving accordingly. 3.10 Reading and interpreting body language and other nonverbal communications effectively. 3.11 Bringing negotiations to a close when appropriate and favourable to the government. 3.12 Leading and supporting other members of the team offering significant learning opportunities and building team spirit.	4.4 Balancing political, ethical, managerial and professional considerations to achieve a demonstrably legal, fair and ethical outcome. 4.5 Explaining complex procurement issues to non-experts, particularly politicians, in a way that secures their agreement and commitment to the outcomes.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.8 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Typical inherent difficulties and dangers in the negotiation process. • Government procurement process and the rules pertaining to the negotiation process. The negotiation process and techniques for the preparation of tactics and strategies to secure a positive outcome. 	<p>2.9 Demonstrates knowledge of techniques to record the outcomes of discussions clearly, unambiguously and concisely.</p>	<p>3.13 Demonstrates knowledge of mechanisms for setting the tone of a negotiation, strategies to be employed, positional stances potentially adopted, language to be utilized, and environment for the negotiation.</p>	<p>4.6 Demonstrates knowledge of the effect of political interests and affiliations on the achievement of negotiated outcomes; and techniques for balancing different and potentially conflicting interests.</p>





INVENTORY MANAGEMENT AND STOCK CONTROL

Procurement

The recording and management of inventory as part of an overall procurement process. Inventory management covers the receipt and custody of items procured, ensuring just-in-time distribution when needed, and disposal of unnecessary stocks. Stocks and inventories can represent a sizeable asset in terms of value to government. Effective procurement includes logistics and warehouse management. The determination of appropriate levels of stock requires the calculation of economic stock holding, safe maintenance of stocks and re-supply to users.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Supports actions to maintain the stock levels integrity of the stores, reports adverse indications and makes corrections with or without supervision as necessary.</p> <p>1.2 Maintains accurate and appropriate electronic and physical records in an efficient way.</p> <p>1.3 Anticipates requirements for common items, and mindful of the periodic and seasonal requirements for common items</p> <p>1.4 Diligently monitors shelf lives of stocks and manages stocks to minimise losses</p> <p>1.5 Designs and operates risk mitigation systems.</p>	<p>2.1 Adopts and develops supply and distributions systems and inventory management systems.</p> <p>2.2 Takes action to minimise pilfering and other losses, where appropriate initiates disciplinary action for misappropriation of stocks.</p> <p>2.3 Engages with and informs end users of stock availability, requisitioning requirements, shortages and difficulties as necessary.</p> <p>2.4 Takes action to improve the end-user experience of using stocks.</p> <p>2.5 Periodically inspects the physical condition of stock and promptly addresses problems on site.</p>	<p>3.1 Liaises closely with the accounting function to ensure that the value of stocks and inventories held and that losses of stock are minimised.</p> <p>3.2 Sets challenging, meaningful and achievable performance target for resupply and funding required.</p> <p>3.3 Ensures effective stock rotation.</p> <p>3.4 Develops and implements strategic supply and logistical methodologies seeking to optimise stock holding costs while providing appropriate levels of availability of goods.</p>	<p>4.7 Sets the policy framework for stock holding and inventory control.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.6 Adopts lean supply and just-in-time methodologies where this is practical.</p> <p>1.7 Recommends measures to ensure stores are secure, hygienic and clean.</p> <p>1.8 Calculates inward and outward transport requirements.</p> <p>1.9 Uses data from FMIS to support effective and efficient procurement.</p>		<p>3.5 Considers risks to stock and the re-supply system and require risk mitigation systems and plans to be prepared.</p> <p>3.6 Determines what should be held and advises on the financial impact of all stock holdings.</p> <p>3.7 Ever watchful and proactive in predicting changes in market supply conditions, reacting accordingly.</p> <p>3.8 Considers, where practical, non-standard stock holding techniques and payment routines.</p>	
ATTITUDES	<p>1.10 Ensures efficient and effective resupply, mindful of user needs.</p> <p>1.11 Approachable and patient in dealing with customers.</p> <p>1.12 Responsive to needs of the staff to improve performance.</p> <p>1.13 Dependable in maintaining records.</p>	<p>2.6 Highly visible and helpful in carrying out stock holding duties both to staff and to end users of these stocks.</p> <p>2.7 Displays a concern for the welfare of staff in respect of manual handling and ensures staff are correctly informed of safety requirements.</p> <p>2.8 Openness in communications with end users and suppliers.</p>	<p>3.9 Visibly supports effective control and holding of requirements focused on effective and timely delivery to users.</p> <p>3.10 Praises and rewards good performance of staff.</p>	<p>4.8 Proactively concerned that stock holding is not excessive and is rotated effectively.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.14 Applying techniques for recording relevant characteristics of incoming and outgoing stock items.</p> <p>1.15 Using computerised systems and technology for stock and inventory management and reporting</p> <p>1.16 Calculating Economic Order Quantity (EOQ) requirements, overall stock holding needs and formulating timely resupply programs.</p> <p>1.17 Using appropriate techniques to generate analysis of utilisation and inventory of stocks.</p> <p>1.18 Calculating shelf life of stock items.</p>	<p>2.9 Applying appropriate techniques to ensure safe, secured and appropriate warehousing for all the stocks kept in inventory.</p>	<p>3.11 Motivating staff to achieve excellent levels of re-supply performance.</p> <p>3.12 Ensuring high levels of morale among staff.</p>	<p>4.9 Selecting and applying appropriate methodologies to set policies for qualitative stock holding.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.19 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Items most commonly kept in stock, their recommended or required storage times, and other attributes. • Systems for recording in the stock card incoming and outgoing stocks, for both manual and computerised systems. • Computer controls on stock and stock systems. • Operation and functionalities of computerised systems pertaining to the recording of receipts and issuance of inventories • Organisational policies relating to the holding and handling of stock. • Typical systems for inventory management, including the system for recording and generating reports. 	<p>2.10 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organisational storage and distribution policies. • Disposals policies and regulations, isolating stocks declared surplus to requirements. • Effective manual handling and safety requirements. • Effective equipment requirements and maintenance thereof. • Procurement system of government. 	<p>3.13 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • The operation, logical background and operation of storage policies, distribution and onward dispatch and receipt of goods. • Security methodologies and storage integrity. • Plans and activities that will become operational at times of emergency, local, regional or national. 	<p>4.10 Demonstrates knowledge of actors to be taken into account when setting organisational policies in relation to stocks and inventories.</p>

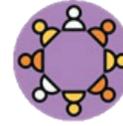




PREPARATION OF EXPENDITURE PROGRAM

Cash Management

The production of the monthly expenditure program (monthly flow), forecast by object allotment class (Personnel Services, MOOE and Capital Expenditure) using all relevant and available historical data to the highest degree of accuracy possible. Communication of the monthly expenditure program to all persons responsible for committing and spending, and presentation to PFM oversight agencies with, where necessary, justification or modification (prioritisation) in accordance with resource constraints. It is important for a spending agency to be able to forecast when it will need to make payments for all types of expenditure. When compared to monthly revenue program (estimates), the expenditure program will enable the Bureau of the Treasury (BTr) to identify periods of anticipated cash surplus or deficit, and take the appropriate action to ensure sufficient liquidity within the framework of wider debt and investment policy.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Populates pre-defined forecasting templates with expenditure data accurately and in timely manner as soon as data is available without prompting.</p> <p>1.2 Seeks clarification and support from appropriate superiors when required.</p> <p>1.3 Accepts advice and applies to tasks.</p> <p>1.4 Identifies issues with data and makes corrections, communicating them to those concerned</p> <p>1.5 Analyses historical recurrent expenditure trend against pre-defined distributions.</p>	<p>2.1 Communicates with works and planning officers regarding capital expenditure projects cash flow requirements.</p> <p>2.2 Shares experience and knowledge with subordinates.</p> <p>2.3 Prepares draft expenditure profile for all expenditure items accurately and on time.</p> <p>2.4 Updates expenditure program accurately using all available information during the budget year according to actual disbursements.</p>	<p>3.1 Assesses the forecasting and profiling process and outputs and makes amendments as required.</p> <p>3.2 Presents the profile to executive level and PFM oversight agencies (BTr and DBM) and justifies timing of expenditures.</p> <p>3.3 Ensures that actual execution of the budget is in line with the program.</p> <p>3.4 Proactively communicates any likely significant deviations from the profile in a timely manner.</p>	<p>4.1 Communicates the importance of expenditure profiling as the basis for executing the budget.</p> <p>4.2 Makes fair and policy-based decisions on prioritising expenditure when required.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	1.6 Prepares base line expenditure profiles for recurrent expenditure items based on pre-defined modelling techniques.		3.5 Updates the expenditure program accurately using all available information during the budget year according to actual disbursements.	
ATTITUDES	1.7 Pays attention to detail. 1.8 Desires to complete tasks. 1.9 Shows willingness to learn and improve performance. 1.10 Accepts constructive feedback.	2.5 Shows a helpful and approachable manner and readiness to support peers and subordinates 2.6 Desires to make forecasts as accurate as possible. 2.7 Remains calm under pressure	3.6 Appreciates the importance of feedback to improve the quality of forecasts. 3.7 Keeps realistic about potential delays in the due process. 3.8 Remains calm under pressure.	4.3 Appreciates the importance of executing the budget without causing undue liquidity issues to GOP. 4.4 Keeps sensitive to competing priorities for resources.
SKILLS	1.11 Compiling historical expenditure data and budget expenditure data accurately. 1.12 Using advanced numeracy skills 1.13 Verifying and validating data quickly and accurately 1.14 Analysing data and identifying trends. 1.15 When using spreadsheets, calculate summations, moving averages, min and max observations and other statistical formulas, and generate graphs.	2.8 Translating contractual payment terms and work-plans into cash flow requirements. 2.9 Communicating clearly both to superiors and subordinates, in written and oral forms.	3.9 Providing feedback clearly and sensitively. 3.10 Using appropriate forecasting and profiling techniques.	4.5 Applying techniques for identifying criteria to be used when prioritising items.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.16 Demonstrates key knowledge of:</p> <ul style="list-style-type: none"> • Sources of data on historical expenditure and budgeted expenditure. • Process for extracting data from various systems. • Unified Accounts Code Structure (UACS) and key updates. • Nature and timing of expenditure by object allotment class. • Statistical Modelling Techniques (moving averages). • Financial Rules and Regulation related to disbursements. • All other business processes and rules and regulations that will affect the timing of expenditures. 	<p>2.10 Demonstrates key knowledge of:</p> <ul style="list-style-type: none"> • Payment terms under different contracts (services, supply, and works). • Capital project work plans. • Leading indicators affecting timing and level of expenditure. 	<p>3.11 Demonstrates key knowledge of the historical ability of the agency to implement its capital expenditure projects in accordance with work plans</p>	<p>4.6 Demonstrates key knowledge of policy and expenditure priorities of sector, department, or agency; and history of resource constraints within GOP.</p>





PREPARATION OF REVENUE PROGRAM (PROFILE)

Cash Management

Forecasting the monthly revenue program using all relevant and available historical data with the highest degree of accuracy possible. Communicating the program clearly to all persons responsible for generating and collecting revenue. Presenting the program to PFM oversight agencies and where necessary justifying or modifying it in accordance with expenditure requirements. To assist BTr with its liquidity planning, it is important that all revenue collecting agencies produce forecasts of the monthly and daily in-flow of cash ("revenue program"). When compared to the agency expenditure program, this will enable BTr to identify periods of anticipated cash surplus or deficit, and take the appropriate action to ensure sufficient liquidity within the framework of wider debt and investment policy.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Populates pre-defined forecasting templates with revenue data accurately and in a timely manner as soon as data is available, without being prompted.</p> <p>1.2 Seeks clarification and advice from appropriate superiors where necessary, and applies it to task</p> <p>1.3 Identifies issues with data and makes corrections, communicating them to those concerned.</p> <p>1.4 Analyses historical recurrent revenue trend using moving averages.</p> <p>1.5 Prepares base line revenue profiles for recurrent revenue items using predefined modelling techniques.</p>	<p>2.1 Communicates clearly and promptly to relevant officers on non-recurrent revenue receipts (grants, loans, transfers and other miscellaneous items).</p> <p>2.2 Shares experience and knowledge with subordinates to improve team performance.</p> <p>2.3 Reviews and finalises draft revenue profiles for all revenue items accurately and on time.</p> <p>2.4 Updates revenue program accurately using all available information during budget year according to actual disbursements.</p>	<p>3.1 Assesses the forecasting and profiling processes and output and makes amendments as required.</p> <p>3.2 Presents the profile to executive level and PFM oversight agencies (BTr and DBM) and justifies timing of receipts.</p> <p>3.3 Ensures that actual revenue collections are in line with the program.</p> <p>3.4 Communicates any likely significant deviations from the profile in a timely manner.</p> <p>3.5 Updates the revenue program accurately using all available information during the budget year according to actual disbursements.</p>	<p>4.1 Communicates the importance of the revenue program as the basis for executing the budget.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.6 Desires to complete tasks with attention to detail.</p> <p>1.7 Accepts constructive feedback and learns willingly to improve performance</p>	<p>2.5 Shows a helpful and approachable manner to peers and subordinates.</p> <p>2.6 Values making forecasts as accurate as possible.</p>	<p>3.6 Appreciates the value of feedback to improve the quality of forecasts.</p> <p>3.7 Keeps realistic about potential delays in the due process.</p>	<p>4.2 Desires to ensure revenue generation is in line with forecast to minimise liquidity issues for GOP.</p>
SKILLS	<p>1.8 Compiling historical expenditure data and budget expenditure data accurately.</p> <p>1.9 When using spreadsheet packages, open and close files, apply version control, format cells, key or copy in data from external sources.</p> <p>1.10 Analysing data and identifying trends and modelling using statistical forecasting techniques (moving averages).</p>	<p>2.7 Communicating clearly both to superiors and subordinates, in both written and oral form.</p>	<p>3.8 Identifying appropriate techniques for evaluating processes and assessing the quality of output.</p>	<p>4.3 Presenting, justifying and where necessary defending departmental revenue collection profile.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.11 Demonstrates key knowledge of:</p> <ul style="list-style-type: none"> Sources of data on historical revenue and budgeted revenue. Process from extracting data from various systems. Unified Accounts Code Structure (UACS) and key updates. Nature of revenue sources (by object allotment class) and what determines their flow. Statistical forecasting techniques (moving averages). Financial Rules and Regulations related to Accounts Receivable. All other business processes and rules and regulations that will affect the timing of revenue receipts. 	<p>2.8 Demonstrates key knowledge of statistical forecasting techniques (regression analysis); and leading indicators affecting timing and level of revenue in-flow</p>	<p>3.9 Demonstrates key knowledge of:</p> <ul style="list-style-type: none"> Payment terms under different contracts (services, supply, works) Capital project work plans. Historical ability of the agency to collect its revenue in accordance with its monthly targets. Financial rules and regulations related to Accounts Receivable. 	<p>4.4 Demonstrates key knowledge of current and recent history of resource constraints within GOP including sources of revenue receipts and fiscal constraints.</p>

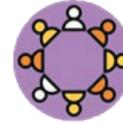




MANAGEMENT OF ACCOUNTS PAYABLE

Cash Management

Transfers or payments made by a spending department or agency within GOP. This includes fiscal transfers, personnel services, maintenance and other operating expenses, capital outlay and any other payments to contractors (works, supplies, and services) and other suppliers, and debt servicing and amortisation. GOP is currently in the process of implementing Treasury Single Account and enhanced FMIS, including electronic payments. The nature of disbursements, particularly those related to maintenance and other operating expenses (MOOE), and capital outlay for spending departments and agencies, will change significantly. It is important that disbursements are processed within the requirements of GOP financial legislation and regulations with minimum administrative burden and with a high degree of accuracy.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Makes accurate and timely entries into FMIS and other records.</p> <p>1.2 Verifies if documentation is authentic and complete, and in cases where it is not, rejects the payment and requests missing information.</p> <p>1.3 Maintains accurate records of Government Disbursements and Payments Processed.</p> <p>1.4 Verifies if correct amount of funds are paid to correct payee.</p> <p>1.5 Responds to payee queries in an accurate and timely manner.</p>	<p>2.1 Ensures payee details are up-to-date and accurate.</p> <p>2.2 Ensures administrative and technical subordinates are performing tasks correctly, and takes corrective action in fair and transparent manner when necessary.</p> <p>2.3 Provides relevant data and information to management on payments processed.</p> <p>2.4 Ensures payees are well-informed of the payment process and their queries dealt with in an accurate and timely manner.</p> <p>2.5 Ensures payments are within budget appropriations.</p>	<p>3.1 Monitors payments to ensure all are made within the time frames laid out in the financial rules and regulations and takes corrective action where necessary.</p> <p>3.2 Ensures subordinates are motivated and have correct skills to perform their jobs.</p>	<p>4.1 Participates actively in the oversight and re-engineering of the Government disbursements process in order to ensure value for money.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.6 Pays attention to detail.</p> <p>1.7 Desires to complete tasks.</p> <p>1.8 Accepts constructive feedback.</p>	<p>2.6 Conscientious in applying rules for accounts payable</p> <p>2.7 Appreciates the value of ensuring that payments are made on time and to correct payees.</p>	<p>3.3 Conscientious in applying rules and regulations for accounts payable.</p>	<p>4.2 Appreciates the importance of streamlining operations and of achieving economy, efficiency, and effectiveness in the payment process.</p>
KNOWLEDGE	<p>1.9 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Entering data into relevant ledgers and FMIS screens. • Managing own time to ensure tasks are completed within deadlines. • Reviewing data entries quickly and accurately. 	<p>2.8 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Identifying issues and errors and taking corrective action. • Communicating clearly to superiors and subordinates in both written and oral forms. • Preparing reports presenting data accurately and clearly. 	<p>3.4 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Setting targets and monitoring performance against targets. • Motivating staff to achieve high levels of performance. • Analysing data and making recommendations based on analysis. 	<p>4.3 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Making decisions that are demonstrably based on facts and recommendations. • Reviewing business processes using value for money criteria.





MANAGEMENT OF ACCOUNTS RECEIVABLE

Cash Management

Raising funds to cover expenditure through tax and revenue collection, the receipt of loans and grants, and issuance of bonds. To fund expenditure, revenue collecting agencies (tax and customs revenues, other receipts from revenue collecting agencies) and those involved in the receipt of loan proceeds and grants must ensure efficient depositing of collections into the Treasury Single Account (TSA). Timely and accurately recorded deposits will reduce potential borrowing costs during periods of budget deficit, increase potential returns during periods of surplus, and also enable better forecasting of revenues.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Issues accurate and timely receipts.</p> <p>1.2 Makes accurate and timely entries into FMIS and other records.</p> <p>1.3 Maintains accurate records of Government Receipts.</p> <p>1.4 Ensures funds are deposited to the correct accounts.</p>	<p>2.1 Ensures administrative and technical subordinates are performing tasks correctly, and takes corrective action where necessary, in a fair and transparent manner.</p> <p>2.2 Provides relevant data and information to management.</p>	<p>3.5 Takes ownership of revenue collection performance and accuracy of records.</p> <p>3.6 Ensure subordinates are motivated and have appropriate skills to perform their jobs.</p>	<p>4.4 Participates actively in the oversight and re-engineering of the accounts receivable process in order to ensure economy, efficiency, and effectiveness.</p>
ATTITUDES	<p>1.5 Pays attention to detail.</p> <p>1.6 Careful to double-check for accuracy.</p> <p>1.7 Desires to complete tasks on time.</p> <p>1.8 Appreciates the importance of accuracy and communicating this clearly and consistently to staff.</p>	<p>2.3 Conscientious in applying rules for accounts receivables</p> <p>2.4 Appreciates the importance of achieving revenue collection targets.</p> <p>2.5 Shows willingness to delegate tasks</p>	<p>3.7 Appreciates the need to motivate staff in different ways according to circumstances.</p>	<p>4.5 Appreciates the importance of achieving the highest level of revenue collection in order to fund GOP expenditures.</p> <p>4.6 Understands the need to achieve economy, efficiency, and effectiveness in revenue collection process.</p> <p>4.7 Takes ownership of revenue performance.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.9 Entering data into relevant ledgers, FMIS screens, and receipt books.</p> <p>1.10 Managing own time to ensure tasks are completed on time.</p> <p>1.11 Reviewing data entries quickly and accurately.</p>	<p>2.6 Identifying issues and errors and taking corrective action.</p> <p>2.7 Preparing reports presenting data accurately and clearly.</p> <p>2.8 Communicating clearly to superiors and subordinates, in both written and oral forms.</p> <p>2.9 Analysing data accurately and efficiently.</p>	<p>3.8 Setting targets and monitoring performance against targets.</p> <p>3.9 Motivating staff to achieve high levels of performance.</p>	<p>4.8 Using data and facts as the basis for decision-making.</p> <p>4.9 Reviewing business processes and evaluating those processes against economy, efficiency, and effectiveness criteria.</p>
KNOWLEDGE	<p>1.12 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant revenue codes within the Object Allotment class in the Unified Accounts Code Structure (UACS). • Financial rules and regulations related to Government Receipts, banking processes, and procedures. • Relevant procedures and entry screens within FMIS, particularly accounts receivable module. • Forms of communication and the criteria to be used 	<p>2.10 Demonstrates knowledge of all business processes and rules and regulations that affect government receipts.</p>	<p>3.10 Demonstrates knowledge of full knowledge of all business processes and procedures of work units being managed; and agency revenue targets, particularly accounts receivable.</p>	<p>4.10 Demonstrates knowledge of revenue collection policies and targets.</p>





LIQUIDITY, DEBT AND INVESTMENT MANAGEMENT

Cash Management

The development of a strategy to ensure liquidity to make payments against all vouchers, such as issuance of debt instruments in case of cash shortage and investments in times of surplus; and includes front, middle, and back office asset management operations. As a result of the principle of “what you see is what you get,” and the implementation of the Treasury Single Account (TSA), greater emphasis has been placed on the BTr to ensure that there is sufficient liquidity within the Treasury to make disbursements against all payment orders, and that financial resources are utilised efficiently.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Prepares data, ensuring completeness, against predefined criteria.</p> <p>1.2 Prepares accurate timely periodic reports on receipts and disbursements against budget and Debt Portfolio based on pre-defined templates.</p>	<p>2.1 Monitors receipts and disbursements against budget and communicates to superiors if pre-defined tolerances or limits are exceeded or are likely to be exceeded.</p> <p>2.2 Ensures that accurate and timely data and analysis is provided to management and executives in order to make informed decisions on debt issuance and liquidity management.</p>	<p>3.1 Makes recommendations to ensure that GOP is not taking on risk above agreed fiscal or debt sustainability ratios.</p> <p>3.2 Ensures that there is sufficient liquidity (including cash buffer) within GOP to cover commitments, payment orders, and pending forecast disbursements.</p>	<p>4.11 Prepares policy for acceptable risks levels and tolerances for liquidity, debt, and investments based on international best practice and GOP risk appetite.</p>
ATTITUDES	<p>1.3 Pays attention to detail</p> <p>1.4 Desires to complete tasks on time</p> <p>1.5 Accepts constructive feedback.</p> <p>1.6 Shows willingness to be a team player</p>	<p>2.3 Shows willingness to delegate tasks.</p>	<p>3.3 Appreciates the value of timely reporting of real or prospective risks.</p>	<p>4.12 Understands the value of the principles of economy, efficiency and effectiveness in execution of the budget.</p> <p>4.13 Risk averse.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.7 Performing tasks accurately under time pressure.</p> <p>1.8 Presenting data clearly in graphical format.</p> <p>1.9 Analysing (statistical) and interpreting data pertaining to economic and fiscal affairs.</p> <p>1.10 Using appropriate techniques for financial markets and securities analysis.</p>	<p>2.4 Communicating clearly and effectively to superiors in both oral and written forms.</p> <p>2.5 Identifying and using appropriate problem solving techniques.</p>	<p>3.4 Articulating a series of options to solve operational issues and making recommendations based on advantages and disadvantages.</p> <p>3.5 Negotiating effectively</p>	<p>4.14 Determining the appetite for risk among decision makers using appropriate techniques.</p>
KNOWLEDGE	<p>1.11 Demonstrates key knowledge of:</p> <ul style="list-style-type: none"> • Relevant procedures and entry screens in FMIS, Debt Management and Financial Analysis System (DMFAS) and other related systems. • Sources of data related to liquidity, receipts and disbursements, and macroeconomics specific to cash management in GOP. • Financial rules and regulations related to Cash, Debt, and Liquidity Management. • Legal basis for fund raising and borrowing limits of government instrumentalities, i.e. GFIs and GOCCs, LGUs, including limits of sovereign guarantee provision. 	<p>2.6 Demonstrates key knowledge of the relevance of various fiscal and macroeconomic indicators to Cash and Debt Management in the GOP.</p>	<p>3.6 Demonstrates key knowledge of:</p> <ul style="list-style-type: none"> • International good practice relating to fiscal and debt sustainability ratios. • Debt instruments available to GOP. • Current global and national financial and economic performance and outlook. • Effect of government market operations on financial markets. 	<p>4.15 Demonstrates key knowledge of tools and techniques for determining and assessing risk and appetite for risk.</p>





TRANSACTION PROCESSING

Accounting

Effective recording of authorised financial transactions, manually or by computer, to create accurate and timely accounting records correctly classified according to the chart of accounts. This must be done by the accountants in the implementing agencies, at the BTr and at the COA. The raw data of accounting in the government is a high volume of financial transactions that must be recorded and classified using the multi-dimensional chart of accounts, methodically, promptly, and accurately. Depending on an employee's position within an organisation, these transactions may relate to recording of budget appropriations, allotments, revenue, receipts, obligations, expenditure, payments, inventory movements, journal entries, and others.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Carries out transaction processing tasks according to time schedules set by management.</p> <p>1.2 Performs transaction processing tasks in the correct sequence in a practiced, accurate, and speedy manner.</p> <p>1.3 Double-checks all processing tasks before proceeding to the next step.</p> <p>1.4 Maintains concentration on workflow despite interruptions.</p> <p>1.5 Informs the supervisor when work is complete.</p> <p>1.6 Alerts supervisor to data that is unusual, and immediately asks for advice on difficult transactions or problems that cannot be solved.</p>	<p>2.1 Organises the workload of the team so that the work is efficiently shared, encouraging staff to gain skills in a range of processing tasks.</p> <p>2.2 Compares summaries of work completed against daily, weekly, and monthly deadlines and takes action to resolve any issues arising from that.</p> <p>2.3 Assists staff with queries relating to unusual and difficult transactions.</p> <p>2.4 Prepares exception reports for management, with recommendations.</p> <p>2.5 Monitors action taken with regard to systems implementation, operation, and improvement issues.</p> <p>2.6 Reviews updates on system documentation.</p>	<p>3.1 Sets times and deadlines for transaction processing tasks that follow daily, weekly and monthly cycles.</p> <p>3.2 Monitors all work achieved against deadlines.</p> <p>3.3 Produces instructions to staff on all changes in processing policies or methods, including changes to the Unified Account Code Structure.</p> <p>3.4 Maintains user manuals for all staff involved in processing transactions.</p> <p>3.5 Recommends additions and other changes to account codes where appropriate (for approval by COA).</p>	<p>4.1 Authorises the official unified account codes including the chart of accounts, used for account coding.</p> <p>4.2 Authorises changes to the manual of financial instructions and user manuals for transaction processing.</p> <p>4.3 Recommends levels of staffing and other resources for transaction processing.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.7 Provides on-the-job training of functional staff so that they can handle a range of transactions to be processed.</p> <p>1.8 Supports the efficient execution of the team's workload by taking the lead on high-priority and high-volume processing tasks.</p> <p>1.9 Produces control summaries of all work processed.</p> <p>1.10 Reviews and evaluates suggestions for improved and additional user requirements for systems.</p> <p>1.11 Updates system documentation for system enhancements.</p> <p>1.12 Identifies system implementation and operational issues, suggests improvements and takes prompt action.</p>		<p>3.6 Reviews and approves system enhancements, including additional user requirements.</p> <p>3.7 Approve updates on systems documentation.</p> <p>3.8 Takes immediate steps to resolve issues and problems raised by auditors and other stakeholders.</p>	



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.13 Regards accuracy and attention to detail as key elements of the job.</p> <p>1.14 Believes that personal improvements to speed and efficiency will assist the department's effectiveness.</p> <p>1.15 Enjoys assisting the team to improve speed and efficiency of processing.</p> <p>1.16 Enjoys helping staff with their queries and training new users on accounting systems.</p> <p>1.17 Believes that handling and assisting with speedy resolution of all systems implementation and operational issues is vital for operational effectiveness.</p>	<p>2.7 Believes that sharing knowledge and skills and coaching staff will assist personal and departmental effectiveness</p>	<p>3.9 Believes that work effectiveness is enhanced by clarification of work processes and the computerised accounting systems of the FMIS.</p> <p>3.10 Wishes to understand all issues raised by stakeholders in order to help improve operations and systems.</p>	<p>4.4 Keen to achieve speed, accuracy, efficiency, and value for money in transaction processing.</p> <p>4.5 Believes it is important to balance availability of resources with demand for them.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.18 Checking the arithmetical accuracy and authorisation and legality of source documents.</p> <p>1.19 Entering transactions into the accounting system accurately and completely.</p> <p>1.20 Reviewing the appropriateness of the UACS code for each transaction.</p> <p>1.21 Making appropriate selections of accounting data that require further processing (manually or by computer).</p> <p>1.22 Examining summaries of processed transaction data, carrying out 'reasonableness' checks and identifying anomalies.</p> <p>1.23 Evaluating suggestions for improved and additional user requirements for systems.</p> <p>1.24 Identifying system implementation and operational issues</p> <p>1.25 Updating system documentation for system enhancements.</p>	<p>2.8 Estimating the time taken for the various processing tasks and assigning the work accordingly.</p> <p>2.9 Documenting and monitoring work done, comparing with targets and deadlines, using checklists.</p> <p>2.10 Monitoring action taken on systems implementation, operation, and improvement issues.</p> <p>2.11 Reviewing updates of system documentation.</p>	<p>3.11 Planning work schedules taking into account workloads and deadlines.</p> <p>3.12 Estimating staffing requirements for basic transaction processing and resources available for more advanced tasks.</p> <p>3.13 Updating standing instructions, guidelines, and manuals.</p> <p>3.14 Evaluating the effectiveness and relevance of the chart of accounts, and recommending improvements.</p> <p>3.15 Achieving an appropriate balance between the needs of the task, the needs of the individual and the needs of the team.</p> <p>3.16 Reviewing and approve system enhancements, including additional user requirements.</p> <p>3.17 Approving updates of systems documentation.</p>	<p>4.6 Evaluating the effectiveness and relevance of the chart of accounts, standing instructions and user manuals, and authorising improvements.</p> <p>4.7 Evaluating levels of staffing and other departmental resources devoted to transaction processing, in the light of enhanced IT systems.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.26 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Unified Account Code Structure (UACS) including Chart of Accounts Proper accounting entries for each type of transaction. Financial regulations relating to transaction processing. Technical requirements, functionalities and proper use of the systems and software. Proper use of accounting templates. Processing deadlines and work schedules. 	<p>2.12 Demonstrates knowledge of the functionalities of the system, and.</p> <p>2.13 Government oversight regulations and deadlines on submission of required reports.</p>	<p>3.18 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Financial law and regulations. IMF Government Finance Statistics (GFS) manual. Relevant Philippine Public Sector Accounting Standards. Staffing policies. Principles effective team performance 	<p>4.8 Demonstrates knowledge of tools and techniques for modelling staffing requirements</p>





ACCOUNTS RECONCILIATION

Accounting

The ability to carry out timely and accurate reconciliation of accounting control statements, including bank reconciliations, control accounts, revenue reconciliations, advances, and deposits. Reconciliation involves elimination of errors and unclassified items, agreement of control totals, and, where necessary, verification against source documents. This ability is required by accountants in the implementing agencies, at the BTr and at COA. Control accounts and statements are fundamental to demonstrating that accounting records are complete, accurate and backed up by evidence. Even where these records are kept electronically, regular human intervention is required to detect and correct errors and irregularities. If a backlog of unreconciled items is allowed to develop, confidence in the integrity of the accounts is swiftly eroded.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Takes responsibility for performing reconciliations (or checking automatic reconciliations) regularly and without delay according to a predefined schedule.</p> <p>1.2 Delegates some tasks when feasible, taking into account opportunities for learning and development of staff as appropriate.</p> <p>1.3 Alerts supervisor immediately to irregularities, and solves most of these problems.</p>	<p>2.1 Maintains a checklist schedule of regular reconciliation tasks and ensures it is adhered to.</p> <p>2.2 Takes responsibility for solving problems and identifying and correcting unreconciled items.</p> <p>2.3 Keeps log of all material issues and makes exception reports to managerial level, with recommendations for resolution as appropriate.</p>	<p>3.1 Scrutinises exception reports from supervisors and assigns additional human resource time if prolonged problems occur.</p> <p>3.2 Provides management with regular reports on the results and implications of the financial reports as reconciled.</p> <p>3.3 Takes immediate steps to resolve issues raised by auditors.</p>	<p>4.1 Regularly emphasises the fundamental importance of maintaining the integrity of the accounting records.</p> <p>4.2 Takes the appropriate actions to respond to reported results and to handle implications of the financial reports as reconciled.</p> <p>4.3 Takes immediate steps to resolve issues raised by auditors, delegating the problem solving as appropriate.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.4 Eagerly assists others in order to achieve organisation deadlines.</p> <p>1.5 Feels responsible for completing monthly tasks promptly.</p> <p>1.6 Believes that reconciliation tasks offer opportunities for on- the-job learning and coaching.</p>	<p>2.4 Determined that the organisation will not carry forward an accumulated backlog of problems.</p> <p>2.5 Wishes to understand all issues raised by stakeholders in order to help improve operations and systems.</p>	<p>3.4 Determined that the organisation will not carry forward an accumulated backlog of problems.</p>	<p>4.4 Conscious of the fact that integrity of the accounts depends on effective monthly housekeeping.</p>
SKILLS	<p>1.7 Performing bank reconciliation and all other required reconciliations swiftly and accurately, manually and on the computer system.</p> <p>1.8 Identifying reconciling items speedily and accurately.</p> <p>1.9 Substituting a manual reconciliation if an electronic reconciliation fails.</p> <p>1.10 Identifying learning and development opportunities as part of routine operations.</p>	<p>2.6 Correcting all errors and irregularities, using advanced bookkeeping skills where necessary.</p>	<p>3.5 Evaluating the scale of a reconciliation problem and responding with an appropriate solution.</p> <p>3.6 Communicating to all staff the ways in which effective reconciliation and control of accounting data is fundamental to the accuracy and integrity of the accounting system.</p>	<p>4.5 Communicating clearly the importance of carrying out timely reconciliations.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	1.11 Demonstrates knowledge of the sequence of activities for all required reconciliations, including bookkeeping entries relating to all reconciliations, and regular schedule for reconciliations required by management and COA.	2.7 Demonstrates knowledge of location of all original sources of data reconciled.	3.7 Demonstrates knowledge of the purpose of reconciliations including the consequences of lack of reconciliation, and how they can be solved.	4.6 Demonstrates knowledge of the policy on frequency of reconciliations.





