



Department of Health



# Competency Catalog

## for Regional Offices

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 **people dynamics**

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**DOH COMPETENCY CATALOG FOR REGIONAL OFFICES**



## About the DOH Competency Catalog

This Competency Catalog was developed as a resource for officers, employees, health providers and clients of the Department of Health (DOH). The Catalog provides an inventory of specific competencies necessary for effective job performance aligned to the following department's objectives:

1. Leadership in health;
2. Enabler and capacity builder;
3. Administrator of specific services;
4. Continuous technical assistance to health providers and clients; and 5. Performance of its role to improve the country's health care system.

### A. PURPOSE AND SCOPE

The purpose of this Competency Catalog is to define competencies as an observable and measurable knowledge, skills, abilities or behavioral attributes that contribute to successful job performance for identified positions across selected DOH Regional Offices, City Health Offices and Rural Health Units.

The Catalog provides an understanding of the meaning, nature, and use of competencies, rubrics, and proficiency levels. Competency Models are written and compiled in the Competency Dictionary provided in the second part of this Catalog.

### B. THE COMPETENCY CATALOG AND ITS ADVANTAGE TO DOH HUMAN RESOURCE MANAGEMENT DIVISION

This Competency Catalog provides a common and immediate reference to the DOH's Human Resource Management Division to support its following activities:

1. The Competency Catalog serves as immediate reference and guide of HRMD to support the following activities:
  - a) **Recruitment and Selection**
    - Development of Competency-based assessment tools
    - Development of Competency-based Job Descriptions
  - b) Development of **Competency-based Performance Management System** by building a fair performance appraisal system (results-focused) by structuring evaluation devices around competencies
  - c) **Career Development** of DOH Employees by establishing criteria for promotion or development of career path within the Department
  - d) **Learning and Development**
    - Competency-based curriculum development and design
    - Competency-based Training Needs Assessment



- e) **Workforce Analysis and Planning** in assessing current and future needs of DOH organization based on strategic plan, goals and objectives, priority programs and projects
- f) **Succession Planning** to manage the gap that will occur when employees of key positions leave or are promoted
- g) **Reward Management** for positive recognition of employees' work to motivate and improve their performance. This is also an important factor in recruitment and retention of high performing employees.

## C. UNDERSTANDING OF COMPETENCIES

### 1. Competency Definition

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)

### 2. Competency KSA Framework

- a) **Knowledge.** Understanding acquired through training.
- b) **Skills.** Capabilities acquired through practice.
- c) **Attributes.** Inherent characteristics which are brought to the job.
- d) **Behavior.** The observable demonstration of competency, skill, knowledge and personal attributes related to excellent performance.

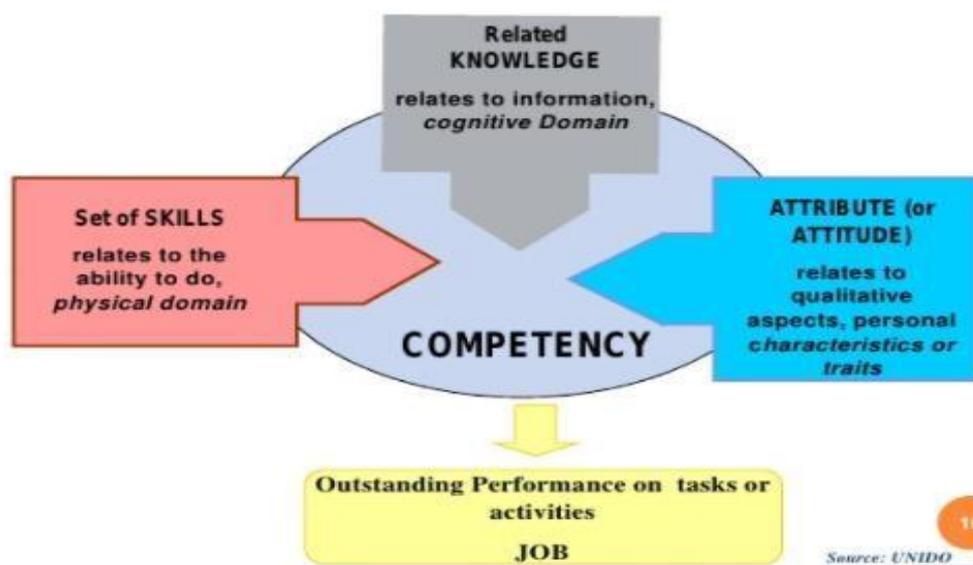


Figure 1. The KSA Framework



### 3. Characteristics of Competency

- Skills and knowledge that can be learned
- Expressed in behaviors
- Drives achievement of objectives
- Building block of success
- Competency must be demonstrated and hence, must be observable.
- Competency embodies the capacity to transfer skills and abilities from one area to another

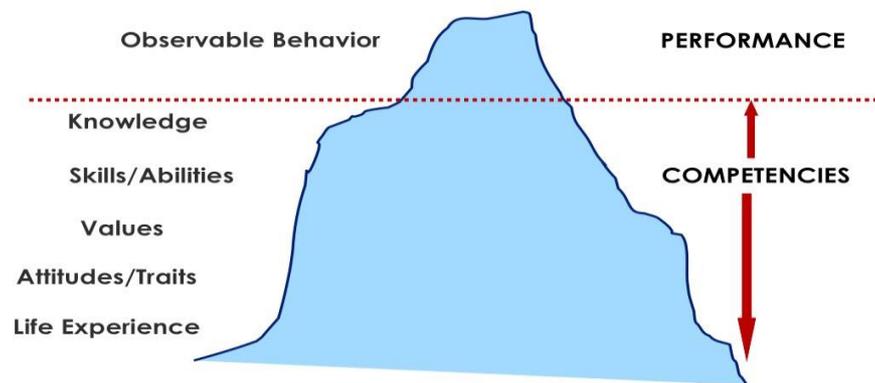


Figure 2. The Iceberg Model

### 4. Benefits of Using Competencies

#### a) For the Organization

- Provides an integrating framework for designing HR systems such as recruitment and selection, learning and development, performance management, career development, workforce analysis and planning, succession planning, and rewards management (a.k.a. competency-based HR system).
- Align individual contribution to organizational goals since competency models are anchored on strategic directions of the organization.
- Fosters performance-driven culture as it defines what an average job holder needs to do to attain superior performance, while it provides behaviorally-anchored standards for recognizing exemplary performers.
- Helps in planning and budgeting HR development in a more rational and purposive way since critical competency gaps are systematically identified and addressed.
- When developing new position, enables organizations to “begin with the end in mind,” i.e., defining expected outputs and outcome from the job rather than beginning with a list of tasks and activities.
- For succession planning, facilitates the selection and placement of best candidate or develops the right competencies of potential successors to critical positions.



### b) For the Management

- Provides the foundation for sharpening their ability to select and hire best fit candidates
- Provides more objective performance standards since competencies are anchored on specifics, measurable behaviors
  - ✓ Enables managers to clearly communicate performance expectations to staff
  - ✓ Minimizes subjectivity in assessing performance
  - ✓ Creates solid platform for dialogue between managers and staff on performance as well development and career-related issues
  - ✓ Guides managers in identifying staff development initiatives in a more purposive and effective manner

### c) For the Employees

- Provides the foundation for sharpening their ability to select and hire best fit candidates
- Clarifies success factors in their current roles enabling them to give their best on the job
- For career planning, provides information on what it takes to move to their targeted positions whether this is a lateral transfer or promotion
- Empowers staff to proactively seek competency-development activities (i.e., instead of just relying on the sponsorship of their leaders or the organization)

## D. COMPETENCY MODEL / FRAMEWORK

A competency model is a written description of the competencies required for successful or exemplary performance in a job category, work team, work setting, profession, organization or industry. It is the output of analyses conducted to differentiate high performers from average and low performers.