ACCOUNTING FOR APPROPRIATIONS, ALLOTMENTS, OBLIGATIONS, REVENUES, AND EXPENDITURES

Accounting

Using existing laws, rules, and regulations on accounting concepts and standards, including sound judgement to record and examine the values of budget appropriations, allotments, obligations, revenues, and expenditures, and to report promptly if budget execution decisions are infringing the control rules. This must be done by the accountants in the implementing agencies, at the BTr and at COA. Accountants must understand the rules by which allowed expenditure may be transferred from one account code to another. Revenues and expenditures must be recorded in the accounts according to the prevailing laws, rules, regulations, and standards.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Produces control reports comparing appropriations, allotments, obligations, expenditures, and payments correctly, according to predetermined schedules.</p> <p>1.2 Produces control reports for budget and actual revenue and receipts correctly, according to predetermined schedules.</p> <p>1.3 Produces prompt control reports for revenue and expenditure following month end adjustments for accruals, prepayments, etc. (see also AC.4).</p> <p>1.4 Assists staff to address issues and concerns pertaining to recording of revenue and expenditure, including the use of the financial management information system.</p>	<p>2.1 Identifies and reports issues arising from control reports, especially infringements to the control rules (e.g. where obligations plus actual expenditure exceed budget).</p> <p>2.2 Records approved changes to budget, allotments, etc.</p> <p>2.3 Identifies and approves end of month adjustments to revenue and expenditure (accruals and prepayments – see also AC.4) and authorises for inclusion in the accounting records and control reports.</p>	<p>3.1 Reports and resolves issues arising from control reports, especially infringements to the control rules; includes placing a block on further obligations, if necessary.</p> <p>3.2 Approves entry in the accounting records of approved changes to budget, allotments, etc.</p> <p>3.3 Reviews advanced items of revenue and expenditure, in conjunction with asset and liability values (see also AC.4, AC.5, AC.6).</p> <p>3.4 Reviews overall revenue and expenditure against budget and targets, and issues recommendations.</p>	<p>4.1 Sets policies on revenue and expenditure recognition and reporting in financial statements.</p> <p>4.2 Reviews the definitions of revenue and expenditure when new accounting standards are introduced.</p> <p>4.3 Reviews overall revenue and expenditure against budget and targets, and issuing recommendations accordingly.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.5 Elevates unresolved problems to supervisors immediately. Note:</p> <ul style="list-style-type: none"> AC.4: Accounting for Current Assets and Liabilities AC.5: Accounting for Non-Current Assets AC.6: Accounting for Debt and Other Liabilities 	<p>2.4 Records advanced items of expenditure and revenue, in conjunction with asset and liability values (see also AC.4, AC.5, AC.6).</p> <p>2.5 Evaluates monthly revenue and expenditure against budgets and targets.</p> <p>2.6 Resolves issues and makes informed recommendations to management.</p>	<p>3.5 Reviews month-end adjustments to the accounts and requests changes where necessary.</p> <p>3.6 Evaluates monthly revenue and expenditure against budgets and targets.</p> <p>3.7 Takes responsibility for reporting and resolving issues arising.</p>	
ATTITUDES	<p>1.6 Learns eagerly about the nature and purposes of revenue and expenditure control.</p> <p>1.7 Conscientious about the prompt production of control reports.</p> <p>1.8 Believes in providing assistance to staff in addressing issues and concerns of users.</p>	<p>2.7 Conscientious and disciplined.</p> <p>2.8 Believes that violations to control rules should be reported immediately and that timely closure of issues must be achieved where possible.</p> <p>2.9 Believes in providing assistance to staff in addressing issues and concerns of users.</p>	<p>3.8 Believes that timely closure of violations to control rules must be achieved where possible.</p>	<p>4.4 Believes that a fundamental purpose of accounting is to make timely, accurate, and fair reports to managers on financial performance against budgets and targets.</p>
SKILLS	<p>1.9 Using FMIS to produce control reports comparing appropriations, allotments, obligations, revenues and expenditures and payments, including control reports for budget and actual revenue and receipts, and revenue and expenditure following month end adjustments for accruals, prepayments, etc. (see AC.4).</p>	<p>2.10 Identifying and reporting issues arising from control reports, especially infringements to the control rules (e.g. where obligations plus actual expenditure exceed budget).</p>	<p>3.9 Reporting and resolving issues arising from control reports, especially infringements to the control rules (e.g. where obligations plus actual expenditure exceed budget).</p>	<p>4.5 Setting policies on revenue and expenditure recognition and reporting in financial statements.</p> <p>4.6 Reviewing the definitions of revenue and expenditure when new accounting standards are introduced.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
		<p>2.11 Recording and reporting approved changes to budget, allotments, etc.</p> <p>2.12 Identifying and approving end of month adjustments to revenue and expenditure (accruals and prepayments – see AC.4) and authorising for inclusion in the accounting records.</p> <p>2.13 Recording depreciation, impairment of assets, lease costs, foreign exchange differences, and other advanced items of expenditure and revenue, in conjunction with asset and liability values (see also AC.4, AC.5, AC.6).</p> <p>2.14 Providing recommendations with regard to the resolution of issues and concerns of users.</p>	<p>3.10 Reviewing advanced items of revenue and expenditure, in conjunction with asset and liability values (see also AC.4, AC.5, AC.6).</p> <p>3.11 Reviewing overall revenue and expenditure against budget and targets, and issuing recommendations.</p>	<p>4.7 Reviewing overall revenue and expenditure against budget and targets, and issuing recommendations based on analysis.</p>
KNOWLEDGE	<p>1.10 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Purpose and legal nature of government budgets • Relationship between appropriations, allotments, obligations, and actual expenditure, and purpose of comparison between them • Rules for transfer of budget between account codes 	<p>2.15 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Financial law and regulations relating to budget appropriation, budget transfers, allotments, budget execution, registering obligations, procurement, and expenditure • Policies on recognition, recording, and reporting of revenue and expenditure. 	<p>3.12 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Financial law and regulations relating to budget appropriation, allotments, budget execution, registering obligations, procurement, and expenditure • Policies on recognition and revenue and expenditure. • Government-oversight regulations. 	<p>4.8 Demonstrates knowledge of allowable scope for creation of policies within the terms of PPS Accounting Standards.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<ul style="list-style-type: none"> Financial law and regulations relating to budget appropriation, budget transfers, allotments, budget execution, registering obligations, procurement, and expenditure Policies on recognition, recording and reporting of revenue and expenditure Underlying bookkeeping entries for revenue and expenditure recognition, and relationship to assets and liabilities 	<ul style="list-style-type: none"> Underlying bookkeeping entries for revenue and expenditure recognition, and relationship to assets and liabilities. Government-oversight regulations. PPS Accounting Standards covering revenue and expenditure recognition and relationship to related assets and liabilities 	<ul style="list-style-type: none"> PPS Accounting Standards covering revenue and expenditure recognition and relationship to related assets and liabilities (including conceptual framework, revenue from exchange transactions, revenue from non-exchange transactions, effects of changes in foreign exchange rates, leases, property, plant and equipment, construction contracts, impairment of noncash-generating assets). 	

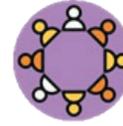




ACCOUNTING FOR CURRENT ASSETS AND CURRENT LIABILITIES

Accounting

Using existing laws, rules, and regulations on accounting concepts and standards including sound judgement to determine and record the value of current assets and current liabilities, including inventories, receivables, prepayments, payables, and accruals. This must be done by the accountants in the implementing agencies, at the Bureau of the Treasury and at COA. Current assets and liabilities need to be regularly examined in order to make sure that: current assets are not over-stated in value (for example because they are old or will not eventually produce cash or other economic benefit); current assets exist at year-end and related transactions occur within the year; current assets are available for use without restrictions; inventory listings are accurately prepared and inventory quantities include items on hand and in transit; current liabilities represent valid and legal claims of third parties from the government; and that all liabilities are included.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Follows instructions to produce lists of inventories, receivables, and payables correctly including the use of the financial management information system (FMIS).</p> <p>1.2 Communicates promptly with customers or suppliers, resolving issues if possible.</p> <p>1.3 Identifies current assets and liabilities where valuation adjustments may have to be made and tracks progress on these items.</p> <p>1.4 Identifies month-end adjustments to the accounts.</p> <p>1.5 Elevates unresolved problems to supervisors immediately.</p>	<p>2.1 Makes recommendations for write-down or write-off of current asset values where appropriate.</p> <p>2.2 Summarises key issues concerning customer, supplier, and inventory accounts efficiently and effectively.</p> <p>2.3 Resolves issues or makes recommendations to management.</p> <p>2.4 Authorises month-end adjustments to the accounts.</p>	<p>3.1 Authorises write-down or write-off of current asset values where appropriate.</p> <p>3.2 Agrees financial arrangements with suppliers where items have been in dispute, or passes to legal department for action.</p> <p>3.3 Reviews month-end adjustments to the accounts and requests changes where necessary.</p>	<p>4.1 Sets policies on valuation of assets and liabilities.</p> <p>4.2 Sets policies on normal credit periods for customers and suppliers.</p> <p>4.3 Evaluates the overall levels of current assets and liabilities held by the organisation.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.6 Believes that staff should be patient, courteous, and prompt in dealing with customers and suppliers.</p> <p>1.7 Learns eagerly about valuation of assets and liabilities.</p> <p>1.8 Conscientious about identifying month-end adjustments.</p> <p>1.9 Believes in providing assistance to staff in addressing concerns of users.</p>	<p>2.5 Conscientious and disciplined and believes that timely closure of issues must be achieved where possible.</p>	<p>3.4 Ensures that questions of valuation of current assets and liabilities will be resolved on a monthly basis.</p>	<p>4.4 Believes that that fair valuation of assets and liabilities is fundamental to the integrity of the financial statements.</p>
SKILLS	<p>1.10 Producing aged lists of inventories, receivables and payables, identifying slow-moving and possibly obsolescent items, and summarising changes in these items from previous report.</p> <p>1.11 Communicating with customers or suppliers on their queries about payment dates or arrangements, and recording the key issues.</p> <p>1.12 Addressing issues and concerns pertaining to recording of inventories, receivables and payables.</p> <p>1.13 Monitoring prepayments.</p> <p>1.14 Producing the list of payables and verifying against suppliers' statements, showing list of unresolved items.</p>	<p>2.6 Producing aged lists of inventories, identifying slow-moving and possibly obsolescent items and making recommendations for investigation by the asset owners.</p> <p>2.7 Making recommendation for write-down or write-off of inventories.</p> <p>2.8 Making recommendations for implementing debt collection procedures, and provisions for write-down or write-off of receivables.</p> <p>2.9 Producing list of payables and verify against suppliers' statements, showing list of unresolved items.</p> <p>2.10 Making adjustments to inventories, receivables, and payables in the accounts, as authorised by management.</p>	<p>3.5 Identifying inventory items and receivables where accumulated evidence shows that they are probably over-valued, and authorising provisions, write-down or write-off in the accounts.</p> <p>3.6 Examining reports on outstanding issues with customers and suppliers accounts.</p> <p>3.7 Authorising arrangements with customers or suppliers where items remain in dispute, or passing to legal department.</p> <p>3.8 Examining lists of accruals and prepayments included in the accounts, and ordering changes where necessary.</p> <p>3.9 Evaluating foreign exchange gains or losses as appropriate.</p>	<p>4.5 Setting policies on inventory valuation.</p> <p>4.6 Setting policies on identification of inventory that may have fallen in value.</p> <p>4.7 Setting policies on identification of receivables that may not be fully recoverable.</p> <p>4.8 Setting policy on normal credit period granted to customers and taken from suppliers, and rules for possible variations.</p> <p>4.9 Setting policy on presenting foreign exchange gains or losses in the accounts.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.15 Communicating with suppliers on unresolved issues and, where issues remain unresolved, making recommendations to management.</p> <p>1.16 Identifying end of month adjustments (accruals and prepayments) and entering them in the accounting records, following approval by supervisor.</p>	<p>2.11 Identifying and approving end of month adjustments (accruals and prepayments) and authorising for inclusion in the accounting records.</p> <p>2.12 Providing recommendations with regard to the resolution of issues and concerns of users</p>	<p>3.10 Evaluating overall levels of current assets and liabilities and comparing against target ratios.</p>	<p>4.10 Setting policies on overall levels of current assets and liabilities to be carried by the organisation, and setting target ratios.</p> <p>4.11 Evaluating monthly accounts against these targets and recommending improvements.</p>
KNOWLEDGE	<p>1.17 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Computer user instructions for generating summary reports of assets and liabilities, and making month-end adjustments. • Functionalities of the supporting IT system and software and linkages with other related systems and software. • Basic valuation concepts. • Financial regulations relating to verification and valuation of receivables and payables. • Policies on valuation of current assets and liabilities. • Underlying bookkeeping entries for adjustments, provisions, and write-downs. 	<p>2.13 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Financial regulations relating to verification and valuation of receivables and payables. • Policies on valuation of current assets and liabilities. • Computer user instructions for adjusting asset values and making provisions, and for making month-end adjustments. • Underlying bookkeeping entries for adjustments, provisions, and write-downs. • Government-oversight regulations. • PPS Accounting Standards that cover current asset values (including conceptual framework, inventories, foreign exchange rates). 	<p>3.11 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Financial regulations relating to verification and valuation of receivables and payables. • Policies on valuation of current assets and liabilities. • Government-oversight regulations. • PPS Accounting Standards that cover current asset values (including conceptual framework, inventories, foreign exchange rates). 	<p>4.12 Demonstrates knowledge of allowable scope for creation of policies within the terms of PPS Accounting Standards, and techniques for calculating target ratios.</p>





ACCOUNTING FOR NON-CURRENT ASSETS

Accounting

Using existing laws, rules, and regulations on accounting concepts and standards including sound judgement to determine and record the acquisition, disposal and value of non-current assets (i.e. long term assets), including property plant and equipment; defining policies on allowable reclassification of non-current assets (nature, amount and reason of reclassification). As the Government takes steps towards introducing the accrual basis of accounting by introducing the Philippines Public Sector Accounting Standards (PPSAS), records of non-current assets will need to be expanded. This will involve maintenance of the Property Ledger Card for each type of non-current asset specially Property, Plant and Equipment, and treating them appropriately in accounting registers and reports. There will also be a transition phase where existing assets must be progressively added to the asset register as data is made available. Depreciation policies will be set and implemented. There will also be an occasional need to revalue assets, or to make impairment charges if assets have fallen below their value in use.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Records acquisition of new capital assets as part of transaction processing.</p> <p>1.2 Accurately distinguishes capital asset transactions from recurrent cost transactions and uses the correct unified account codes.</p> <p>1.3 Enters records of existing assets in asset register as data becomes available from the asset holder.</p> <p>1.4 Records accounting transactions relating to sales and disposals of assets when authorised.</p> <p>1.5 Maintains accurate records of all non-current assets in the asset register, including depreciation computations, following approved accounting policies.</p>	<p>2.1 Organises collection of data on existing non-current assets from departments and divisions that hold those assets, and manages technical staff to record the data in the asset register.</p> <p>2.2 Ensures that technical staff is using the correct depreciation schedules.</p> <p>2.3 Organises technical staff to record sales and disposals of non-current assets in the asset register.</p> <p>2.4 Reviews the asset register for completeness and accuracy and makes corrections where necessary.</p>	<p>3.1 Communicates to staff the objectives and timescale of improved asset accounting.</p> <p>3.2 Manages the steady improvement in records of existing non-current assets.</p> <p>3.3 Reviews schedules of depreciation to ensure policies are adhered to.</p> <p>3.4 Reviews and certifies accounting entries for asset sales and disposals.</p> <p>3.5 Recommends and implements accounting adjustments for revaluations and impairments when authorised.</p>	<p>4.1 Sets policies for asset recording, depreciation, impairment, and revaluation.</p> <p>4.2 Makes clear and timely recommendations on asset-related decisions, including replacement decisions.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	1.6 Regards accuracy and detail as key elements of the job, and that it is important to remain attentive to the nature of transactions being processed.	2.5 Enthusiastic in communicating the improved systems for recording assets. 2.6 Regards discipline in organisation of work schedules as essential.	3.6 Believes it is important to question and properly assess the available evidence when reviewing asset valuations.	4.3 Believes that that fair valuation of assets is fundamental to the integrity of the financial statements.
SKILLS	1.7 Distinguishing expenditure on purchase or construction of capital assets from other expenditure, and using the unified account codes to record it correctly. 1.8 Entering data into the asset register for new assets, depreciation rates, and asset disposals. 1.9 Producing regular reports from the asset register.	2.7 Communicating effectively with other departments and divisions that hold assets, in order to collect data from them. 2.8 Checking all entries in the asset register, including computation of regular depreciation schedules, and entries for disposals. 2.9 Mentoring technical staff to make correct entries in the asset register. 2.10 Correcting entries where necessary and keeping a log of amendments.	3.7 Managing communication to staff on progress towards improved asset management. 3.8 Organising the work schedule for collection of data on existing assets. 3.9 Reviewing all regular transactions in the asset register. 3.10 Making recommendations for asset revaluation when appropriate. 3.11 Implementing accounting adjustments for revaluations and impairments when authorised.	4.4 Setting policy for which classes of assets will be recorded and how. 4.5 Setting depreciation policies for various classes of asset. 4.6 Setting policies for accounting for asset impairment. 4.7 Deciding when assets need revaluation. 4.8 Using relevant cost information to make recommendations on asset replacement.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.10 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Unified account codes that relate to non-current assets. Functionalities of the system software and linkages with other related systems and software. Nature of transactions pertaining to current assets. Computer user instructions for asset register. Underlying bookkeeping entries for depreciation and asset disposals. Financial regulations for disposal of assets. 	<p>2.11 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Underlying bookkeeping entries for impairment revaluations and asset disposals. PPS Accounting Standards that cover valuation of non-current assets: Foreign Exchange Rates; Construction Contracts; Investment Property; Property, Plant, and Equipment; Impairment of Non-Cash-Generating Assets; Impairment of Cash-Generating Assets; Intangible Assets. 	<p>3.12 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Law and financial regulations on non-current assets. PPS Accounting Standards that cover valuation of non-current assets: Foreign Exchange Rates; Construction Contracts; Investment Property; Property, Plant, and Equipment; Impairment of Non-Cash-Generating Assets; Impairment of Cash-Generating Assets; and Intangible Assets. 	<p>4.9 Demonstrates knowledge of allowable scope for creation of policies within the terms of PPS Accounting Standards.</p>





ACCOUNTING FOR DEBT AND OTHER LIABILITIES

Accounting

Using existing laws, rules, and regulations on accounting concepts and standards including sound judgement to determine and record transactions and values relating to debt and other complex liabilities, including loans, finance leases, provisions, amortisation of long-term debts, and contingent liabilities. Management of loans and debt depends in part on proper accounting for debt records, which must distinguish loan drawdowns, repayments, interest, and other service costs, and show debt balances that are verified with the loan provider. As the GOP takes steps towards introducing the accrual basis of accounting by introducing the PPS Accounting Standards, other debt-related issues will be raised. New types of liability will enter the balance sheet, and there will be a need to properly distinguish between provisions and contingent liabilities.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Creates and posts accounting transactions.</p> <p>1.2 Enters loan cash flows in the financial management information system, exercising judgement as to the likely timing of cash flows.</p> <p>1.3 Enters lease cash flows in accordance with accounting policies and guidelines.</p> <p>1.4 Codes expenditure funded by loans and leases using the correct fund code.</p> <p>1.5 Correctly applies accounting policy for recording interest as capital expenditure when appropriate, and provides reconciliations of interest payments if necessary.</p> <p>1.6 Shows consistency in the exercise of judgement.</p>	<p>2.1 Monitors and controls proper accounting records for loans and leases, ensuring that they are reconciled with the underlying cash flow records and prime documents.</p> <p>2.2 Generates reports of loan and lease cash flows compared with forecasts and explains variances.</p> <p>2.3 Generates reports for programs and projects matching loan drawdowns to expenditure.</p> <p>2.4 Monitors management decisions on capitalisation of interest and creation of provisions.</p>	<p>3.1 Examines the documentation for existing and new leases and interprets accounting policies to ensure that finance leases and operating leases are correctly distinguished and accounted for.</p> <p>3.2 Identifies provisions that need to be entered into the accounts and ensures that the appropriate accounting entries are made.</p> <p>3.3 Makes decision on applicability of capitalisation of interest, producing guidance for subordinate staff as necessary.</p> <p>3.4 Produces an annual report on the sustainability of debt, by analysing financial statements, budgets and planned borrowings, and applying policies for debt limits and ratios. Reports more frequently if limits are in danger of being exceeded.</p>	<p>4.1 Sets policies on recording of liabilities (including finance lease liabilities, provisions, and contingent liabilities) having regard to accounting standards and best practice, balancing the requirements of the standards with pragmatic consideration of the legal and quasi-statutory environment in the Philippines.</p> <p>4.2 Sets debt sustainability limits and ratios for monitoring overall debt levels, and ensures that monitoring is carried out within the constraints imposed by these limits.</p> <p>4.3 Sets policy on applicability of capitalisation of interest and monitors the implementation of that policy.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	1.7 Regards accuracy and detail as key elements of the job, and that it is important to remain attentive to the nature of transactions being processed.	2.5 Conscientious and vigilant when monitoring records.	3.5 Conscientious and vigilant when monitoring contracts and records. 3.6 Believes that proper identification and valuation of liabilities (including hidden liabilities) is fundamental to the integrity of the financial statements.	4.4 Believes that proper identification and valuation of liabilities (including hidden liabilities) is fundamental to the integrity of the financial statements..
SKILLS	1.8 Using appropriate chart of account codes to record loan cash flows (or uses interface with specialist loan accounting system). 1.9 Selecting expenditure items by source of funds, thus identifying expenditure from particular loans. 1.10 Generating standard reports on loan cash flows and use of loan funds. 1.11 Recognising debt and other complex liabilities in contrast to normal current liabilities. 1.12 Correctly distinguishing loan interest from loan repayment when coding loan payments. 1.13 Determining the accounting entries necessary to capitalise interest when instructed by supervisor.	2.6 Instructing and monitoring the work of technical staff on recording of loan and lease cash flows, balancing the level of detail provided with the need for staff learning and development. 2.7 Using FMIS to generate reports of loan and lease cash flows compared with forecasts, and reporting on loan-financed project expenditure. 2.8 Entering provisions into FMIS 2.9 Instructing and monitoring the work of technical staff on capitalisation of interest.	3.7 Applying policies to distinguish finance and operating leases, and situations where capitalisation of interest is appropriate. 3.8 Identifying when liabilities have arisen or might arise and apply policy to distinguish provisions from contingent liabilities. 3.9 Instructing and monitoring the work of supervisors in implementing accounting entries for the above. 3.10 Monitoring overall debt and debt ratios against budgets, forecasts and sustainability levels, as part of regular management reporting.	4.5 Applying best practice accounting standards to set policies governing recognition and treatment of liabilities. 4.6 Applying international recommendations to set debt sustainability limits and ratios for monitoring overall debt levels.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.14 Entering lease cash flows as instructed by supervisor.</p> <p>1.15 Selecting expenditure items by source of funds, thus identifying expenditure from particular loans.</p> <p>1.16 Providing assistance on the proper use and functionalities of the software.</p>			
KNOWLEDGE	<p>1.17 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • UACS codes and updates • Financial regulations and policies on recognising debts and other liabilities. • Underlying bookkeeping entries for loan cash flows. • Computer user instructions for loan cash flows (or interface with specialist loan system). • Functionalities of the IT system and software and linkages with other related systems and software. 	<p>2.10 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Computer user instructions for generating reports on loans and leases. • Financial laws and regulations. • Policies for recording of liabilities. • Debt sustainability limits and ratios. • Existing loan agreements. • PPS Accounting Standards on: Borrowing Costs; Leases; Provisions, Contingent Liabilities, and Contingent Assets. 	<p>3.11 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Financial laws. • Policies for recording of liabilities. • Debt sustainability limits and ratios. • Existing loan agreements. • PPS Accounting Standards on: Borrowing Costs; Leases; Provisions, Contingent Liabilities, and Contingent Assets. 	<p>4.7 Demonstrates knowledge of allowable scope for creation of policies within the terms of PPS Accounting Standards.</p>





PREPARATION AND INTERPRETATION OF FINANCIAL STATEMENTS AND REPORTS

Accounting

The creation, production, consolidation, and interpretation of General Purpose Financial Reports, performance reports, statistical reports, and special purpose reports using accounting standards and guidelines, and the principles of value and usefulness of information. Reports are the end product of accounting. If the underlying data is complete, timely and accurate, there is an opportunity to produce a wide variety of financial reports that will assist stakeholders to understand how the government has been performing and to make decisions as to how it should operate in the future. Reports fall into a number of categories including statutory public reports, such as the annual financial statements, that are governed by law and accounting standards, and are subject to external audit done by the COA; management reports in a consistent format each month or quarter, such as revenue and expenditure variance reports and regular statistical reports.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Assists with month-end and year-end closure routines and adjusting entries, to prepare the information in the computer system for regular reporting.</p> <p>1.2 Assists with assembly of data for reporting if it cannot yet be automatically produced.</p> <p>1.3 Generates standard reports from the FMIS and designs new report formats when requested</p> <p>1.4 Makes adjustments to reports where necessary and requested.</p> <p>1.5 Takes the opportunity, when requested to work in the team that interprets financial reports, to provide key management information</p> <p>1.6 Alerts supervisor immediately to any issues or concerns that are discovered.</p>	<p>2.1 Manages month-end and year-end closure routines and adjusting entries, to prepare the information in the computer system for monthly and annual financial reporting.</p> <p>2.2 Organises staff to generate standard reports from the financial management information system.</p> <p>2.3 Organises staff to assemble data for reporting if it cannot yet be automatically produced.</p> <p>2.4 Provides information requested by auditors and informs management of the information supplied.</p>	<p>3.1 Manages the work-plan for production of annual financial statements within the stated deadline.</p> <p>3.2 Manages relationship with external auditors.</p> <p>3.3 Manages the work-plan for production of in-year (monthly) financial management variance reports and statistical reports within the stated deadlines and delivers to relevant stakeholders.</p> <p>3.4 Selects and organises a team of supervisory and technical staff to analyse financial management reports and to highlight key factors that affect performance.</p>	<p>4.1 Sets policy for format of annual financial statements, enhancing the format as new accounting standards are introduced.</p> <p>4.2 Sets policy for format of regular in-year financial management variance reports and statistical reports, based on best international practice.</p> <p>4.3 Sets deadlines for production and publication of annual financial statements and in-year reports.</p> <p>4.4 Commissions the analysis of key factors shown by financial management reports, and incorporates results into regular review and commentaries on government financial management performance.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS		<p>2.5 Designs and implements adjustments to reports where necessary and requested, using the opportunity to involve and mentor staff.</p> <p>2.6 Designs new report formats when requested by management, consulting with stakeholders to clarify requirements.</p>	<p>3.5 Forwards analysis of in-year financial management reports to relevant stakeholders, using language that they can understand.</p> <p>3.6 Evaluates requests from other management staff for new specific financial reports, and commissions their prompt design if deemed appropriate.</p>	
ATTITUDES	<p>1.7 Responsive to demands for meeting reporting deadlines.</p> <p>1.8 Assists willingly with addressing issues and concerns pertaining to the closing of books and generation of financial reports.</p> <p>1.9 Assists staff willingly in providing assistance to address concerns of users.</p>	<p>2.7 Regards it as essential that reports are produced by the necessary deadlines.</p> <p>2.8 Believes that the ability to use the full facilities of the FMIS will greatly assist with generating timely reports for management and other stakeholders.</p> <p>2.9 Is eager to highlight the key points that emerge from financial reports.</p>	<p>3.7 Believes that it is important to provide management with well-interpreted and user-friendly financial reports.</p> <p>3.8 Believes that it is important to be constructively responsive to management requests for further financial information, but critical of wasteful requests.</p> <p>3.9 Responds appropriately to requests from outside parties for publicly available information.</p>	<p>4.5 Enthusiastic to comply with international best practice in order to improve the transparency of reports.</p> <p>4.6 Regards it as important to explain the financial consequences of government policies to stakeholders, including the general public.</p>
SKILLS	<p>1.10 Carrying out regular month-end and year-end routines, under instruction from supervisor.</p> <p>1.11 Using the FMIS in the closing of books of accounts.</p> <p>1.12 Exporting computer system reports to spreadsheets to enable changes in layout or format when requested.</p>	<p>2.10 Managing regular month-end and year-end routines.</p> <p>2.11 Operating the FMIS to generate standard accounting and variance reports.</p> <p>2.12 Selecting appropriate data from the FMIS in response to requests from management or other users.</p>	<p>3.10 Designing and managing the work plans for production of annual financial statements and regular in-year reports.</p> <p>3.11 Prioritising work so that report production schedules are not delayed by requests for information from management, auditors, and others.</p> <p>3.12 Organising the collection of information required by auditors.</p>	<p>4.7 Deciding the medium and long term time schedule for necessary improvements to statutory and management reports in order to comply with best practice.</p> <p>4.8 Setting tight but realistic deadlines on the production of accounting reports.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.13 Operating the FMIS to generate standard accounting and variance reports.</p> <p>1.14 Selecting appropriate data from the FMIS in response to requests from supervisor.</p> <p>1.15 Interpreting the key factors contained in financial reports.</p> <p>1.16 Documenting items in financial statements according to proper disclosure requirements.</p> <p>1.17 Making limited but necessary changes to the design of reports produced by the FMIS.</p> <p>1.18 Providing resolution to system implementation and operational issues.</p> <p>1.19 Providing technical assistance on the use of the software.</p>	<p>2.13 Ensuring items in financial statements are documented according to proper disclosure requirements.</p>	<p>3.13 Consolidating the work of subordinates on interpretation of financial reports.</p> <p>3.14 Ensuring items in financial statements are documented according to proper disclosure requirements.</p> <p>3.15 Explaining the key financial consequences of management reports in terms that can be understood by non-financial managers and other stakeholders.</p> <p>3.16 Critically evaluating requests for information from managers, in terms of cost and value of information.</p>	<p>4.9 Interpreting accounting standards and other best practice to set policies for the format and disclosure requirements of annual and in-year reports.</p> <p>4.10 Writing reports for stakeholders speedily and concisely.</p>
KNOWLEDGE	<p>1.20 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Legal requirements for annual financial statements. • Policies on formats of financial statements and reports. • Accounting procedures in relation to the closing of books of accounts. 	<p>2.14 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Government oversight regulations on the submission of required reports. • Principles of analysis and interpretation of financial statements. • Policies on formats of financial statements and reports. 	<p>3.17 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Policies on formats of financial statements and reports. • Public Expenditure and Financial Accountability (PEFA) performance indicators 24 and 25 on financial reporting. 	<p>4.11 Demonstrates knowledge of the limits of discretion in terms of setting policies based on accounting standards.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<ul style="list-style-type: none"> Functionalities and proper use of the system and software for generating financial statements and reports. Techniques for selecting appropriate data. 	<ul style="list-style-type: none"> PPS accounting standards: Financial Statements; Cash Flow Statements; Accounting Policies, Changes in Accounting Estimates and Errors; Consolidated and Separate Financial Statements; Segment Reporting; Disclosure of Financial Information About the General Government Sector; Presentation of Budget Information in Financial Statements; Financial Reporting: Cash Basis of Accounting. 	<ul style="list-style-type: none"> PPS accounting standards: Financial Statements; Cash Flow Statements; Accounting Policies, Changes in Accounting Estimates and Errors; Consolidated and Separate Financial Statements; Segment Reporting; Disclosure of Financial Information About the General Government Sector; Presentation of Budget Information in Financial Statements; Financial Reporting: Cash Basis of Accounting. 	





ESTABLISHING AND MAINTAINING STAKEHOLDER FOCUS

Auditing

The identification and articulation of audit objectives, scope and responsibilities. Ability to respond appropriately to the expectations of audit stakeholders while maintaining independence and objectivity, including governance, risk management and internal control; and creating awareness of improvement and innovation. Auditors must recognise the impact on the work of government of the business environment in which their stakeholders operate and be responsive to stakeholder needs. They appreciate the diverse challenges that stakeholders face and maintain an impartial and independent view in all aspects of their work.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Involves relevant stakeholders at all stages of the audit process while maintaining confidentiality and awareness of sensitivities of stakeholders, issues, and information.</p> <p>1.2 Adds value to the efforts of stakeholders to improve business processes.</p> <p>1.3 Displays awareness of and sensitivity to the business environmental issues and pressures faced by auditees.</p> <p>1.4 Uses judgement to ensure that audit issues are translated into corrective actions only if they are significant to a specific audit environment.</p> <p>1.5 Informs stakeholders promptly of any unplanned delays.</p> <p>1.6 Takes all reasonable steps within audit objectives to address issues if a stakeholder is not fully satisfied.</p>	<p>2.1 Applies knowledge appropriately to a range of audit assignments.</p> <p>2.2 Anticipates stakeholder concerns and reactions and, where possible, pre-empts them.</p> <p>2.3 Demonstrates commitment during audit assignments by focusing attention on the requirements of stakeholders and being accessible to them.</p> <p>2.4 Analyses feedback from stakeholders and takes action as necessary.</p> <p>2.5 Fosters an approach between the Commission on Audit and the Internal Audit Service (IAS) that maximises audit coverage and minimises duplication.</p> <p>2.6 Liaises with oversight agencies.</p>	<p>3.1 Ensures the commitment of key decision makers from the start through to the end of an assignment.</p> <p>3.2 Promotes the implementation by management of corrective actions recommended by the relevant audit function.</p> <p>3.3 Identifies potential audit issues that will impact on multiple stakeholders and disseminates information as appropriate.</p> <p>3.4 Creates a climate in which stakeholder feedback is welcomed.</p>	<p>4.1 Promotes greater management awareness of the potential beneficial contribution of the IAS.</p> <p>4.2 Promotes cooperation between stakeholders and the audit function at the highest level.</p> <p>4.3 Discusses with other policymakers as necessary matters relating to stakeholder relations including persistent failure to implement corrective actions recommended by auditors.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.7 Believes that acting in a professional but personable and approachable manner promotes good relations with stakeholders.</p> <p>1.8 Enjoys promoting and receiving feedback from stakeholders.</p> <p>1.9 Happy to take ownership when dealing with stakeholder enquiries, requests and complaints and to ensure their resolution.</p> <p>1.10 Regards trustworthiness as important to maintaining good working relations with stakeholders.</p> <p>1.11 Enjoys maintaining a reputation as a credible control expert for specific sectors, entities, and their processes.</p> <p>1.12 Enjoys maintaining a reputation as an expert for specific audit types.</p> <p>1.13 Believes in the importance of achieving audit objectives and maintaining acceptable audit standards and processes as a means of building stakeholder confidence.</p>	<p>2.7 Believes in viewing situations from the perspective of the other people involved.</p>	<p>3.5 Keeps sensitive to the issues and challenges facing managers when encouraging adoption of audit recommendations.</p>	<p>4.4 Believes in a fair-minded approach that is important in maintaining good stakeholder relations.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.14 Generating and maintaining a positive image of the audit function.</p> <p>1.15 Building relationships and work with others towards shared goals.</p> <p>1.16 Deploying appropriate interpersonal skills.</p> <p>1.17 Addressing disagreements, conflict, and upsets in ways that build relationships.</p> <p>1.18 Implementing approved auditing standards and ethics at all times.</p> <p>1.19 Building partnerships with stakeholders based upon a common vision for the operation and control of business processes.</p> <p>1.20 Applying relevant knowledge to individual audit assignments.</p> <p>1.21 Listening actively to others in order to understand the views expressed and setting them within the context of the audit objectives.</p>	<p>2.8 Networking with audit and non-audit staff to promote a common vision.</p> <p>2.9 Building relationships and work with others towards shared goals.</p> <p>2.10 Wherever possible, identifying and defusing in advance situations with the potential to cause conflict.</p> <p>2.11 Addressing disagreements, conflict, and upsets in ways that build relationships.</p>	<p>3.6 Inspiring all members of the audit function to provide audit services positively and with the interests of all stakeholders in mind.</p> <p>3.7 Acting decisively to resolve conflict situations before they damage relationships.</p>	<p>4.5 Networking with other policy makers and senior managers to discuss their needs and priorities.</p> <p>4.6 Generating and maintaining a positive image of the audit function.</p> <p>4.7 Using influence to help the audit function build effective working relationships.</p>
KNOWLEDGE	<p>1.22 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Needs of each stakeholder group. Key contacts for data collection purposes, and contact details. 	<p>2.12 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> The Constitution, the mandate of audit, and the relative responsibilities for governance, risk management, and control 	<p>3.8 Demonstrates knowledge of mandates of other review bodies.</p>	<p>4.8 Demonstrates knowledge of tools, techniques and methodologies designed to foster the uptake of audit recommendations.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<ul style="list-style-type: none"> Government's key accounts and main financial systems. Government budget formulation, execution, and control process. Government policies and regulations relevant to the audit function and assignments. Key preoccupations and priorities of relevant audit entities 	<ul style="list-style-type: none"> Government's accounts and main financial systems A wide range of government policies and regulations. Key preoccupations and priorities of government as a whole 		

⁶ Note: Throughout the Audit Competency Framework the term 'standards' refers to those auditing standards that have been adopted by the audit function of an employee. For employees of the Commission of Audit (COA), relevant auditing standards include the Philippine Public Sector Standards on Auditing (PPSSA) and the International Standards of Supreme Audit Institutions (ISSAI). Employees of Government internal auditing functions are expected to apply the 'Hierarchy of Applicable Internal Auditing Standards and Practice' contained in Chapter 1, Section 5.6, of the Philippine Government Internal Audit Manual (PGIAM).