Competency models represent the most critical knowledge, skills, and behaviors that drive successful performance. They are described in behavioral terms, using behavioral indicators so that the competencies are recognized when demonstrated.

### 1. Elements of a Competency Model

A typical competency model has the following elements:

- a) **Competency Title/Name.** The name or title indicates the competency being described. Others refer to this as competency label.

**Examples:** *Leading Change*  
*Customer Focus*  
*Solving Problems and Making Decision*  
*Managing Information*



- b) **Competency Definition.** This is a brief description of the competency, which provides the reader a broad understanding of the type of behavior expected of this competency.

Example 1:

**Competency: Leading Change**

**Definition:** *Ability to initiate and facilitate change and motivate people to embrace it.*

Example 2:

**Competency: Customer Focus**

**Definition:** *Ability to meet and exceed customer/client needs and expectations.*

Some competency model builders use more rigorous definitions, which can be considered as operational definitions of the competencies. The operational definition includes the critical few tasks and outcomes required of the job holder. It may also state how output is done and its desired outcome, and may describe important contextual factors (e.g., technical requirements, legal certification requirements, and customer or client requirements) related to the acquisition of competencies.

Example 1:

**Competency: Solving Problems and Making Decisions**

**Definition:**

**Task** – *Ability to resolve deviations and exercise good judgment*

**How it is done** – *by using fact-based analysis*

**Outcome** – *and generating and selecting appropriate course of action* **Output**  
– *to produce positive results*

Example 2:

**Competency: Customer Focus**

**Definition:**

**Task** – *Ability to meet customer needs and expectations*

**Output** – *by consistently adhering to and/or exceeding service standards*

**How it is done** – *ensuring positive feedback on customer satisfaction*

**Outcome** – *thereby developing and sustaining productive customer relationships*

**Key Point:** *Whether to use a general definition or an operational definition of the competency is a matter of style and philosophy. The more specific the definition, the clearer the competency is communicated to all users.*

### Sample Diagram of Competency Model

Strategic Intent



Figure 3. Sample Competency Model of DOH's Organization

c) **Competency Rubric.** A rubric is an explicit set of criteria used for assessing a particular type of work or performance. It articulates in progressing order the quality of each criterion, from the simplest manifestation of desired behaviors to the most complex. A rubric may also include work and performance samples that typify each of the levels.

i. **Progression Levels of Competencies**

- ① **INTENSITY** of the intention involved or completeness of action taken to carry out an intention
- ② **COMPLEXITY** in making more things, people, data, concepts, or causes into account
- ③ **TIME HORIZON** in seeing further into the future, and planning or taking action based on anticipation of future situations
- ④ **BREADTH OF IMPACT** on the number and position people affected; or the size of the problem addressed



ii. Other dimensions to determine Progression Levels of Competencies

- ① **SCOPE** - The range of responsibilities; from narrow and related to broad variety of responsibilities; the degree to which variability of task assignments is present (i.e., from similar tasks in a narrow environment to great variability in a broad work environment)
- ② **CONTEXT** - The environment in which the job responsibilities are completed and carried out, from a wide variety of environment to narrowly defined work context
- ③ **AUTONOMY** – The level of supervision received and the amount of decision making power

Rubrics: Leveling Guide for Competencies

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Depth of Knowledge</b>	Established practices of some WLP elements	Established practices of all WLP elements	New practices of all WLP elements	New practices/concepts and theories of all WLP elements; is a credible resource in this area
<b>Scope</b>	Specific area	Integration with concerned areas	Integration with business or organizational strategies	Integration with sector/industry
<b>Consistency of Application</b>	sustained application of competency over time	sustained application of competency over time in a variety of situations	sustained application of competency over time in complex situations	able to innovate and formulate strategies; able to model/guide/lead /coach/teach others the competency or how to apply the competency
<b>Thinking Challenge</b>	Within establish procedures or similar situations	A wide variety of situations	No established procedures	Requires developing imaginative procedures
<b>Impact on</b>	Specific WLP task	Specific WLP projects	Management decision	Sectoral/industry practices
<b>Reach of Influence</b>	Individuals	Unit/groups	Corporate/institutional	Sector/industry
<b>Scorecard Measurement</b>	Internal operations perspective	Workforce or line operations perspective	Corporate/institutional success perspective	Sectoral/industry success perspective
<b>Degree of Autonomy</b>	able to apply knowledge and skills with some supervision	able to apply knowledge and skills with confidence and without guidance from others	able to apply knowledge and skills with confidence and without guidance from others	able to apply knowledge and skills with confidence and without guidance from others
<b>Success Indicator</b>	Intervention efficiency	Intervention effectiveness	Business outcomes; organizational effectiveness and learning	Sectoral/industry effectiveness and learning

Source: PSTD Competency and Certification Committee, May 2010

Source: Annex 3 or PAHRODF's Guidebook on Competency Modeling

Figure 4. Rubrics: Leveling Guide for Competencies

The rubrics provide concrete parameters in developing a proficiency matrix or table, which reflects progressive levels of mastery in particular behaviors or areas of work under a competency. A set of rubrics that is generated through consultation and agreed upon by key clients in the organization is a prerequisite for the development of proficiency levels.



<b>CUSTOMER FOCUS:</b> Ability to meet client needs and expectations by consistently adhering to and/or exceeding service standards ensuring positive feedback on customer satisfaction thereby developing and sustaining productive customer relationships.				
RUBRICK	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Intensity:</b> the intention involved or completeness of action taken to carry out an intention	Strives to consistently meet service standards.	Strives to consistently meet and sometimes exceed service standards.	Strives to exceed service standards all the time.	Strives to consistently meet service standards and anticipates clients' upcoming needs and concerns.
<b>Complexity:</b> intricacy of service provided to the client.	Responds to simple client concerns in a friendly and courteous manner; refers challenging client situation to immediate superior.	Responds to complex clients concern in a courteous and friendly manner; and refers challenging client situations to immediate superior.	Responds to all types of client issues and concerns in a timely, professional, helpful and courteous manner, regardless of client attitude.	Responds to all types of client issues and concerns in a timely, professional, helpful and courteous manner, regardless of client attitude; provides clients with tips and advice to avoid these issues and concerns from occurring again in the future
<b>Autonomy:</b> Degree to which job holder is able to work independently	Addresses client concerns with the use of job aid and under supervision	Addresses client concerns with limited reference to job aid and minimal supervision	Addresses client concerns without use of job aid and supervision	Addresses client concerns independently and recommends innovative approaches to better address client concerns

Source: PAHRODF's Guidebook on Competency Modeling and Profiling

Figure 5. Example of how competency levels are created based on rubrics

- d) **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 DOH's selection, hiring and placement system.



BASIC 1	INTERMEDIATE 2	ADVANCED 3	EXPERT 4
<ul style="list-style-type: none"> <li>Uses competency on basic tasks</li> <li>Applies rudimentary understanding entailed in the competency</li> <li>Partial application of the competency</li> <li>Needs to develop capability to guide others</li> </ul>	<ul style="list-style-type: none"> <li>Full application of the competency</li> <li>Consistent application of the competency across different conditions</li> <li>Capable to assist others and review the work of others related to the competency</li> </ul>	<ul style="list-style-type: none"> <li>Able to critique processes and manner of applying competency</li> <li>Recommends improvements in the work processes</li> <li>Able to transfer competency to a wider range of users</li> <li>Provides technical assistance to different users with varying situations</li> </ul>	<ul style="list-style-type: none"> <li>Provide innovative or creative solutions to a problem or situation</li> <li>Provides technical assistance to different users with varying situations</li> <li>Ability to mentor/coach</li> <li>Develops standards / guidelines</li> <li>Can be consulted for advise and guidance on strategic direction</li> </ul>

Source: HRMD, Department of Health

Figure 6. DOH’s Competency Proficiency Levels

- e) **Behavioral Indicators** – A behavioral indicator is a statement of what can be observed from an individual manifesting the competency. It provides objective evidence that the individual possesses the competency and shows what effective performance looks like.