AUDIT PLANNING

Auditing

Understanding of audit entities, assessing risk for audit planning purposes, developing draft Strategic Audit Plans (SAPs), conducting consultations, obtaining required approvals, developing Annual Audit Plans (AAPs), and periodically reviewing audit plans. The first stage in the delivery of audit services is to apply a risk-based audit planning approach in order to identify those audit areas that represent the greatest risk to the government and its agencies including its PFM systems. This facilitates the most effective allocation of scarce audit resources. Typically, an audit function will prepare a multi-year Strategic Audit Plan from which Annual Audit Plans are then derived.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Contributes positively to the formulation of Strategic Audit Plans by assisting in the collection of information needed to evidence the business objectives, operations, and key risks of business entities.</p> <p>1.2 Provides a channel to update the audit function about changes in the objectives, risks, and control structure of auditees as these occur thus informing the revision of risk assessments and audit plans.</p> <p>1.3 Reports promptly to superiors issues arising during individual audit assignments that have implications for Strategic and Annual Audit Plans.</p> <p>1.4 Coordinates research to obtain background information about the objectives, risks and controls, relevant to individual entities.</p>	<p>2.1 Coordinates the implementation of an approved, standard Strategic Audit Planning process.</p> <p>2.2 Coordinates the completion of preliminary surveys of entity level objectives, risks, and controls for audit planning purposes.</p> <p>2.3 Ensures that risk assessment information is collected for all entities.</p> <p>2.4 Drafts Strategic Audit Plans that prioritise areas to be audited over a long-term period and the audit resource implications for review by an immediate supervisor.</p> <p>2.5 Translates the approved Strategic Audit Plan into operational Annual Audit Plans that take account of changes in organisational objectives and risks over the period of the long-term plan.</p>	<p>3.1 Issues instructions for the implementation by staff of the processes necessary to compile Strategic and Annual Audit Plans.</p> <p>3.2 Reviews draft audit plans suggesting amendments as appropriate.</p> <p>3.3 Consults with stakeholders about plans as necessary.</p> <p>3.4 Ensures that training needs for the formulation and implementation of Strategic and Annual Audit Plans are assessed.</p> <p>3.5 Submits Strategic and Annual Audit Plans for approval identifying the resource and training implications including those risks that cannot be addressed by existing audit resources.</p>	<p>4.1 Approves Strategic and Annual Audit Plans.</p> <p>4.2 Ensures that Strategic and Annual Audit Plans are appropriately resourced.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.5 Evaluates the risk and materiality of an entity's activities and identifies areas that need audit attention regardless of the audit resources available.</p> <p>1.6 Applies indicators of fraud when assessing risks.</p> <p>1.7 Formulates proposals for the inclusion of audits in draft Strategic and Annual Audit Plans based upon a risk-based, process-focused, approach for entities within their sphere of influence.</p> <p>1.8 Requests clarification of instructions to carry out audit work that is inconsistent with Strategic and Annual Audit Plans.</p>	<p>2.6 Discusses draft Strategic and Annual Audit plans with concerned staff.</p> <p>2.7 Arranges the training of auditors in the skills required to formulate and implement Strategic and Annual Audit Plans.</p>	<p>3.6 Communicates audit plans to stakeholders in the most appropriate format including reports and electronic presentations.</p> <p>3.7 Maintains whistle-blowing arrangements to inform audit priorities.</p> <p>3.8 Works cooperatively with other review bodies to minimise duplication and disruption and while achieving audit objectives.</p>	
ATTITUDES	<p>1.9 Believes that it is important to be diligent and meticulous when collecting information in order to understand the objectives, activities, risks, and controls of specific audit entities.</p> <p>1.10 Willing to adapt working practices and personal skills to assist in the achievement of audit plans.</p> <p>1.11 Believes that audit resources should be allocated according to the relevant risks.</p> <p>1.12 Pays close attention to detail when identifying and scoring risks for planning purposes.</p> <p>1.13 Enjoys looking to the future when identifying potential future audits.</p>	<p>2.8 Enjoys coaching others to apply a risk-based approach to the allocation of audit resources.</p> <p>2.9 Enjoys developing staffing resources to facilitate the achievement of audit plans.</p>	<p>3.9 Believes that the work of an audit function must evolve to take account of changes in business and audit environments.</p> <p>3.10 Keen about planned audit resources reflecting the relevant risks.</p> <p>3.11 Believes in a supportive approach to the development of existing staffing resources in ways that will facilitate the achievement of audit plans.</p>	<p>4.3 Regards it as essential to balance the needs of plans and schedules with resources available.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.14 Distinguishing between risk assessment by management for operational purposes and by audit for planning purposes.</p> <p>1.15 Applying diagnostic information collection techniques.</p> <p>1.16 Using appropriate knowledge and experience to contribute to the development of the audit strategy.</p> <p>1.17 Distinguishing between risk assessment by management for operational purposes and by audit for planning purposes.</p> <p>1.18 Collating information from management and other experts about business risks and applying an approved method for the prioritisation of risk.</p> <p>1.19 Illustrating risks on risk maps enabling auditees and audit staff to rapidly identify the scale and severity of risk facing the relevant auditees.</p> <p>1.20 Providing suggestions for the audits to be included in the Strategic and Annual Audit Plans.</p> <p>1.21 Using knowledge and experience to suggest refinements to audit plans.</p>	<p>2.10 Using appropriate knowledge and experience to develop a three- or five-year Strategic Audit Plan.</p> <p>2.11 Identifying the audit resources, skills, and experience needed to meet the objectives of a draft audit strategy.</p> <p>2.12 Deriving Annual Audit Plans from Strategic Audit Plans.</p> <p>2.13 Updating audit plans for changes in the business and technological environments.</p>	<p>3.12 Issuing instructions for the implementation of appropriate Strategic and Annual Audit planning processes.</p> <p>3.13 Reviewing draft audit plans, match them to existing resources and staff capabilities and identify the options for any mismatch.</p> <p>3.14 Initiating and supporting consultations with key stakeholders and oversight bodies.</p> <p>3.15 Following procedures necessary to obtain approval of Strategic and Annual Audit plans.</p> <p>3.16 Arranging for the implementation of approved plans.</p>	<p>4.4 Reviewing audit plans and determine whether they address the needs of stakeholders and contain an appropriate mix of audit services.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.22 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> The importance of audit planning to the optimum allocation of audit resources. Overall process by which Strategic and Annual Audit Plans are formulated and executed. Responsibilities of management and operational staff to implement appropriate and adequate governance, risk management, and internal control processes. The meaning of 'material risk' and the impact that this has upon the identification of audits for inclusion in audit plans. Impact of audit plans on development of self and on staff 	<p>2.14 Demonstrates knowledge of the importance of audit planning to the correct allocation of audit resources; and the need for, and nature of the additional risk factors used within IT environments.</p>	<p>3.17 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Existing supply of audit resources including their competencies Existing allocation of audit staff by audit type and level of expertise Existing and proposed audit plans and the proposed changes in detail Options available for matching audit plans and audit resources Processes and procedures necessary to adjust the budget and training plans of the audit function if necessary. 	<p>4.5 Demonstrates knowledge of the main features of existing and proposed audit plans and the key changes from previous audit periods.</p>





CONDUCTING AUDIT ASSIGNMENTS

Accounting

Using an audit methodology that is consistent with international standards on public sector audit for selecting a process for audit, planning an audit assignment, documenting a process, assessing risks and controls in a process, assessing the performance of processes, identifying control gaps, conducting audit tests, and accurately recording audit work. Audit work contained within the Annual Audit Plan and any contingencies that arise need to be completed in the correct audit year and to acceptable auditing standards. In this way, the planning and conduct of individual audit assignments acts as a driving force for the improvement of PFM processes in the Government of the Philippines.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Assists auditors to carry out audit work applying approved methodologies to meet audit objectives.</p> <p>1.2 Interacts cooperatively with stakeholders to collate background information and the evidence necessary to support audit findings and recommendations for corrective action.</p> <p>1.3 Discusses research findings with audit team leader.</p> <p>1.4 Applies understanding of the audit environment in all audit work.</p> <p>1.5 Reviews organisational structures, staffing, administrative systems, and procedures.</p> <p>1.6 Performs advanced audit work as appropriate.</p> <p>1.7 Demonstrates experience of implementing key stages of audit assignments.</p> <p>1.8 Leads individual audit assignments as required.</p>	<p>2.1 Applies the organisation's audit methodology to meet specific audit assignment objectives.</p> <p>2.2 Supervises a range of audit assignments while promoting effective teamwork.</p> <p>2.3 Trains new auditors to contribute to the team's success.</p> <p>2.4 Discusses audit scope and objectives with auditee prior to the conduct of audit.</p> <p>2.5 Discusses audit results with auditees if necessary.</p> <p>2.6 Demonstrates experience of a range of audit types.</p> <p>2.7 Coaches audit staff in the stages of audits and the most appropriate tools and techniques.</p>	<p>3.1 Implements approved auditing standards, guidelines, and procedures.</p> <p>3.2 Discusses audit scope and objectives with auditee prior to the conduct of audit if necessary.</p> <p>3.3 Ensures support of senior management in the conduct of audit work.</p>	<p>4.1 Supports the relevant audit function to resolve conflicts undermining the achievement of audit and organisational objectives.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.9 Regards it as important to be efficient and persistent where the achievement of audit objectives is threatened.</p> <p>1.10 Believes in maintaining objectivity throughout audit engagements.</p> <p>1.11 Considers it necessary to be mature and confident when dealing with more senior staff in order to promote audit credibility and facilitate the collection of audit evidence.</p> <p>1.12 Believes in forming audit conclusions on relevant and adequate evidence and guided by audit objectives</p>	<p>2.8 Believes in being well-organised to facilitate the supervision of multiple audit teams and assignments.</p> <p>2.9 Considers it important to delegate the planning and conduct of audit assignments while maintaining effective oversight.</p> <p>2.10 Enjoys supporting junior staff seeking advice on selection and operation of specific audit procedures and tools.</p> <p>2.11 Keen to develop the capabilities of junior staff.</p>	<p>3.4 Regards it as essential to focus upon the achievement of the entire operational plan of the audit function.</p>	<p>4.2 Believes in facilitating the resolution of issues that prevent or distract the audit function from achieving assignment objectives.</p>
SKILLS	<p>1.13 Assisting other audit staff to identify and collect evidence relevant to the planning and conduct of individual audit assignments; and apply relevant audit procedures, tools, and techniques.</p> <p>1.14 Applying approved procedures for managing audit files.</p> <p>1.15 Planning and conducting a variety of audit types including: (i) Financial, (ii) Management, (iii) Operational, (iii) Compliance, (iv) Forensic and special investigations.</p>	<p>2.12 Planning and conducting special investigations as required.</p> <p>2.13 Approving audit work programs, audit test plans as necessary.</p> <p>2.14 Advising other audit staff as necessary on the most appropriate selection and operation of audit techniques and tools to achieve audit objectives.</p>	<p>3.5 Overseeing the planning and conduct of special investigations as required.</p> <p>3.6 Resolving resource limitations for audit engagements.</p> <p>3.7 Identifying and escalating the strategic implications to the organisation of audit engagement findings.</p>	<p>4.3 Providing information from a wider policy perspective useful to the planning and conduct of individual audit assignments.</p> <p>4.4 Promoting the resolution of the strategic implications arising from audit engagements.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.16 Applying generally accepted audit procedures for assignment planning.</p> <p>1.17 Drafting engagement letters and audit planning memoranda based upon an assessment of risks faced by the relevant entity.</p> <p>1.18 Drafting an assignment work program appropriate to the achievement of audit assignment objectives.</p> <p>1.19 Conducting audit assignments in accordance with approved methods, i.e.: (i) Selecting and applying appropriate audit techniques and tools to achieve audit objectives; (ii) Interpreting statutory public reports where necessary, such as the annual financial statements, that are governed by law and accounting standards; (iii) Ensuring that all audit files are complete; and (iv) Managing own and others' workloads.</p>	<p>2.15 Identifying options to resolve resource limitations for audit engagements.</p>		
KNOWLEDGE	<p>1.20 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Agency's audit methodology and procedures to meet specific audit engagement objectives Benefits and limitations of specific audit techniques and tools Methods of standardising the organisation's audit methodology and procedures across audit assignments and teams. 	<p>2.16 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> The importance to the entities and processes of completing audit assignments in a professional and timely manner A wide range of audit assignment procedures and practices Techniques for managing resource constraints. 	<p>3.8 Demonstrates knowledge of a wide range of procedures and best practices conducive to the successful completion of audit assignments.</p>	<p>4.5 Demonstrates knowledge of policies and organisational arrangements conducive to ensuring the successful completion of audit assignments.</p>





AUDITING IN AN AUTOMATED ENVIRONMENT

Auditing

Measuring the impact of IT on auditing, understanding the IT control structure, using computer assisted audit techniques (CAATs), and making effective and efficient use of IT for audit purposes. The impact of automation will be to change internal control structures, make audit trails less transparent, and introduce new sources of error and the need for changes in traditional auditing techniques. In order to maintain audit effectiveness, some audit functions need to embrace the implementation of IT auditing.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Provides effective assistance to the achievement of audit objectives regardless of whether the audit environment is entirely manual, automated, or a hybrid.</p> <p>1.2 Assists actively in audit procedures designed to identify opportunities to promote the use of computer assisted auditing techniques (CAATs) in audit work.</p> <p>1.3 Enthusiastically implements improvements in audit quality and efficiency resulting from the better use of IT for audit management and administration.</p> <p>1.4 Promotes the acceptance of IT auditing techniques by auditees and other stakeholders.</p>	<p>2.1 Actively promotes the introduction of IT auditing by contributing proposals for the appropriate revision of existing audit processes and methods.</p> <p>2.2 Ensures that IT auditing techniques are introduced in a structured and controlled manner by supervising pilot audit work and critically reviewing the adequacy and consistency of IT audit work.</p> <p>2.3 Contributes proposals for the better use of IT within the audit function compatible with organisational changes and with present and future audit services and methods.</p> <p>2.4 Operates effective processes for the implementation, maintenance and utilisation of the IT assets of the audit function.</p>	<p>3.1 Champions the introduction of IT auditing techniques and better use of computers in audit and among audit partners.</p> <p>3.2 Encourages the involvement of the audit function early and at key stages of critical IT developments commensurate with maintaining audit independence.</p> <p>3.3 Maintains effective management oversight of progress in introducing and implementing IT auditing techniques.</p> <p>3.4 Ensures that all IT audit work results in practical audit outputs and is subject to appropriate quality control.</p> <p>3.5 Reviews draft audit automation documentation to ensure that proposals are compatible with organisational changes and with present and future audit services and methods.</p>	<p>4.1 Champions the introduction of IT auditing techniques and better use of computers for audit within the organisation as a whole.</p> <p>4.2 Promotes and takes policy decisions consistent with the effective introduction of IT auditing.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.5 Takes full account of IT risks and controls when planning, conducting, reporting upon and following-up audit assignments.</p> <p>1.6 Enthusiastically pilots the application of revised audit processes incorporating IT auditing techniques when required contributing helpful lessons for full implementation.</p> <p>1.7 Contributes positively to identifying audit processes and procedures capable of automation.</p> <p>1.8 Alerts superiors to instances in which the provision of additional specialist audit support needs to be considered to achieve audit objectives.</p>		<p>3.6 Leads by example increasing the quality and productivity of own work through the better use of computers.</p>	
ATTITUDES	<p>1.9 Absorbs new ideas about IT risks and controls.</p> <p>1.10 Enjoys learning new audit techniques and practices.</p> <p>1.11 Believes in adapting to change.</p> <p>1.12 Happy to be a positive advocate for the integration of IT auditing techniques within assignments.</p> <p>1.13 Determined to introduce new ideas and practices within specific audit assignments.</p> <p>1.14 Believes in providing stakeholders with 'quick wins' that will promote greater focus upon IT auditing and audit automation.</p>	<p>2.5 Believes in innovating within an audit context.</p> <p>2.6 Believes in countering any effort to distract audit from considering IT issues.</p> <p>2.7 Regards it as necessary to be flexible when reviewing and adjusting existing audit methods.</p>	<p>3.7 Considers a dynamic approach to be necessary in driving the introduction of new ideas and practices.</p> <p>3.8 Believes in innovative solutions to promoting the achievement of audit objectives.</p>	<p>4.3 Believes in maintaining audit effectiveness despite changes in business and technological environments.</p> <p>4.4 Believes in adopting modern audit practices to maintain audit effectiveness.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
SKILLS	<p>1.15 Operating systematic arrangements to gather information about IT assets critical to meeting business objectives and reporting requirements including IT threats, vulnerabilities, risks, and controls.</p> <p>1.16 Using word processor and spread sheet software effectively to perform audit tasks.</p> <p>1.17 Using CAATS in practice at appropriate points in the audit process.</p> <p>1.18 Maintaining electronic working papers in accordance with approved standards.</p> <p>1.19 Effectively implementing audit assignments that require the application of IT auditing techniques.</p> <p>1.20 Operating audit management and statistical software as appropriate.</p>	<p>2.8 Reviewing IT control reports and suggest improvements as necessary.</p> <p>2.9 Drafting and maintaining an IT auditing strategy.</p> <p>2.10 Using data extraction and statistical software effectively to perform audit tasks.</p> <p>2.11 Designing, implementing, and evaluating pilot audits designed to trial new ideas and techniques.</p>	<p>3.9 Evaluating and implementing an appropriate overall audit automation strategy designed to maximise the efficiency and effectiveness of the audit function.</p> <p>3.10 Using audit management and statistical software effectively to manage audit services.</p>	<p>4.5 Distinguishing between those risks and controls that arise from the operation of IT and processes and those that relate to manual processes.</p> <p>4.6 Discussing IT risks and controls with other policy makers to achieve a better overall control structure.</p>
KNOWLEDGE	<p>1.21 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> IT impacts on the control structure of an organisation, and on the transparency of audit trails and how this can be mitigated. 	<p>2.12 Demonstrates knowledge of the nature of, and controls relevant to: (i) Information system environment and organisational controls, and service delivery and management; and (ii) Effective IT project management.</p>	<p>3.11 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Alternative methods for building the capacity and capability in the use of IT auditing techniques, and making better use of IT for audit purposes 	<p>4.7 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Advantages and limitations for key stakeholders of applying IT auditing techniques and the better use of IT for audit purposes



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<ul style="list-style-type: none"> Changes in auditing techniques implemented by the audit function to allow for the automation of business processes. Ways that IT facilitates achievement of business objectives for area under review. The IT control framework adopted by the audit function (e.g. COBIT or Control Objectives for Information and Related Technology) and the method of its implementation. Concepts and strategies supporting IT governance including legal provisions relating to the use and misuse of IT Major security risks that occur in the provision of IT services including potential new sources of error arising from automation. Benefits, limitations, and methods of applying CAATs within audit assignments. 	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Methods of integrating the work of IT specialist and business auditors to achieve optimum audit coverage and productivity. Options adopted by the organisation for the implementation of mitigating controls. Existing and proposed automation initiatives that are likely to have a significant impact upon risks, the control structure of the organisation, and reporting arrangements (e.g. FMIS) and the contribution that audit can make throughout the process. Opportunities to use IT to extend the coverage and productivity of the audit function. Theory and practice of continuous, automated auditing 	<ul style="list-style-type: none"> Advantages, disadvantages, and situations in which it is appropriate to seek external, specialist support 	<ul style="list-style-type: none"> Positive contributions that audit function can make to improve the quality and control of existing and proposed IT initiatives





COMMUNICATING THE RESULTS OF AUDIT WORK TO STAKEHOLDERS

Auditing

Summarising findings and formulating audit recommendations; preparing the draft audit assignment report; reviewing findings and recommendations internally; servicing audit exit meetings; issuing final audit reports; and checking the implementation by the auditee of corrective actions. To have a positive impact on PFM arrangements, the results of audit work and any corrective actions identified must be communicated to stakeholders in an appropriate format. Follow-up arrangements are also required to monitor the degree to which audit recommendations have been implemented and have resulted in beneficial change.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Contributes audit findings, evidence, and potential audit recommendations for inclusion in audit reports and memoranda.</p> <p>1.2 Discusses audit findings with stakeholders as they arise and promotes dialogue with them to identify and agree appropriate and practical corrective actions.</p> <p>1.3 Assists other audit staff to monitor the implementation of audit recommendations for corrective actions.</p> <p>1.4 Ensures that critical findings are reported immediately to audit superiors and, with approval, to stakeholders.</p> <p>1.5 Maintains an environment conducive to the implementation of audit recommendations by consulting stakeholders when drawing up audit recommendations for corrective actions.</p>	<p>2.1 Ensures that the multiple audit teams operate procedures to communicate audit results and recommendations that are consistent with approved audit procedures.</p> <p>2.2 Reviews draft audit communications, requests clarification as necessary, and issues instructions for revisions where necessary.</p> <p>2.3 Analyses audit communications and alerts other members of the audit function to trends in the effectiveness of risk, control and governance processes.</p> <p>2.4 Contributes directly to the audit opinions contained in individual audits based upon the wider perspective afforded by the supervision of multiple audits.</p>	<p>3.1 Reviews and, if appropriate, approves audit communications for wider issuance.</p> <p>3.2 Re-formats recommendations for corrective actions if necessary.</p> <p>3.3 Discusses audit conclusions and recommendations with appropriate stakeholders as necessary</p> <p>3.4 Ensures that procedures and instructions for the distribution of audit communications promote beneficial change.</p> <p>3.5 Ensures that robust procedures for checking the implementation of audit recommendations are implemented.</p> <p>3.6 Promotes the implementation by management of corrective actions.</p>	<p>4.1 Contributes material for inclusion in audit communications where relevant from a wider policy perspective.</p> <p>4.2 Champions the implementation of audit recommendations by other senior staff and policy makers.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.6 Increases the likelihood that corrective actions will be implemented by ensuring that they relate clearly to audit objectives, are based upon fully evidenced findings, are practical, and written in SMART format.</p> <p>1.7 Prepares draft communications to relevant stakeholders in the approved format.</p> <p>1.8 Maintains robust processes to monitor whether audit recommendations have been implemented.</p> <p>1.9 Escalates non-implementation of corrective actions when necessary.</p>			
ATTITUDES	<p>1.10 Believes in proposing the strengthening of existing controls or creating additional ones only where justified to mitigate genuine business risk.</p> <p>1.11 Believes in respecting stakeholders' work pressures and resource constraints while never losing sight of audit objectives.</p> <p>1.12 Considers it important to be a good listener to promote good two-way communication with auditees.</p> <p>1.13 Believes in a non-confrontational approach to audit work, and in being diplomatic yet assertive where necessary.</p>	<p>2.5 Believes in focusing upon achieving improvements across a wide range of entities and processes.</p>	<p>3.7 Keen to minimise the workload of stakeholders commensurate with achieving audit objectives.</p>	<p>4.3 Feels committed to improving risk, internal control, governance, and reporting processes.</p> <p>4.4 Believes in supporting the reporting processes of the audit function.</p> <p>4.5 Believes in being approachable and in helping to resolve serious cases of dispute over corrective actions.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.14 Regards it as important to achieve a desired level of control rather than introduce or maintain a specific control activity allowing for innovative control solutions.</p> <p>1.15 Believes in advocating the dangers of over-controlling business processes.</p>			
SKILLS	<p>1.16 Identifying and collecting evidence about the implementation status of corrective actions.</p> <p>1.17 Reviewing audit work and determine which findings are to included and communicated to stakeholders.</p> <p>1.18 Developing audit recommendations that improve relevant risk, internal control, reporting and governance processes.</p> <p>1.19 Drafting audit communications to approved standards including format, style, and timeliness that need minimal revision.</p> <p>1.20 Cross-referring recommendations and audit opinions to working papers containing clear and sufficient evidence to support them.</p> <p>1.21 Quantifying the risks of failure to implement corrective actions and the residual risk after implementation wherever possible.</p> <p>1.22 Achieving buy-in from stakeholders for the implementation of corrective actions.</p> <p>1.23 Operating approved procedures for monitoring the implementation of audit recommendations</p>	<p>2.6 Identifying the format and type of reporting medium most appropriate for each audit assignment.</p> <p>2.7 Reviewing draft audit communications to ensure that they are of an appropriate quality.</p> <p>2.8 Contextualising findings and recommendations in relation to wider related risk, control and governance issues.</p> <p>2.9 Where required conducting an exit meeting with stakeholders in order to (i) Communicate the results of the audit, (ii) Demonstrate the value added by the audit team, (iii) Confirm corrective actions if possible.</p> <p>2.10 Arranging for the audit report to incorporate formal responses from relevant stakeholders.</p> <p>2.11 Drafting audit communications for approval before issuance.</p> <p>2.12 Implementing follow-ups actions designed to check the implementation of corrective actions</p>	<p>3.8 Providing information and analysis, contributing to the annual audit opinion.</p> <p>3.9 Incorporating the conclusions of individual audits, according to their significance and materiality, into an evidenced and sustainable opinion on the whole system of risk, control and governance.</p> <p>3.10 If mandated, producing an Annual Audit report stating an opinion on the organisations risk, control and governance to the Accounting Officer and Audit Committee.</p> <p>3.11 Establishing standards and procedures for reporting audit findings.</p> <p>3.12 Presenting audit reports and findings to relevant oversight bodies.</p> <p>3.13 Ensuring that critical findings, and those of general application, are promptly to relevant senior staff.</p> <p>3.14 Signing off audit communications as required.</p>	<p>4.6 Mediating to resolve disputes.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	<p>1.24 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Approved process for the preparation and distribution of audit communications • Approved process for the checking the implementation status of audit recommendations • Logging and monitoring the results of audit assignments to enable the follow up of significant issues within an appropriate timescale. 	<p>2.13 Demonstrates knowledge of the use of summary reporting procedures including annual reporting.</p>	<p>3.15 Demonstrates knowledge of tools and techniques for ensuring the effectiveness of communications.</p>	<p>4.1 Demonstrates knowledge of techniques for mediation and dispute resolution, their strengths and weaknesses.</p>





MAINTAINING EFFECTIVE AUDIT SERVICES

Auditing

Providing a balanced mix of audit services, delivering audit services appropriate to audit objectives, applying due professional care, matching audit services and audit objectives, gaining access to people and records, enhancing audit services to reflect changes in the corporate environment, and maintaining a learning environment. PFM objectives and processes are evolving constantly. In order to contribute positively to these changes, audit functions also need to adopt a dynamic stance to their audit services, processes and practices. Key competencies required are to maintain a dynamic audit function applying modern auditing techniques based upon generally accepted auditing standards and professional good practice.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Assists auditors to provide a balanced mix of modern audit services in a manner that generates among all stakeholders a positive image of the beneficial changes that result from audit work.</p> <p>1.2 Conducts all work with due professional care, objectivity and impartiality.</p> <p>1.3 Actively seeks to identify and alerts superiors to potential opportunities to improve the design and delivery of audit services based upon experience of their practical implementation.</p> <p>1.4 Provides audit services appropriate to the approved objectives and scope of an audit assignment.</p>	<p>2.1 Ensures that individual auditors teams promote the correct image of the audit function based upon professionally delivered, high quality work.</p> <p>2.2 Ensures that individual auditors apply due professional care, objectivity and impartiality when carrying out audit work.</p> <p>2.3 Allocates work so as to optimise use of the existing competencies of individual members of staff.</p> <p>2.4 Monitors new audit processes, tools and techniques for their appropriateness for use in the Philippines context.</p> <p>2.5 Proactively seek opportunities to increase the competencies of auditors.</p>	<p>3.1 Ensures that the objectives and scope of the audit function are expressed in clear terms that are quantifiable and measurable, and that they are approved and well known by all stakeholders.</p> <p>3.2 Ensures that the objectives and scope of audit are reviewed regularly to reflect evolving corporate and audit objectives.</p> <p>3.3 Ensures that the relevant audit function is operated in accordance with generally accepted, professional, auditing standards and ethics.</p> <p>3.4 Ensures that individual auditors remain independent in terms of their organisational status and objectivity.</p>	<p>4.1 Ensures that the audit services provided by an audit function remain compatible with its mandate and approved role.</p> <p>4.2 Ensures that audit management is free to report on all matters and that auditors are free from line operations and able to work with complete impartiality.</p> <p>4.3 Ensures that the audit function is accorded the appropriate status to fulfil its obligations.</p> <p>4.4 Arbitrates in cases of serious dispute concerning the access by auditors to people and records.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	<p>1.5 Alerts superiors to governance, risk and internal control issues identified while carrying out audit work that have implications on the range and nature of audit services.</p> <p>1.6 Assimilates and applies new and amended audit services with commitment and perseverance maximising the efficiency and effectiveness of their implementation.</p> <p>1.7 Actively pursues continuing professional education to maintain modern, up to date, auditing skills.</p>	<p>2.6 Arranges the training and mentoring of individual audit staff as necessary</p>	<p>3.5 Arbitrates in cases of disputes concerning the access of auditors to people and records.</p> <p>3.6 Fosters a climate of active learning among all audit staff.</p> <p>3.7 Ensure that training is disseminated by audit staff to other members of the audit function in order to maximise value for money.</p> <p>3.8 Monitors and assesses options for providing audit services and submits appropriate proposals to policy makers.</p>	<p>4.5 Ensures that internal and external audit have different, but complementary, roles.</p> <p>4.6 Approves audit resources consistent with the expectations of the audit function as expressed in approved operational and training plans</p>
ATTITUDES	<p>1.8 Believes in forward-thinking and being prepared to innovate.</p> <p>1.9 Keeps knowledge and skills up to date.</p>	<p>2.7 Regards it as important to be well-informed about key developments within the organisation and audit.</p> <p>2.8 Believes in being innovative without sacrificing the benefits of traditional audit services.</p>	<p>3.9 Believes in providing charismatic leadership to drive changes in audit services and methods.</p>	<p>4.7 Believes in being objective and impartial in assessing choices for audit services.</p>
SKILLS	<p>1.10 Learning new audit techniques and practices while remaining focused on the need to meet audit objectives.</p> <p>1.11 Proposing potential changes in audit services that more effectively achieve audit objectives</p> <p>1.12 Keeping up to date with changes in auditing standards, business risks and auditing processes and procedures.</p> <p>1.13 Implementing modified working practices within individual audit assignments.</p>	<p>2.9 Identifying potential changes in audit services that will improve the effectiveness of the audit function.</p> <p>2.10 Drafting proposals for change in audit procedures and practices designed to implement modern audit services.</p> <p>2.11 Modifying working practices to implement agreed changes to working practices.</p>	<p>3.10 Maintaining a network of audit experience and assimilate examples of modern and best audit practices implemented elsewhere.</p> <p>3.11 Envisaging potential changes in audit services that will improve the effectiveness of the audit function.</p> <p>3.12 Reviewing and approve proposals for the development of the audit function.</p> <p>3.13 Implementing agreed changes to audit processes and procedures.</p>	<p>4.8 Relating corporate developments to changes in audit services.</p> <p>4.9 Supporting audit change management arrangements.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	1.14 Supporting junior staff to change working practices as necessary	2.12 Supporting individual members of staff to change working practices as necessary.		
KNOWLEDGE	<p>1.15 Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Changes within entities in their business and audit environments and related processes that may impact upon the future provision of audit services • Key changes in the business and technological environments of specific entities in the medium term and their implications for the provision of audit services, (iii) Impact of proposed changes upon individual junior staff. 	2.13 Demonstrates knowledge of of steps and capacity building measures necessary to introduce new or revised audit services, and impact of proposed changes upon audit teams.	3.14 Demonstrates knowledge of initiatives adopted by other audit functions to introduce new or revised audit services and their experiences; and capacity building measures necessary to introduce new or revised audit services.	4.10 Demonstrates knowledge of change management theories and techniques available and the key considerations when choosing an approach to a given situation.





MANAGING AUDIT PERFORMANCE

Auditing

Measuring the role and benefits of audit performance, using quantitative measures, qualitative measures and/or a 'balanced scorecard' approach. Performance management of audit activities means involving members of staff as individuals and as a group in improving their effectiveness in achieving audit objectives. Competencies in this cluster are designed to ensure that the work performed by the audit function and its individual members is monitored regularly and measured appropriately, that the results are communicated to policy makers, and that, when these are identified, potential improvements in auditing performance are implemented.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Manages own time effectively, ensuring that deadlines, actions and audit objectives are fully achieved even when faced with problems, challenges and pressure.</p> <p>1.2 Responds positively to feedback about audit performance and improves performance where required.</p> <p>1.3 When acting as audit team leader takes personal responsibility for ensuring that all audit work is performed to generally accepted standards of performance.</p> <p>1.4 Generates confidence among stakeholders in the arrangements implemented by the audit function for performance measurement and accountability.</p>	<p>2.1 Encourages self-development activities among audit staff in order to improve audit performance.</p> <p>2.2 Builds upon the strengths of individual members of the audit team, and addresses potential improvement areas.</p> <p>2.3 Where possible, allocates work and assembles audit teams that increase future audit performance by widening the dissemination of audit skills.</p> <p>2.4 Trains, coaches and mentors other audit staff with a view to enhancing their personal performance in achieving audit objectives within agreed timescales.</p> <p>2.5 Maintains arrangements to ensure that individual members and audit teams work to full capacity on all audit tasks.</p>	<p>3.1 Ensures that performance appraisal and disciplinary procedures are operated within an audit context.</p> <p>3.2 Generates in stakeholders and all audit staff an awareness of the importance of good audit performance to the well-being of the organisation.</p> <p>3.3 Proactively implements arrangements that increase the accountability of the audit function for its performance.</p> <p>3.4 Establishes a performance measurement framework for the audit function that takes account of the fact that different stakeholders are interested in different aspects of audit services.</p> <p>3.5 Establishes appropriate performance metrics and targets for the audit function and implements effective arrangements for the collection analysis and distribution of performance information.</p>	<p>4.1 Supports initiatives designed to improve the performance of the relevant audit function.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
	1.5 Provides stakeholders with frequent opportunities to contribute proposals that would improve the performance of the audit function.		3.6 Considers trends extracted from time series when monitoring audit performance. 3.7 Provides a role model for excellent audit performance	
ATTITUDES	1.7 Believes in a performance-oriented approach to audit work. 1.8 Adopts a constructive and objective approach to giving and receiving feedback on performance	2.6 Considers it important to optimise the use of available audit resources when allocating work to audit teams.	3.8 Believes in advocating accountability for audit performance.	4.2 Considers it essential to promote performance-based ways of policies for providing audit services.
SKILLS	1.9 Setting personal targets that are compatible with assignment performance targets. 1.10 Completing approved audit time recording documentation. 1.11 Incorporating personal performance improvements within working practices as necessary.	2.7 Motivating self and work cooperatively with others to achieve, and preferably exceed, performance expectations. 2.8 Improving own performance as an example to others. 2.9 Setting performance targets that are compatible with operational plans for groups of assignments.	3.9 Formulating and publicising targets for the audit function as a whole. 3.10 Analysing performance information and innovating when designing measures to improve performance	4.3 Interpreting audit performance information and facilitating initiatives to improve audit performance.
KNOWLEDGE	1.12 Demonstrates knowledge of: <ul style="list-style-type: none"> Information required to evidence the achievement of KPI's and individual performance targets. Approved procedures and activities for the collection of audit performance information Generally accepted standards of audit performance. 	2.10 Demonstrates knowledge of quantitative and qualitative performance indicators relevant to the audit function.	3.11 Demonstrates knowledge of the 'balanced scorecard' approach to measuring audit performance	4.4 Demonstrates knowledge of tools, techniques and methodologies for identifying and analysing performance improvement measures.





CONTINUOUS IMPROVEMENT OF AUDIT QUALITY

Auditing

Controlling and improving, as necessary, the quality of audit work in accordance with prescribed quality control policies and procedures. The quality of audit outputs is a significant factor in determining whether adequate PFM arrangements are implemented and maintained. The implementation of continuous and periodic audit quality monitoring and improvement helps an audit function to ensure that its activities are carried out to acceptable auditing standards, that it adds value, and improves the government's and its agencies' operations. The competencies in this functional cluster are those required to control, and improve as necessary, the quality of audit work.



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
BEHAVIOURS	<p>1.1 Carries out all audit work to approved quality standards.</p> <p>1.2 Consistently applies approved quality control instructions.</p> <p>1.3 Diligently implements instructions for the completion of audit quality control documents.</p> <p>1.4 Strictly implements procedures for the continuous quality control of audit assignments.</p> <p>1.5 Ensures that the audit files for individual audit assignments include comprehensive and completed quality control documents.</p> <p>1.6 Takes responsibility for the quality of own outputs.</p> <p>1.7 Proactively seeks feedback from stakeholders with a view to implementing continuous improvements in audit services</p>	<p>2.1 Proactively promotes among audit teams an awareness of the requirement and procedures required to achieve high quality audit services.</p> <p>2.2 Ensures that approved continuous quality control checks are applied strictly and consistently by all audit teams.</p> <p>2.3 Reviews completed quality control checklists and other quality documents and takes action as necessary to maintain adequate quality control.</p> <p>2.4 Revises and re-drafts quality control documentation as necessary.</p> <p>2.5 Analyses feedback from stakeholders and proposes actions to improve audit quality as necessary.</p>	<p>3.1 Advocates and promotes as a high priority the production of high quality audit deliverables.</p> <p>3.2 Implements and monitors the adequacy of arrangements for the continuous quality control of all audit activities.</p> <p>3.3 Approves quality control checklists for use by audit staff.</p> <p>3.4 Ensures that quality checklists are completed by relevant staff throughout the audit process.</p> <p>3.5 Reviews audit reports and other audit outputs to ensure that they are of the desired quality.</p> <p>3.6 Initiates periodic reviews of audit activities and reviews results.</p> <p>3.7 Implements structured arrangements, for example a Quality Improvement Plan, to ensure that there is a sustainable improvement in the quality of all audit services</p>	<p>4.1 Adopts a pro-active approach designed to ensure that the reputation of the audit function for producing high quality work is maintained and enhanced.</p> <p>4.2 Assists in maintaining audit quality by informing audit management of changing business priorities and suggestions made by senior stakeholders for the potential improvement of audit communications.</p> <p>4.3 Supports the implementation of a Quality Improvement Plan for the relevant audit function.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
ATTITUDES	<p>1.8 Considers it important to be quality conscious in every individual task.</p> <p>1.9 Keen to be diligent and accurate in maintaining quality control documentation.</p> <p>1.10 Believes in being diligent and meticulous in maintaining the content and standard of audit files.</p>	<p>2.6 Considers it important to be strict in enforcing the comprehensive completion of all quality documentation.</p>	<p>3.8 Keen to maintain and enforce compliance with audit quality assurance mechanisms.</p>	<p>4.4 Believes in implementing policies that promote and publicise the quality of audit work.</p>
SKILLS	<p>1.11 Applying approved audit quality control procedures when carrying out specific audit assignments.</p> <p>1.12 Completing approved quality control documentation as required</p> <p>1.13 Reviewing audit working papers for individual assignments and taking action to ensure that audit work carried out conforms to quality standards.</p>	<p>2.7 Evaluating whether a group of audits conform to quality standards.</p> <p>2.8 Analysing quality documentation and identify and implement changes to audit protocols as necessary.</p> <p>2.9 Formulating draft Quality Improvement Plans and submitting them for approval, and keeping them up to date.</p>	<p>3.9 Comparing the efficiency and effectiveness of the audit function based on standards and benchmark information.</p> <p>3.10 Reviewing the amalgamated audit universe and the method followed for annual risk assessment leading to the audit plan.</p> <p>3.11 Evaluating the audit organisational structure, staffing, and audit approach.</p> <p>3.12 Determining how auditing is perceived through interviews and surveys with stakeholders.</p> <p>3.13 Examining audit techniques and methodology for testing controls.</p> <p>3.14 Identifying ways to enhance audit policies and practices.</p> <p>3.15 Facilitating independent, external reviews periodically.</p>	<p>4.5 Reviewing and, if appropriate, approving Quality Improvement Plans.</p> <p>4.6 Evaluating proposals and the results of periodic internal self-assessments, peer reviews and independent external reviews.</p>



	BASIC	INTERMEDIATE	ADVANCED	EXPERT
KNOWLEDGE	1.14 Demonstrates knowledge of approved procedures for maintaining audit quality control; nature and format of quality control documentation; and relevant audit standards covering quality control	2.10 Demonstrates knowledge of alternative quality control frameworks	3.16 Demonstrates knowledge of the methods of analysing and benchmarking quality control information; the benefits of periodic internal self-assessment and independent external reviews for the audit function and its stakeholders; and the benefits of Quality Improvement Planning and options for audit quality accreditation	4.7 Demonstrates knowledge of corporate quality management procedures, and options for securing resources to fund improvements in auditing quality.



5.3 GENERAL ADMINISTRATIVE SERVICES



Competencies in this job family were developed for the use of administrative support professionals within government offices and agencies irrespective of department, division, branch, work function or position. These competencies encompass behaviours necessary to succeed in providing general administrative support such as preparing weekly reports, coordinating with various offices on projects and documenting minutes of the meeting. The competencies were the outputs of the PAHRODF

Project entitled **“Developing Trainers/Subject Matter Specialists in Competency Modeling and Profiling for CSC.”**

These competencies were developed by Seventy (70) highly qualified subject matter specialist (SMS) from the Civil Service Commission whose future role is to act as consultants to agencies in competency based profiling and modeling. The participating agencies who were interviewed by the SMS came from the Department of Agriculture, Civil Service Commission (CSC) and Department of Budget and Management (DBM).

The seventy (70) SMS were selected through an assessment process to determine their essential ability to handle HR technical information, facilitation process and follow through coaching. Then they were trained and coached on Competency Based Modeling and Profiling and Helping Skills.

- Achievement Orientation
- Attention to Detail
- Professionalism
- Communication
- Interpersonal Skills
- Records Management
- Computer Skills
- Service Delivery





ACHIEVEMENT ORIENTATION

The ability to use internal and external resources effectively to achieve individual, team, and organisational goals.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Identifies necessary resources required for a task</p> <p>1.2 Sets targets aligned with the organisational plan, keeping others informed of progress or barriers to achievement</p> <p>1.3 Identifies resources (including partnerships or indirect resourcing approaches) that will facilitate the achievement of the organisation's goals</p> <p>1.4 Keeps track of and measures outcomes against a standard of excellence not imposed by others.</p> <p>1.5 Gathers relevant information and identifies key issues</p>	<p>2.1 Adopts ways to improve efficiency</p> <p>2.2 Performs additional steps to ensure success of tasks</p> <p>2.3 Seeks different points of view from subject matter experts</p> <p>2.4 Seeks out creative/innovative solutions for improvement in business outcomes</p> <p>2.5 Questions conventional means of service delivery to more effectively and efficiently meet the organisation's goals</p> <p>2.6 Makes specific changes in the system or in own work methods to improve performance (examples may include doing something better, faster, at lower cost, more efficiently; or improves quality, client satisfaction and morale without setting any specific goal)</p>	<p>3.1 Recommends steps to address areas for improvement</p> <p>3.2 Anticipates the style of people and the environmental context and takes appropriate action to effectively adapt to these</p> <p>3.3 Sets and works to meet goals that are a definite stretch, but not unrealistic</p> <p>3.4 Effectively oversees a range of significant programs and time-sensitive issues using appropriate resources</p> <p>3.5 Evaluates the relevance of sources and the means of gathering information</p> <p>3.6 Recognises underlying issues or problems based on trends, associations and cause-effect relationships between datasets</p>	<p>4.1 Identifies and communicates the higher purpose in a given task to enhance its relevance</p> <p>4.2 Anticipates and prepares for contentious events and issues with appropriate strategies</p> <p>4.3 Analyses for organisational outcomes in order to make decisions, set priorities or choose goals on the basis of calculated inputs and outputs</p> <p>4.4 Provides leadership in effective management and stewardship of resources</p> <p>4.5 Makes decisions that allocate limited resources (time, people and budget) to meet program delivery and/or policy objectives</p> <p>4.6 Influences policy development in order to impact policy and delivery outcomes</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
	<p>2.7 Recognises need to obtain more or higher quality information in order to collect all the relevant data needed for an appropriate solution</p> <p>2.8 Identifies the implications and possible consequences of trends or events</p> <p>2.9 Devices effective means of gathering information</p>	<p>3.7 Organises and integrates all the pieces in a way that provides insights and ideas that can be used to draw appropriate conclusions and solutions</p> <p>3.8 Develops and recommends policy framework based on analysis of emerging trends</p> <p>3.9 Thinks about several steps ahead in deciding on best course of action, anticipating likely outcomes</p>	<p>4.6 Influences policy development in order to impact policy and delivery outcomes</p> <p>4.7 Anticipates underlying issues or problems based on trends, associations and cause-effect relationships between datasets</p> <p>4.8 Adopts a systems perspective, assessing and balancing vast amounts of diverse information on the varied systems and sub-systems that comprise and affect the working environment</p>





ATTENTION TO DETAIL

The ability to report accurate information and spot errors in documents and other forms of written communication in a timely manner.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Double-checks the accuracy of information and work product to provide accurate and consistent work</p> <p>1.2 Provides accurate and consistent numbers on all paperwork</p> <p>1.3 Gives information on a timely basis</p> <p>1.4 Monitors carefully the details and quality of own and other's work</p> <p>1.5 Completes all work according to procedures and standards</p> <p>1.6 Notices errors in work before it is distributed</p> <p>1.7 Keeps track progress of the work or project</p> <p>1.8 Follows instructions on how to go about a task</p>	<p>2.1 Sets up procedures to ensure high quality of work</p> <p>2.2 Monitors the quality of work by setting up procedures</p> <p>2.3 Acts to verify information</p> <p>2.4 Maintains checklist and calendar to ensure that small details are not overlooked</p> <p>2.5 Suggests a system to monitor progress of work or project.</p> <p>2.6 Develops ideas thoroughly and meticulously into an effective plan of action</p>	<p>3.1 Provides immediate feedback to team members on reports and written communication that need to be revised</p> <p>3.2 Gives specific instructions to team members on what needs to be revised</p> <p>3.3 Monitors progress of revisions to ensure that output reaches the desired level of accuracy</p> <p>3.4 Reviews and checks the accuracy of information in work reports</p> <p>3.5 Proofreads own work to identify errors or omissions</p> <p>3.6 Develops and uses systems to organise and track progress of work</p> <p>3.7 Checks and evaluates if output is in accordance with the given instructions</p>	<p>4.1 Establishes a system to ensure that all areas are covered</p> <p>4.2 Organises information or materials for others</p> <p>4.3 Takes necessary actions to produce work that requires little or no checking</p> <p>4.4 Informs affected internal/external clients and partners of changes in a timely manner</p> <p>4.5 Follows up regularly to ensure that the project is progressing as planned</p> <p>4.6 Devises systems to monitor and control detailed information accurately and adequately</p>





PROFESSIONALISM

The ability to conduct self in an excellent and competent manner expected of a person trained to do the job.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Demonstrates professional competence and mastery of subject matter	2.1 Shows persistence when faced with difficult problems or challenges	3.1 Expresses personal developmental goals and engages in activities to achieve them	4.1 Demonstrates a high level of personal responsibility, dependability and reliability
1.2 Meets commitments, observes deadlines and achieves desired results	2.2 Modifies behaviour as appropriate to meet the expectations of the position and the situation	3.2 Acknowledges others' desire for development and creates a team atmosphere towards mutual improvement	4.2 Exhibits the values, attitudes and behaviours of the organisation
1.3 Admits mistakes and refocuses efforts when appropriate	2.3 Accepts responsibility for outcomes (positive or negative) of one's work, and admits mistakes and refocuses efforts when appropriate	3.3 Provides encouragement and support to others in accepting responsibility	4.3 Establishes criteria and/or work procedures to achieve a high level of quality, productivity and service
1.4 Completes own work on time	2.4 Sets high standards of work performance for self	3.4 Does not accept others' denial of responsibility without questioning	
1.5 Ensures that written correspondence is neat and professional	2.5 Reviews own work and of others for quality	3.5 Sets high standards of performance for team, group or others	
1.6 Works to overcome obstacles to completing tasks or assignments	2.6 Dedicates required time and energy to assignments or tasks to ensure that no aspect of the work is neglected	3.6 Sets examples of high-quality work for peers	





COMMUNICATION

The ability to clearly convey and receive messages to meet the needs of all.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Speaks clearly and courteously when communicating messages using simple/ basic terms or words</p> <p>1.2 Emails and uses other communication facilities such as telefax, cellular phone and social media to convey and receive simple messages</p> <p>1.3 Provides simple explanation on basic policies and procedures inquired by co-workers and other units, with guidance from immediate supervisor</p> <p>1.4 Uses existing communication materials or templates to produce own written work</p>	<p>2.1 Explains clearly issues, policies and procedures and other pertinent information to clients and co-workers when asked for clarification</p> <p>2.2 Listens attentively to ideas and concerns of co-employees</p> <p>2.3 Follows-up on emails, text messages and telefax communication sent to internal and external clients and uses existing templates to write letters and memos</p> <p>2.4 Drafts simple communication such as transmittal letters, memos, advisories, etc. with minor revisions</p> <p>2.5 Uses computer and other forms of technology to send information and reports</p> <p>2.6 Prepares simple communication and consolidates reports applying basic grammar, spelling and syntax</p>	<p>3.1 Frequently updates superior verbally of current workload and priorities</p> <p>3.2 Keeps superior informed about progress and problems to avoid surprises</p> <p>3.3 Understands quickly ideas and concerns of co-employees and uses effective verbal and non-verbal communication to respond to their needs and concerns</p> <p>3.4 Expresses ideas clearly and concisely in writing where written communication outputs are used immediately in the organisation without the need for revisions</p> <p>3.5 Demonstrates correct use of grammar, spelling, and punctuation in all documents produced</p> <p>3.6 Maintains composure and speaks politely to demanding and hostile co-workers</p>	<p>4.1 Informs superiors when concerns are brought to higher authorities</p> <p>4.2 Informs regularly superior of workload and priorities and documents in a concise and timely report</p> <p>4.3 Accurately interprets written orders and memos from higher authorities within the agency; keeps confidential classified info and shares non-confidential data to subordinates/peers</p> <p>4.4 Writes to and interacts with peers, superiors and higher officials and authorities to communicate important updates and messages affecting the agency</p> <p>4.5 Writes letters and other communication that suits the writing style and other requirements of the superior and the agency as a whole</p> <p>4.6 Responds calmly and provides options to keep difficult situation under control</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
		<p>3.7 Consistently demonstrates correct use of grammar, spelling and syntax in all written communication and reports</p>	<p>4.7 Patiently provides accurate and complete explanation to assist others in comprehending oral and written information</p> <p>4.8 Edits communication materials such as reports, letters and memos and transforms them into concise, clear and relevant written communication</p>





INTERPERSONAL SKILLS

The ability to effectively communicate and interact with colleagues, customers and clients, and work well in a team to achieve results.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Communicates clearly in words and body language	2.1 Works with others to identify, define and solve problems	3.1 Identifies the various barriers to good communication to reduce the likelihood of misunderstandings	4.1 Creates and maintains a culture of free and effective communication
1.2 Listens well and correctly interprets both the verbal and non-verbal messages from others	2.2 Freely communicates with and allows others to freely communicate values, ideas, beliefs, opinions, needs and wants without being judgmental	3.2 Shows a real interest in people, asks questions and seeks clarification on any points that could be easily misunderstood	4.2 Trains people to develop and keep effective interpersonal relationships
1.3 Displays good negotiation skills by being able to work with others to find a mutually agreeable outcome	2.3 Carefully chooses words in talking to others to avoid misunderstanding or confusion, and seeks feedback to ensure the message has been understood	3.3 Remains positive and cheerful under pressure	4.3 Sets and continually improves standards to effective interpersonal relationships
1.4 Improves continually communication skills	2.4 Encourages others to engage in communication and use appropriate questioning to enhance mutual understanding	3.4 Understands that other people may have different points of view and tries to see things from their perspective	4.4 Foresees, plans for and removes obstacles to effective interpersonal relationships
1.5 Interacts with colleagues in a tactful manner	2.5 Shows employees empathy and respect	3.5 Recognises, manages and reduces stress on oneself and others	4.5 Meets with department heads and listens to their perspective on organisational policies and procedures
1.6 Responds to employee/client inquiries	2.6 Makes himself/herself accessible to employees	3.6 Thinks about previous conversations and other interpersonal interactions, and learns from past mistakes and successes	4.6 Builds lasting relationships that are mutually beneficial to both parties
1.7 Deals with people by being pleasant and friendly to both internal and external clients	2.7 Engages in conversation with others to show concern sincerely	3.7 Negotiates effectively with others paving the way to mutual respect, trust and lasting interpersonal relations	4.7 Has a style and charm that immediately puts others at ease and disarms hostility
1.8 Establish constructive relationships with people in his or her area	2.8 Establishes strong relationships with others inside and outside his/her area or organisation	3.8 Works effectively in a group and inspires others to give optimum performance	





RECORDS MANAGEMENT

The ability to apply and adapt records management standards related to the cycle of records in an agency/institution which are conducted to achieve adequate and proper documentation of government policies, transactions and effective management of the agency/institution operations.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Maintains personnel records in a methodical and organised manner using own initiative to facilitate easy retrieval</p> <p>1.2 Quickly retrieves employees' records upon request and willingly and immediately responds to clients</p> <p>1.3 Applies knowledge of records management software applications and their use</p> <p>1.4 Checks accuracy of the details of all transactions and record keeping</p>	<p>2.1 Keeps updated with current records management technology and practices to continuously improve existing systems and practices for efficiency and effectiveness in records management functions</p> <p>2.2 Applies and adapt record management standards and best practice effectively</p> <p>2.3 Support others in the development and introduction of new record keeping practices and procedures</p> <p>2.4 Displays proactive approach to improving record keeping practices</p>	<p>3.1 Develops procedures for quick classification, better storage, protection and disposition of records to provide integrity, reliability, efficiency and effectiveness in records management functions and to respond to internal and external clients' needs and expectations</p> <p>3.2 Interprets best practice standards</p> <p>3.3 Applies locally and provide accurate and effective advice and guidance to colleagues</p> <p>3.4 Assesses current record keeping systems and provides feedback on their strengths and areas for improvement</p> <p>3.5 Recognises potential issues in relation to records management and communicates these to the relevant staff</p>	<p>4.1 Shares expertise, lessons learned and ideas with others for improvement of the records management system for the organisation's productivity, efficiency and effectiveness</p> <p>4.2 Develops and implements record management policies, procedure and guidance, and provides advice on record keeping issues</p> <p>4.3 Critically assesses current procedures and provides workable solutions for continuous improvement</p>





COMPUTER SKILLS

The ability to operate standard personal computer and use available computer software, applications and technology.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Applies basic computer skills in work using basic MS Office application</p> <p>1.2 Uses e-mail system</p> <p>1.3 Uses a computer and is familiar with operating basic systems such as Windows, MS Word, MS Excel, multimedia presentations and Internet</p> <p>1.4 Installs and uninstalls various programs and hardware</p> <p>1.5 Maintains files in a hard drive in an organised manner</p>	<p>2.1 Demonstrates knowhow of the technological infrastructure (hardware, software operating systems, personal computing, local area network [LAN], wide area network [WAN], computer telephony integration and internet)</p> <p>2.2 Uses other built-in/add-on functions of word processor</p> <p>2.3 Creates graphs and other graphical presentations of information/data contained in an Excel spreadsheet</p> <p>2.4 Prepares presentation using PowerPoint</p> <p>2.5 Conducts routine check-up of computers for viruses and malwares/ spywares</p> <p>2.6 Exhibits proficiency in operating various office systems</p> <p>2.7 Identifies problems and executes trouble shooting activities</p> <p>2.8 Creates back-up data</p>	<p>3.1 Integrates audio, video and animation in PowerPoint presentations</p> <p>3.2 Prepares related database of information</p> <p>3.3 Utilises technologies to access information to enhance professional productivity, conduct research and communicate through local and global professional networks</p> <p>3.4 Monitors and reviews various information technology activities and services</p> <p>3.5 Applies appropriate disk management techniques such as defragmentation</p> <p>3.6 Performs systematic back up procedures</p>	<p>4.1 Recommends appropriate and updated technology to enhance productivity and professional practice</p> <p>4.2 Recommends and assesses vendors and suppliers of ICT equipment and software</p> <p>4.3 Recommends enhancements and/or changes in procedures, processes and policies</p> <p>4.4 Trains others on tools and techniques for monitoring and managing processes</p> <p>4.5 Recovers as much as possible erased/ corrupted data</p>





SERVICE DELIVERY

The ability to provide prompt and quality service in response to the needs of the organisation and co-workers.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Understands role in the agency and recognises the importance and value of efficient work</p> <p>1.2 Relies on immediate superior when given challenging tasks and assignments</p> <p>1.3 Delivers work promptly that is consistent with office policies and procedures, and feels a sense of accomplishment</p> <p>1.4 Tries new approaches/methods to improve performance</p> <p>1.5 Validates reliability and accuracy of data and information gathered</p> <p>1.6 Receives, screens and processes transactions received at the frontline counter</p>	<p>2.1 Demonstrates responsibility and accountability even for urgent work and delivers it promptly</p> <p>2.2 Monitors own progress on innovations introduced against targets, identifies cause of own performance gaps and modifies actions accordingly and considers urgent task and delivers results without delays</p> <p>2.3 Explores more effective work processes or methods in own work and adjusts accordingly in order to get the job done quickly and effectively</p> <p>2.4 Adjusts thinking and behaviours to be in line with new thrusts or changing priorities of the agency</p> <p>2.5 Handles new tasks and assignments and adopts new measures without need for formal training and orientation</p>	<p>3.1 Establishes clear course of action for others and defines measures of excellence</p> <p>3.2 Implements metrics even with soft deliverables to track results and measure performance</p> <p>3.3 Institutes a process/system for monitoring and tracking team progress against standards</p> <p>3.4 Takes action to redirect individual and team behaviour and actions to put them back on the performance track</p> <p>3.5 Takes timely and appropriate action to avert potential problems</p> <p>3.6 Recognises employee performance deserving of rewards and incentives</p>	<p>4.1 Observes and studies best practices from other functional areas as well as outside agency and adopts these to improve team and/or agency performance</p> <p>4.2 Identifies opportunities for improving performance both for own area of responsibility and/or agency</p> <p>4.3 Responds to changes/developments within the agency and the external environment with recommendations for structural or operational improvements to adapt to these changes</p> <p>4.4 Promotes an agency-wide rewards and recognition system to acknowledge employees, teams and groups who demonstrate excellence</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.7 Provides correct, adequate and prompt information to customer</p> <p>1.8 Shows sense of urgency in attending to customer needs</p> <p>1.9 Decides on simple queries/ concerns within jurisdiction</p> <p>1.10 Follows standard operating procedure even in difficult situation</p>	<p>2.6 Exerts additional effort in providing excellent customer service by consistently exceeding expectation established in the service level</p>	<p>3.7 Meets the urgency of task and delivers quick service despite pressure</p> <p>3.8 Acts calmly when faced with rude co-workers</p> <p>3.9 Provides adequate and prompt information to customers as the need arises</p> <p>3.10 Initiates improvements in service delivery based on stakeholders' feedback</p>	<p>4.5 Initiates to confer with peers and superior and elicits feedback to improve service delivery</p> <p>4.6 Offers additional service to customer as a result of analysis, appreciation and understanding of the customers' goals, needs and directions</p>



5.4 COMMUNICATIONS



Competencies in this job family were developed for the use of administrative support professionals within government offices and agencies irrespective of department, division, branch, work function or position.

These competencies encompass behaviours necessary to succeed in providing general administrative support such as preparing weekly reports, coordinating with various offices on projects and documenting minutes of the meeting.

These competencies were developed with the help of Subject Matter Specialists in Competency Modeling and Profiling from the Civil Service Commission and were further validated with incumbent interviews from various offices and agencies.

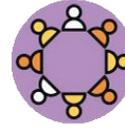
- Achievement Orientation
- Interpersonal Communications
- Oral Communications
- Presentation Skills
- Written Communications
- Corporate Communications
- Influencing and Building Relationships
- Computer Skills
- Service Delivery





ACHIEVEMENT ORIENTATION

The ability to use internal and external resources effectively to achieve individual, team, and organisational goals.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Identifies necessary resources required for a task</p> <p>1.2 Sets targets aligned with the organisational plan, keeping others informed of progress or barriers to achievement</p> <p>1.3 Identifies resources (including partnerships or indirect resourcing approaches) that will facilitate the achievement of the organisation's goals</p> <p>1.4 Keeps track of and measures outcomes against a standard of excellence not imposed by others.</p> <p>1.5 Gathers relevant information and identifies key issues</p>	<p>2.1 Adopts ways to improve efficiency</p> <p>2.2 Performs additional steps to ensure success of tasks</p> <p>2.3 Seeks different points of view from subject matter experts</p> <p>2.4 Seeks out creative/innovative solutions for improvement in business outcomes</p> <p>2.5 Questions conventional means of service delivery to more effectively and efficiently meet the organisation's goals</p> <p>2.6 Makes specific changes in the system or in own work methods to improve performance (examples may include doing something better, faster, at lower cost, more efficiently; or improves quality, client satisfaction and morale without setting any specific goal)</p> <p>2.7 Recognises need to obtain more or higher quality information in order to collect all the relevant data needed for an appropriate solution</p>	<p>3.1 Recommends steps to address areas for improvement</p> <p>3.2 Anticipates the style of people and the environmental context and takes appropriate action to effectively adapt to these</p> <p>3.3 Sets and works to meet goals that are a definite stretch, but not unrealistic</p> <p>3.4 Effectively oversees a range of significant programs and time-sensitive issues using appropriate resources</p> <p>3.5 Evaluates the relevance of sources and the means of gathering information</p> <p>3.6 Recognises underlying issues or problems based on trends, associations and cause-effect relationships between datasets</p> <p>3.7 Organises and integrates all the pieces in a way that provides insights and ideas that can be used to draw appropriate conclusions and solutions</p>	<p>4.1 Identifies and communicates the higher purpose in a given task to enhance its relevance</p> <p>4.2 Anticipates and prepares for contentious events and issues with appropriate strategies</p> <p>4.3 Analyses for organizational outcomes in order to make decisions, set priorities or choose goals on the basis of calculated inputs and outputs</p> <p>4.4 Provides leadership in effective management and stewardship of resources</p> <p>4.5 Makes decisions that allocate limited resources (time, people and budget) to meet program delivery and/or policy objectives</p> <p>4.6 Influences policy development in the right place and time in order to impact policy and delivery outcomes</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
	<p>2.8 Identifies the implications and possible consequences of trends or events</p> <p>2.9 Devises effective means of gathering information</p>	<p>3.8 Develops and recommends policy framework based on analysis of emerging trends</p> <p>3.9 Thinks about several steps ahead in deciding on best course of action, anticipating likely outcomes</p>	<p>4.7 Anticipates underlying issues or problems based on trends, associations and cause-effect relationships between datasets</p> <p>4.8 Adopts a systems perspective, assessing and balancing vast amounts of diverse information on the varied systems and sub-systems that comprise and affect the working environment</p>





INTERPERSONAL COMMUNICATIONS

The ability to interact with others in a manner that establishes rapport and contributes to the achievement of organisational objectives



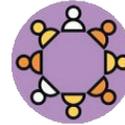
BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Speaks clearly and courteously when communicating messages with the use of simple/basic terms or words</p> <p>1.2 Emails and uses other communication facilities such as telefax, cellular phone and social media to convey and receive simple messages</p> <p>1.3 Provides simple explanation on basic policies and procedures inquired by co-workers and other units, with guidance from immediate supervisor</p> <p>1.4 Uses existing communication materials or templates to produce own written work</p>	<p>2.1 Explains clearly issues, policies and procedures and other pertinent information to clients and co-workers when asked for clarification</p> <p>2.2 Listens attentively to ideas and concerns of co-employees</p> <p>2.3 Follows-up on emails, text messages and telefax communication sent to internal and external clients and uses existing templates to write letters and memos</p> <p>2.4 Drafts simple communication such as transmittal letters, memos and advisories with minor revisions</p> <p>2.5 Uses computer and other forms of technology to send information and reports</p> <p>2.6 Prepares simple communication and consolidates reports applying basic grammar, spelling and syntax</p>	<p>3.1 Frequently updates superior verbally of current workload and priorities</p> <p>3.2 Keeps superior informed about progress and problems to avoid surprises</p> <p>3.3 Quickly understands ideas and concerns of co-employees and uses effective verbal and non-verbal communication to respond to their needs and concerns</p> <p>3.4 Expresses ideas clearly and concisely in writing where written communication outputs are used immediately in the organisation without the need for revisions</p> <p>3.5 Demonstrates correct use of grammar, spelling and punctuation in all documents produced</p> <p>3.6 Maintains composure and speaks politely to demanding and hostile co-workers</p> <p>3.7 Consistently demonstrates correct use of grammar, spelling and syntax in all written communication and reports</p>	<p>4.1 Informs superiors when concerns are brought to higher authorities</p> <p>4.2 Informs regularly superior of workload and priorities and documents in a concise and timely report</p> <p>4.3 Accurately interprets written orders and memos from higher authorities within the Agency, and keeps confidential classified info and shares non-confidential data to subordinates/peers</p> <p>4.4 Writes to and interacts with peers, superiors and higher officials and authorities to communicate important updates and messages affecting the agency</p> <p>4.5 Writes letters and other communication that suits the writing style and other requirements of the superior and the agency as a whole</p> <p>4.6 Responds calmly and provides options to keep difficult situation under control</p> <p>4.7 Provides accurate and complete explanation to assist others in comprehending oral and written information</p> <p>4.8 Edits communication materials such as reports, letters and memos and transforms them into concise, clear and relevant written communication</p>





ORAL COMMUNICATIONS

Makes clear and convincing oral presentations to individual or groups; listens effectively and clarifies information as needed.



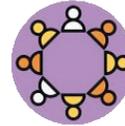
BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Orally presents ideas and facts in a clear, organised and convincing manner appropriate to the audience and occasion</p> <p>1.2 Communicates ideas clearly and effectively</p> <p>1.3 Gives courteous, accurate and complete responses</p> <p>1.4 Speaks in a clear, concise and organised manner appropriate to the audience and situation</p>	<p>2.1 Listens to others and shows understanding of what they are saying</p> <p>2.2 Creates opportunities participants and stakeholders to express their opinions, ideas and concerns, and engages in empathetic listening</p> <p>2.3 Identifies and enrolls farmers/fisher folk in skills training programs to improve their competencies</p> <p>2.4 Calls and leads meetings with farmers on the benefits and ways to form associations for mutual support.</p>	<p>3.1 Effectively delivers messages that require careful planning for the method used and possible impact on the audience</p> <p>3.2 Conducts information drive on advantages and disadvantages in having a registered association</p> <p>3.3 Confidently explains laws, rules, regulations and policies to clients</p> <p>3.4 Delivers assigned topics effectively</p> <p>3.5 Conducts meetings with partner agencies and explains to the farmer show to plant and grow trees</p>	<p>4.1 Facilitates open exchange of ideas</p> <p>4.2 Breaks down barriers to effective communication within and outside the organisation</p> <p>4.3 Meets independently with stakeholders to answer questions about the organisation's work policies, makes commitments and negotiates agreements</p>





PRESENTATION SKILLS

The ability to express oneself in a clear, concise manner during individual or group situation



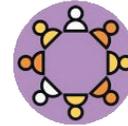
BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Delivers information in a small group in a clear, concise and logical manner</p> <p>1.2 Uses a variety of presentation methods to maintain group focus</p> <p>1.3 Uses appropriate vocabulary to the audience</p> <p>1.4 Makes formal presentations using audio-visual equipment</p>	<p>2.1 Presents ideas, opinions and feelings in a large group in a confident and enthusiastic manner</p> <p>2.2 Commands attention and manages group process during presentation</p> <p>2.3 Keeps the audience engaged through use of techniques such as analogies, illustration, humor, an appealing style, and voice inflection</p> <p>2.4 Presents to peers, team members or others</p>	<p>3.1 Gives interesting and well received formal and informal presentations to large/small groups inside or outside the organisation</p> <p>3.2 Spots and optimises opportunities to change process when something is not working while delivering a presentation</p> <p>3.3 Establishes an objective that clearly reflects the needs of the audience</p> <p>3.4 Involves the audience by soliciting questions and input, and clarifies as needed to help achieve goals of the session</p> <p>3.5 Presents to senior managers in the organisation</p>	<p>4.1 Performs the role of an “expert speaker” who is frequently invited to deliver lectures in conferences outside the organization</p> <p>4.2 Responds articulately with finesse to unrehearsed comments and questions being posed by audience</p> <p>4.3 Presents to internal/external clients e.g. other government institutions and stakeholders</p>





WRITTEN COMMUNICATIONS

The ability to express facts and ideas in writing in a clear, convincing, and organised manner



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Practices and uses the different written business communication formats used in the office</p> <p>1.2 Writes routine correspondence/communications based on readily available information, data, with minimal information, spelling and grammatical errors</p> <p>1.3 Secures information from required references for specific purposes</p> <p>1.4 Prepares the content of a written work for a given topic.</p> <p>1.5 Creates written communications including memos, formal/informal letters and technical reports that is routine</p>	<p>2.1 Writes narrative/descriptive reports and related writing assignments based on readily available information</p> <p>2.2 Self-edits words, numbers, letters, sentences, including capitalisation lower case, punctuation and phonetic notation</p> <p>2.3 Demonstrates clarity, fluency, impact, conciseness in his/her written communications</p> <p>2.4 Prepares technical reports and related documents involving the analysis of various interrelated data or activities/projects/current issues</p> <p>2.5 Creates grammatically and structurally proper and articulate written composition, including formal letters and technical reports of considerable difficulty</p>	<p>3.1 Edits and corrects various correspondences/documentation of staff</p> <p>3.2 Guides and coaches others on the output of their work to ensure quality</p> <p>3.3 Writes complex technical reports using clear terminology and concise format for use by high-level decision-makers</p> <p>3.4 Reviews technical reports, edits materials, and provides suggestions to improve clarity while ensuring documents are targeted to the intended audience</p> <p>3.5 Creates convincing, complex, and articulate written documents</p>	<p>4.1 Develops written communication strategies which meet information requirements and the end-user or beneficiaries of its programs and services</p> <p>4.2 Writes, reviews, and publishes advanced research findings and guidelines to be made available to other group and agencies</p> <p>4.3 Writes white papers on key agency objectives for use by high-level officials</p> <p>4.4 Reviews and critiques the writing of others in a constructive and substantive manner</p>
<p>1.6 Makes written work clear, easy to follow, concise and relevant (e.g., invitation letters, letters to barangay captains, memos and meeting agenda)</p> <p>1.7 Provides complete details in communicating information to others</p>	<p>2.6 Drafts, edits and revises queries, correspondence, reports and project proposals for approval</p> <p>2.7 Conveys ideas in writing appropriate to the sender of the communication</p> <p>2.8 Plans and organises content of written</p>	<p>3.6 Uses variety of written communications, particularly within the networked and partnered government agencies and stakeholders to gain understanding and commitment</p> <p>3.7 Drafts, edits, revises, reviews complex</p>	<p>4.5 Writes, proofreads and edits documents in response to sensitive or complex issues or cases</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.8 Accurately fills in or completes forms, files and templates</p>	<p>composition carefully to ensure grammatical accuracy and appropriateness</p> <p>2.9 Accurately quotes, paraphrases and summarises provisions of law, rules, regulations guidelines when conveying information in writing</p>	<p>or sensitive issues or cases for approval</p>	





CORPORATE COMMUNICATIONS

The ability to share information with stakeholders by developing communication plans that would help in achieving the goals of the local government unit.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Assists in the production of marketing and information collaterals</p> <p>1.2 Notifies partner agencies for interviews and data gathering</p> <p>1.3 Documents important events of Local Government Units through photos and videos</p> <p>1.4 Distributes video collaterals to partners and other stakeholders</p> <p>1.5 Gathers, files and preserves news clips and information, communication and education (IEC)-related collaterals</p>	<p>2.1 Generates and evaluates data on various tasks and activities relative to the production and marketing of information collaterals</p> <p>2.2 Facilitates publications and printing requirements of marketing collaterals</p> <p>2.3 Serves as resource person in specific subject area on development planning</p>	<p>3.1 Monitors and reviews data from various aspects of tasks and activities of corporate communication and recommends enhancements and/or changes in procedures, processes and policies</p> <p>3.2 Conceptualises information collaterals relative to planning concerns of the Local Government Units</p>	<p>4.1 Formulates and advances strategies and policies on corporate communication</p> <p>4.2 Seeks the support of local and foreign partners in the advancement of corporate communication</p>





INFLUENCING AND BUILDING RELATIONSHIPS

The ability to persuade, convince and influence others in order to gain support in forming an association, or get buy-in from others.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Applies appropriate techniques and approaches to find mutually beneficial solutions to problems and conflicts</p> <p>1.2 Listens actively to what people are saying and responds appropriately</p> <p>1.3 Establishes credibility and works cooperatively with others to move things</p> <p>1.4 Develops a network of contacts and builds trust</p> <p>1.5 Employs different techniques and adjusts style to have the best impact</p>	<p>2.1 Persuades management, partner agencies, stakeholders/farmers to commit to a course of action</p> <p>2.2 Sells ideas to stakeholders (what benefits they will have if they have a registered association)</p> <p>2.3 Anticipates objections or the need for information from a one stakeholder/group of people</p> <p>2.4 Understands other people's agenda and what is important to them</p> <p>2.5 Asks ideas to build ownership and 'buy in'</p>	<p>3.1 Uses power, authority, and influence appropriately to achieve goals</p> <p>3.2 Meets with key people/leaders individually in advance in order to create 'win-win' situations</p> <p>3.3 Identifies key decision- makers or influencers and wins them over</p> <p>3.4 Builds strong alliance with stakeholders to gain their rapport, trust and confidence</p>	<p>4.1 Builds long term relationship</p> <p>4.2 Builds on common ground, faces conflict and looks to resolve to mutual benefit</p> <p>4.3 Acts as a trusted advisor and inspires confidence to support the objectives of the association</p> <p>4.4 Acts to promote good working relationships and publicly credits others' contributions</p>





COMPUTER SKILLS

The ability to operate standard personal computer and use available computer software, applications and technology



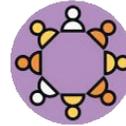
BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Applies basic computer skills in work using basic MS Office application</p> <p>1.2 Uses e-mail system</p> <p>1.3 Uses a computer and is familiar with operating basic systems such as Windows, MS Word, MS Excel, multimedia presentations and Internet</p> <p>1.4 Installs and uninstalls various programs and hardware</p> <p>1.5 Maintains files in a hard drive in an organised manner</p>	<p>2.1 Demonstrates knowhow of the technological infrastructure (hardware, software operating systems, personal computing, local area network [LAN], wide area network [WAN], computer telephony integration and internet)</p> <p>2.2 Uses other built-in/add-on functions of word processor</p> <p>2.3 Creates graphs and other graphical presentations of information/data contained in an Excel spreadsheet</p> <p>2.4 Prepares presentation using Power Point</p> <p>2.5 Conducts routine check-up of computers for viruses and malwares/spywares</p> <p>2.6 Exhibits proficiency in operating various office systems</p> <p>2.7 Identifies problems and executes trouble shooting activities</p> <p>2.8 Creates back-up data</p>	<p>3.1 Integrates audio, video and animation in PowerPoint presentations</p> <p>3.2 Prepares related database of information</p> <p>3.3 Utilises technologies to access information to enhance professional productivity, conduct research and communicate through local and global professional networks</p> <p>3.4 Monitors and reviews various information technology activities and services</p> <p>3.5 Applies appropriate disk management techniques such as defragmentation</p> <p>3.6 Performs systematic back up procedures</p>	<p>4.1 Recommends appropriate and updated technology to enhance productivity and professional practice</p> <p>4.2 Recommends and assesses vendors and suppliers of ICT equipment and software</p> <p>4.3 Recommends enhancements and/or changes in procedures , processes, and policies</p> <p>4.4 Trains others on tools and techniques for monitoring and managing processes</p> <p>4.5 Recovers as much as possible erased/corrupted data</p>





SERVICE DELIVERY

The ability to provide prompt and quality service in response to the needs of the organisation and co-workers



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Understands role in the agency and recognises the importance and value of efficient work	2.1 Demonstrates responsibility and accountability even for urgent work and delivers it promptly	3.1 Establishes clear course of action for others and defines measures of excellence	4.1 Observes and studies best practices from other functional areas as well as outside agency and adopts these to improve team and/or agency performance
1.2 Relies on immediate superior when given challenging tasks and assignments	2.2 Monitors own progress on innovations introduced against targets, identifies cause of own performance gaps and modifies actions accordingly and considers urgent task and delivers results without delays	3.2 Implements metrics even with soft deliverables to track results and measure performance	4.2 Identifies opportunities for improving performance both for own area of responsibility and/or agency
1.3 Delivers work promptly that is consistent with office policies and procedures, and feels a sense of accomplishment	2.3 Explores more effective work processes or methods in own work and adjusts accordingly in order to get the job done quickly and effectively	3.3 Institutes a process/system for monitoring and tracking team progress against standards	4.3 Responds to changes/developments within the agency and the external environment with recommendations for structural or operational improvements to adapt to these changes
1.4 Tries new approaches/methods to improve performance	2.4 Adjusts thinking and behaviours to be in line with new thrusts or changing priorities of the agency	3.4 Takes action to redirect individual and team behaviour and actions to put them back on the performance track	4.4 Promotes an agency-wide rewards and recognition system to acknowledge employees, teams and groups who demonstrate excellence
1.5 Validates reliability and accuracy of data and information gathered	2.5 Handles new tasks and assignment, and adopts new measures without need for formal training and orientation	3.5 Takes timely and appropriate action to avert potential problems	4.5 Initiates to confer with peers and superior and elicits feedback to improve service delivery
1.6 Receives, screens and processes transactions received at the frontline counter		3.6 Recognises employee performance deserving of rewards and incentives	
1.7 Provides correct, adequate and prompt information to customer		3.7 Meets the urgency of task and delivers quick service despite pressure	



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.8 Shows sense of urgency in attending to customer needs</p> <p>1.9 Decides on simple queries/concerns within jurisdiction</p> <p>1.10 Follows standard operating procedure even in difficult situation</p>	<p>2.6 Exerts additional effort in providing excellent customer service by consistently exceeding expectation established in the service level</p>	<p>3.8 Acts calmly when faced with rude co-workers</p> <p>3.9 Provides adequate and prompt information to customers as the need arise</p> <p>3.10 Initiates improvements in service delivery based on stakeholders' feedback</p>	<p>4.6 Offers additional service to customer as a result of analysis, appreciation and understanding of the customers' goals, needs, and directions customer as a result of analysis, appreciation and understanding of the customers' goals, needs, and directions</p>



5.5 PLANNING



Competencies in this job family were developed for the use of planning professionals within government offices and agencies irrespective of department, division, branch, work function or position. These competencies encompass behaviours necessary to succeed in providing planning and organising services such as rolling out government-wide projects, generating reports on outcomes of various activities and monitoring progress of ongoing initiatives.