Example 1:

**Competency: Personal Effectiveness**

**Definition:** Maintains effective behavior in challenging situations having the resilience to bounce back in the fact of setbacks; demonstrates a strong desire to advance oneself and one’s career, propelled by confidence and belief in one’s capacities, and tempered by honesty and integrity in one’s undertaking.

**Sample Behavioral Indicators**

- Able to overcome obstacles within his/her area of control and takes responsibility for results of own action (*manifested behavior*); does not blame others (*missing behavior*)



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- Avoids transactions and interactions that exposes himself/herself to personal gain or conflict of interest (*missing behavior*)

### Example 2:

#### **Competency: Customer Focus**

**Definition:** Ability to meet customer needs and expectations by consistently adhering to and/or exceeding service standards ensuring positive feedback or customer satisfaction thereby developing and sustaining productive customer relationships.

#### **Sample Behavioral Indicators**

- Acts to prevent problems, reporting issues where necessary (*manifested behavior*)
- Avoids overpromising service delivery to clients (*missing behavior*)

**Key Points:** *Not all behavioral indicators that are generated and captured in the competency table may be applicable to a job or role. They are simply sample of behaviors and are by no means an exhaustive list nor meant to be used as behavioral checklist. Rather it is an indicator to help guide assessment of competence.*

### **Formula for stating behavioral indicators:**

Behavioral indicators = action verb + object + qualifier or criterion

### Example 1:

#### **Example of a well-stated behavioral indicator**

#### **Competency: Managing Information**

**Definition:** Describes and distinguishes data or information that is **relevant to the job** and the value this brings to one's functional role, group or the organization.

### Example 2:

#### **Example of a well-stated behavioral indicator**

#### **Competency: Customer Focus**

**Definition:** Follows up with clients **during and after delivery of services** to ensure that their needs have been met

Legend: Action Verb

Object

**Qualifier, Criterion**

### **Characteristics of ideal Behavioral Indicators:**

- Concrete and specific behaviors that are observable, verifiable and must lend themselves to measurement



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- Illustrate what a person does, as if the competency has already been acquired
- Can be taught or altered through training, coaching and other development strategies

### E. COMPETENCY DICTIONARY

#### 1. Introduction

DOH, in its effort to build Competency Models for its organization, establishes Competency Dictionary that compiles in a single document the competencies needed across its selected Regional Offices, City Health Offices and Rural Health Units.

a) Competency Dictionary represents the Core, Organizational, Leadership, and Technical competencies that apply to jobs at the selected DOH's Regional Offices, City Health Offices and Rural Health Units.

b) Purpose

To enhance Human Resource Management system on the following areas:

- Recruitment and Selection
- Learning and Development
- Performance Management System
- Succession Planning

c) DOH's Competency Dictionary includes needed competencies for positions / job roles in its selected health offices and units. These competencies are categorized as follows:

##### **i. Core Competencies**

These are characteristics that collectively lead to desired outcomes in the Department. Sometimes referred to as foundational or organizational competencies, these consist of behaviours that everyone in the organization must possess regardless of function because they drive overall desired results. Core competencies are founded on the DOH's mission, vision and values, including culture (the way things are done in DOH).

##### **ii. Organizational Competencies**

These are competencies required to perform similar functions within DOH; and are expected of majority of positions in the Department. These competencies cannot be considered as core competencies though because not everyone is required to possess them.

##### **iii. 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.

##### **iv. Technical or Functional Competencies**

These are behaviors 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 specialized field. Technical 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 organization.



### Core Competencies

EXEMPLIFYING INTEGRITY				
Definition				
Ability to establish and maintain social, ethical and organizational norms within the organization and towards clients in accordance to the Code of Conduct and Ethical Standards for Public Officials and Employees (RA 6713).				
Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
BASIC	1	Exhibits an honest behavior	<ul style="list-style-type: none"> <li>• Demonstrates openness and honesty with clients and others</li> <li>• Devotes to meet the organization's standards</li> <li>• Acts professionally at all times, is punctual, reliable, and prompt in delivering services</li> </ul>	Adherence to the standards of ethical conduct (RA 6713) and compliance
INTERMEDIATE	2	Is more critical of behavior's implications to self, stakeholders, and organization in accordance to RA 6713	<ul style="list-style-type: none"> <li>• Analyzes own performance truthfully, and offers ideas and gives feedback for improvement</li> <li>• Is flexible to meet the needs of the organization and clients</li> <li>• Refuses and/or avoids malicious and unethical situations</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance on the compliance to RA 6713</li> <li>• Helps maintains confidentiality of sensitive information</li> <li>• Objective and honest ICPR (Individual Performance and Commitment Review) exercise</li> </ul>
ADVANCED	3	Expects uprightness from the team and/or organization and adherence to RA 6713	<ul style="list-style-type: none"> <li>• Includes integrity checks in the team's performance review</li> <li>• Understands and actively promotes the organization's standards and ethics to colleagues and to others outside the organization</li> <li>• Monitors self and others to acting in accordance with the organization's standards and values</li> </ul>	Recommends policies and procedures that promote adherence to RA 6713
EXPERT	4	Protects the integrity and image of the organization by adhering to RA 6713	<ul style="list-style-type: none"> <li>• Upholds at all times the fundamental values of good governance</li> <li>• Ensures organizational compliance with legislation, regulatory requirements and best practices</li> <li>• Stands up publicly for beliefs and challenges the unethical behavior of others</li> </ul>	Upholds the objectives and principles of RA 6713 in consistent and non-biased manner

Figure 7. Sample of DOH Competency Dictionary

## F. COMPETENCY MAP / STANDARDS

### 1. Introduction

- a) Competency Map identifies the key competencies for an organization and/or job and incorporating those competencies throughout the various HR core processes (i.e. recruitment and selection, career development, learning and development, and performance management system).

DOH has undergone job analysis and other methodologies which results helped develop the competency-based job descriptions. The competency-based job description serves as the basis in the establishment of the Department's Competency Map. The Competency Map illustrates the competencies which are categorized as Core Competencies, Organizational Competencies, Leadership Competencies and Technical Competencies needed to be able to meet the demands in employee's particular role and help him/her develop toward the ultimate success of DOH's organization.

- b) Purpose of Competency Map



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To enhance Human Resource Management system in the following areas:

- Recruitment and Selection
- Learning and Development
- Performance Management System
- Succession Planning

### **DOH COMPETENCY MAP**

Proficiency Levels - 1 – Basic; 2 Intermediate; 3 – Advanced; 4 – Expert



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# Competency Dictionary



## Core Competencies

### EXEMPLIFYING INTEGRITY

**Definition** Ability to establish and maintain social, ethical and organizational norms within the organization and towards clients in accordance to the Code of Conduct and Ethical Standards for Public Officials and Employees (RA 6713).

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Exhibits an honest behavior	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates openness and honesty with clients and others</li> <li><input type="checkbox"/> Devotes to meet the organization's standards</li> <li><input type="checkbox"/> Acts professionally at all times, is punctual, reliable, and prompt in delivering services</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback Reports</li> <li>• 360 (subordinates, peers, supervisors) Review</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Is more critical of behavior's implications to self, clients, and organization in accordance to RA 6713	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzes own performance truthfully, and offers ideas and gives feedback for improvement</li> <li><input type="checkbox"/> Is flexible to meet the needs of the organization and clients</li> <li><input type="checkbox"/> Refuses and/or avoids malicious and unethical situations</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback Reports</li> <li>• 360 (subordinates, peers, supervisors) Review</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Expects uprightness from the team and/or organization and adherence to RA 6713	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes integrity checks in the team's performance review</li> <li><input type="checkbox"/> Understands and actively promotes the organization's standards and ethics to colleagues and to others outside the organization</li> <li><input type="checkbox"/> Monitors self and others to acting in accordance with the organization's standards and values</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluation of Customer /Client Satisfaction Survey form</li> </ul>
<b>EXPERT</b>	<b>4</b>	Protects the integrity and image of the organization by adhering to RA 6713	<ul style="list-style-type: none"> <li><input type="checkbox"/> Upholds at all times the fundamental values of good governance</li> <li><input type="checkbox"/> Ensures organizational compliance with legislation, regulatory requirements and best practices</li> <li><input type="checkbox"/> Stands up publicly for beliefs and challenges the unethical behavior of others</li> </ul>	<ul style="list-style-type: none"> <li>• Memorandum Circulars</li> <li>• Ordinances, Executive Orders</li> <li>• Administrative Orders</li> </ul>



## PROFESSIONALISM

**Definition** Ability to exemplify high standards of professional behavior as a public servant, adhering to ethical as well as moral principles, values and standards of public office.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Understands duties and sets quality benchmarks for self performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Works without supervision, appears confident in person, presents oneself strongly</li> <li><input type="checkbox"/> Ensures that outputs produced and work performed are within set standards and comply with specifications</li> <li><input type="checkbox"/> Seeks for instruction or clarification on tasks or work to ensure accurate and timely production of outcome or results</li> <li><input type="checkbox"/> Seeks guidance from immediate superiors on how to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback Reports</li> <li>• Accomplishes IPCR, RFA</li> <li>• Prepared CSS Report, Minutes of Meetings</li> <li>• Evaluation of Customer /Client Satisfaction Survey form</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Assists team and/or clients to comply to principles, values, and standards	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates trustworthiness by protecting sensitive or confidential information, following required procedures</li> <li><input type="checkbox"/> Monitors own performance and improves it if current status does not match the ideal or agreed expectations</li> <li><input type="checkbox"/> Provides guidance on operations and technical issues to staff to ensure accurate and timely production of outcome or results</li> <li><input type="checkbox"/> Manifests positive disposition despite heavy workload, working hours or unusual challenges encountered in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• 360 (subordinates, peers, supervisors) Review</li> <li>• Prepared CSS Report, Minutes of Meetings</li> <li>• Evaluation of Customer /Client Satisfaction Survey form</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Analyzes self and endorses ways to colleagues to attain and/or surpass quality standards	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes action to improve own abilities in line with career goals, including volunteering for “stretch” assignments and taking on additional responsibilities</li> <li><input type="checkbox"/> Encourages others to maintain a positive attitude towards work, meeting tight deadlines and the needs of demanding clients</li> </ul>	<ul style="list-style-type: none"> <li>• 360 (subordinates, peers, supervisors) Review</li> <li>• Prepares CSS</li> </ul>



				<p>Report, Minutes of Meetings</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Evaluation of Customer /Client Satisfaction Survey form</li></ul>
<b>EXPERT</b>	<b>4</b>	<p>Promotes the achievement of work standards to the whole organization</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Creates, develops and ensures that feedback procedures are in place and working effectively to ensure accurate and timely monitoring of performance</li><li><input type="checkbox"/> Inspires others to act at the highest level of honesty and integrity</li><li><input type="checkbox"/> Identifies and differentiates ethical and moral principles and values from inappropriate, unethical or dishonest behaviors</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Memorandum Circulars</li><li><input type="checkbox"/> Ordinances, Executive Orders</li><li><input type="checkbox"/> Administrative Orders</li></ul>



## SERVICE EXCELLENCE

**Definition** Ability to recognize and create opportunities to meet and exceed the needs and expectations of both internal and external clients of the organization.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Respects clients	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates courtesy and professional attitude when responding to clients' inquiries or concerns</li> <li><input type="checkbox"/> Knows basic procedure in addressing clients' complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback Reports</li> <li>• 360 (subordinates, peers, supervisors) Review</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Exerts effort in understanding the need of the clients	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes him/herself available to the clients to provide accurate and timely information</li> <li><input type="checkbox"/> Effectively uses diplomacy when addressing clients' complaints</li> <li><input type="checkbox"/> Listens to the clients and provides feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of Customer /Client Satisfaction Survey form</li> <li>• Activity Reports</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Finds solutions to clients' problems	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the clients' point of view, and has thorough knowledge of their behavior and anticipates their needs</li> <li><input type="checkbox"/> Offers appropriate and innovative solutions to clients' issues and concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of Customer /Client Satisfaction Survey form</li> <li>• Recommendation for innovative customer service</li> </ul>



<b>EXPERT</b>	<b>4</b>	Prioritizes the benefit of the clients	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively supports the interests of the clients when faced with multiple/various requests/concerns by making choices and setting priorities to meet their needs</li> <li><input type="checkbox"/> Influences a culture of service to individual and team by modeling behavior that is client-centered and initiating structure to ensure excellent service to clients</li> </ul>	<ul style="list-style-type: none"> <li>• Memorandum Circulars</li> <li>• Ordinances, Executive Orders</li> <li>• Administrative Orders</li> </ul>
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## Organizational Competencies

### EFFECTIVE COMMUNICATION SKILLS

**Definition** Ability to receive and convey ideas, instructions, information by using appropriate language, method and manner to ensure the audience understands the message and takes necessary action.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Communicates simply and understandably	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates in a way that is accurate, timely and easy to understand regardless of medium</li> <li><input type="checkbox"/> Shares information in an open and honest way</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback Reports</li> <li>• 360 (subordinates, peers, supervisors) Review</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Understands the context and background of the communication	<ul style="list-style-type: none"> <li><input type="checkbox"/> Probes to understand unexpressed or poorly expressed thoughts, concerns or feelings</li> <li><input type="checkbox"/> Reads body language and other non-verbal cues accurately and uses that understanding to structure and give appropriate responses</li> <li><input type="checkbox"/> Provides adequate, accurate and relevant information to clients within and outside the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback Reports</li> <li>• 360 (subordinates, peers, supervisors) Review</li> <li>• Records of staff meeting</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Appropriates language and level of communication to clients	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates the ability to express complex concepts, thoughts and ideas clearly and concisely for the understanding of all audiences</li> <li><input type="checkbox"/> Tailors communication to intended audience and uses appropriate tools and strategies to convey information</li> <li><input type="checkbox"/> Paraphrases information to check understanding before drawing conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Letters and Memos</li> <li>• Email messages</li> </ul>



<b>EXPERT</b>	<b>4</b>	Strategically communicates to clients	<ul style="list-style-type: none"><li><input type="checkbox"/> Responds to people’s concerns in a manner that promotes longer-term solutions</li><li><input type="checkbox"/> Seeks to understand others’ frame of reference</li><li><input type="checkbox"/> Maximizes use of different means of communication to get across various clients/ recipients with diverse needs</li></ul>	<ul style="list-style-type: none"><li>• Minutes of Meeting</li><li>• Attendance Sheets</li><li>• Social Media account</li></ul>
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## EFFECTIVE INTERPERSONAL SKILLS