The competencies were defined in 2013, through technical assistance given by PAHRODF for the competency profiling for the provincial governments of Aklan, Davao del Norte and Lanao del Norte. It was aimed at identifying and defining organizational leadership and functional competencies.

The development of the LGU competency framework was done through interviews and FGDs of internal stakeholders, clients, expert groups, sector practitioners, and review of literature.

These competencies contributed in effective job performance by identifying competencies based on patterns, themes, departmental/unit mandates and organizational thrusts. It also provided summaries of positions and staffing profiles.

- Strategic Planning
- Formulating and Integrating Development Plans
- Provincial Development Planning
- Research in Development Planning
- Generating Reports and Documentation
- Planning, Organizing and Delivering
- Monitoring and Evaluating
- Risk Assessment and Management
- Risk Analysis
- Preparing Feasibility Studies
- Policy Interpretation and Implementation
- Partnering With Other Government Agencies
- Barangay Development Planning Facilitation Skills
- Organisation Skills
- Service Delivery
- Interpersonal Skills
- Flexibility
- Stress Management
- Data Management
- Facilitation Skills
- Communication
- Computer Skills
- Presentation Skills





STRATEGIC PLANNING

The ability to influence, realign the organisation's strategic goals and directions; monitor and review data from various aspects of strategic and corporate planning and recommend enhancements.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Conducts research and gathers data and information to support corporate planning agenda</p> <p>1.2 Consolidates issues and concerns of different LGU Offices/units with regard to their targets and accomplishments</p> <p>1.3 Provides administrative support to the Performance Management Team in its review and evaluation of performance targets</p>	<p>2.1 Assesses the level of performance of the different LGU Offices based on their targets and accomplishments</p> <p>2.2 Evaluates, analyses and interprets the consolidated issues and concerns of the different LGU Offices based on targets and accomplishments</p> <p>2.3 Organises the logistical support for the Performance Management Team</p>	<p>3.1 Develops linkages within the organisation and with other government units and organisations to operate within the program's environment and achieve organisation's goals</p> <p>3.2 Recommends areas of focus and enhancements in the work plans/ programs</p> <p>3.3 Crafts short-term plans relative to work in the office or division</p>	<p>4.1 Translates the vision, mission and values of elective officials into effective strategies</p> <p>4.2 Inspires and influences others to assume ownership of organisation's goals</p> <p>4.3 Displays strategic thinking and planning to ensure the organisation moves towards its vision</p> <p>4.4 Initiates, develops, coordinates and evaluates change management strategies to successfully bring about change in the organisation</p> <p>4.5 Acts decisively in a complex environment of ambiguity and multiple stakeholders</p>





FORMULATING AND INTEGRATING DEVELOPMENT PLANS

The ability to consolidate the various programs to ensure coverage of the different areas of concerns indicated in the strategic agenda of the local government units.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Provides available historical information or data necessary in formulating plans</p> <p>1.2 Explains the values of various programs of the local government, and identifies the connection of each in view of the strategic direction</p>	<p>2.1 Gathers other information from other sources and to correlate such information to other programs</p> <p>2.2 Makes recommendations based on statistical analyses and other analyses of gathered information/data</p>	<p>3.1 Determines appropriate resources (material, human and time) necessary to complete the plan</p> <p>3.2 Leads personnel involved in the implementation changes (if any) due to dynamic demands of public service</p> <p>3.3 Identifies challenges, risks and possible problems, and determines corresponding measures to address the same</p> <p>3.4 Determines appropriate tools and practices to improve performance and work outputs, and ensures achievement of goals</p>	<p>4.1 Develops action plans and mechanisms that facilitate the achievement of strategic goals</p> <p>4.2 Adjusts strategic priorities to take account of changing circumstances</p> <p>4.3 Promotes engagement of key personnel in the organisation in the process of developing integrated plan</p>





PROVINCIAL DEVELOPMENT PLANNING

Identifying, developing and evaluating projects and programs that are responsive to the development needs of the province



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Compiles LGU development records, pertinent regulatory issuances, historical information and related documents as references for provincial development planning</p> <p>1.2 Keeps copies of documents outlining LGU development thrusts and priorities, policies and guidelines and ongoing activities and programs available, for information dissemination, for addressing inquiries and as reference for parties seeking clarification and guidance</p> <p>1.3 Prepares requirements, organizes schedules and activities, requests resources to facilitate the provincial development planning process</p>	<p>2.1 Takes direction from the LGU executive on the priority development areas of the province that are linked to election promises</p> <p>2.2. Solicits and consolidates plans and programs of the various offices and municipalities into the provincial development plan</p> <p>2.3 Refers to regulations (LGU, ENR Zoning etc.) to guide development planning</p>	<p>3.1 Directs data gathering on the LGU demographics, geographics, socio-economic information etc and utilizes the data to validate and/or to identify development thrusts and priorities</p> <p>3.2 Utilizes structured planning principles and tools such as Environmental Scanning, Situation Analysis, SWOT to logically arrive at provincial priorities</p> <p>3.3. Engages the development officers of the cities and municipalities to harmonize plans and programs and to identify areas for collaboration and support</p> <p>3.4 Evaluates proposed plans and programs against the identified provincial development thrusts and priorities</p>	<p>4.1 Consults with and engages on-the-ground development partners such as business groups, NGOs and other interest groups to identify potential growth areas and areas of mutual cooperation</p> <p>4.2 Welcomes assistance from organizations with recognized expertise in development planning to professionalize the development planning process in the province</p> <p>4.3 Takes the lead in formulating plans and programs that will be pursued at the provincial level, which are harmonized with municipal and city plans and programs</p>





RESEARCH IN DEVELOPMENT PLANNING

Systematically gathering and analysing information useful in identifying, implementing and evaluating development programs supportive of the development thrusts and priorities



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Observes guidelines and checks for completeness of required information when determining the scope and limitation of research work</p> <p>1.2 Applies appropriate data gathering tools and recognises and accesses correct information sources</p>	<p>2.1 Recognises and adopts the appropriate research methodologies and resources needed based on the identified needs and issues that must be addressed by the research</p> <p>2.1 Identifies primary and alternate sources of data, applies data reconstruction techniques and data gathering methodologies to complete required data</p> <p>2.3 Validates and checks for completeness and relevance of data, and organises and classifies such according to the requirements of the research</p>	<p>3.1 Performs necessary quantitative and/or qualitative data analysis to generate the information needed, and organises the same for presentation purposes</p> <p>3.2 Refers to research standards when evaluating research processes and providing corresponding advice to team members</p> <p>3.3 Reviews research results and processes with team members, and provides feedback to enhance existing processes</p>	<p>4.1 Reviews research results and organises such into useful information (socio-economic information, demographics, program/project feasibility, situationer, impact analysis etc.) in provincial development planning</p> <p>4.2 Interpolates data to test possible interrelationships and to potentially establish new and groundbreaking conclusions</p>





GENERATING REPORTS AND DOCUMENTATION

Writing comprehensive and understandable official documentation and report containing simple to complex information on events/programs/projects with analysis and recommendations as required.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Accomplishes pro-forma documents accurately</p> <p>1.2 Records correct data and information about events/programs</p> <p>1.3 Uses simple but clear and coherent sentences</p>	<p>2.1 Documents in chronological order, the proceedings in a regular meeting or event</p> <p>2.2 Writes summary reports and other documentation related to the performance of one's tasks, duties and responsibilities</p> <p>2.3 Uses grammatically correct, concise, clear, and coherent sentences</p>	<p>3.1 Writes technical documents and formal communications</p> <p>3.2 Simplifies technical jargon and technical information when report/document is intended for non-technical audience</p> <p>3.3 Presents data in table, graph, or chart format and provides correct analysis and interpretation</p> <p>3.4 Develops templates for simple and routine reports</p>	<p>4.1 Reviews, edits, critiques technical documentation based on accepted standards of technical writing</p> <p>4.2 Recognises trends and patterns in current and past data/information and provides correct analysis and recommendation</p> <p>4.3 Develops report format appropriate for the content and target audience</p>





PLANNING, ORGANISING AND DELIVERING

Developing programs and projects, and mobilising and managing resources, both material and human, in order to fully achieve the set objectives and targets of the Provincial Government in general and of the offices/departments in particular



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Schedules one's assigned tasks according to agreed priorities</p> <p>1.2 Works with resources at his/her own disposal, in accordance with set guidelines and standards</p> <p>1.3 Requests for colleague support or additional resources if all means at disposal have been exhausted, in order to meet timelines and other standards</p>	<p>2.1 Sets own priorities in support of the objectives of the operating unit they belong to</p> <p>2.2 Develops work plan to achieve deliverables in own area of responsibility, including the resource needed to accomplish the work plan on schedule</p> <p>2.3 Identifies barriers that may hamper implementation of plans and programs, and secures help through the immediate superior</p>	<p>3.1 Develops programs or projects within own area of responsibility to support the objectives and targets of the LGU, utilising existing structures, available resources and information</p> <p>3.2 Communicates priorities for the team members and allocates resources for the delivery of outputs</p> <p>3.3 Taps resources outside the team and secures senior management support when own unit resources are exhausted and projects/program face risk of failure</p> <p>3.4 Conducts constant review of plans, and takes corrective action in order to stay on track</p>	<p>4.1 Schedules one's assigned tasks according to agreed priorities</p> <p>4.2 Works with resources at his/her own disposal, in accordance with set guidelines and standards</p> <p>4.3 Requests for colleague support or additional resources if all means at disposal have been exhausted, in order to meet timelines and other standards</p>





MONITORING AND EVALUATING

Gathering and evaluating information to determine whether or not the on-going activities of a program are in line with intended direction or results.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Conducts random site inspection to check on program/project progress</p> <p>1.2 Checks status against a proforma checklist</p> <p>1.3 Relies on status reports submitted by program stakeholders</p> <p>1.4 Relies on updates provided by others</p>	<p>2.1 Collects data from various sources</p> <p>2.2 Maintains and updates databases of all R&D projects/ activities for effective M & E</p> <p>2.3 Reviews and analyses data and cross validates to spot anomalies or to confirm findings</p> <p>2.4 Provides on-time and complete updates to superior/s and colleagues regarding problems/issues, and suggests appropriate steps to address the issue</p>	<p>3.1 Leads in the monitoring and evaluation activities of projects and activities</p> <p>3.2 Prepares a checklist of project parameters to be measured including progress indicators</p> <p>3.3 Encourages others to use the developed M/E tools and system for programs/projects</p> <p>3.4 Investigates the cause of gaps or discrepancies against programmed results/ schedules and recommends actions to narrow the gaps</p> <p>3.5 Prepares the Project Evaluation Report (PER)</p>	<p>4.1 Undertakes in-depth review of the PER and suggests revisions</p> <p>4.2 Designs M&E approach and methodology appropriate for the projects</p> <p>4.3 Checks if systems/ components are in place to effectively monitor and evaluate progress</p> <p>4.4 Initiates design of information systems, databases for effective monitoring and evaluation of projects and activities</p> <p>4.5 Institutes measures that will effectively address the gaps identified</p>





RISK ASSESSMENT AND MANAGEMENT

The ability to identify, analyse, evaluate, and deal with risks relative to the achievement of goals and targets of the local government in general and of the offices/departments in particular.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Identifies hazards that may affect certain area/s of operations and/or to a particular segment/phase of a project/program; and able to provide insights and plan of actions to address such risk/s</p> <p>1.2 Gathers data (variations in the process, trends, public comments/opinions and others) available needed for risk assessment</p>	<p>2.1 Applies various approaches in determining and evaluating risks</p> <p>2.2 Prepares documentation on risk assessment including some information that could be referred in order to further analyse the findings and identify prioritisation</p>	<p>3.1 Interprets different types of data relevant to risk elimination, reduction or mitigation</p> <p>3.2 Recommends action plans to check identified risks and hazards</p> <p>3.3 Establishes parameters for the tasking or designation of duties and responsibilities in order to assess and manage risks</p>	<p>4.1 Interprets and analyses reports for decision-making and management use</p> <p>4.2 Sets directions to improve the process of identification and analysis of risks towards an appropriate mitigation strategies and programs, projects and activities</p>





RISK ANALYSIS

The ability to identify and analyse the dangers to individuals, businesses and the agency posed by potential natural and human-caused adverse events.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Identifies probable risks that will be encountered</p> <p>1.2 Ensures the veracity of data</p> <p>1.3 Expresses clearly the value of an accurate data in determining probable course of actions</p> <p>1.4 Recognises potential risk based on experience and market trends</p>	<p>2.1 Initiates action to avoid in order to lessen the risks involved</p> <p>2.2 Evaluates information to understand probability of success, benefits of success and consequences of failure</p> <p>2.3 Acts immediately on foreseen problems</p> <p>2.4 Provides feedback to all concerns to align values and objectives</p>	<p>3.1 Pursues situation or opportunities that can lead to either substantial benefit or significant negative consequence</p> <p>3.2 Minimises risks, contains the effects of the risk and the likelihood that it will happen</p> <p>3.3 Focuses and then isolates the events that precede a risk occurrence and the risk causes</p>	<p>4.1 Develops a risk management plan focusing on the supply and demand of grains and by-products</p> <p>4.2 Recognises that the nature of a risk is a precondition for a good response</p> <p>4.3 Keeps a risk log, containing the risk description, risk containment and the persons involved</p> <p>4.4 Tracks down the risk focusing on the current situation of the risk. Which of the risks is likely to happen, What steps or measures to take to contain risks</p>





PREPARING FEASIBILITY STUDIES

The ability to systematically gather and analyse relevant information relevant to some programs aimed at advancing and achievement the strategic agenda of the local government.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Identifies the scope and limitation of the research work</p> <p>1.2 Uses survey instruments to do library and web researches</p>	<p>2.1 Identifies the need for other types of research methodologies to address the issue</p> <p>2.2 Recognises other sources of information and data</p> <p>2.3 Determines the correct types of data, and classifies the gathered data or information according to their relevance to the objective of the research or study</p>	<p>3.1 Consolidates various data, determines their value in the overall direction of the studies</p> <p>3.2 Able to build on the identified relations and significance of data to the different aspects (impact to people, environment, economy and others) of a programs</p> <p>3.3 Develops measures and standards to guide the team or individual working on the research or study</p>	<p>4.1 Provides critical review of the initial data gathered, and gives guidance and direction to have in-depth data and analysis</p> <p>4.2 Establishes strategies and directions in the conduct of research or studies</p> <p>4.3 Plans capability building and resource mobilisation various stages of the research/ studies</p>





POLICY INTERPRETATION AND IMPLEMENTATION

The ability to interpret and apply existing policies and guidelines relative to planning concerns of the local government unit



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Prepares and/or processes documents based on existing policies and guidelines</p> <p>1.2 Identifies policy concerns and issues</p> <p>1.3 Replies appropriately to queries with readily available information</p> <p>1.4 Identifies appropriate agencies for further referral of clients' queries</p>	<p>2.1 Replies to queries which require interpretation of law, rules and policies based on precedent cases</p> <p>2.2 Clarifies policy concerns, issues, and/or conflicts</p> <p>2.3 Evaluates, tabulates, computes and generates data as a reference to policy interpretation</p>	<p>3.1 Works with different policy stakeholders in reconciling similar, overlapping or contradicting policies</p> <p>3.2 Determines inconsistencies and incoherence in policies and guidelines, and recommends enhancements</p>	<p>4.1 Communicates and encourages adherence to policies and guidelines through conferences, fora, focus group discussions, meetings and other related events</p> <p>4.2 Presents and clarifies to stakeholders the ins and outs of the Local Government Units, and the appropriate interpretation of policies and guidelines</p>





PARTNERING WITH OTHER GOVERNMENT AGENCIES

The ability to develop networks and build alliances with other government agencies and utilise relationships to gain support for the accomplishment of goals



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Develops networks and builds alliances with other government agencies</p> <p>1.2 Finds common ground with other agencies to ensure effective working relationship (through providing resource speaking services for skills training on livelihood)</p> <p>1.3 Builds partner agencies and stakeholders (farmers/fisherfolks) networks and contacts to support work in own area</p>	<p>2.1 Collaborates with different government agencies, individuals and groups within Cebu province</p> <p>2.2 Builds collaborative relationships with partner agencies and stakeholders to help achieve work objectives</p> <p>2.3 Reaches out and provides information and assistance to other partner agencies</p> <p>2.4 Seeks out and shares appropriate information where necessary e.g. through attendance in meetings, participation in all activities, participation in professional associations</p>	<p>3.1 Strengthens local partnership</p> <p>3.2 Establishes rapport and maintains good relationship with partner agencies</p> <p>3.3 Recognises ways to reinforce and expand successful partnerships</p>	<p>4.1 Manages competition between individuals or groups to eliminate barriers to building partnerships</p> <p>4.2 Accomplishes agency's mission, vision by building collaborative networks of trainers, technical persons, stakeholders, decision makers</p> <p>4.3 Actively reaches out to sustain regular contact with essential trainers, technical persons and stakeholders</p>





BARANGAY DEVELOPMENT PLANNING FACILITATION SKILLS

The ability to appreciate and understand the dynamics of the local development planning, investment programming and budgeting, describe the roles of the stakeholders in all ORAL



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Mobilises the barangay council to create a technical working group for the conduct of barangay development planning</p> <p>1.2 Reviews documents on barangay development plan</p> <p>1.3 Consolidates the results of the review of documents on barangay development plan</p> <p>1.4 Invites the members of the barangay development council on conduct of meetings</p> <p>1.5 Conducts interview with sectoral representatives of the barangay development council</p> <p>1.6 Documents through writing and audio recording the discussions during meetings</p>	<p>2.1 Conducts orientations to barangay stakeholders on the processes, tools, techniques in local development planning which may not be limited to the following:</p> <ul style="list-style-type: none"> • Barangay Spot Mapping • MBN – Minimum Basic Needs • IRAP – Integrated Rural Accessibility Planning • MDGs – Millennium Development Goals • PRA – Participatory Resource Assessment • RBA – Rights- Based Approach to Development <p>2.2 Conducts data gathering and analysis required for the formulation of the local development plan which may not be limited to the following approaches:</p> <ul style="list-style-type: none"> • Barangay Spot Mapping • Participatory Resource Assessment • Focus Group Discussion <p>2.3 Facilitates the formulation of the local development plan with the full participation of the local development council</p>	<p>3.1 Develops guidelines and manual of operations to institutionalise the processes identified and applies the concepts and tools in local development planning</p> <p>3.2 Prepares facilitation guides on tools and techniques in the conduct of local development planning</p> <p>3.3 Facilitates the conduct of fora, conferences and workshops within and outside the local government unit on local development planning</p>	<p>4.1 Promotes the institutionalisation of local development planning through policy development</p> <p>4.2 Seeks integration of local development plan with the national government planning process</p> <p>4.3 Champions the implementation of the local development plan as the sole basis of programs and project implementation in the local government unit</p>





ORGANISATION SKILLS

The ability to set priorities and identify scope and allocate resources to meet individual, team or organisation targets and objectives



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Sets priorities, identifies scope, and allocates resources to meet individual, team or organisation targets and objectives</p> <p>1.2 Plans for personal and/or team goals and strategies based on cascaded goals and strategies.</p> <p>1.3 Prioritises effectively, and schedules own or division goals and targets based on cascaded goals and strategies of the team</p> <p>1.4 Effectively implements plans, and controls and corrects deviations in plans immediately, monitoring and checking the progress of the work against proposed timeline and setting deliverables using available tools or employing simple methods of control</p> <p>1.5 Uses simple tools or methods to delineate project tasks, and identifies responsible staff, schedule, resources, and time frame based on project plan</p>	<p>2.1 Identifies and negotiates directions with stakeholders with the intent of prioritising, sequencing, and scheduling goals based on cascaded strategies of the organisation</p> <p>2.2 Drafts and/or creates goals, measures and targets, and determines the work involved to accomplish them, identifying the resources needed and ways to monitor or control progress of plans</p> <p>2.3 Creates or enhances tools and improves work planning and delivery methods and processes to ensure effective and efficient execution of goals and strategies</p>	<p>3.1 Demonstrates ability to distribute and/ or assign work or goals to individuals based on their capability, prioritising, sequencing and scheduling their work effectively</p> <p>3.2 Reviews and analyses project proposals and plans of different units, ensuring their alignment with the vision and mission of Local Government Units and mitigating risks or conflicts in resources, schedules and implementation</p> <p>3.3 Develops and customises project management approaches, methods and techniques in project implementation in order to adhere to stakeholders and other project commitments</p> <p>3.4 Creates a structure for communicating and keeping abreast of projects to ensure that stakeholders are informed and the organisation updated</p>	<p>4.1 Charts and promotes key priorities and goals to stakeholders with the intent of prioritising, sequencing, and scheduling goals</p> <p>4.2 Creates strategic alliance to ensure that goals and plans are aligned and relevant to the interests of other groups and their respective organisational strategy</p> <p>4.3 Distinguishes between tactical and operational goals and strategies, redirecting or balancing resources so that more relevant plans take priority in execution while not foregoing other plans</p> <p>4.4 Validates appropriateness of projects within the Local Government Unit, seeking their alignment to each other and to the overall strategic imperatives of the Local Government Unit</p>





SERVICE DELIVERY

The ability to provide prompt and quality service in response to the needs of the organisation and co-workers



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Understands role in the agency and recognises the importance and value of efficient work</p> <p>1.2 Relies on immediate superior when given challenging tasks and assignments</p> <p>1.3 Delivers work promptly that is consistent with office policies and procedures, and feels a sense of accomplishment</p> <p>1.4 Tries new approaches/methods to improve performance</p> <p>1.5 Validates reliability and accuracy of data and information gathered</p> <p>1.6 Receives, screens and processes transactions received at the frontline counter</p> <p>1.7 Provides correct, adequate, and prompt information to customer</p> <p>1.8 Shows sense of urgency in attending to customer needs</p>	<p>2.1 Demonstrates responsibility and accountability even for urgent work and delivers it promptly</p> <p>2.2 Monitors own progress on innovations introduced against targets, identifies cause of own performance gaps and modifies actions accordingly and considers urgent task and delivers results without delays</p> <p>2.3 Explores more effective work processes or methods in own work and adjusts accordingly in order to get the job done quickly and effectively</p> <p>2.4 Adjusts thinking and behaviours to be in line with new thrusts or changing priorities of the agency</p> <p>2.5 Handles new tasks and assignments and adopts new measures without need for formal training and orientation</p>	<p>3.1 Establishes clear course of action for others and defines measures of excellence</p> <p>3.2 Implements metrics even with soft deliverables to track results and measure performance</p> <p>3.3 Institutes a process/system for monitoring and tracking team progress against standards</p> <p>3.4 Takes action to redirect individual and team behaviour and actions to put them back on the performance track</p> <p>3.5 Takes timely and appropriate action to avert potential problems</p> <p>3.6 Recognises employee performance deserving of rewards and incentives</p>	<p>4.1 Observes and studies best practices from other functional areas as well as outside agency and adopts these to improve team and/or agency performance</p> <p>4.2 Identifies opportunities for improving performance both for own area of responsibility and/or agency</p> <p>4.3 Responds to changes/developments within the agency and the external environment with recommendations for structural or operational improvements to adapt to these changes</p> <p>4.4 Promotes an agency-wide rewards and recognition system to acknowledge employees, teams and groups who demonstrate excellence</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.9 Decides on simple queries/concerns within jurisdiction</p> <p>1.10 Follows standard operating procedure even in difficult situation</p>	<p>2.6 Exerts additional effort in providing excellent customer service by consistently exceeding expectation established in the service level</p>	<p>3.7 Meets the urgency of task and delivers quick service despite pressure</p> <p>3.8 Acts calmly when faced with rude co-workers</p> <p>3.9 Provides adequate and prompt information to customers as the need arises</p> <p>3.10 Initiates improvements in service delivery based on stakeholders' feedback</p>	<p>4.5 Initiates to confer with peers and superior and elicits feedback to improve service delivery</p> <p>4.6 Offers additional service to customer as a result of analysis, appreciation and understanding of the customers' goals, needs and directions</p>





INTERPERSONAL SKILLS

The ability to operate standard personal computer and use available computer software, applications and technology



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Communicates clearly in words and body language	2.1 Works with others to identify, define and solve problems	3.1 Identifies the various barriers to good communication to reduce the likelihood of misunderstandings	4.1 Creates and maintains a culture of free and effective communication
1.2 Listens well and correctly interprets both the verbal and non-verbal messages from others	2.2 Freely communicates with and allows others to freely communicate values, ideas, beliefs, opinions, needs and wants without being judgmental	3.2 Shows a real interest in people, asks questions and seeks clarification on any points that could be easily misunderstood	4.2 Trains people to develop and keep effective interpersonal relationships
1.3 Displays good negotiation skills by being able to work with others to find a mutually agreeable outcome	2.3 Carefully chooses words in talking to others to avoid misunderstanding or confusion, and seeks feedback to ensure the message has been understood	3.3 Remains positive and cheerful under pressure	4.3 Sets and continually improves standards to effective interpersonal relationships
1.4 Improves continually communication skills	2.4 Encourages others to engage in communication and use appropriate questioning to enhance mutual understanding	3.4 Understands that other people may have different points of view and tries to see things from their perspective	4.4 Foresees, plans for and removes obstacles to effective interpersonal relationships
1.5 Interacts with colleagues in a tactful manner	2.5 Shows employees empathy and respect	3.5 Recognises, manages and reduces stress on oneself and others	4.5 Meets with department heads and listens to their perspective on organisational policies and procedures
1.6 Responds to employee/client inquiries	2.6 Makes himself/herself accessible to employees	3.6 Thinks about previous conversations and other interpersonal interactions, and learns from past mistakes and successes	4.6 Builds lasting relationships that are mutually beneficial to both parties
1.7 Deals with people by being pleasant and friendly to both internal and external clients	2.7 Engages in conversation with others to show concern sincerely	3.7 Negotiates effectively with others paving the way to mutual respect, trust and lasting interpersonal relations	4.7 Has a style and charm that immediately puts others at ease and disarms hostility
1.8 Establish constructive relationships with people in his or her area	2.8 Establishes strong relationships with others inside and outside his/her area or organisation	3.8 Works effectively in a group and inspires others to give optimum performance	





FLEXIBILITY

The ability to work effectively with a variety of people and situations and adapts one's thinking, behaviour and style appropriately in dealing with change. Adapting to different ways of thinking and doing things in a quick and a positive manner



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Listens to new ideas and considers other people's points of view</p> <p>1.2 Demonstrates willingness to adjust thinking and behaviour based on new information and changes in people and situations</p> <p>1.3 Adjusts to new work assignments and priorities when necessary, mindful of new learnings that would be gained and the opportunity to grow in the organisation</p>	<p>2.1 Maintains focus when faced with competing circumstances</p> <p>2.2 Responds appropriately to changing circumstances</p> <p>2.3 Recognises new approaches and takes the necessary steps to meet new demands to address dynamic changes and challenges in the organisation</p> <p>2.4 Accepts additional tasks and continues to learn new techniques to get fast results for clients' welfare and benefit, and the achievement of the organisation's goals and objectives</p>	<p>3.1 Identifies practical approach to get the job done effectively within the given time frame</p> <p>3.2 Introduces alternative approaches suited to the needs of the situation</p> <p>3.3 Readily accepts changes in work processes and delivers prompt service in different situations even when under stress and pressure</p> <p>3.4 Highly aware of the organisation's long-term direction and the need to ensure that the services of the organisation keep pace with the changing needs of the internal and external environments</p>	<p>4.1 Assesses the bigger picture and applies common sense to address the situation</p> <p>4.2 Anticipates and adjusts strategies to ensure that practices are always current and effective</p> <p>4.3 Adapts new methods to get best results without delays to become consistently strategic in systems, processes and competencies, especially in human resource functions</p>





STRESS MANAGEMENT

The ability to apply techniques to cope with or lessen the physical and emotional effects of everyday life pressure in the workplace



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Displays enthusiasm when given a work assignment</p> <p>1.2 Shows proper office decorum when under pressure</p>	<p>2.1 Maintains effectiveness when experiencing major changes in work tasks</p> <p>2.2 Behaves consistently and calmly in various situations</p> <p>2.3 Abstains from participating in office gossip</p>	<p>3.1 Treats change and new situations as opportunities for learning or growth</p> <p>3.2 Displays tact and diplomacy when issues arise</p> <p>3.3 Shows respect, listens objectively and considers others' opinions and ideas</p>	<p>4.1 Modifies behaviour to deal effectively with changes in the work environment and speaks positively about the change to others</p> <p>4.2 Consistently treats people with dignity, respect and fairness</p>





DATA MANAGEMENT

The ability to analyse statistics and other data by interpreting and evaluating the results to be able to formulate a report and/or presentation as reference for decision making



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Collects and validates the accuracy of the data, and consolidates these</p> <p>1.2 Identifies issues, problems, or opportunities and determines if action is needed</p> <p>1.3 Gathers and compiles data using various data collection techniques</p> <p>1.4 Clearly documents sources and validates the accuracy of data/information to resolve inconsistencies</p>	<p>2.1 Analyses and investigates up-to-date information from various sources and in various formats</p> <p>2.2 Seeks additional resources when gaps and inconsistencies or variances in data are found</p> <p>2.3 Identifies trends in data</p> <p>2.4 Provides timely information in a usable form to be used by others who need to act on it</p>	<p>3.1 Establishes a realistic and reliable data bank</p> <p>3.2 Organises and develops data to respond to agency needs</p> <p>3.3 Provides the means for additional data collection when sufficient data does not exist</p>	<p>4.1 Builds a database as reference for management in making pricing policy decisions</p> <p>4.2 Incorporates historical commercial services data to identify trends, inconsistencies and areas for improvement</p> <p>4.3 Supports all significant decisions or conclusions with data</p> <p>4.4 Submits comprehensive reports that summarise study, conclusions and data analysis and techniques used to reach conclusions</p>





FACILITATION SKILLS

The ability to guide the exchange of information and ideas in an interactive session designed to meet defined objectives



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Uses non-verbal behaviour, listening actively, paraphrasing content and feelings, summarising, observing group behaviour, and effective questioning</p> <p>1.2 Expresses ideas and feelings</p> <p>1.3 Directs group thought and feelings and evokes new approaches or insights</p> <p>1.4 Practices and uses the different facilitation techniques and training methodologies, and what is appropriate for a particular type of activity</p> <p>1.5 Uses time management techniques in the conduct of training</p>	<p>2.1 Encourages active participation to elicit ideas/opinions regarding a topic/session to fit desired outcome</p> <p>2.2 Facilitates workshop, training and other similar activities by observing the principles of adult learning</p> <p>2.3 Guides an individual, group or team using facilitation techniques in meeting desired result or outcome</p> <p>2.4 Initiates discussion effectively</p> <p>2.5 Applies questioning techniques in facilitating sessions</p> <p>2.6 Moderates discussion and recaps, integrates learning from different topics and modules based on learning objectives</p>	<p>3.1 Provides linking statements from one session to the other</p> <p>3.2 Integrates with the program objectives the issues and concerns arising from interactions or discussions</p> <p>3.3 Synthesises ideas in discussions to meet the desired outcome/group outputs</p> <p>3.4 Guides the activity flow and proceeding in a group activity for consensus building and sound decision making in crafting a recommendation strategy</p>	<p>4.1 Serves as a resource person in dealing with relevant issues</p> <p>4.2 Influences a group or team to obtain decision on strategic issues</p>