**Definition** Ability to develop and maintain effective relationships with others; notices and accurately interprets what others are feeling; shows understanding, tact, empathy, courtesy, concern and politeness.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Maintains good relationships within and outside the organization	<input type="checkbox"/> Relates to people in an open, friendly and professional manner <input type="checkbox"/> Demonstrates an ability to meet and socialize with people at all levels <input type="checkbox"/> Maintains cooperative work relationships within the organization by building trust and respect <input type="checkbox"/> Makes a conscious effort to have informal or casual contacts with clients, staff and colleagues	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• 360 (subordinates, peers, supervisors) Review</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Engages others and manages others' feelings	<input type="checkbox"/> Cooperates and works to gain support and commitment from others when performing tasks <input type="checkbox"/> Recognizes and manages difficult relationships <input type="checkbox"/> Demonstrates an ability to understand and interpret individuals' concerns, motives and feelings, and recognizes strengths and limitations of others <input type="checkbox"/> Promotes commitment and loyalty among people in the organization <input type="checkbox"/> Accepts and evaluates feedback of associates and clients	<ul style="list-style-type: none"> <li>• Prepared CSS Report</li> <li>• Minutes of Meetings</li> <li>• Activity Reports</li> <li>• 360 (subordinates, peers, supervisors) Review</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Takes criticisms constructively	<input type="checkbox"/> Develops relationships with the intent of achieving effective delivery of relevant services <input type="checkbox"/> Solicits feedback from peers and subordinates to evaluate work actions and decisions and strives to change if necessary <input type="checkbox"/> Demonstrates diplomacy by approaching others about sensitive issues in a nonthreatening way	<ul style="list-style-type: none"> <li>• Records of Staff meeting</li> <li>• 360 (subordinates, peers, supervisors) Review</li> </ul>



<b>EXPERT</b>	<b>4</b> Promotes good working relationship	<input type="checkbox"/> Fosters an environment conducive to open, transparent communication among all levels <input type="checkbox"/> Shows warmth and empathy for others and their situation while stating opinions in value-free language and treating all fairly <input type="checkbox"/> Manages difficult and complex interpersonal relationships effectively <input type="checkbox"/> Manages disagreements with others in ways that preserve working relationships	<ul style="list-style-type: none"> <li>• Minutes of Meetings</li> <li>• 360 (subordinates, peers, supervisors) Review</li> <li>• Administrative Orders</li> </ul>
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## ORGANIZATIONAL AWARENESS AND COMMITMENT

**Definition** Ability to gain knowledge of DOH culture, systems, and pressures; understands the agenda and perspectives of others; recognizes and balances the interests of one’s department with those of other departments and the Agency, as well as the impact of decisions on each.

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b> Adheres to organization’s vision, mission, and	<input type="checkbox"/> Understands DOH’s vision, mission, and core function in the government system <input type="checkbox"/> Monitors work to ensure it aligns with formal procedures and the organization’s accountabilities rules <ul style="list-style-type: none"> <li>• Recognizes and uses formal structure, rules, processes, methods or operations to accomplish work</li> </ul>	<input type="checkbox"/> Activity Reports <input type="checkbox"/> IPCR
<b>INTERMEDIATE</b>	<b>2</b> Endeavors for the realization of the organization’s goals	<input type="checkbox"/> Assesses views of clients on key issues; positions timing of recommendations to ensure greater likelihood of success <input type="checkbox"/> Uses informal structures; can identify decision makers and influencers <ul style="list-style-type: none"> <li>• Effectively uses both formal and informal channels or networks for acquiring information, assistance and accomplishing work goals</li> </ul>	<input type="checkbox"/> Activity Reports <input type="checkbox"/> IPCR <input type="checkbox"/> 360 (subordinates, peers, supervisors) Review
<b>ADVANCED</b>	<b>3</b> Adjusts and adapts to clients, contexts, and needs of changing time	<input type="checkbox"/> Analyzes the organization and one’s own area to identify key relationships that should be initiated or improved to enhance the attainment of goals <input type="checkbox"/> Achieves solutions acceptable to varied parties based on understanding of issues, climates and cultures in one’s own organization and other organizations	<input type="checkbox"/> IPCR <input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Orientation on VMG, duties and

	<p>Department of Health</p>		
		<ul style="list-style-type: none"> <li>• Accurately describes the issues and culture of external clients; uses this information to achieve goals and initiatives</li> <li><input type="checkbox"/> Supports the changing culture and methods of operating, if necessary, for the success of DOH</li> </ul>	<p>responsibilities conducted for staff</p>
<p><b>EXPERT 4</b> Understands the organization</p>	<p><input type="checkbox"/> Appropriately anticipates the political consequence of actions; considers the political environment within which DOH operates</p> <p><input type="checkbox"/> Appropriately anticipates the political consequence of actions; considers the political environment within which DOH operates involving partners</p>	<p><input type="checkbox"/> Minutes of meetings power relations when presenting ideas and within and outside the organization</p> <p><input type="checkbox"/> Attendance sheets involving partners</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands and anticipates potential trend of the political environment and the impact this may have to the organization</li> <li>• Strategic Plans</li> <li>• Social Media account</li> </ul>	<p><input type="checkbox"/> Demonstrates broad understanding of social and economic context</p> <p><input type="checkbox"/> Memorandum of Agreement</p>

## PROMOTING INNOVATION

**Definition** Ability to develop new and creative insights into situations, and applies different and novel solutions to make improvements and/or adaptations to available resources.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Follows innovative practices	<ul style="list-style-type: none"> <li><input type="checkbox"/> Supports ideas and concepts for new ways of doing things</li> <li><input type="checkbox"/> Seeks continuous improvement on organization's processes and procedures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Reports</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Thinks out-of-the-box	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes opportunities to use new or unusual ideas</li> <li><input type="checkbox"/> Suggests novel solutions to operational problems</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• Plan of Action</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Establishes innovative practices in the organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Suggests new ways to apply existing knowledge</li> <li><input type="checkbox"/> Develops creative improvements on organization's processes and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Project proposal on innovative measures</li> <li>• Plan of Action</li> </ul>



<b>EXPERT</b>	<b>4</b>	Provides innovative direction and plans for the organization	<ul style="list-style-type: none"><li><input type="checkbox"/> Looks beyond tried-and-tested methods of solving problems</li><li><input type="checkbox"/> Orders implementation of creative and novel system/process/solutions</li></ul>	<ul style="list-style-type: none"><li>• Administrative Orders</li><li>• Strategic Plans</li></ul>
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## Leadership Competencies

### BUILDING COLLABORATIVE AND INCLUSIVE WORKING RELATIONSHIP

**Definition** Ability to build a network of reciprocal, high trust, synergetic working relationship within the organization and across the government and relevant sectors. This involves the ability to leverage and maximize opportunities for strategic influencing within the organization and with external clients.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Maximizes existing partnerships and networks, and capitalizes on these to deliver or enhance work outcomes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks information from others (e.g., colleagues, clients, program partners, other government agencies, etc.)</li> <li><input type="checkbox"/> Maintains personal contact with those who can provide work-related information within the organization</li> <li><input type="checkbox"/> Builds partnerships and networks to deliver or enhance work outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy letters</li> <li>• Travel orders</li> <li>• Invitation letters from stakeholders</li> <li>• List of Committees created for health programs</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Builds partnerships and networks to deliver or enhance work outcomes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strengthens and deepens partnerships and networks to deliver or enhance work outcomes</li> <li><input type="checkbox"/> Seeks out the expertise of others and develops links with experts and information sources</li> <li><input type="checkbox"/> Develops and nurtures key contacts as source of information</li> <li><input type="checkbox"/> Participates in networking and social events internal and external to the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy letters</li> <li>• Travel orders</li> <li>• Invitation letters from stakeholders</li> <li>• List of Committees created for health programs</li> <li>• Policies on creation of committees</li> <li>• Minutes of meetings</li> <li>• Attendance Sheets involving partners</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Strengthens and	<ul style="list-style-type: none"> <li><input type="checkbox"/> Builds and then leverages on collaborative partnerships and networks to deliver</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List of committees</li> </ul>



		deepens partnerships and networks to deliver or enhance work outcomes	<input type="checkbox"/> or enhance work outcomes Seeks opportunities to partner and transfer knowledge (e.g. by actively participating in trade shows, conference, meetings, forums, or seminars)	created for health programs Minutes of the <input type="checkbox"/> Meetings <input type="checkbox"/> Attendance Sheets involving partners
<b>EXPERT</b>	<b>4</b>	Explores new partnerships and networks to deliver or enhance work outcomes	<input type="checkbox"/> Builds and then leverages on collaborative partnerships and networks to deliver or enhance work outcomes <input type="checkbox"/> Builds network with parties that can contribute to the achievement of DOH's organizational strategies <input type="checkbox"/> Identifies areas that can build strategic alliances <input type="checkbox"/> Creates and facilitates forum to develop new alliances and formal networks <input type="checkbox"/> Uses knowledge of formal and informal structure and the culture to advance DOH's strategic objectives	<input type="checkbox"/> List of committees created for health programs <input type="checkbox"/> Policies on creation of committees <input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Attendance sheets involving partners <input type="checkbox"/> Memorandum of Agreement <input type="checkbox"/> Service Provider Agreement <input type="checkbox"/> Social Media account

## LEADING CHANGE

**Definition** Ability to generate genuine enthusiasm and momentum for organizational change. It involves engaging and enabling groups to understand, accept and commit to the change agenda. It also includes advancing and sustaining change.

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<b>BASIC</b>	<b>1</b>	Responds effectively to the need or reason for change and participates in the activities or initiatives inherent to it	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implements plans and activities related to change initiative affecting one's functional area or expertise and motivates employees' commitment to accept the change</li> <li><input type="checkbox"/> Identifies the current situation including dangers, opportunity forces and cultural elements supportive and resistant to change</li> <li><input type="checkbox"/> Publicly defines specific area where change is needed, but does not describe what those changes should be</li> <li><input type="checkbox"/> Understands that change is a necessary requirement for the organization to remain competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• Minutes of Meetings</li> <li>• Attendance Sheet</li> <li>• IPCR</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Implements plans or activities related to a change initiative affecting one's functional area or expertise	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constructs a change management plan in which one or more office systems and/or processes are affected either by change intervention conducted internally or by a third party consultant</li> <li><input type="checkbox"/> Determines and applies appropriate strategies for dealing with resistance to change</li> <li><input type="checkbox"/> Utilizes basic conflict resolution concepts and techniques for minimizing the negative effects of conflict</li> <li><input type="checkbox"/> Provides feedback to subordinates on how change is being implemented and gives feedback to DOH Leadership as to how change is being accepted</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Meeting</li> <li>• Attendance Sheet</li> <li>• Plan of Action</li> <li>• Advisories</li> <li>• Certificate of Compliance</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Spearheads the implementation of the planned change	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constructs a change management plan in which one or more office systems and/or processes are affected either by change intervention conducted internally or by a third party consultant</li> <li><input type="checkbox"/> Defines an explicit vision for change</li> <li><input type="checkbox"/> Addresses employee concerns about change</li> <li><input type="checkbox"/> Takes efforts to deliver the message or vision for change to everyone affected</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of Compliance</li> <li>• Plan of Action</li> <li>• Memorandum Circulars</li> </ul>



<b>EXPERT</b>	<b>4</b>	Supports institutional change by being an example	<ul style="list-style-type: none"><li><input type="checkbox"/> Plans, defines, and exhibits buy-in and full support for the change management plan to succeed agency-wide to improve organizational effectiveness</li><li><input type="checkbox"/> Creates a sense of urgency around change and motivates employees to join change efforts</li><li><input type="checkbox"/> Demonstrates willingness to take calculated risks in trying unconventional approaches</li><li><input type="checkbox"/> Identifies broad operational implications of change (e.g. roles, responsibilities and work processes) before changes are put in place</li><li><input type="checkbox"/> Presents strong reasons for change to line management so they can in turn communicate it to all employees in the organization</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Memorandum Circulars</li><li><input type="checkbox"/> Ordinances</li><li><input type="checkbox"/> Executive Orders</li><li><input type="checkbox"/> Administrative Orders</li></ul>
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## MANAGING PERFORMANCE AND COACHING FOR RESULTS

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

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Initiates setting up of performance expectations, assessment methods, and career planning mechanisms	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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 initiate solutions for their growth and development</li> <li><input type="checkbox"/> Has a basic understanding of performance setting and assessment methods that are used to evaluate and measure an employee’s performance against standard performance criteria and to document the results of the assessment</li> <li><input type="checkbox"/> Awareness of basic individual career planning, career pathing, target-/goals-setting and succession planning</li> <li><input type="checkbox"/> Recognizes employees’ ability to change</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplishes IPCR, RFA</li> <li>• Prepares CSS Report</li> <li>• Minutes of Meetings</li> <li>• Evaluation of Customer /Client Satisfaction Survey form</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Applies the appropriate action using available tools to ensure that performance matches standards	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors the strategic imperative of the organization and orchestrates teams, work, and organizational culture around this through advanced skills in coaching to achieve performance goals</li> <li><input type="checkbox"/> Clearly defines goals, objectives, workload standards and performance measurement criteria</li> <li><input type="checkbox"/> Sets clear, well-defined desired outcomes for work activity and tracks progress</li> <li><input type="checkbox"/> Objectively assesses an individual’s strengths and areas for development</li> </ul>	<ul style="list-style-type: none"> <li>• IPCR</li> <li>• Minutes of meetings</li> <li>• Customer Feedback</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Monitors staff’s performances objectively	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leads the organization by example and through coaching towards achievement of public service performance standards</li> <li><input type="checkbox"/> Tracks employees in meeting their performance objectives</li> <li><input type="checkbox"/> Provides training opportunities and success reinforcement for employees’ development</li> <li><input type="checkbox"/> Maintains two-way dialogue with supervisees about work and results</li> <li><input type="checkbox"/> Plans by determining objectives, priorities, activities and component feasibility, by</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplished OPCR, RFA</li> <li>• Minutes of Management Review and related meetings</li> <li>• PRAISE Committee Report</li> </ul>



			<p>predicting outcomes and establishing budgets</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates confidence in conducting coaching and counseling sessions with staff</li> </ul>	
<b>EXPERT</b>	<b>4</b>	Gives staff critical and constructive feedback to remove unwanted behaviors and bridge gaps	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leads the organization by example and through coaching towards achievement of public service performance standards</li> <li><input type="checkbox"/> Cites critical incidents to justify assessment and gives specific constructive feedback for developmental purposes</li> <li><input type="checkbox"/> Coaches by giving assessment feedback and general advice about leveraging strengths and overcoming performance gaps</li> <li><input type="checkbox"/> Manages employee performance by using various techniques in dealing with or resolving difficult, ambiguous or unwanted behavior, measuring and pinpointing specific behaviors or results that need to be changed and providing feedback to achieve the desired performance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OPCR and IPCR results</li> <li><input type="checkbox"/> Performance Evaluation Results</li> </ul>

## THINKING STRATEGICALLY AND CREATIVELY

**Definition** 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 organizational effectiveness and responsiveness.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Identifies and places self in the context of the organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Understands own role in achieving organizational goals</li> <li><input type="checkbox"/> Understands the organization’s strengths and weaknesses</li> <li><input type="checkbox"/> Aligns day-to-day actions with organizational issues and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Plan of Action</li> <li>• IPCR</li> <li>• Feedback Reports</li> </ul>