COMMUNICATION

The ability to clearly convey and receive messages to meet the needs of all



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Speaks clearly and courteously when communicating messages with the use of simple/basic terms or words</p> <p>1.2 Emails and uses other communication facilities such as telefax, cellular phone and social media to convey and receive simple messages</p> <p>1.3 Provides simple explanation on basic policies and procedures inquired by co-workers and other units, with guidance from immediate supervisor</p> <p>1.4 Uses existing communication materials or templates to produce own written work</p>	<p>2.1 Explains clearly issues, policies and procedures and other pertinent information to clients and co-workers when asked for clarification</p> <p>2.2 Listens attentively to ideas and concerns of co-employees</p> <p>2.3 Follows-up on emails, text messages, and telefax communication sent to internal and external clients and uses existing templates to write letters and memos</p> <p>2.4 Drafts simple communication such as transmittal letters, memos, advisories, etc. with minor revisions</p> <p>2.5 Uses computer and other forms of technology to send information and reports</p> <p>2.6 Prepares simple communication and consolidates reports applying basic grammar, spelling and syntax</p>	<p>3.1 Frequently updates superior verbally of current workload and priorities</p> <p>3.2 Keeps superior informed about progress and problems to avoid surprises</p> <p>3.3 Understands quickly ideas and concerns of co-employees and uses effective verbal and non-verbal communication to respond to their needs and concerns</p> <p>3.4 Expresses ideas clearly and concisely in writing where written communication outputs are used immediately in the organisation without the need for revisions</p> <p>3.5 Demonstrates correct use of grammar, spelling and punctuation in all documents produced</p>	<p>4.1 Informs superiors when concerns are brought to higher authorities</p> <p>4.2 Informs regularly superior of workload and priorities and documents in a concise and timely report</p> <p>4.3 Accurately interprets written orders and memos from higher authorities within the agency; keeps confidential classified info and shares non-confidential data to subordinates/peers</p> <p>4.4 Writes to and interacts with peers, superiors, and higher officials and authorities to communicate important updates and messages affecting the agency</p> <p>4.5 Writes letters and other communication that suits the writing style and other requirements of the superior and the agency as a whole</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
		<p>3.6 Maintains composure and speaks politely to demanding and hostile co-workers</p> <p>3.7 Consistently demonstrates correct use of grammar, spelling, and syntax in all written communication and reports</p>	<p>4.6 Responds calmly and provides options to keep difficult situation under control</p> <p>4.7 Patiently provides accurate and complete explanation to assist others in comprehending oral and written information</p> <p>4.8 Edits communication materials such as reports, letters, and memos and transforms them into concise, clear and relevant written communication</p>





COMPUTER SKILLS

The ability to operate standard personal computer and use available computer software, applications and technology



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Applies basic computer skills in work using basic MS Office application</p> <p>1.2 Uses e-mail system</p> <p>1.3 Uses a computer and is familiar with operating basic systems such as Windows, MS Word, MS Excel, multimedia presentations and Internet</p> <p>1.4 Installs and uninstalls various programs and hardware</p> <p>1.5 Maintains files in a hard drive in an organised manner</p>	<p>2.1 Demonstrates knowhow of the technological infrastructure (hardware, software operating systems, personal computing, local area network [LAN], wide area network [WAN], computer telephony integration and internet)</p> <p>2.2 Uses other built-in/add-on functions of word processor</p> <p>2.3 Creates graphs and other graphical presentations of information/data contained in an Excel spreadsheet</p> <p>2.4 Prepares presentation using PowerPoint</p> <p>2.5 Conducts routine check-up of computers for viruses and malwares/ spywares</p> <p>2.6 Exhibits proficiency in operating various office systems</p> <p>2.7 Identifies problems and executes trouble shooting activities</p> <p>2.8 Creates back-up data</p>	<p>3.1 Integrates audio, video and animation in PowerPoint presentations</p> <p>3.2 Prepares related database of information</p> <p>3.3 Utilises technologies to access information to enhance professional productivity, conduct research and communicate through local and global professional networks</p> <p>3.4 Monitors and reviews various information technology activities and services</p> <p>3.5 Applies appropriate disk management techniques such as defragmentation</p> <p>3.6 Performs systematic back up procedures</p>	<p>4.1 Recommends appropriate and updated technology to enhance productivity and professional practice</p> <p>4.2 Recommends and assesses vendors and suppliers of ICT equipment and software</p> <p>4.3 Recommends enhancements and/ or changes in procedures, processes and policies</p> <p>4.4 Trains others on tools and techniques for monitoring and managing processes</p> <p>4.5 Recovers as much as possible erased/ corrupted data</p>





PRESENTATION SKILLS

The ability to express oneself in a clear, concise manner during individual or group situation



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Delivers information in a clear, concise and logical manner in a small group</p> <p>1.2 Uses a variety of presentation methods to maintain group focus</p> <p>1.3 Uses vocabulary appropriate to the audience</p> <p>1.4 Makes formal presentations using audiovisual equipment</p>	<p>2.1 Presents ideas, opinions and feelings in a confident and enthusiastic manner in a large group</p> <p>2.2 Commands attention and manages group process during presentation</p> <p>2.3 Keeps the audience engaged through use of techniques such as analogies, illustration, humor, an appealing style, and voice inflection</p> <p>2.4 Presents to peers, team members, or others</p>	<p>3.1 Gives interesting and well-received formal or informal presentations to large/small groups inside or outside the organisation</p> <p>3.2 Changes tactics when something is not working while delivering a presentation</p> <p>3.3 Establishes an objective that clearly reflects the needs of the audience</p> <p>3.4 Involves the audience by soliciting questions and inputs; clarifies as needed to achieve goals of the session</p> <p>3.5 Presents to senior managers in the organisation</p>	<p>4.1 Performs the role of an “expert speaker” who is frequently invited to deliver lectures in conferences outside the organisation</p> <p>4.2 Responds articulately with finesse to unrehearsed comments and questions being posed by audience</p> <p>4.3 Presents to internal/external clients e.g. other government institutions, stakeholders, etc.</p>



5.6 ENVIRONMENT



Competencies in this job family were developed for the use of environmental professionals within government offices and agencies irrespective of department, division, branch, work function or position.

These competencies encompass behaviours necessary to succeed in providing environmental services such as formulating environmental programs (waste reduction, pollution management, etc.) and monitoring progress of environmental campaigns.

The following competencies were taken and modified from existing LGU competency dictionaries and revalidated through primary data sources such as incumbent interviews and job analysis by Subject Matter Specialists on competency modelling and profiling.

- Planning, Organising and Delivering
- Risk Assessment and Management
- Environmental Project/Programs Implementation
- Community Organising
- Monitoring and Evaluating
- Report Preparation and Documentation
- Environmental Compliance
- Advocating Environmental Protection and Preservation of Natural Resources





PLANNING, ORGANISING AND DELIVERING

The ability to develop programs and projects, and to implement the same by mobilising and managing resources, both material and human, in order to fully achieve the set objectives and targets



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Works with available resources</p> <p>1.2 Uses resources effectively and efficiently in accordance with the set guidelines and standards</p> <p>1.3 Schedules and effectively prioritises sequences of one's tasks, duties and responsibilities</p>	<p>2.1 Identifies essential components of work, and anticipates resource requirements</p> <p>2.2 Establishes priorities, objectives, strategies, action plans and resource requirements according to plan</p> <p>2.3 Monitors performance based on plans and goals, and takes remedial actions when goals are not met</p> <p>2.4 Updates the project knowledge database</p>	<p>3.1 Develops projects based on existing structure, available resources and information</p> <p>3.2 Identifies other project management tools to use</p> <p>3.3 Establishes a strategic framework consistent with the organisational strategy</p> <p>3.4 Practices project management principles and techniques</p> <p>3.5 Maximises available data to direct and influence current and future projects</p> <p>3.6 Communicates the resources issues to Management</p>	<p>4.1 Sets priorities, identifies scope, and allocates resources needed for each activity</p> <p>4.2 Improves work plans and accurately anticipates resource requirements to mobilise such resources</p> <p>4.3 Ensures a continuing optimal balance between resources allocation flows, competing priorities and changing goals</p> <p>4.4 Conducts constant review of plans, and makes necessary adjustments when applicable</p> <p>4.5 Develops and maintains effective internal control of resources</p>





RISK ASSESSMENT AND MANAGEMENT

The ability to identify, analyse, evaluate, and deal with risks relative to the achievement of goals and targets of the local government in general and of the offices/departments in particular.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Identifies hazards that may affect certain area/s of operations and/or to a particular segment/phase of a project or program, and provides insights and plan of actions to address such risk/s</p> <p>1.2 Gathers available data (variations in the process, trends, public comments/opinions and others) needed for risk assessment</p>	<p>2.1 Applies various approaches in determining and evaluating risks</p> <p>2.2 Prepares documentation on risk assessment including information that could be referred to in order to further analyse the findings and identify prioritisation</p>	<p>3.1 Interprets different types of data relevant to risk elimination, reduction or mitigation</p> <p>3.2 Recommends action plans to check identified risks and hazards</p> <p>3.3 Establishes parameters for the tasking or designation of duties and responsibilities in order to assess and manage risks</p>	<p>4.1 Interprets reports for decision-making and management use</p> <p>4.2 Sets directions to improve the process of identification and analysis of risks towards an appropriate mitigation strategies and program, projects and activities</p>





ENVIRONMENTAL PROJECT/PROGRAMS IMPLEMENTATION

The ability to formulate, implement, monitor and develop ENR-related programs (e.g. waste management, forestation, pollution, rehabilitation, and cultivation) aligned to the strategic directions of the local government.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Identifies and appreciates the correct provisions of a Republic Act and other laws or circulars applicable to the programs	2.1 Implements the activities of the programs that safeguard and preserve ecosystem 2.2 Conducts studies on areas covered by the ENR-related programs	3.1 Recommends measures that safeguard and preserves ecosystem 3.2 Implements capability programs for all personnel involved in the prospective and current ENR-related programs 3.3 Assists Committee/ Board/ Agencies by means of giving inputs and information related to environment and natural resources	4.1 Sets directions for the local government programs related to environment and natural resources 4.2 Develops and implements comprehensive programs, including monitoring and evaluation





COMMUNITY ORGANISING

The ability to coordinate, organise and develop the leaders and people of different communities involved and/or affected in environment and natural (ENR) resources-related projects in order to facilitate implementation and success of the said projects.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Identifies the unique concerns different communities</p> <p>1.2 Coordinates with leaders and other community members regarding the standards in the implementation of existing projects</p>	<p>2.1 Approaches community and organisational problem-solving using logical, evidence-based, and reasoned frameworks for analysis and synthesis toward intervention</p> <p>2.2 Facilitates dialogue and consultations with members of community concerned</p> <p>2.3 Recognises differences in characters, perspectives and choices, and identifies contact points along the implementation process</p> <p>2.4 Implements programs for community development, including working together, maximising community resources and others</p>	<p>3.1 Formulates and recommends for the implements of community development programs</p> <p>3.2 Tracks results, measures progress and makes necessary adjustment in the different aspects of programs affecting community concerned</p> <p>3.3 Develops and implements capability interventions for the members of the communities concerned</p> <p>3.4 Identifies and implements actions plans for the community to make adjustment due to changes (if any) related to the project</p>	<p>4.1 Develops systems and processes for organising community</p> <p>4.2 Implements/conducts programs for the development of officers and staff on community organising</p>





MONITORING AND EVALUATING

The ability to gather and analyse the detailed status of the program in order to determine if the ongoing activities of the program are still aligned with the intended direction of achieving the set goals and objectives



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Provides inputs to existing Monitoring and Evaluation tools</p> <p>1.2 Provides standard or required information to the M&E tools</p>	<p>2.1 Identifies project risks and provides recommendations</p> <p>2.2 Uses M&E tools with some independence</p> <p>2.3 Provides on-time and complete updates to superior/s and colleagues regarding problems in work, and suggests appropriate steps to address the issues</p> <p>2.4 Presents comparative analysis based on the available data</p>	<p>3.1 Participates in the development of M&E tools for programs or projects</p> <p>3.2 Creates contingency or risk reduction plans</p> <p>3.3 Articulates the findings from monitoring and evaluation studies/ activities</p> <p>3.4 Identifies the need for other information regarding the program based on in-depth analysis of available data</p>	<p>4.1 Influences other to use the developed M&E tools and system for programs or projects</p> <p>4.2 Directs the implementation of contingency or risk reductions for programs</p> <p>4.3 Sets and defines the measures to check the progress of a project or program</p>





REPORT PREPARATION AND DOCUMENTATION

The ability to prepare formal reports to higher authority that compares data, documents activities, processes and programs, and contains simple to complex analyses.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Writes concise, clear, and coherent sentences which address a defined purpose</p> <p>1.2 Correctly accomplishes pro-forma documents</p>	<p>2.1 Drafts summary reports and other documentation related to the performance of one's tasks, duties and responsibilities</p> <p>2.2 Reviews and edits standard memoranda or letters</p>	<p>3.1 Reviews, edits, critiques technical documentation based on accepted standards of technical writing</p> <p>3.2 Translates technical information to simple and understandable sentences</p> <p>3.3 Creates design formats, content of publications or communications materials and works within a cohesive structure that optimally conveys intended messages to target audiences with clarity and precision</p>	<p>4.1 Simplifies technical jargon and presents technical information that is clear and easy to understand for the intended audience</p> <p>4.2 Writes, reviews, and edits policies, procedures, and concepts</p> <p>4.3 Writes detailed and precise technical documentation and formal communications</p>





ENVIRONMENTAL COMPLIANCE

The ability to identify, define, develop, evaluate and improve systems, processes and procedures that ensures constant compliance of the project proponents, local government and its partner agencies/organisations in the implementation of their projects, programs and activities related to and/or has adverse impact directly or indirectly to environment and natural resources.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Promotes respect and care to environment, ecosystems and biodiversity</p> <p>1.2 Provides basic information to general public regarding aspect of projects/ programs related to and/or has direct impact to environment and natural resources</p> <p>1.3 Coordinates with various offices and other government agencies on matters related to and/or has direct impact to environment and natural resources</p>	<p>2.1 Educates general public and private groups about critical information that may have significant impact to the environment and natural resources</p> <p>2.2 Conducts data gathering on the different areas of the environment and natural resources</p> <p>2.3 Makes scientific analyses of the different elements (soil, water, air, and others) of the areas of the environment and natural resources</p> <p>2.4 Performs rapid environmental assessment, and makes recommendations based on the findings</p> <p>2.5 Identifies tools and practices that have significant impact on the environment</p>	<p>3.1 Provides inputs/insights on how to conserve ecologically sensitive habitats and ecosystems functions</p> <p>3.2 Monitors the compliance to environment standards, policies and guidelines</p> <p>3.3 Recommends programs and activities for the efficient use of the environment and natural resources</p> <p>3.4 Implements mitigating measures of potential impact</p>	<p>4.1 Formulates environmental monitoring plan</p> <p>4.2 Leads in monitoring compliance to environmental management plan</p> <p>4.3 Develops systems and procedures to ensure efficient use of the environment and natural resources</p> <p>4.4 Formulates mitigating measures of potential impact</p> <p>4.5 Identifies legislative agenda on environment and natural resources, and advocates for the implementation of the same</p>





ADVOCATING ENVIRONMENTAL PROTECTION AND PRESERVATION OF NATURAL RESOURCES

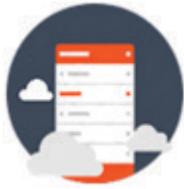
Developing and instituting systems, processes and procedures that promotes compliance of project proponents, local government and its partner agencies/organisations to commitments in the implementation of projects, programs and activities related to and/or has adverse impact directly or indirectly to the environment and natural resources.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Walks the talk; own behavior reflects care for the environment and natural resources (ENR)</p> <p>1.2 Disseminates information to the general public on projects, programs and activities related to and/or has direct/indirect impact on the environment and natural resources, committed by the local government and its partner agencies/ organisations</p> <p>1.3 Collects and provides updates on activities among pertinent offices and government agencies to keep efforts coordinated</p> <p>1.4 Collects on-the-ground basic information on environmental risks or suspect activities that are harmful to the ENR</p> <p>1.5 Is able to explain relevant Republic Acts, laws, circulars and regulatory provisions related to ENR programs</p>	<p>2.1 Conducts fora, information campaign and similar activities to educate private groups and the public about general facts, issues, developments and actions that are critical and may significantly affect the environment and natural resources</p> <p>2.2 Conducts environmental assessment of the localities under the jurisdiction of the LGU to identify environmental risks and harmful practices</p> <p>2.3 Investigates informal reports about environmental abuses and directs findings to the proper authorities</p> <p>2.4 Checks that involved parties comply with corrective measures agreed upon and if found to be non-compliant, elevates the matter to the right authority for proper action</p> <p>2.5 Identifies tools that can be used and practices that can be observed to significantly affect the protection of the environment and natural resources</p>	<p>3.1 Conducts site inspections and similar activities to check if the various entities and the general public comply with environment policies and guidelines</p> <p>3.2 Recommends activities and programs on how to conserve ecologically sensitive habitats and ecosystems and which promote the optimal use of natural resources and protection/preservation of the environment</p> <p>3.3. Formulates mitigating measures to minimize the real and/or potential unfavorable impact of activities to the environment, for approval by higher authority</p> <p>3.4 Guides the LGU in operationalizing and adopting national ENR strategies responsive/suitable to the needs, opportunities and challenges peculiar to the locality</p> <p>3.5 Implements a safe mechanism for reporting activities that adversely affect the environment and natural resources</p>	<p>4.1 In consultation with various interest groups, leads in the development of the LGU strategy and its implementing guidelines for the protection of the environment and preservation of natural resources</p> <p>4.2 Identifies priorities based on the provincial environmental risk assessment</p> <p>4.3 Harmonises the programs, projects and activities of the Local government units, other government agencies and involved interest sectors in support of the strategy</p> <p>4.4 Crafts LGU policies to reward LGUs or groups whose programs, projects or activities have significantly contributed to environmental protection and preservation of natural resources</p> <p>4.5 Leads in the development of clear policies to detract abusers and abusive behaviors</p>



5.7 INFORMATION TECHNOLOGY

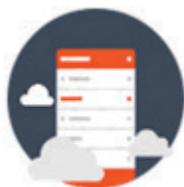


The Information Technology (IT) competencies encompass behaviours necessary to succeed in providing IT services including hardware and software technical support, management of staff concerns with their PC or laptop and installation new software. These are the knowledge, skills and abilities best recommended for IT/Technical roles that enable them to support the day to day operations of the organisation through proper utilisation of information technology and data management.

These competencies were developed by Seventy (70) qualified subject matter specialist (SMS) from the Civil Service Commission whose role is to act as consultants to agencies in competency based modeling and profiling. The participating agencies who were interviewed by the SMS came from the Department of Agriculture, Civil Service Commission (CSC) and Department of Budget and Management (DBM).

- Principles of Information Technology
- Databases and Applications
- User and Customer Support
- Digital Media and Visualisation
- Networks, Telecommunication, Wireless and Mobility Knowledge
- Risk Management, Security and Information Assurance





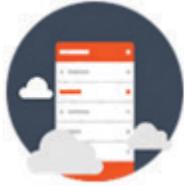
PRINCIPLES OF INFORMATION TECHNOLOGY

The ability to exemplify knowledge of Information Technologies (fundamental concepts, systems, platforms, tools, and technologies), IT industries (hardware, software, and services), the widespread application of IT in other industries, and the common roles of IT professionals



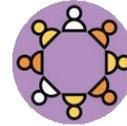
BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Differentiates information from data	2.1 Describes the role of technology in converting data and information into organisational knowledge.	3.1 Explains the importance of IT service level agreements (SLA) and their relationship to service provision	4.1 Establishes IT program that will give value to the business' mission, function, decision making process, and internal and external roles
1.2 Understands the role of number systems	2.2 Identifies and explains characteristics of the common types of application software.	3.2 Assesses business impact and modifies the system for better user impacts	4.2 Develops thorough, realistic IT solutions that support organisational objectives
1.3 Identifies the elements of the system development life cycle	2.3 Understands the potential for integration of system and software components.	3.3 Coordinates department needs to use personal devices with IT's requirements to protect infrastructure and critical data	4.3 Interacts with hardware vendors and manage vendor relationships
1.4 Understands concepts of server, desktop, application, and virtualisation	2.4 Keeps abreast of IT trends and new technologies	3.4 Implements guidelines which require compliance reporting, including laws and regulations which require accessibility of information technology for personnel	4.4 Consults with stakeholders on how the IT Department can help improve the delivery of the agency's services
1.5 Demonstrates fundamental understanding of and skills on common operating systems, software applications, and programming languages	2.5 Demonstrates knowledge of IT procurement processes (services and equipment)		
1.6 Differentiates between systems software and application software	2.6 Demonstrates knowledge of user-centered design principles and practices, including universal design as it relates to users with disabilities		
1.7 Understands different types of information processing (real-time, event-driven, batch, etc.)	2.7 Understands major IT specialisation roles and functions		
1.8 Demonstrates behaviour that reflects professional business ethics (e.g., honesty, integrity, responsibility)	2.8 Explains the importance of good recordkeeping, documentation, and institutional knowledge preservation		





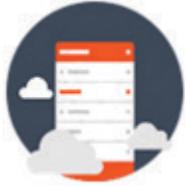
DATABASES AND APPLICATIONS

The ability to use technology to control and safeguard the collection, organisation, structure, processing, and delivery of data



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Differentiates between databases and flat files</p> <p>1.2 Identifies hierarchal and relational databases.</p> <p>1.3 Follows information management standards and guidelines</p> <p>1.4 Codes and tags information to keep data organised</p> <p>1.5 Finds and selects information, appropriate tools, and processing techniques needed for a task</p> <p>1.6 Identifies and protects privacy data and sensitive information</p>	<p>2.1 Analyses data requirements.</p> <p>2.2 Evaluates physical components of an information storage infrastructure.</p> <p>2.3 Outlines the roles and relationships of data, information, and databases in organisations, specifically their role in business intelligence</p> <p>2.4 Identifies and protects privacy</p>	<p>3.1 Defines metrics that are used to characterise data and different kinds of data (structures, unstructured, text based, character limits</p> <p>3.2 Assesses the quality, accuracy, and timeliness of given data</p> <p>3.3 Tracks and evaluates how applications interact with databases to create and retrieve data</p> <p>3.4 Manages the data environment</p>	<p>4.1 Executes projects that manages very large and unstructured data to find meaning and value ("Big Data")</p> <p>4.2 Builds mechanism for data collection and management, e.g. automated data collection, input forms, source documents, external devices, interfaces, relational characteristics, and dependencies.</p>





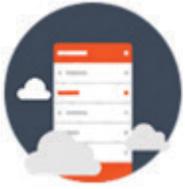
USER AND CUSTOMER SUPPORT

The ability to provide services, assistance, and technical support to help users implement and solve problems related to information technology



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Assists clients by understanding different user groups and their perspectives, concerns, and technology</p> <p>1.2 Demonstrates ability to communicate with users/customers for the purpose of assessing their needs and helping them solve problems</p> <p>1.3 Provides customer service and support for common software/hardware issues</p> <p>1.4 Identifies and classifies incident types and service interruptions</p> <p>1.5 Follows good documentation and recordkeeping in customer service operations</p>	<p>2.1 Provides customer service and support to moderate software/hardware issues</p> <p>2.2 Provides customer services and support for common accessibility issues, including activating built-in software accessibility features and facilitating compatibility and interoperability with assistive technology devices</p> <p>2.3 Demonstrates ability to troubleshoot problems in person or remotely</p>	<p>3.1 Design the structures of an IT business or product plan.</p> <p>3.2 Provides training on new hardware/software</p> <p>3.3 Analyses symptoms to identify broad area of user error or technical failure</p> <p>3.4 Identifies measurement techniques for increased productivity due to information support implementation</p>	<p>4.1 Assesses the user implications of new IT solutions, including the business benefits</p> <p>4.2 Maintains businesses and process continuity throughout IT changes such as software or hardware modifications.</p> <p>4.3 Identifies and describe quality assurance concepts</p> <p>4.4 Implements and provides guidance for the evolution of an IT solution (upgrades)</p>





DIGITAL MEDIA AND VISUALISATION

The ability to convey ideas and information in forms such as audio, text, pictures, diagrams, video, photos, maps and 3D models.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Demonstrates awareness of common audio, video, graphic, mapping, and animations software</p> <p>1.2 Demonstrates ability to work effectively with digital environments, such as user interfaces, that employ graphical communication to effectively find, interpret, evaluate, use and create images and visual media</p>	<p>2.1 Demonstrates ability to work effectively with digital environments, such as user interfaces that employ graphical communication to effectively find, interpret, evaluate, use and create images and visual media</p> <p>2.2 Demonstrates awareness of advanced digital presentation media technology</p> <p>2.3 Describes how bandwidth affects data transmission and on-screen image</p> <p>2.4 Works effectively with both technical and creative users of digital media technologies</p>	<p>3.1 Designs solutions that impact on IT systems of different kinds of digital media (e.g., bandwidth, server and storage requirements, and network quality of service, processing power)</p> <p>3.2 Demonstrates awareness of potential accessibility issues and solutions related to multimedia presentations, including creation of text equivalents of non-text elements and captioning of audio material</p>	<p>4.1 Understands the reasons, constraints, and sacrifices that lead to compression technologies and recognise major compression technologies and their uses</p> <p>4.2 Understands the business importance of different kinds of digital media (e.g., website downtime implications, loss of productivity with loss of media access, etc.)</p>





NETWORKS, TELECOMMUNICATION, WIRELESS AND MOBILITY KNOWLEDGE

The ability to demonstrate expertise on processes, hardware, and software employed to facilitate communication between people computer systems and devices.



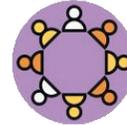
BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Identifies and describes differences between Local Area Networks (LAN), Wide Area Networks (WAN), Virtual Private Networks (VPN), Internet, intranets, extranets, telephony, Voice over IP (VoIP), and other networks</p> <p>1.2 Describes common network topologies.</p> <p>1.3 Assists on errors concerning common networking protocols, DNS Concepts, properties of DHCP, IP addressing, etc.</p> <p>1.4 Monitors common networking resources</p> <p>1.5 Supports on network configuration documentation</p>	<p>2.1 Utilises Cloud-based applications, local server-based applications and applications installed on a local computer, and chooses among them</p> <p>2.2 Performs key tasks during the maintenance, administration, and securing of Local Area Networks</p> <p>2.3 Recognises methods of network access security</p> <p>2.4 Exemplifies expertise on reliable and efficient data backup and restoration</p>	<p>3.1 Generates IT solutions that will result to improvements and better current business processes</p> <p>3.2 Uses virtualisation and cloud computing concepts, features in delivering business needs</p> <p>3.3 Utilises knowledge on clouds services from a business perspective</p> <p>3.4 Initiates programs that address the challenges faced by IT systems</p>	<p>4.1 Scrutinises processes implemented and recognises threats to networked computer systems, including malware (viruses, spyware, adware)</p> <p>4.2 Decides when to choose between internally built and managed services and externally sourced services</p> <p>4.3 Follows strict legal compliance on accessibility and privacy issues associated with IT</p>





RISK MANAGEMENT, SECURITY AND INFORMATION ASSURANCE

The ability to practice standards, issues, and applications used to protect the confidentiality, integrity and availability of information and information systems.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Uses personal security and background investigations	2.1 Uses risk management frameworks.	3.1 Conceptualises risk-avoidance, transference, acceptance, mitigation, and deterrence in the context of an organisation's risk threshold	4.1 Establishes organisation-wide awareness of risk management policies
1.2 Describes major access control systems and their function	2.2 Determines threat levels using concepts of vulnerabilities, threat source, motivation, likelihood, and impact.	3.2 Utilises concepts involved in IT security technologies, including cyber terrorism and its countermeasures, and various auditing and monitoring tools and techniques	4.2 Takes the lead in building types of contingency plans (e.g. Business Continuity Plan, Continuity of Operations Plan, Crisis Communications Plan, Disaster Recovery Plan, and Information Systems Contingency Plans
1.3 Identifies common measures used to protect privacy and confidential data	2.3 Recognises potential IT security threats and risks, including common attacks, vulnerabilities, and methods used to compromise systems	3.3 Executes techniques for disaster recovery and business restoration Identifies typical roles and responsibilities in disaster recovery planning activities and scenarios	4.3 Foresees types of IT/technology disaster scenarios that may impact an organisation
1.4 Regulates backup procedures	2.4 Demonstrates knowledge of security concepts for cloud services	3.4 Uses computer forensics to prevent and solve information technology	4.4 Implements existing legislation on the practice of digital forensics
1.5 Demonstrates knowledge of vulnerability identification techniques and tools	2.5 Uses encryption technology, e.g. PKI, hard drive encryption, data encryption, encryption-at-rest, and secure communication protocols		
1.6 Follows application and physical security measures.			
1.7 Demonstrates knowledge of methods to protect web services			



5.8 LEGAL



Competencies in this job family were developed for the use of legal professionals within government offices and agencies irrespective of department, division, branch, work function or position. These competencies encompass behaviours necessary to succeed in providing legal services such as drafting policies and implementing rules and regulations, evaluating contracts and proposals and reviewing cases for arbitration.

These competencies were developed by Seventy (70) qualified subject matter specialist (SMS) from the Civil Service Commission whose role is to act as consultants to agencies in competency based profiling and modeling.

The participating agencies who were interviewed by the SMS came from the Department of Agriculture, Civil Service Commission (CSC) and Department of Budget and Management (DBM).

- Problem Solving
- Investigation and Research Skills
- Policy Interpretation and Implementation
- Data Management
- Computer Skills
- Communication
- Interpersonal Skills
- Presentation Skills
- Written Communications
- Attention to Detail
- Flexibility





PROBLEM SOLVING

The ability to resolve deviations and exercise good judgement by using fact-based analysis and generating and selecting appropriate courses of action to produce positive results.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Identifies nature and various aspects of a problem and gathers and analyses information relevant to the problem</p> <p>1.2 Follows standards and procedures in solving simple problems to arrive at a decision relative to one's job</p> <p>1.3 Distinguishes effectively which problems or issues will require the help or intervention of the immediate superior or appropriate authority</p> <p>1.4 Follows defined steps or procedures, or uses past experience to gather and analyse information before offering conclusions or making decisions</p> <p>1.5 Sources for the requisite data or information that will support or confirm accuracy and/or correctness and validity of one's decision</p>	<p>2.1 Investigates, gathers and organises information in order to understand the problem or the decision dilemma</p> <p>2.2 Breaks down problems or decision dilemma into small components and examines them using analytical techniques</p> <p>2.3 Distinguishes the musts and wants in a decision or choice dilemma and compares and matches these with available alternatives to produce an accurate decision</p> <p>2.4 Demonstrates knowledge of the benefits and risks- both actual and potential- of a chosen decision by setting up or recommending plans to mitigate this or strengthen decisions</p> <p>2.5 Seeks guidance or support of individuals or appropriate channels in resolving difficult problems or decision dilemmas that are beyond one's jurisdiction</p>	<p>3.1 Creates and offers alternatives or outright decision to a dilemma based on the broad strokes of the musts-wants criteria and cognisant of the trends, patterns and related factors in the choice and the effects to individuals or groups as well as existing policies and practices of the organization</p> <p>3.2 Seeks information from other sources who are not directly involved or who are not routinely consulted for their perspective but may be useful to the study of the deviation</p> <p>3.3 Offers several alternatives to solve the problem, providing an analytical framework for weighing the pros and cons of the proposed solutions</p> <p>3.4 Involves others in the formulation of clear decision criteria</p> <p>3.5 Anticipates and assesses the impact of possible outcomes based on identified potential solutions</p>	<p>4.1 Identifies and analyses patterns and trends to reveal new dimensions before presenting alternative solutions and arrives at the best and appropriate solution to complex problems</p> <p>4.2 Provides information that is not directly involved in the deviation but may be affected with the potential solutions identified to resolve the situation or arrive at a solution</p> <p>4.3 Considers the impact of decision on other departments</p> <p>4.4 Recommends changes in policies, processes, or procedures in coming up with the best possible solution to a problem</p>





INVESTIGATION AND RESEARCH SKILLS

The ability to find, connect, organise and package relevant facts/data/information from interviews, document reviews, observations and other sources.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Identifies sources of information</p> <p>1.2 Asks good questions to elicit relevant information</p> <p>1.3 Speaks in a clear manner</p> <p>1.4 Listens well</p> <p>1.5 Summarises gathered information and writes these in a report format</p>	<p>2.1 Identifies the relevant information needed and the good sources of these information</p> <p>2.2 Asks the correct questions to elicit relevant information</p> <p>2.3 Speaks in a clear manner and listens well</p> <p>2.4 Sifts information to separate the important data from the rest</p> <p>2.5 Recalls well</p> <p>2.6 Summarises, analyses and packages the gathered information in an easy-to-understand report</p>	<p>3.1 Selects the relevant information needed and the effective sources of relevant information</p> <p>3.2 Asks effective questions to elicit relevant information</p> <p>3.3 Speaks in a clear manner, listens well, and reads people's non-verbal messages</p> <p>3.4 Sifts and analyses information to cull out the important data</p> <p>3.5 Recalls details well</p> <p>3.6 Analyses the gathered information and makes a good conclusion</p>	<p>4.1 Sets standards in efficient and effective investigation and research</p> <p>4.2 Sets standards in effective analyses, conclusion and writing of investigation reports</p>





POLICY INTERPRETATION AND IMPLEMENTATION

The ability to interpret and apply existing policies and guidelines relative to planning concerns of the local government unit



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Prepares and/or processes documents based on existing policies and guidelines</p> <p>1.2 Identifies policy concerns and issues</p> <p>1.3 Replies appropriately to queries with readily available information</p> <p>1.4 Identifies appropriate agencies for further referral of clients' queries</p>	<p>2.1 Replies to queries which require interpretation of law, rules and policies based on precedent cases</p> <p>2.2 Clarifies policy concerns, issues, and/or conflicts</p> <p>2.3 Evaluates, tabulates, computes and generates data as a reference to policy interpretation</p>	<p>3.1 Works with different policy stakeholders in reconciling similar, overlapping or contradicting policies</p> <p>3.2 Determines inconsistencies and incoherence in policies and guidelines and recommends enhancements</p>	<p>4.1 Communicates and encourages adherence to policies and guidelines through conferences, fora, focus group discussions, meetings and other related events</p> <p>4.2 Presents and clarifies to stakeholders in and out of the LGU the appropriate interpretation of policies and guidelines</p>





DATA MANAGEMENT

The ability to analyse statistics and other data by interpreting and evaluating the results to be able to formulate a report and/or presentation as reference for decision making



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Collects and validates the accuracy of the data, and consolidates these</p> <p>1.2 Identifies issues, problems, or opportunities and determines if action is needed</p> <p>1.3 Gathers and compiles data using various data collection techniques</p> <p>1.4 Clearly documents sources and validates the accuracy of data/information to resolve inconsistencies</p>	<p>2.1 Analyses and investigates up-to-date information from various sources and in various formats</p> <p>2.2 Seeks additional resources when gaps and inconsistencies or variances in data are found</p> <p>2.3 Identifies trends in data</p> <p>2.4 Provides timely information in a usable form to be used by others who need to act on it</p>	<p>3.1 Establishes a realistic and reliable data bank</p> <p>3.2 Organises and develops data to respond to agency needs</p> <p>3.3 Provides the means for additional data collection when sufficient data does not exist</p>	<p>4.1 Builds a database as reference for management in making pricing policy decisions</p> <p>4.2 Incorporates historical commercial services data to identify trends, inconsistencies and areas for improvement</p> <p>4.3 Supports all significant decisions or conclusions with data</p> <p>4.4 Submits comprehensive reports that summarise study, conclusions and data analysis and techniques used to reach conclusions</p>





COMPUTER SKILLS

The ability to operate standard personal computer and use available computer software, applications and technology.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Applies basic computer skills in work using basic MS Office application</p> <p>1.2 Uses e-mail system</p> <p>1.3 Uses a computer and is familiar with operating basic systems such as Windows, MS Word, MS Excel, multimedia presentations and Internet</p> <p>1.4 Installs and uninstalls various programs and hardware</p> <p>1.5 Maintains files in a hard drive in an organised manner</p>	<p>2.1 Demonstrates knowhow of the technological infrastructure (hardware, software operating systems, personal computing, local area network [LAN], wide area network [WAN], computer telephony integration and internet)</p> <p>2.2 Uses other built-in/add-on functions of word processor</p> <p>2.3 Creates graphs and other graphical presentations of information/data contained in an Excel spreadsheet</p> <p>2.4 Prepares presentation using PowerPoint</p> <p>2.5 Conducts routine check-up of computers for viruses and malwares/spywares</p> <p>2.6 Exhibits proficiency in operating various office systems</p> <p>2.7 Identifies problems and executes trouble shooting activities</p> <p>2.8 Creates back-up data</p>	<p>3.1 Integrates audio, video and animation in PowerPoint presentations</p> <p>3.2 Prepares related database of information</p> <p>3.3 Utilises technologies to access information to enhance professional productivity, conduct research and communicate through local and global professional networks</p> <p>3.4 Monitors and reviews various information technology activities and services</p> <p>3.5 Applies appropriate disk management techniques such as defragmentation</p> <p>3.6 Performs systematic back up procedures</p>	<p>4.1 Recommends appropriate and updated technology to enhance productivity and professional practice</p> <p>4.2 Recommends and assesses vendors and suppliers of ICT equipment and software</p> <p>4.3 Recommends enhancements and/or changes in procedures , processes, and policies</p> <p>4.4 Trains others on tools and techniques for monitoring and managing processes</p> <p>4.5 Recovers as much as possible erased/corrupted data</p>