<b>INTERMEDIATE</b>	<b>2</b>	Plans purposively for work strategies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans, crafts and adapts strategies for achieving the vision, mission and objectives of the Department and secures the proper implementation of these strategies</li> <li><input type="checkbox"/> Examines policy issues and strategic planning with a long term perspective</li> <li><input type="checkbox"/> Determines objectives and set priorities and anticipates potential threats or opportunities</li> <li><input type="checkbox"/> Changes plans and activities to better address larger organizational strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Project proposal for innovations</li> <li>• Priority Program Action Plans</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Adjusts and reorganizes plans to suit changing directions and priorities of the organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interprets the complex and volatile nature of the environment to the Department or organization and adaptively moves it into a more strategic position where it can better address the challenges it faces both now and in the future</li> <li><input type="checkbox"/> Establishes and implements long-term objectives, goals, or projects that support the strategy</li> <li><input type="checkbox"/> Proactively prepares, modifies and reviews contingency strategy</li> <li><input type="checkbox"/> Balances the need to meet short-term goals and objectives with the long-term needs and strategies of the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plans</li> <li>• Investment Plans (MIPH)</li> <li>• Project proposals for innovations</li> <li>• Priority Program action plans</li> </ul>
<b>EXPERT</b>	<b>4</b>	Sets the direction of changes and adaptation of the organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interprets the complex and volatile nature of the environment to the Department or organization and adaptively moves it into a more strategic position where it can better address the challenges it faces both now and into the future</li> <li><input type="checkbox"/> Aligns human resource services and programs with the strategic direction of the organization</li> <li><input type="checkbox"/> Develops and articulates a concise, comprehensive organizational strategy that incorporates a public sector-wide perspective</li> <li><input type="checkbox"/> Identifies where improvements are needed to meet long-term strategies and effectively and efficiently uses resources to achieve the strategic goals</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plans</li> <li>• Investment Plans (CIPH)</li> <li>• Project proposal for innovations</li> <li>• Priority Program Action Plans</li> <li>• OPCR and IPCR results</li> <li>• Performance Evaluation Results</li> </ul>

## Technical Competencies

### ACHIEVING HIGH STANDARDS

**Definition** Ability to set standard of performance for self and others; assuming responsibility and accountability for successfully completing assignment of tasks; self-imposing standards of excellence rather than having standards imposed.

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<b>BASIC</b>	<b>1</b>	Sets and follows own acceptable standards	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands and complies to the set standards in carrying out assigned tasks and responsibilities in the job</li> <li><input type="checkbox"/> Dedicates required time and energy to assignment or tasks to ensure that no aspect of work is neglected; works to overcome obstacles to completing tasks or assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• 360 (subordinates, peers, supervisors) Review</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Is aware of own gaps	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accepts responsibility for outcomes (positive or negative) of one's work; admits mistakes and refocuses efforts when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• 360 (subordinates, peers, supervisors) Review</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Promotes high standards to colleagues	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides encouragement and support to others in accepting responsibility; does not accept others' denial of responsibility without questioning</li> <li><input type="checkbox"/> Recommends policies and programs to promote adherence to work standards set by DOH across organizational ranks and levels</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Advisories</li> <li>• Certificate of Compliance</li> </ul>
<b>EXPERT</b>	<b>4</b>	Sets the bar higher for the organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates broad understanding of global standards for health and medical care</li> <li><input type="checkbox"/> Plans, develops, executes, monitors, and evaluates policies and programs that will ensure the highest attainable health for all people as defined by the World Health Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Meetings</li> <li>• Attendance Sheet</li> <li>• Certificate of Attendance to Seminars/Forums</li> <li>• Memorandum Circulars</li> <li>• Strategic Plans</li> </ul>

### ADVOCATING PUBLIC HEALTH

**Definition** Ability to promote and advance the advocacies, programs, policies, and regulations of the local health unit and/or DOH to individuals, interest groups, assigned communities, offices, media outlets, and other clients through various communication channels

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<b>BASIC</b>	<b>1</b>	Covers individuals and small groups	<ul style="list-style-type: none"> <li>☐ Assists and coordinates in distributing information/awareness campaign materials on health advocacies to individuals, assigned communities, organizations, or other interest groups</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• Attendance Sheets</li> <li>• Letter of Invitation for Community Talks</li> <li>• CSS Reports</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Involves large groups and employs different strategies	<ul style="list-style-type: none"> <li>☐ Initiates health advocacy campaigns through various channels, e.g., social media, radio and television, newsletters, local newspapers, magazines, etc.</li> <li>☐ Shares knowledge with others through appropriate communication channels to promote health advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Meetings</li> <li>• Attendance Sheet</li> <li>• Health Information Campaign brochures and related materials</li> <li>• Social Media Account</li> <li>• Letter of Invitation</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Convinces internal and external clients, and trains them to be advocates too	<ul style="list-style-type: none"> <li>☐ Recommends programs and activities that will encourage internal and external clients to be health advocates</li> <li>☐ Designs, develops, and facilitates instructional materials to train or orient individuals or groups interested to become health advocates</li> <li>☐ Serves as technical resource person on health advocacy programs of the local health units and/or DOH</li> </ul>	<ul style="list-style-type: none"> <li>• CSS Reports</li> <li>• Barangay Resolutions</li> <li>• Social Media Account</li> <li>• Certificate of Attendance to</li> </ul>
				Health Summits/forum



<b>EXPERT</b>	<b>4</b>	Sets direction and appropriate strategies of advocacies for each client	<input type="checkbox"/> Plans, develops, and executes programs, policies, and activities that will promote health advocacy to the public <input type="checkbox"/> Works to communicate to staff and other clients including the establishment of advocacy language and the overall goals and objectives of DOH's health advocacy program	<input type="checkbox"/> Health Ordinances <input type="checkbox"/> Media Account <input type="checkbox"/> Invitation Letters <input type="checkbox"/> Barangay Resolutions <input type="checkbox"/> Strategic Plans <input type="checkbox"/> Memorandum Circulars <input type="checkbox"/> Memorandum of Agreement
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### BIOMEDICAL/IOBEHAVIORAL RESEARCH EXPERTISE

**Definition** Ability to maintain advance level of biomedical/biobehavioral/scientific knowledge and understanding of the areas of research conducted and/or supported by the DOH.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Has general understanding of the field and its experts	<input type="checkbox"/> Acquires a broad and cross-disciplinary knowledge base <input type="checkbox"/> Identifies and categorizes scientific experts <input type="checkbox"/> Consults with scientific experts to interpret complex biomedical/biobehavioral research information	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Minutes of Meetings</li> <li>• Attendance Sheet</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Knows relevant sources for the field of research	<input type="checkbox"/> Follows developments in intramural/extramural research and/or clinical trials <input type="checkbox"/> Identifies relevant scientific resources (e.g. publications, grant applications, contract proposals) <input type="checkbox"/> Maintains a working knowledge of specific research areas related to grant applications/ contract proposals that are submitted for peer review	<ul style="list-style-type: none"> <li>• Certificate of Attendance to Health Conventions / Forums</li> <li>• Letter of Grants</li> </ul>



<b>ADVANCED</b>	<b>3</b>	Is updated on the latest literatures and publications	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keeps abreast of the latest scientific discoveries and technologies</li> <li><input type="checkbox"/> Attends scientific meetings or workshops in fields relevant to areas of required scientific/ medical expertise</li> <li><input type="checkbox"/> Reviews professional, medical and other scientific literature to ensure up-to-date and accurate scientific information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Certificate of Participation / Attendance to Medical Conventions and Symposiums</li> </ul>
<b>EXPERT</b>	<b>4</b>	Directs research strategically	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is abreast of the major players, institutions, centers, networks, and supporting infrastructure for specific areas of research</li> <li><input type="checkbox"/> Plans and develops programs and policies that support scientific research and medical breakthroughs</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of Participation / Attendance to Medical Conventions and Symposiums</li> <li>• Memorandum Circulars</li> <li>• Administrative Orders</li> <li>• Memorandum of Agreement</li> <li>• Strategic Plans</li> </ul>