COMMUNICATION

The ability to clearly convey and receive messages to meet the needs of all



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Speaks clearly and courteously when communicating messages using simple/basic terms or words</p> <p>1.2 Emails and uses other communication facilities such as telefax, cellular phone and social media to convey and receive simple messages</p> <p>1.3 Provides simple explanation on basic policies and procedures inquired by co-workers and other units, with guidance from immediate supervisor</p>	<p>2.1 Explains clearly issues, policies and procedures and other pertinent information to clients and co-workers when asked for clarification</p> <p>2.2 Listens attentively to ideas and concerns of co-employees</p> <p>2.3 Follows-up on emails, text messages, and telefax communication sent to internal and external clients and uses existing templates to write letters and memos</p> <p>2.4 Drafts simple communication such as transmittal letters, memos, advisories, etc. with minor revisions</p>	<p>3.1 Frequently updates superior verbally of current workload and priorities</p> <p>3.2 Keeps superior informed about progress and problems to avoid surprises</p> <p>3.3 Understands quickly ideas and concerns of co-employees and uses effective verbal and non-verbal communication to respond to their needs and concerns</p> <p>3.4 Expresses ideas clearly and concisely in writing where written communication outputs are used immediately in the organisation without the need for revisions</p> <p>3.5 Demonstrates correct use of grammar, spelling and punctuation in all documents produced</p>	<p>4.1 Informs superiors when concerns are brought to higher authorities</p> <p>4.2 Informs regularly superior of workload and priorities and documents in a concise and timely report</p> <p>4.3 Accurately interprets written orders and memos from higher authorities within the agency; keeps confidential classified info and shares non-confidential data to subordinates/peers</p> <p>4.4 Writes to and interacts with peers, superiors, and higher officials and authorities to communicate important updates and messages affecting the agency</p> <p>4.5 Writes letters and other communication that suits the writing style and other requirements of the superior and the agency as a whole</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.4 Uses existing communication materials or templates to produce own written work</p>	<p>2.5 Uses computer and other forms of technology to send information and reports</p> <p>2.6 Prepares simple communication and consolidates reports applying basic grammar, spelling and syntax</p>	<p>3.6 Maintains composure and speaks politely to demanding and hostile co-workers</p> <p>3.7 Consistently demonstrates correct use of grammar, spelling, and syntax in all written communication and reports</p>	<p>4.6 Responds calmly and provides options to keep difficult situation under control</p> <p>4.7 Patiently provides accurate and complete explanation to assist others in comprehending oral and written information</p> <p>4.8 Edits communication materials such as reports, letters, and memos and transforms them into concise, clear and relevant written communication</p>





INTERPERSONAL SKILLS

The ability to effectively communicate and interact with colleagues, customers and clients, and work well in a team to achieve results



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Communicates clearly in words and body language	2.1 Works with others to identify, define and solve problems	3.1 Identifies the various barriers to good communication to reduce the likelihood of misunderstandings	4.1 Creates and maintains a culture of free and effective communication
1.2 Listens well and correctly interprets both the verbal and non-verbal messages from others	2.2 Freely communicates with and allows others to freely communicate values, ideas, beliefs, opinions, needs and wants without being judgmental	3.2 Shows a real interest in people, asks questions and seeks clarification on any points that could be easily misunderstood	4.2 Trains people to develop and keep effective interpersonal relationships
1.3 Displays good negotiation skills by being able to work with others to find a mutually agreeable outcome	2.3 Carefully chooses words in talking to others to avoid misunderstanding or confusion, and seeks feedback to ensure the message has been understood	3.3 Remains positive and cheerful under pressure	4.3 Sets and continually improves standards to effective interpersonal relationships
1.4 Improves continually communication skills	2.4 Encourages others to engage in communication and use appropriate questioning to enhance mutual understanding	3.4 Understands that other people may have different points of view and tries to see things from their perspective	4.4 Foresees, plans for and removes obstacles to effective interpersonal relationships
1.5 Interacts with colleagues in a tactful manner	2.5 Shows employees empathy and respect	3.5 Recognises, manages and reduces stress on oneself and others	4.5 Meets with department heads and listens to their perspective on organisational policies and procedures
1.6 Responds to employee/client inquiries	2.6 Makes himself/herself accessible to employees	3.6 Thinks about previous conversations and other interpersonal interactions, and learns from past mistakes and successes	4.6 Builds lasting relationships that are mutually beneficial to both parties
1.7 Deals with people by being pleasant and friendly to both internal and external clients	2.7 Engages in conversation with others to show concern sincerely	3.7 Negotiates effectively with others paving the way to mutual respect, trust and lasting interpersonal relations	



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.8 Establish constructive relationships with people in his or her area	2.8 Establishes strong relationships with others inside and outside his/her area or organisation	3.8 Works effectively in a group and inspires others to give optimum performance	4.7 Has a style and charm that immediately puts others at ease and disarms hostility





PRESENTATION SKILLS

The ability to express oneself in a clear, concise manner during individual or group situation



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Delivers information in a small group in a clear, concise and logical manner</p> <p>1.2 Uses a variety of presentation methods to maintain group focus</p> <p>1.3 Uses appropriate vocabulary to the audience</p> <p>1.4 Makes formal presentations using audiovisual equipment</p>	<p>2.1 Presents ideas, opinions and feelings in a large group in a confident and enthusiastic manner</p> <p>2.2 Commands attention and manages group process during presentation</p> <p>2.3 Keeps the audience engaged through use of techniques such as analogies, illustration, humor, an appealing style, and voice inflection</p> <p>2.4 Presents to peers, team members or others</p>	<p>3.1 Gives interesting and well received formal and informal presentations to large/small groups inside or outside the organisation</p> <p>3.2 Changes tactics when something is not working while delivering a presentation</p> <p>3.3 Establishes an objective that clearly reflects the needs of the audience</p> <p>3.4 Involves the audience by soliciting questions and input, and clarifies as needed to help achieve goals of the session</p> <p>3.5 Presents to senior managers in the organisation</p>	<p>4.1 Performs the role of an “expert speaker” who is frequently invited to deliver lectures in conferences outside the organisation</p> <p>4.2 Responds articulately with finesse to unrehearsed comments and questions being posed by audience</p> <p>4.3 Presents to internal/external clients e.g. other government institutions and stakeholders</p>





WRITTEN COMMUNICATIONS

The ability to express facts and ideas in writing in a clear, convincing and organised manner



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Practices and uses the different written business communication formats used in the office</p> <p>1.2 Writes routine correspondence/communications based on readily available information, data, with minimal information, spelling and grammatical errors</p> <p>1.3 Secures information from required references for specific purposes</p> <p>1.4 Prepares the content outline of a written work for a given topic</p> <p>1.5 Creates written communications including memos, formal/informal letters and technical reports that is routine</p>	<p>2.1 Writes narrative/descriptive reports and related writing assignments based on readily available information</p> <p>2.2 Self-edits words, numbers, letters, sentences, including capitalisation lower case, punctuation and phonetic notation</p> <p>2.3 Demonstrates clarity, fluency, impact, conciseness in his/her written communications</p> <p>2.4 Prepares technical reports and related documents involving the analysis of various interrelated data or activities/projects/current issues</p> <p>2.5 Creates grammatically and structurally proper and articulate written composition, including formal letters and technical reports of considerable difficulty</p>	<p>3.1 Edits and corrects various correspondences/documentation of staff</p> <p>3.2 Guides and coaches others on the output of their work to ensure quality</p> <p>3.3 Writes complex technical reports using clear terminology and concise format for use by high-level decision makers</p> <p>3.4 Reviews technical reports, edits materials, and provides suggestions to improve clarity while ensuring documents are targeted to the intended audience</p> <p>3.5 Creates convincing, complex and articulate written documents</p>	<p>4.1 Develops written communication strategies which meet information requirements and the end-user or beneficiaries of its s and services</p> <p>4.2 Writes, reviews, and publishes advanced research findings and guidelines to be made available to other group and agencies</p> <p>4.3 Writes white papers on key agency objectives for use by high-level officials</p> <p>4.4 Reviews and critiques the writing of others in a constructive and substantive manner</p>
<p>1.6 Makes written work clear, easy to follow, concise and relevant (e.g. invitation letters, letters to barangay)</p>	<p>2.6 Drafts, edits and revises queries, correspondence, reports and project proposals for approval</p>	<p>3.6 Uses variety of written communications, particularly within the networked and partnered government agencies and</p>	<p>4.5 Writes, proofreads and edits documents in response to sensitive or complex issues or cases</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>captains, memos and meeting agenda)</p> <p>1.7 Provides complete details in communicating information to others</p> <p>1.8 Accurately fills in or completes forms, files and templates</p>	<p>2.7 Conveys ideas in writing appropriate to the sender of the communication</p> <p>2.8 Plans and organises content of written composition carefully to ensure grammatical accuracy and appropriateness</p> <p>2.9 Accurately quotes, paraphrases and summarises provisions of law, rules, regulations guidelines when conveying information in writing</p>	<p>stakeholders to gain understanding and commitment</p> <p>3.7 Drafts, edits, revises, reviews complex or sensitive issues or cases for approval</p>	





ATTENTION TO DETAIL

The ability to report accurate information and spot errors in documents and other forms of written communication in a timely manner.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Double-checks the accuracy of information and work product to provide accurate and consistent work	2.1 Sets up procedures to ensure high quality of work	3.1 Provides immediate feedback to team members on reports and written communication that need to be revised	4.1 Establishes a system to ensure that all areas are covered
1.2 Provides accurate and consistent numbers on all paperwork	2.2 Monitors the quality of work	3.2 Gives specific instructions to team members on what needs to be revised	4.2 Organises information or materials for others
1.3 Gives information on a timely basis	2.3 Verifies information	3.3 Monitors progress of revisions to ensure that output reaches the desired level of accuracy	4.3 Takes necessary actions to produce work that requires little or no checking
1.4 Carefully monitors the details and quality of own and other's work	2.4 Maintains a checklist and a calendar to ensure that small details are not overlooked	3.4 Reviews and checks the accuracy of information in work reports	4.4 Informs affected internal/external clients and partners of changes in a timely manner
1.5 Completes work according to procedures and standards	2.5 Suggests systems to monitor work or project progress	3.5 Proof reads own work to identify errors or omissions	4.5 Follows up regularly to ensure that the project is progressing as planned
1.6 Notices errors in work before it is distributed	2.6 Develops ideas thoroughly and meticulously and prepares an effective plan of action	3.6 Develops and uses systems to organise and track work progress	4.6 Devises systems to monitor and control detailed information accurately and adequately
1.7 Keeps track of the work or project progress		3.7 Checks and evaluates outputs are in accordance with the given instructions	
1.8 Follows instructions on doing a task			





FLEXIBILITY

The ability to work effectively with a variety of people and situations and adapts one's thinking, behaviour and style appropriately in dealing with change. Adapting to different ways of thinking and doing things in a quick and a positive manner



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Listens to new ideas and considers other people's points of view</p> <p>1.2 Demonstrates willingness to adjust thinking and behaviour based on new information and changes in people and situations</p> <p>1.3 Adjusts to new work assignments and priorities when necessary, mindful of new learnings that would be gained and the opportunity to grow in the organisation</p>	<p>2.1 Maintains focus when faced with competing circumstances</p> <p>2.2 Responds appropriately to changing circumstances</p> <p>2.3 Recognises new approaches and takes the necessary steps to meet new demands to address dynamic changes and challenges in the organization</p> <p>2.4 Accepts additional tasks and continues to learn new techniques to get fast results for clients' welfare and benefit, and the achievement of the organisation's goals and objectives</p>	<p>3.1 Identifies practical approach to get the job done effectively within the given time frame</p> <p>3.2 Introduces alternative approaches suited to the needs of the situation</p> <p>3.3 Readily accepts changes in work processes and delivers prompt service in different situations even when under stress and pressure</p> <p>3.4 Highly aware of the organisation's long-term direction and the need to ensure that the services of the organisation keep pace with the changing needs of the internal and external environments</p>	<p>4.1 Assesses the bigger picture and applies common sense to address the situation</p> <p>4.2 Anticipates and adjusts strategies to ensure that practices are always current and effective</p> <p>4.3 Adapts new methods to get best results without delays to become consistently strategic in systems, processes and competencies, especially in human resource functions</p>



5.9 SOCIAL WELFARE



Competencies in this job family were developed for the use of social welfare professionals within government offices and agencies irrespective of department, division, branch, work function or position. These competencies encompass behaviors necessary to succeed in providing social welfare services such as overseeing social welfare activities and managing social welfare projects.

The following competencies were taken from the established competency dictionary of the Department of Social Welfare and Development (DSWD) and revalidated through primary data sources such as incumbent interviews and job analysis by Subject Matter Specialists on competency modeling and profiling.

DSWD Competency Modeling and Recruitment System (CMRS)

The DSWD Competency Modeling and Enhancing the Recruitment System Project was conceptualized and developed with assistance from PAHRODF in late 2011 to respond to the scaling up of DSWD's Pantawid Familyang Pilipino Program (4Ps) and KALAHI CIDSS. With increasing clamor from various stakeholders, the Aquino government and partner international agencies increased the funding for the programs and directed DSWD to expand its coverage. The budget for 4Ps alone, rose tenfold to Php39B to cover the expansion of household beneficiaries. With the mandate to enroll more indigent families and to engage more communities in self-directed development, DSWD was faced with a huge challenge to quickly build its organization and to ensure that key business processes are managed effectively and efficiently.

Specifically, DSWD needed to have faster turn-around time in processing

and filling up of job vacancies for the 2 core programs. And secondly, the agency needed to ensure that the right people were hired for the right jobs. There was inadequate time for training – once hired, new employees needed to be quickly mobilized.

The over-all goal of the CMRS Project was to improve and standardize the recruitment and selection process of DSWD using the Competency Framework.

Among the outputs of the project are Competency Framework for DSWD, core, leadership and management and functional competencies for selected job families, competency model for selected positions, competency based job-description with qualification standards for selected positions, an enhanced recruitment and selection system that is competency based, a labor market study for Cebu, Davao and NCR, and a core group of learners who are trained in competency modeling and profiling, behavior event interview and targeted selection. The project also developed an end-user's manual for the competency based recruitment system and the competency dictionary.

- Adoption Advocacy
- Case Counseling



- Case Management / Case Analysis
- Case Networking And Linkages
- Case Writing
- Community-Based Project Fiscal Management
- Grievance Management
- Group Facilitation

- Community Organising
- Presentation Skills
- Program Management
- Program Monitoring and Evaluation
- Project Management
- Report Writing





ADOPTION ADVOCACY

The ability to educate others on the program-related laws, policies and guidelines, and advance legal adoption and foster care for the disadvantaged, abandoned and neglected children to provide them with their own family to nurture and care for them.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Practices basic laws and regulations on legal adoption and foster care, its objectives, purpose, and procedures of application</p> <p>1.2 Clearly explains the laws and processes on legal adoption and foster care and its importance for children's welfare (and society/ community)</p> <p>1.3 Searches for and coordinates regularly with potential networks to advocate legal adoption and foster care</p>	<p>2.1 Applies knowledge of child/youth laws, rights and welfare, (children custody, women and the family code and laws) in advocating legal adoption and foster care</p> <p>2.2 Conducts orientations and workshops and facilitates discussion about legal adoption and foster care with various concerned groups</p> <p>2.3 Uses information, communication and education (IEC) in promoting the program</p> <p>2.4 Uses analysis of data along cases of adoption and foster care and presents success stories to advocate the program, particularly to potential PAPs</p>	<p>3.1 Provides technical assistance on legal adoption and foster care to Child Caring/ Placing Agencies</p> <p>3.2 Reviews and/or provides recommendations on provisions of policies/ rules concerning adoption or foster care</p> <p>3.3 Advocates policies on legal adoption by regular conducts of forum, seminar, radio/TV guesting to recruit prospective adoptive parents (PAPs)</p> <p>3.4 Promotes child rights to a family and follows through with other initiatives</p>	<p>4.1 Responds to issues and concerns about the program</p> <p>4.2 Protects primarily the concern for child welfare in legal adoption cases</p> <p>4.3 Influences families to be interested in legal adoption or to adopt a child; negotiates for the sake of the child to PAPs or partners regarding any concerns</p> <p>4.4 Develops information, communication and education materials (ICE) to promote the program</p>





CASE COUNSELLING

The ability to help facilitate for client's decision-making on adoption or for his/her betterment.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Listens empathically to client's stories and problems</p> <p>1.2 Assesses client's situation based on his/her documents and data gathering</p> <p>1.3 Counsels parents who surrender their child for adoption on their roles, bearing in mind their capacity to raise the child</p> <p>1.4 Verbally affirms and motivates clients, and encourages them to be better in handling their situation</p> <p>1.5 Supports clients by empathising, showing genuine concern and always respecting the dignity of the individual</p> <p>1.6 Uses self-help methods to encourage the person for his/her own development and empowerment</p> <p>1.7 Keeps the confidentiality of the client's case</p>	<p>2.1 Helps parents make a decision on whether or not to surrender their child according to their status and capacity to rear a child</p> <p>2.2 Determines options with his/her evaluation of the case to present these to the parents</p> <p>2.3 Assesses without judging his/her clients using analytical approaches/theories in counseling</p> <p>2.4 Does not impose his/her views on clients when they are not ready for the action/ recommendation concerning an issue</p>	<p>3.1 Facilitates discussion/counselling to PAPs regarding child/youth behaviours and how to handle certain behaviours</p> <p>3.2 Coaches partners on how to counsel clients/PAPs</p> <p>3.3 Elicits suggestions from the client on how s/he wants to progress with his/her situation</p> <p>3.4 Motivates, capacitates and enables clients to identify solutions to problems with his/her guidance</p>	<p>4.1 Infers patterns of behaviours among clients and determines the most effective interventions and counselling techniques to use in different cases</p> <p>4.2 Designs mechanisms/procedures on how to counsel clients according to the study and analysis of various cases and patterns of behaviours among clients</p> <p>4.3 Sets policies and standards regarding counselling of clients or PAPs</p>





CASE MANAGEMENT/CASE ANALYSIS

The ability to render assistance in implementing planned interventions for services or alternatives to meet the needs of Pantawid beneficiaries.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Routinely picks up indicators of situations requiring case management, like non-compliance and absences of beneficiaries in Pantawid activities</p> <p>1.2 Regularly takes the mandated steps to validate information indicating the need for case management</p> <p>1.3 Refers to rules and procedures when endorsing cases for case management</p>	<p>2.1 Evaluates compliance verification data to determine beneficiaries requiring case management</p> <p>2.2 Explains the procedures and provides appropriate information to beneficiaries requiring case management interventions</p> <p>2.3 Discusses cases, appropriate protocols and interventions with appropriate focal person/case manager when endorsing cases for simple case management, and seeks advice on unfamiliar cases</p>	<p>3.1 Integrates compliance verification data to determine extent of beneficiaries requiring case management</p> <p>3.2 Evaluates protocols and case management interventions, seeking trends and effectiveness of interventions as input in enhancing case management processes</p> <p>3.3 Discusses cases and seeks out feedback to determine appropriate protocols and interventions on case management involving different issues and levels of complexity</p> <p>3.4 Provides technical assistance to other focal persons on case management to ensure uniformity and appropriateness of approaches</p>	<p>4.1 Integrates compliance verification and case management data to establish trends on cases requiring case management interventions and developing appropriate mechanisms for determining case interventions</p> <p>4.2 Develops mechanisms (forum, meetings, focus group discussions) to align case management procedures and formulation of interventions to ensure responsiveness and timely case management services</p>





CASE NETWORKING AND LINKAGES

The ability to build and maintain effective and beneficial working relationships and partnerships with educational institutions, potential business partners, government, media, professional associations, client groups, stakeholders, and intermediaries, and leverage these contacts.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Seeks support for planned interventions for clients</p> <p>1.2 Effectively communicates with partners and different individuals within and outside DSWD</p> <p>1.3 Shares and exchanges help or assistance with partners for the client's welfare</p>	<p>2.1 Refers clients to services or resources they need which are not available in DSWD</p> <p>2.2 Establishes linkages with hospitals, police, LGUs, agencies, media, schools, business partners to respond to client's needs through constant working relationships</p> <p>2.3 Extends time and assistance to partners/ stakeholders when needed</p>	<p>3.1 Influences others and potential partners to provide assistance to the client</p> <p>3.2 Assists partners along social work, adoption and foster care in time of need</p> <p>3.3 Extends extra time and assistance to partners when needed as a resource person</p>	<p>4.1 Shares automatic exchange of professional support/assistance with partners along social protection for their organisation</p> <p>4.2 Develops harmonious working relationships with partners and networks by regularly setting and attending meetings/ consultations with them</p> <p>4.3 Installs mechanisms on effective networking and partnerships</p>





CASE WRITING

The ability to present the case of the client in a systematic documentation and technical writing skill based on the data gathered in the interview of client and collateral informants.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Practices and uses the required format and content for writing social case study report of a child and the home study report of PAP</p> <p>1.2 Seeks, identifies and distinguishes reference materials that will be used as basis for one's written document</p> <p>1.3 Has good technical writing skills for simple pro-forma communication</p> <p>1.4 Clearly presents gathered data about the client in the written analysis and recommendation</p>	<p>2.1 Practices and uses appropriate vocabulary, correct order in sentence formulation to achieve cohesion in the composition of a report</p> <p>2.2 Writes with fluency and clarity the social case study report or home study report with completeness of information and substance including recommendations/interventions in the case</p> <p>2.3 Edits, reviews, and ensures that right inputs and recommendations are captured in the case study report and home study report</p> <p>2.4 Solicits feedback from those able to judge the appropriateness of the case study report and home study report</p>	<p>3.1 Coaches and teaches others and partners on how to write the case study report and home study report</p> <p>3.2 Justifies case findings with the corresponding recommendations and identified interventions, citing relevant laws, policies and social theories or approaches</p>	<p>4.1 Designs (and sets standards on the) form or template and content of the case study and home study report</p> <p>4.2 Can compose written studies of cases adhering to relevant research standards</p> <p>4.3 Undertakes in-depth study to develop policy guidelines for social case study report and home study report</p> <p>4.4 Keeps people informed about the developments in organisational goals, strategies and performance through written documentation</p>





COMMUNITY-BASED PROJECT FISCAL MANAGEMENT

The ability to install and adhere to financial management and control systems for community-based projects, in line with general accounting principles and practices, and project fiscal management policies and procedures.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Practices general accounting and financial management principles and processes and their application</p> <p>1.2 Uses the fiscal management policies and procedures established for the project and also for sub-projects</p> <p>1.3 Understands issues involved in the management and implementation of subprojects</p> <p>1.4 Maintains an updated record/file of local (municipal and barangay levels) input costs such as construction materials and labour costs</p> <p>1.5 Performs clerical support functions such as filing, typing, encoding and report generations for the area</p>	<p>2.1 Validates the costing of sub-project proposals to ensure these are correct, economical, and follow established parameters for the project</p> <p>2.2 Observes cost accounting principles when preparing sub-project budgets</p> <p>2.3 Reviews and validates project expenditures against completed work at the field level to reconcile project accounts</p> <p>2.4 Assesses sub-project owners' ability to comply with Local Counterpart contribution, identifies potential sources and assigns a reasonable cost to these</p> <p>2.5 Maintains financial records of all subprojects in the assigned area</p>	<p>3.1 Installs the sub-project cash management and financial recording systems and procedures following project standards and policies</p> <p>3.2 Trains and coaches the sub-project team on cash management, maintenance of financial books and preparation of required financial reports such as Fund Utilisation Report, and other Fiduciary Requirements</p> <p>3.3 Performs regular as well as unannounced audits or spot-checks to ensure compliance to internal control measures</p> <p>3.4 Identifies ways to augment subproject budget allocation, and links the sub-project team to sources of funds and coaches them on how to "sell" and negotiate</p> <p>3.5 Assesses the project's eligibility to request for fund release, identifies variances, and provides direction/advice to address variances</p>	<p>4.1 Supervises overall project financial management, including coordination and negotiation with funding institutions</p> <p>4.2 Practices the agency's planning and budgeting policies, systems and procedures, as well as the funding agencies' policies and instructions for financial planning, programming, budget development and budget execution, including documentation processes, and guides and directs others in complying with these</p> <p>4.3 Develops the project financial management system, and its implementing guidelines and procedures</p> <p>4.4 Develops training materials to cascade the project financial management system</p> <p>4.5 Recommends enhancements to the financial management approaches and strategies when problems are experienced</p>





GRIEVANCE MANAGEMENT

The ability to exercise thorough investigative skills and good judgement to provide an appropriate resolution or objective decision to complaints/issues raised by beneficiaries and other stakeholders about the programs or services of the agency



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Acknowledges the complaining party and listens attentively to the complaint; puts forward an open, non-defensive, helpful stance and gives space for the other person to express himself/herself</p> <p>1.2 Maintains calmness when confronted with complainants who are upset or angry. Does not take criticisms about the agency personally</p> <p>1.3 Uses knowledge on program rules, guidelines and procedures in differentiating between an inquiry, complaint or grievance</p>	<p>2.1 Asks questions to clarify and/or to gather relevant data to understand the issue at hand; reviews document or report presented and checks readily available sources of info to verify the issues</p> <p>2.2 Establishes the remedy that complainant/s wish to achieve</p> <p>2.3 Assesses the complaints and determines the next step to be undertaken; weighs gathered data, and identifies appropriate level to resolve the case</p> <p>2.4 Acts on complaints that are readily verifiable, or which require simple routine solutions, following established policies and procedures</p>	<p>3.1 Establishes the facts about a grievance using different data gathering methods such as interview, observation, documents/ records review from party/ies involved and others who have significant knowledge and are allowed to provide comments; keeps written record of evidence that is provided orally</p> <p>3.2 Gives the complainant/s an opportunity to comment on contrary information or claims from another source</p> <p>3.3 Prepares detailed and accurate report supported by evidence from party/ies involved covering all aspects of the issue (whole story); ensures that pieces of evidence are relevant and logically capable of supporting the findings</p>	<p>4.1 Draws out options or points of negotiation when the remedy/ies the parties seek cannot be granted</p> <p>4.2 Considers the impact of the decision or proposed remedy on the position of the agency or wide-range impact to the programs, and ensures that these are not compromised</p> <p>4.3 Seeks a win-win resolution to issues when party/ies involved stick to their positions</p> <p>4.4 Engages other institutions in the process, when deemed necessary to resolve issues or grievances</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.4 Provides immediate recourse to concerns such as those which require correct information, clarification of procedures or instructions and inadequate documentary requirements</p> <p>1.5 Reviews documents presented and/or asks routine questions to understand the complaint, to determine its complexity/urgency, and the appropriate office/employee to whom it should be directed; escalates complaints following proper endorsement procedures</p> <p>1.6 Verifies with the complaining party if his/her concerns have been addressed</p>	<p>2.5 In the event that the issue or complaint needs to go through due process, clearly explains to involved parties the procedures that will be undertaken, the documents needed, as well as the estimated time to provide a resolution</p> <p>2.6 Observes fairness and objectivity and exercises confidentiality when handling concerns and related documents</p>	<p>3.4 Makes a recommendation or a decision based on comprehensive review of facts, rules, practices and contentions; abides by agency and/or program policies and procedures in grievance management</p> <p>3.5 Presents the remedy/recommended action to the party/ies involved, explaining how these can address the grievance/issue raised</p>	<p>4.5 Monitors actions taken until completely addressed or resolved; keeps all those involved abreast of the latest updates on the actions taken</p> <p>4.6 Draws learning from the issues or complaints, and either addresses gaps or recommends policy enhancement that perpetuate grievances and implements proactive course of action</p>





GROUP FACILITATION

The ability to use knowledge of group dynamics and processes to effectively provide appropriate structure and environment for achieving overall goal of interactions like training solving problems or accomplishing tasks or reaching consensus.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Communicates the course plan, objectives, processes and roles based on specified guidelines to clarify expectations from the group interaction (e.g. training or meeting)</p> <p>1.2 Opens sessions positively and introduces self cheerfully to establish rapport</p> <p>1.3 Gives simple and clear instructions to encourage participation and build on participants' individual confidence</p> <p>1.4 Uses agenda, training or activity timetable to keep process on track and progressing within agreed time</p> <p>1.5 Careful in displaying personal biases and refrains from providing strong opinions to encourage participation and smooth flow of discussions</p>	<p>2.1 Presents agenda and objectives clearly to attain agreements on roles, group processes and ground rules</p> <p>2.2 Uses different techniques in introducing members of the group to each other and establishing rapport</p> <p>2.3 Listens attentively, and uses paraphrasing, questions and probing in clarifying points and simplifying complex concepts, ideas and issues with the participants and in ensuring effective traffic of discussions</p> <p>2.4 Consciously paces activities, discussions in such a way that participants are given equitable turns to participate while ensuring that process goals are attained at prescribed time</p> <p>2.5 Uses facts and avoids personal bias in dealing with conflict situations and handles disruptions discreetly</p>	<p>3.1 Uses creative ways in presenting agenda, objectives to generate buy-in on roles, processes and ground rules, and to effectively manage the tasks and process goals of the interaction</p> <p>3.2 Evaluates conduciveness of environment and suits it to the objectives of the interaction, needs and characteristics of participants</p> <p>3.3 Listens to and observes participants and adopts appropriate facilitation "mode", depth and timing when intervening on content or processes</p> <p>3.4 Interprets and confirms participants' verbal and non-verbal communication to identify those who need clarification and feedback, and uses appropriate techniques to probe or expand the discussion or limit/ segue to succeeding topics or issues</p> <p>3.5 Uses tact and humor, and acts firm but understanding when managing disruptive behaviour</p>	<p>4.1 Evaluates the quality of group dynamic and its impact on the attainment of over-all learning objective</p> <p>4.2 Demonstrates the ability to make mid-program adjustments when extraordinary circumstances occur, and still delivers the learning session effectively</p> <p>4.3 Demonstrates sensitivity to emotional dynamics of group and adjusts communication and actions to ensure smooth interaction</p> <p>4.4 Coaches or mentors others on how to communicate observations, conclusions and perceptions to facilitate assimilation of feedback</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.6 Uses guidelines in handling dissenting opinions and resolving issues when faced with common concern areas and seeks advice for unfamiliar concern	2.6 Listens, questions and summarises group outputs to ensure clarifications	3.6 Directs questions appropriately and creates opportunities for learners to contribute to the discussion	4.5 Evaluates how facilitators are able to pick up cues and group moods to enhance group facilitation skills; develops standards, guidelines and evaluation of group facilitation





COMMUNITY ORGANISING

The ability to enrol and engage community members who stand to benefit from the programs and services of the agency to volunteer and/or to actively participate in activities and processes that respond to their needs towards lasting and sustainable development.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Takes steps to gain the buy-in of community officials and the community members on the programs being implemented in their communities</p> <p>1.2 Identifies the community members who can fulfil the various roles required to implement programs/services and persuades them to perform volunteer work</p> <p>1.3 Drums up attendance of beneficiaries and other community stakeholders to prescribed meetings or activities</p>	<p>2.1 Profiles the power dynamics in the community/ies and enlists the support of key influencers who are in formal roles as well as those looked up to as informal leaders</p> <p>2.2 Initiates activities that aim to enhance cooperation and collaboration among community members, volunteers and local government officials</p> <p>2.3 Resolves conflicts on roles and responsibilities that threatens community engagement; analyses the readiness of community leaders in undertaking</p>	<p>3.1 Gauges the readiness of community and municipal officials in embracing the CEAC platform, and develops strategies to gain their support and buy-in.</p> <p>3.2 Mentors volunteers and builds capacities to organise and to articulate and exercise their rights to participate in making decisions that affect their welfare</p> <p>3.1 Promotes and mentors the community groups in observing the use of consultative and facilitative techniques in conducting prescribed activities and decision making</p>	<p>4.1 Provides training, coaching and other learning experiences to the municipal field implementation teams to build their competencies to carry out CO work</p> <p>4.2 Engages with LGUs, inter-agency partners, CSOs and other stakeholders at the provincial and regional levels for purposes of technical assistance, resource augmentation and conflict resolution for needs or issues along “social processes” that require provincial or regional intervention</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.4 Integrates self positively with the community/ies and with barangay local government units to create a helpful climate. Demonstrates gender and cultural sensitivity in relating with community members and officials</p> <p>1.5 Establishes links with representatives of on-the-ground partner institutions and enlists their support and participation. Informs them on their roles, their contribution to the success of the programs/activities, and the standards that have to be met</p>	<p>2.4 Is prompt and alert in evaluating the quality of participation and involvement of volunteers and local government officials, identifies barriers as well as issues/problems and takes action to address these within scope of authority provided</p> <p>2.5 Taps the influence of formal and/or informal leaders in the community when compliance, commitment and/or support among volunteers and other stakeholders slows down or is withheld</p> <p>2.6 Appeals to the higher ideals of the community groups, officials and other stakeholders to maintain morale in the face of obstacles or difficulties</p>	<p>3.4 Actively engages the municipal local government unit, CSOs, and other stakeholders to bridge access of communities to institutions or those who are either entrusted with the responsibility for basic services delivery or who have the capacity to assist communities realise their plans</p> <p>3.5 Facilitates resolution of conflicts of interest between the community groups and the municipal officials</p>	<p>4.3 Designs implementation modalities to adapt CDD work to various contexts. Prepares and disseminates guidance notes to operationalise policies</p> <p>4.4 Consolidates learnings on community organising and makes knowledge products available to other DSWD units and other relevant stakeholders</p> <p>4.5 Guides the implementation teams in adopting national strategies in CO to the contexts, needs, opportunities and challenges of the target municipalities.</p>





INFORMATION, EDUCATION, AND COMMUNICATIONS (IEC) MATERIALS DEVELOPMENT

The ability to draw attention and provide useful information to targeted audiences using various IEC materials



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Distinguishes Information, Education, Communication (IEC) from other types of communication</p> <p>1.2 Explains that effective IEC materials are developed based on the information about the target audience (specific knowledge, language, attitudes, preferences and characteristics)</p> <p>1.3 Identifies the basic tools and techniques in developing IEC materials and different methods of using them</p> <p>1.4 Demonstrates familiarity on the processes involve in preparing IEC materials</p>	<p>2.1 Explains that IEC material must promote positive messages of what target audience can do in a language understood and shared by them</p> <p>2.2 Writes clear and coherent messages that appeal to persuade or convince a target audience</p> <p>2.3 Demonstrates the ability to craft graphics and audio-visuals that are inviting, visually appealing, easy to follow and suitable to the target audience</p> <p>2.4 Demonstrates the familiarity on the processes involved in matching message, media, and channels that will reach the target audience</p>	<p>3.1 Develops messages that contain facts that will generate desired reaction from the target audience</p> <p>3.2 Evaluates whether information, ideas and attitudes conveyed in the appeal put stress on the most compelling benefit to target audience</p> <p>3.3 Evaluates the IEC material development process to ensure that texts or narratives match or correspond to visuals</p> <p>3.4 Determines whether the message is believable or credible to the target audience</p> <p>3.5 Emphasises desired behavioural changes as guide in developing messages and materials</p> <p>3.6 Select appropriate channels and media based on results of audience research</p> <p>3.7 Evaluates use and distribution of IEC materials to identify obstacles and correct problems that reduce its impact</p>	<p>4.1 Integrates the desired behavioural change and results of audience research in developing IEC materials</p> <p>4.2 Designs audience researches that identify culturally-specific values and beliefs, and general impressions of target audience that may have an impact on the acceptance of certain material types or designs to target audience</p> <p>4.3 Coaches others in translating audience mindset and information into adequate, creative and efficient mix of IEC materials</p> <p>4.4 Develops guidelines to ensure coherence between message, scripts, design of IEC materials and other creative considerations such as different language versions or social conditions</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
			<p>4.5 Identifies specific indicators of the effectiveness of the IEC materials to programs of DSWD</p> <p>4.6 Develops mechanisms for review, distribution and usage of IEC materials to optimise its impact</p>





KNOWLEDGE OF RELATED REGULATIONS AND PROCEDURES OF LGUs, DEPED, DOH AND RELATED AGENCIES

The ability to know related DepEd, DOH, local government code policies, organisational structure, local policies and procedures that have direct or indirect implications/effects on the program and project implementation.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Updates knowledge on DepEd, DOH, and local government code, policies and procedures which may affect project implementation</p> <p>1.2 Identifies DepEd, DOH, and local government regulations, policies and procedures that need to be observed and complied with in undertaking community projects/programs</p> <p>1.3 Acknowledges DepEd, DOH, and local government authority and leadership in the community in undertaking program review and implementation</p>	<p>2.1 Considers DepEd, DOH, and local government code, policies and procedures in program planning and in responding to issues and concerns in the field</p> <p>2.2 Meets with community leaders to discuss issues on DepEd, DOH, and local government code, policies and procedures that might affect the program implementation and come up with agreements or resolutions</p> <p>2.3 Observes protocol of authority and leadership at the local or community level in terms of communication and coordination DepEd, DOH and local government</p>	<p>3.1 Provides policy advice to internal and external project implementers which are consistent with local laws, policies and procedures</p> <p>3.2 Reviews program or project design and implementation process, and recommends modifications to address inconsistencies with the local policies</p> <p>3.3 Considers organisational structure in the local government or community in formulating internal policies and procedures for the program</p>	<p>4.1 Evaluates and adjusts program policies taking into consideration the DepEd, DOH, and local government policies and procedures that have a direct impact on the program</p> <p>4.2 Mentors and provides information materials about related regulations and procedures of LGUs, DepEd, DOH and related agencies that are useful in the implementation of the programs</p> <p>4.3 Evaluates the impact of current and future changes/thrusts in the regulatory environment governing LGUs, DepEd, DOH and related agencies on DSWD programs and prepares corresponding adjustments either in plans, implementation and policies</p>





MOBILISING FOR RESPONSIVE COMMUNITY DEVELOPMENT

The ability to engage community members and build shared responsibility for understanding their problems, identifying solutions and choosing strategies that will improve access to and delivery of basic social services, as well as address the wider development needs of the community, in line with the CEAC platform.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Guides the volunteer groups in undertaking analyses of community needs and deciding on priorities following prescribed KC processes</p> <p>1.2 Guides the volunteer groups in mobilising resources and obtaining necessary policy support from their B/MLGUs for the construction or establishment of community projects and other development needs</p> <p>1.3 Organises capacity-building activities to develop volunteers' project design and development, community procurement, community finance, subproject implementation and operation and maintenance</p>	<p>2.1 Links the community groups to municipal offices/officials as well as other institutions who can provide support to community projects and other undertakings</p> <p>2.2 Brokers access of the community groups to barangay and/or municipal resources to augment the requirements of their projects</p> <p>2.3 Coordinates municipal level trainings for staff, volunteers and LGU partners on the technical aspects of project development</p> <p>2.4 Facilitates alignment and integration of community priorities to barangay and municipal development plans and budgets DSWD teams from Pantawid and Sustainable Livelihood to harmonise strategies and plans to operationalise convergence in the municipality</p>	<p>3.1 Engages with provincial and regional structures of the LGU, line agencies and other stakeholders to promote active linkages between these structures and the municipalities to support priorities expressed by communities</p> <p>3.2 Organises assessment and planning sessions, technical reviews, trainings, technical assistance and other provincial and regional level activities that aim to support the development initiatives of municipalities</p> <p>3.3 Interprets policies and provides guidance to municipal teams on how to operationalise framework for convergence</p>	<p>4.1 Defines framework and operational policies to strengthen the adoption of CDD as an approach to deliver social services to poor communities. Adjusts and designs approaches to converge CDD with other DSWD core social protection programs.</p> <p>4.2 Engages with national inter-agency, development agencies, CSOs and other partners to provide policy direction and support, resources, and oversight/monitoring</p> <p>4.3 Develops and implements appropriate training interventions to regional teams on the technical aspects of project development and implementation, and in other competencies required to help communities and LGUs pursue their broader development goals</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.4 Facilitates barangay-level group processes such as conflict management, team building, progress review and similar activities that could enhance performance</p> <p>1.5 Organises delivery of technical assistance to communities for the operation and maintenance of community projects</p>	<p>2.5 Carries out organizational development activities to build responsible and capable community and local government organisations that can support the long term development goals of the community in partnership with their LGUs and other partners</p>	<p>3.4 Facilitates public-private sector partnerships that aim to reduce poverty in KC areas.</p> <p>3.5 Promote sharing of experiences and lessons at provincial and regional level to increase appreciation and support for CDD-based poverty reduction initiatives</p>	





PRESENTATION SKILLS

The ability to demonstrate the ability to convey a message, information and ideas clearly and concisely to a target audience using a variety of media and language that suits their needs and characteristics



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Speaks clearly and uses language and tone that is understood by the target audience</p> <p>1.2 Presents and conducts self in a decent and credible manner observing generally acceptable standards of grooming</p> <p>1.3 Uses prescribed media and methods of conveying the message, presenting information and ideas to target audience, and avoiding unnecessary body movements and ad libs</p>	<p>2.1 Pronounces words correctly and uses suitable grammar and syntax when speaking to target audience</p> <p>2.2 Presents and conducts self in a credible and approachable manner and establishes rapport with participants easily</p> <p>2.3 Generally attempts to use different media and presentation techniques to sustain the interest and maintain participation of target audience</p>	<p>3.1 Uses appropriate words, adjusts volume, pace, tone, and inflection of voice language to suit the target audience's number, needs, characteristics, and capabilities, presents and conducts self credibly and dresses as appropriate to the target audience, type of training or activity and coaches others on behaving appropriately</p> <p>3.2 Uses a variety of techniques (Icebreakers, SLE's, Name Games) to establish rapport and elicit target audience participation</p>	<p>4.1 Evaluates use of language, tone, grammar and general message delivery during presentations to provide guidelines in ensuring that language and tone used are suitable to target audience</p> <p>4.2 Uses summarisation, bridging, and segue techniques appropriately and maintains continuity between sections of the presentation and mentors others to do the same</p> <p>4.3 Adjusts presentation methods and use of language to achieve the optimal level of productive interaction considering the capabilities of target audience</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.4 Addresses queries and ask questions to check if objectives of presentation are achieved</p>	<p>2.4 Encourages questions and uses different questioning techniques to determine if objectives of presentation are achieved</p> <p>2.5 Summarises key points of the presentation and answers questions and concerns raised by the audience to clarify and emphasise points.</p>	<p>3.3 Uses a variety of media and presentation aids like examples, illustrations to creative phrasing, analogies, quotations, rhetorical questions, and comparing and contrasting concepts to enhance learning and understanding</p> <p>3.4 Purposely uses verbal and non-verbal communication that is free of bias (e .g. sexual, racial, religious, cultural, and age) to promote audience engagement</p> <p>3.5 Organises key concepts and covers key points clearly and concisely, simplifies complex concepts, ideas and information using verbal enhancers that more fully communicate and explain essential concepts and information</p> <p>3.6 Makes meaningful transitions from one topic or activity to the next and uses verbal and linkage/synthesis techniques to emphasise salient points of presentation</p>	<p>4.4 Guides the direction of the discussion, and enhances trainees' understanding of the concepts based on the feedback of trainees</p> <p>4.5 Enhances, substitutes or creates media as appropriate to the needs of the trainees</p> <p>4.6 Develops procedures, guidelines and training materials to enhance and evaluate presentation skills of others</p>





PROCESS MANAGEMENT

The ability to develop, formulate and review for enhancement processes, policies and procedures which govern the execution of tasks, activities, or projects, in order to ensure work is accomplished and required results are delivered effectively and efficiently; adopt measures to drive compliance; be proactive in responding to opportunities for improving/streamlining based on experience, feedback, emerging technologies and new direction.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Follows established policies and prescribed processes and procedures in own area of work</p> <p>1.2 Studies the manual of the projects involved in to familiarise self with existing policies/ guidelines to be able to respond to questions from beneficiaries, colleagues and partners in the field</p> <p>1.3 Assists and/or gives guidance to beneficiaries on how to comply with requirements</p> <p>1.4 Explains the immediate and long-term consequences of non-compliance</p> <p>1.5 Reviews submitted documents to check completeness and compliance to policies and standard procedures, identifies errors or inadequacies, and advises the other party on how to comply</p>	<p>2.1 Educates and provides technical assistance to field colleagues, partners and other stakeholders on the program procedures and the importance of complying</p> <p>2.2 Explains the rationale for policies and procedures vis-à-vis program objectives and the overall mandate of DSWD</p> <p>2.3 Thinks of practical ways to improve the process in accomplishing the task at hand or suggests how forms/procedures can be simplified</p> <p>2.4 Coaches on-the-ground partners on how to check correctness of data and completeness of documents against requirements; points out choke points and provides guidance on how to overcome them</p>	<p>3.1 Establishes clear, well-defined processes and procedures in own area of responsibility consistent with broad project policies and processes; suggests innovations to the existing project processes and procedures in order to address gaps in the implementation and delivery of results</p> <p>3.2 Validates feedback about limitations in the existing processes, procedures, forms and recommends measures to correct or improve</p> <p>3.3 Proposes documentation of unwritten policies or development of procedures where none exists, as basis for addressing problems in the field or to alleviate issues/difficulties</p>	<p>4.1 Formulates project policies and implementation processes and procedures consistent with project objectives and relevant government rules</p> <p>4.2 Develops a Project Operations Manual which serves as a reference for others</p> <p>4.3 Benchmarks locally and internationally with similar projects to identify best practices and to learn from experiences, and integrates these in the formulation of processes and procedures</p> <p>4.4 Applies process analysis techniques and similar scientific tools when designing processes and formulating procedures</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.6 Demonstrates the proper way of filling-up the forms</p> <p>1.7 Gives feedback to supervisor on difficulties encountered in following established processes and procedures</p>	<p>2.5 Reminds co-workers about the proper accomplishment and retrieval of forms</p> <p>2.6 Spots difficulties, confusion and issues emanating from the absence of clear procedures or policies and elevates this to the supervisor</p> <p>2.7 Audits reports and documents, and performs field spot checking to assess compliance rate and to identify problems</p>	<p>3.4 Develops training and communication materials and methodologies aimed at educating colleagues, field partners and beneficiaries on project processes, procedures and policies</p> <p>3.5 Identifies developmental and competency needs of the staff to ensure effectiveness in delivering the required process of work</p>	<p>4.5 Integrates use of applicable technologies (communications, computing, web, etc.) and other technology-supported processes whenever practical</p>





PROGRAM MANAGEMENT

The ability to monitor and coordinate the implementation of plans, policies, tasks and activities of programs and projects being undertaken by the agency, and taking action to meet quality and performance goals.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Oversees implementation of on-the-ground activities and is on hand to address issues/ concerns</p> <p>1.2 Analyses Accomplishment/Progress Reports to identify gaps and discrepancies vis-à-vis the Work and Financial Plan</p> <p>1.3 Complies with established procedures in addressing gaps and/or escalates these to the next level authority when prescribed remedies are inadequate</p> <p>1.4 Meets with on-the-ground employees to secure feedback on issues and concerns in the implementation of activities</p> <p>1.5 Secures/organises resources and/or disseminates information needed by on-the-ground employees and partners following established procedures</p>	<p>2.1 Sets up a visible monitoring system to track the area/cluster progress against specific program/project performance metrics and other measures</p> <p>2.2 Conducts regular meetings with on-the-ground employees and partner institutions to discuss program/project status, and to surface issues that have to be managed</p> <p>2.3 Adopts ways to cope with inadequacies on resources to ensure quality services are still delivered on time; recommends to the next level authority ways to augment resources</p> <p>2.4 Checks compliance of on-the ground partner institutions to agreed deliverables or counterpart work/other commitments as per MOA, and dialogues with them to agree how this can be addressed</p>	<p>3.1 Monitors compliance with the program/project Regional Work and Financial Plan by requiring field teams to provide regular update on the status of resources and activities conducted</p> <p>3.2 Regularly meets area supervisors to discuss accomplishments against program/project performance metrics and to facilitate action planning for keeping performance on track</p> <p>3.3 Evaluates the impact of the activities in the area/region by conducting spot checks with beneficiary groups</p> <p>3.4 Checks functionality of other councils that plays significant roles in program implementation; dialogues with them to clarify expected deliverables, assess performance and agree on action plans for moving forward</p>	<p>4.1 Develops the overall policy framework and the implementation strategy for the program/project, integrating its implementation with other existing programs of the agency</p> <p>4.2 Stands ready to update plans and implementation mechanisms to align with new government policy direction, sponsor requirements and lessons learned</p> <p>4.3 Sets up national level program/project monitoring system that compares progress against baseline performance targets</p> <p>4.4 Adopts a regular review mechanism to assess the overall performance of the program/project against service delivery targets and identifies mechanisms and strategies to keep performance on track</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.6 Arranges for technical assistance to on-the-ground employees on how to deliver quality services</p>	<p>2.5 Explores alternative solutions to issues and concerns which hinder progress of plans/activities, outside of prescribed remedies; taps the help/intercession of higher authorities and/or external parties, including LGUs</p>	<p>3.5 Develops a case for securing additional resources beyond the approved budget/ allocation to higher level bosses, and/or taps latent sources outside the agency in order to correct lagging performance or to fast-track delivery of outputs as needed</p> <p>3.6 Liaises with LGUs to promote the program and gain their support</p> <p>3.7 Acts as the program/project champion in the region of area assignment, representing the interests of the program/ project in all local venues (local conferences, local councils, local media, etc.)</p>	<p>4.5 Addresses program/project concerns at the national level</p> <p>4.6 Assesses if emerging concerns or underlying reason on gaps/discrepancies in the implementation are by reason of policy gaps, and consequently reviews/revises policy to keep in step with current realities</p> <p>4.7 Acts as the program/project champion within the organisation and with external stakeholders, representing the interests of the program/project in national venues (Philippine Congress, national and international fora, national media, etc.); dialogues with the appropriate authorities in partner institutions to press for compliance to MOA undertakings</p>





PROGRAM MONITORING AND EVALUATION

The ability to administer tools and analyse data to evaluate the progress of the program, know statistical theory and applications, and analyse statistics and other data.
The ability to interpret and evaluate results, and create reports and/or presentations



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Meets basic requirements to ensure that the forms are cascaded and properly filled-up	2.1 Analyses trends in data collection and results	3.1 Analyses trends in data gathering and results at the Regional level and identifies errors/ deviations against targets	4.1 Analyses errors and deviations in the system of data gathering at the national level and provides recommendations and directions to correct and improve the systems
1.2 Retrieves data and finds ways to secure and determine areas for validation	2.2 Checks for correctness and completeness of submitted narrative and database reports	3.2 Suggests solutions to program implementers in the field to correct errors in the data	4.2 Identifies monitoring parameters and milestones at the national level with consideration of the project key performance indicators
1.3 Determines issues and links up with the LGU counterparts	2.3 Analyses and checks accuracy of data gathered on field	3.3 Undertakes complex analysis and interpretation of data following a prescribed system and knowledge	4.3 Undertakes complex analysis and interpretation of data in using prescribed system and knowledge and compares with available and similar researches
1.4 Monitors the status of accomplishments based on data analysis to know whether they are achieving the target or not	2.4 Seeks inputs of internal and external counterparts regarding the data collection and analysis	3.4 Validates and gets more information and checks for inconsistency and correctness of data to identify gaps and trends (deviations)	4.4 Draws accurate implications, conclusions, and recommendations for implementing results from the data analysis that will affect the program and suggests innovations to management
1.5 Sorts out contents of report and looks for areas which need enhancement	2.5 Employs sound statistical techniques to deal with data source	3.5 Collects and synthesizes information from a variety of stakeholders and sources in an objective, unbiased manner to reach a conclusion, goal, or judgement	
1.6 Conducts on the spot checking and interviews to validate data and information gathered	2.6 Assess hindering factors to be minimised and the facilitating factors to be replicated		
	2.7 Monitors coverage of surveys and identifies sample errors through statistical process		



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.7 Recognises the importance of accurate data as a source of information in analysing the progress of the project</p>	<p>2.8 Identifies reasons for non-compliance or failure to meet expected results</p> <p>2.9 Applies varied techniques/methods in gathering data</p>	<p>3.6 Identifies gaps in monitoring and evaluation policies, procedures and systems and provides recommendations for improvement</p> <p>3.7 Analyses accomplishments as to efficiency and effectiveness vis-à-vis targets</p> <p>3.8 Analyses and investigates up-to-date information from various sources and in various formats</p>	<p>4.5 Identifies and considers the needs of the intended audience/beneficiaries while maintaining standards of research</p> <p>4.6 Identifies nature or sources of problems whether structural or personality problem/ concern and provides scientific basis</p> <p>4.7 Looks into other underlying factors/issues and concerns that needs to be considered in resolving gaps in project implementation and makes recommendation</p>





USE OF MONITORING AND EVALUATION TOOLS AND DESIGN AND MECHANISM DEVELOPMENT

The ability to identify elements/aspects of the project to be evaluated, delegate strategies and tools to use, what level of evaluation to be done and methods of data.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Defines and interprets M&E tools and mechanisms according to the level of understanding of other team members and external counterparts</p> <p>1.2 Appreciates the need to monitor and evaluate project implementation to determine project direction in terms of assessing level of participation and achieving desired results</p> <p>1.3 Distributes materials and gathers accomplished survey forms from respondents during conduct of pilot testing</p> <p>1.4 Coordinates with counterparts in the field and ensures proper use and adoption of M&E tools</p>	<p>2.1 Demonstrates steps and procedures in designing and formulating M&E tools and mechanisms by following written instructions and procedures</p> <p>2.2 Identifies key result areas, issues and concerns and processes of the program that need to be evaluated and enhanced</p> <p>2.3 Identifies appropriate M&E tools and mechanisms in monitoring and evaluating the desired results of the project</p> <p>2.4 Designs/develops monitoring tools that measure quantitative results such as compliance versus activities and timelines</p> <p>2.5 Formulates mechanisms and procedures in the conduct of pilot testing and uses statistical techniques to measure validity and reliability of the new M&E tools</p>	<p>3.1 Provides inputs and comments to subordinates</p> <p>3.2 Solicits support and suggestions of other team members, counterparts and stakeholders in assessing project output and results</p> <p>3.3 Designs/develops monitoring tools that measure quantitative results such as achievements against targets, communities developed, conducts of community/barangay assemblies, and households reached</p> <p>3.4 Designs/develops monitoring and evaluation tools that measure qualitative results, and capture facilitating and hindering factors</p> <p>3.5 Chooses and designs tools appropriate to the existing M&E mechanism</p>	<p>4.1 Searches for new ideas, strategies outside the organisation and suggests innovations and improvements in the existing M&E tools and mechanisms</p> <p>4.2 Shares knowledge and skills in designing and formulating M&E tools and mechanisms through individual and group discussions</p> <p>4.3 Consults and collaborates with top officials, donor agencies and partner agencies to seek their inputs and agree on expected parameters and results from the project</p> <p>4.4 Links M&E mechanisms to the overall objectives, policies and guidelines of the project</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
			<p>4.5 Designs/develops monitoring and evaluation tools that measure qualitative targets such as Social Welfare, Social and Community Development indicators</p> <p>4.6 Provides technical inputs and suggestions in improving existing and proposed tools and mechanisms in M&E</p> <p>4.7 Transfers skills and technology in M&E tools design and mechanisms including pilot testing and proper utilisation of M&E tools and strategies; initiates and plans strategies in pilot testing of proposed M&E tools</p>





PROJECT MANAGEMENT

The extent to which one is able to effectively manage the various aspects of a project in order to achieve its objectives or to produce its intended outcomes within a specified period, while ensuring optimum use of resources.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Effectively provides pre, during and post event admin and logistics support to projects such as coordinating venue arrangements with suppliers, disseminating invites, following up attendance, preparing documents and materials, etc.</p> <p>1.2 Coordinates/liases with project management/ implementing units to facilitate submission of required project reports</p> <p>1.3 Able to submit monitoring reports on the status of simple projects using prescribed forms, on time and with the detail specified</p> <p>1.4 Manages project data/info in an organised manner by maintaining a project data base</p>	<p>2.1 Able to deliver required outputs of relatively simple projects or special assignments whose success relies mostly on own input and initiative although input from a few entities are required</p> <p>2.2 Correctly identifies the project's/assignment's resource requirements (manpower, time, equipment, materials, etc) and individuals/units involved or whose inputs are required and secures these from the superior or office from whom the special assignment came from (originating office)</p> <p>2.3 Clearly explains the participation/ contribution of other parties, including standards that have to be met such as deadlines and quality specification</p>	<p>3.1 Prepares a Work Plan using appropriate processes such as Work Breakdown Structure and Network Diagram, for a major component of a complex project over which s/he has accountability for results; aligns these with overall project objectives and TOR</p> <p>3.2 Prepares a resource plan, financial plan, and quality plan for the project component</p> <p>3.3 Identifies metrics, standards of performance, critical success factors and key indicators to monitor and assess results and puts in place a system to track performance against these; communicates these to individuals/offices involved</p>	<p>4.1 Spends time up front defining the implementation strategy in line with the project scope and TOR</p> <p>4.2 Develops the roadmap for the project guided by concepts in Project Lifecycle management, Logical Framework and similar project management approaches</p> <p>4.3 Develops the following plans: project plan, resource plan, financial plan, quality plan, acceptance plan and communications plan</p> <p>4.4 Defines project organisational structure, implementation arrangements, and operational systems/procedures</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.5 Follows the project deliverables and design/plan as contained in basic project documents even though performing a support role</p> <p>1.6 Uses a calendar and to-do lists as a self-management and monitoring aid</p> <p>1.7 When given assignments that have a defined output and deadline, can work unsupervised to complete these on time, with the resources provided and at the quality expected. Performs own coordination with involved parties</p>	<p>2.4 Uses tools such as a Gantt chart/Project Schedule to manage activities</p> <p>2.5 While performing own work, checks on the progress and coordinates with involved parties to ensure that deadlines are met</p> <p>2.6 Regularly updates, in writing, the originating office on the status of the project and alerts them on issues and their impact on deliverables</p> <p>2.7 Takes action to address setbacks/problems to ensure completion of project/assignment and expected outputs are delivered within standards</p>	<p>3.4 Puts in place fiscal control, resource management and quality control mechanisms; keeps a tight watch on performance against cost, quality and time, and acts promptly and judiciously to keep to the standards</p> <p>3.5 Assists with removing barriers and/or resolves issues that are impeding the progress of project team members</p> <p>3.6 Develops procedures and establishes a system such as a project database and project reporting mechanisms, for meeting the information and communication needs of stakeholders</p> <p>3.7 Identifies the risks and prepares a Risk Mitigation Plan; recognises and/or takes action when a project plan needs to be revised given changing or unexpected circumstances</p> <p>3.8 Prepares periodic evaluation/assessment reports on the performance of projects as per TOR</p> <p>3.9 Coaches others on Project Management for small-scale projects</p>	<p>4.5 Liaises with funding agencies, project consultants and concerned implementing offices/units to facilitate operations planning</p> <p>4.6 Prepares the necessary orders, circulars or memoranda to formalise and disseminate project implementation arrangements</p> <p>4.7 Maintains an awareness of potential high-risk practices and situations, and appropriately identifies, responds and alerts others to risks and issues as they develop</p> <p>4.8 Evaluates performance by reviewing progress toward goals and operational plans and makes adjustments as needed</p> <p>4.9 Provides ongoing project updates to key stakeholders</p> <p>4.10 Identifies lessons learned/good practices from project that can be disseminated; formulates/recommends policies, approaches and strategies for improving the management</p> <p>4.11 Mentors others on Project Management for large-scale/major projects</p>





REPORT WRITING

The ability to have a handle on the intricacies of ideas and information, and translate it into simple and comprehensible words; effectively communicating updates and issues capturing all essential details of the project.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Uses correct grammar, sentence structure, and style in writing reports</p> <p>1.2 Follows the standard format in report writing</p> <p>1.3 Validates accuracy and consistency of data gathered prior to inclusion in the report</p>	<p>2.1 Presents appropriate and complete information in a clear and concise manner</p> <p>2.2 Organises subject matter and data in a logical and progressive manner to ensure that reports are complete, comprehensive and easy to understand</p> <p>2.3 Captures both qualitative and quantitative data in the report</p> <p>2.4 Looks for essential details on the activity conducted and as required</p> <p>2.5 Highlights results, not merely activities</p> <p>2.6 Consolidates and summarises data that will supplement the report</p>	<p>3.1 Presents analysis of information presented and able to identify appropriate follow through actions</p> <p>3.2 Captures the efforts exerted and strategies adopted to achieve desired turnout/results</p> <p>3.3 Indicates all information that will facilitate better understanding of the gaps, issues and recommendations presented in the report</p> <p>3.4 Anticipates the data/information needed by the management/recipient and captures these on the report</p> <p>3.5 Aligns content of the report with the agency policies/guidelines, thrust and direction of the program</p>	<p>4.1 Reviews content of report and determine necessary changes or improvement</p> <p>4.2 Gives inputs prior to the finalization of report</p> <p>4.3 Performs final evaluation on comprehensiveness of the report, by proof reading to ensure modification or enhancement on content was made</p> <p>4.4 Gives a sense of mutual accountability in reviewing the content of report</p> <p>4.5 Calls the attention of those involved in reviewing documents when discrepancy is spotted</p>





SOCIAL MARKETING AND ADVOCACY STRATEGY

The ability to influence social behaviours to benefit the target audience and the general society; apply marketing strategies to influence the behaviour of target audiences in order to improve personal welfare and that of the society



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Expresses the basic concepts of social marketing and its importance to DSWD</p> <p>1.2 Explains that the goal of social marketing is to bring about behaviour changes that promote the welfare of its target audience to distinguish it from marketing per se</p> <p>1.3 Identifies basic participatory and consultative processes useful in audience research for effective social media campaign</p> <p>1.4 Articulates the importance of feasibility, and suitability to the target audience</p> <p>1.5 Identifying core components or strategies of a social marketing campaign</p>	<p>2.1 Identifies different components that are useful in developing a social marketing campaign for DSWD</p> <p>2.2 States goals and behavioural objectives of a social marketing campaign utilising the perspective of the target audience.</p> <p>2.3 Identifies the target audience and prioritises groups whose behaviour change and influence are critical when identifying suitable methods, tools and techniques for audience research</p> <p>2.4 Demonstrates the ability to develop a detailed intervention design based on social marketing strategies and audience research</p>	<p>3.1 Utilises formative research, audience analysis and audience segmentation in formulating customised strategies for social marketing campaigns</p> <p>3.2 Elicits real and potential issues during planning and implementation to identify the best possible option given the resources available</p> <p>3.3 Examines the value of the components of the campaign to the targeted behaviour change(s) when defining process and outcome objectives</p> <p>3.4 Considers the ethical implications of social marketing campaigns in the design, implementation and evaluation</p>	<p>4.1 Designs comprehensive social marketing programs that ensure an integrated approach in delivering social marketing campaigns for DSWD</p> <p>4.2 Formulates and implements measures to ensure a collective understanding of what DSWD social marketing program seeks to attain and unify the efforts of its stakeholders towards its attainment.</p> <p>4.3 Enlists subject matter experts, partners, collaborators and DSWD employees in developing and implementing appropriate social media tools and platforms.</p> <p>4.4 Encourages the use of evidence-based data generated from evaluations and feedback to ensure that the social marketing program stays responsive to the needs of DSWD and its stakeholders and decrease duplication of efforts.</p>



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.6 Demonstrates the basic understanding of the different social media tools that can be used for monitoring and outreach</p> <p>1.7 Articulates the ethical principles of social marketing</p>	<p>2.5 Demonstrates an understanding of the importance of strategies for partnering, consultation and collaboration with stakeholders in developing effective social marketing campaigns</p> <p>2.6 Tracks implementation of campaign components and activities and evaluates based on agreed indicators</p>	<p>3.5 Applies appropriate research methodologies to ensure evidence based decision making</p> <p>3.6 Identifies processes that foster collaboration and establish partnerships to facilitate the campaign/s</p>	<p>4.5 Evaluates changes in the environment and initiatives that affect the target audience mind set including life events, other programs, public policy and the like.</p> <p>4.6 Incorporates a mechanism that signals the need to secure resources and opportunities that will sustain the implementation of the campaign(s)</p> <p>4.7 Develops strategies that highlight campaign components that made significant contributions to the lives of target audiences</p>





SYSTEMS ADMINISTRATION/INFRASTRUCTURE MANAGEMENT

The ability to manage, maintain and operate an IT operating system, platforms, networks, and other infrastructures, etc.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Demonstrates basic understanding on the functionality of the different operating systems/ platforms being used in the Department; recognises the need to have mechanisms in ensuring that these are functioning properly</p> <p>1.2 Operates the different systems (e.g. Pantawid CV system)/platforms at a simple level under direct supervision</p> <p>1.3 Elevates problems/errors encountered to higher administrator and/or supervisor</p> <p>1.4 Utilises the basic standards, policies, and/ or security measures to manage the different systems/platforms in the Department</p> <p>1.5 Demonstrates knowhow on parts, functions, and SOPs on maintenance of different IT machines, equipment and other physical infrastructures being maintained</p>	<p>2.1 Monitors functionality of the systems/infrastructures by using/installing appropriate tools and techniques</p> <p>2.2 Troubleshoots basic systems problems encountered with minimum supervision</p> <p>2.3 Uses and implements the standards, internal policies and/or security measures being adopted by the organization</p> <p>2.4 Handles the period/schedule of systems downtime which may involve installation of new or modified hardware, operating systems and software and informs the parties concerned/affected</p> <p>2.5 Assesses the performance of the system/checks the integrity of data before allowing re-access to it</p> <p>2.6 Performs routine checking and assessment of the conditions of IT machines and equipment; ensures that basic SOPs on its maintenance are being followed</p>	<p>3.1 Sees trends/develops instinct on recurring patterns which could be potential risks; takes corrective actions to ensure that the system will not be affected/infiltrated</p> <p>3.2 Solves complex systems problems using installed diagnostic tools</p> <p>3.3 Interprets and evaluates the policies/ standards and/or security measures; identifies portions that could be reviewed/enhanced on these guidelines and/or processes being implemented.</p> <p>3.4 Coaches and mentors others indifferent strategies/techniques in managing systems/ infrastructures.</p> <p>3.5 Evaluates the capacity, performance, and recommends mechanisms for cost-efficiency on maintenance and safeguarding of IT machines and equipment</p>	<p>4.1 Demonstrates expertise on the different operating systems/plat form maintenance and monitoring</p> <p>4.2 Resolves very complex problems and recommends how to improve systems capacity and performance.</p> <p>4.3 Develops standards, internal policies and/or security measures in the systems/ platforms as applicable to the DSWD environment.</p> <p>4.4 Demonstrates extensive knowledge on the upkeep and preservation of IT machines, equipment and infrastructures</p>





SYSTEMS ANALYSIS AND DESIGN

The knowledge and ability to examine and analyse the business procedures and processes and translate it into a detailed systems design to as a reference for the systems developer and business owners/clients.



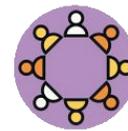
BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
1.1 Interviews the business owners and documents current processes to understand their system needs	2.1 Consolidates and validates various process inputs to design a logical complex (requires various inputs and processes) workflow, employs other data gathering methods (e.g. direct observation/immersion)	3.1 Assimilates the information gathered and includes it on the system requirements of the business owner	4.1 Uses a variety of strategies and sources in understanding and validating the procedures and processes of the business owners
1.2 Examines the interconnectedness of the procedures, processes, and workflow of the business owners	2.2 Understands and analyses the requirements of the users and translate into a systems design	3.2 Redesigns the business process to enhance efficiency of the system/process flow; develops system design	4.2 Integrates complex business procedures and processes and understand its linkages with different practices within the organisation
1.3 Confers with the client on the expected output and the log-in screen/overall look of the system	2.3 Deepens process analysis and able to identify opportunities for process streamlining and re-engineering	3.3 Identifies and uses modeling and simulation approaches/tools (e.g., dynamics modeling, cost benefit analysis, costing, forecasting, sourcing models—build or buy) to make decisions	4.3 Validates/evaluates the redesigned systems see if it meets the need of the users
1.4 Develops the design based on the above specifications. Design is for a standalone process using basic tools (automated worksheets)	2.4 Provides options on the overall look and design of the system.	3.4 Initiates improvement on the use of the tools, templates and forms being used in system design formulation	4.4 Develops standards and operating policies which will serve as a guide for the analysts and business owners during designing phase
1.5 Develops the design using the/seeks clarification documentation on the agreements and spec mentioned by the business owners as basis for systems design	2.5 Conducts testing and consultation with the business owners	3.5 Provides guidance/mentors others on analysing and designing practices and techniques	4.5 Creates or adopts new tools, templates and forms in formulating systems design that can be used within the Department
1.6 Develops the application design for a stand-alone process. Uses basic tools, templates and forms (Use Case, Test Case, etc.) in formulating the systems design	2.6 Works through what if scenarios to be able to make the system foolproof	3.6 Gives inputs to the design team and offers a variety of solutions to address specific problems and requirements(solutions architecture)	
1.7 Identifies system requirements	2.7 Maintains awareness of the stakeholder's point of views in designing the system; makes distinction between the outcome (what the system needs to achieve) and output (what the system does)		





ADVOCACY-BASED PROGRAM MANAGEMENT

The ability to develop, implement and manage programs forwarding a specific advocacy; assures that programs are in line with the social welfare and development thrusts of the Department.



BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
<p>1.1 Follows program goals and objectives pertaining to the advancement of the advocacy</p> <p>1.2 Demonstrates basic awareness of primary stakeholder needs</p> <p>1.3 Utilises DSWD's core partners pertinent to one's area of advocacy</p> <p>1.4 Abides by DSWD's program implementation guidelines in performing tasks assigned by the program leader</p>	<p>2.1 Communicates program goals and objectives to one's team and all other relevant stakeholders</p> <p>2.2 Demonstrates an in-depth awareness of primary stakeholder needs vis-à-vis their current socioeconomic conditions</p> <p>2.3 Demonstrates familiarity with major local policies relevant to one's area of advocacy</p> <p>2.4 Assures that DSWD's program implementation guidelines and social protection framework are followed by the team when performing respective tasks</p>	<p>3.1 Ensures that the relevant knowledge and technology is transferred to partner institutions and involved committees</p> <p>3.2 Benchmarks against best practices in local and international policies and programs pertinent to one's area of advocacy</p> <p>3.3 Provides feedback on implementation plan documents (work plan, risk and communication plans, financial plans, etc.) of projects under one's program, assuring their alignment to the overall program strategy</p> <p>3.4 Creates implementation guidelines internal to one's own program, abiding by DSWD's general implementation guidelines and social protection framework</p>	<p>4.1 Acts as a subject matter expert in one's area of advocacy</p> <p>4.2 Promotes one's advocacy to fellow members of DSWD and its core partners</p> <p>4.3 Directs the development of a long-term, overall program strategy that addresses the major needs of one's stakeholders, and aligns with DSWD's social welfare and development strategy</p> <p>4.4 Uses knowledge of best practices in local and international advocacy policies and programs to improve the implementation of one's own program</p> <p>4.5 Adopts a regular review mechanism to assess the overall performance of the program/project against service delivery targets, and identifies mechanisms/strategies to keep performance on track</p>



6

REFERENCES

REFERENCES

For CSC: (for queries on HRMO competencies)

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For DBM: (for queries on the PFM competencies)

Undersecretary for Budget Policy and Strategy

Department of Budget and Management

Gen. Solano St., San Miguel, Manila

Tel. No. 490 1000 loc. 2304 or 7351955

To further enhance your knowledge on competency modeling and profiling, you may also take a look at the following PAHRODF Publications:

Publications Web Page:

<http://www.pahrodf.org.ph/resource-center/publication>

Direct Links to PDF copies:

A Guidebook on Competency Modelling and Profiling

http://www.pahrodf.org.ph/partners/pahrodf-1/2013-2014/HROD%20Plan/Prioritised%20HROD%20Interventions/hrodf-a-13-03-km-product-competency-modeling-guidebook/Miscellaneous%20Files/misc_2/publications/pahrodf-competency-modelling-guidebook-0829.pdf

Competency-based Recruitment Guidebook

<http://www.pahrodf.org.ph/events/learning-events/hr-symposium/2014/resources/competency-based-recruitment-guidebook-opt.pdf>

Development and Institutionalisation of Competency-Based Human Resource Systems in the Public Sector of the Philippines

http://www.pahrodf.org.ph/partners/cpos-and-psps/civil-service-commission-1/2011-2012/HROD%20Plan/Prioritised%20HROD%20Interventions/cscx-a-11-03/uploaded-documents/misc_2/csc-competency-manual