### BUILDING RELATIONSHIP WITH CLIENTS

**Definition** Ability to build client relationships and leverage coalition in the implementation of plans, programs, policies, and activities geared toward the achievement of strategic intents of DOH.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Shows concern to the needs of clients	<ul style="list-style-type: none"> <li><input type="checkbox"/> Builds relationship with clients, the Labor sector and related organizations, and other DOH-identified clients by following through on commitments, respecting confidentiality, and demonstrating an interest in work-related issues and activities</li> <li><input type="checkbox"/> Proactively works to effectively communicate with clients concerning their ongoing needs within the working relationship; ensures a real understanding of the needs of the other party</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Attendance Sheet</li> <li>• Minutes of Meetings</li> <li>• 360 (subordinates, peers, supervisors) Review</li> <li>• Records / Logbooks of Clients availing services</li> </ul>



<p><b>INTERMEDIATE</b></p>	<p><b>2</b></p>	<p>Strives for a harmonious relationship with clients</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes a conscious effort to have informal or casual contacts with clients, the Labor sector and related organization members, and other DOH-identified clients; shows interest in their issues and activities that go beyond the workplace</li> <li><input type="checkbox"/> Recognizes potential conflict of interest and works to reach a solution that is beneficial to both parties, ensuring continuous development of relationship</li> </ul>	<ul style="list-style-type: none"> <li>• List of attendance sheets of volunteers, number of active BHWs</li> <li>• Records / Logbooks of clients availing services</li> <li>• List of committees created for health programs</li> <li>• Policies on creation of committee</li> <li>• Minutes of meetings</li> </ul>
				<ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance sheets involving partners</li> <li><input type="checkbox"/> Health Program activity documentation</li> </ul>



<p><b>ADVANCED</b></p>	<p><b>3</b></p>	<p>Maintains and deepens relationships with clients to protect organization's interest</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies working relationships between and within groups or team situations and promotes effective development of those relationships</li> <li><input type="checkbox"/> Seeks to facilitate negotiation of mutually beneficial outcomes without prejudice to the group or team dynamics</li> <li><input type="checkbox"/> Ensures positive future development of personal and group relationships</li> <li><input type="checkbox"/> Actively seeks opportunities to contribute positive outcomes for clients, the labor sector and related organizations, and other DOH-identified clients</li> <li><input type="checkbox"/> Approaches issues or disagreements with the objective of reaching win-win solutions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communication letter to inform the stakeholders</li> <li><input type="checkbox"/> Health clubs created / established</li> <li><input type="checkbox"/> Project proposals to NGOs and other development partners</li> <li><input type="checkbox"/> Membership Interlocal networks</li> <li><input type="checkbox"/> Team-building activities (for health staff)</li> <li><input type="checkbox"/> Health Clubs created/established</li> <li><input type="checkbox"/> Project Proposals to NGOs and other development partners</li> <li><input type="checkbox"/> Membership Interlocal networks</li> </ul>
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<b>EXPERT</b>	<b>4</b>	Cultivates and extends relationships with existing and new clients and networks to promote organization's goals	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops formal and informal relationships with a wide circle of people, beyond those involved in current activities, including potential clients, the labor sector and related organizations, other DOH-identified clients and information links</li> <li><input type="checkbox"/> Nurtures existing and potential relationships to help achieve the Department's strategic plans</li> <li><input type="checkbox"/> Works to communicate DOH organizational vision and to understand strategic priorities of other parties, in order to promote recognition of long term mutual benefits within the relationship</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List of committees created for health programs</li> <li><input type="checkbox"/> Policies on creation of committees</li> <li><input type="checkbox"/> Minutes of meetings</li> <li><input type="checkbox"/> Attendance sheets involving partner</li> <li><input type="checkbox"/> Memorandum of Agreement</li> <li><input type="checkbox"/> Service Providers Agreement</li> <li><input type="checkbox"/> Social Media Account</li> <li><input type="checkbox"/> Logbook / feedback / findings from the conducted activity</li> </ul>
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### CASE MANAGEMENT

**Definition** Ability to coordinate and implement the assessment, planning, assignment and resolution of operational requirements including medical cases anchored on major roles of DOH, i.e., leadership and health; enabler and capacity builder; and administrator of specific services.

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<b>BASIC</b>	<b>1</b>	Commits to liaise case until completion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Serves as the point of contact/focal person for assigned program areas to ensure that all operational exigencies, medical cases, and other requirements are carried through to completion</li> <li><input type="checkbox"/> Recognizes when to seek the assistance and/or intervention of a supervisor or management official on specific cases or situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• IPCR</li> <li>• 360 (subordinates, peers, supervisors) Review</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Guides and informs clients throughout the process	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides periodic, ongoing feedback to patients/clients to ensure an awareness of where actions are in the process</li> <li><input type="checkbox"/> Assesses, plans, implements, coordinates and monitors each requirement, medical case, or necessary action until it is resolved</li> </ul>	<ul style="list-style-type: none"> <li>• Medical Charts</li> <li>• Barangay Resolutions</li> <li>• Plan of Action</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Ensures good outcome / resolution of the case	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes responsibility for the proactive and timely resolution of assigned medical case/ requirement</li> <li><input type="checkbox"/> Advises program committee/staff and serves as their advocate and liaison to obtain needed technical/medical or administrative services</li> <li><input type="checkbox"/> Uses a collaborative process to assess, recommend, plan for and provide technical/ medical support and services from the initial requirement until the action is completed</li> </ul>	<ul style="list-style-type: none"> <li>• Updated individual patient records and oral health reports</li> <li>• Surveillance Reports (e.g., PIDSR)</li> <li>• Case investigation reports</li> </ul>
<b>EXPERT</b>	<b>4</b>	Solves the case in a timely manner	<ul style="list-style-type: none"> <li><input type="checkbox"/> Serves as an advocate for the client while ensuring that all operational requirements are consistent with national plans, technical/medical standards, and guidelines on health</li> <li><input type="checkbox"/> Partners with other offices, related government agencies, and private sectors of interest to ensure that operational requirements/exigencies, programs and activities are met in a timely and effective manner</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Updated individual patient records</li> <li><input type="checkbox"/> Standard Operating Procedures</li> <li><input type="checkbox"/> Surveillance Reports (e.g., PIDSR)</li> <li><input type="checkbox"/> Case investigation reports</li> </ul>



## COMMUNICATING AND LISTENING

**Definition** Ability to effectively present and receive information and concepts, in both written and oral formats, and actively listen to ensure understanding.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Receives information	<input type="checkbox"/> Listens effectively and clarifies information as needed	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• 360 (peer, subordinates, peers, supervisors)</li> <li>Review <input type="checkbox"/> IPCR</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Is able to write clearly	<input type="checkbox"/> Explains complex issues in understandable terms <input type="checkbox"/> Expresses facts and ideas in writing in a clear, concise, convincing and organized manner	<ul style="list-style-type: none"> <li>• Minutes of Meetings</li> <li>• Customer Satisfaction Feedback / survey</li> <li>• Patient's record</li> <li>• Pregnancy tracking form, various health program reports</li> <li>• Updated Barangay Data Health Board</li> <li>• Customer Satisfaction Feedback</li> <li>• Proof of health teachings</li> </ul>



				conducted (e.g., photos, attendance sheets)
<b>ADVANCED</b>	<b>3</b>	Is able to do public speaking effectively	<input type="checkbox"/> Presents, defends and negotiates sensitive and complex issues at senior levels <input type="checkbox"/> Makes clear, concise and convincing oral presentations to individuals or groups	<input type="checkbox"/> Lectures delivered <input type="checkbox"/> Presentation Materials (PowerPoints, flipcharts, etc.) <input type="checkbox"/> Communication letters to stakeholders
<b>EXPERT</b>	<b>4</b>	Thinks and communicates critically	<input type="checkbox"/> Identifies and obtains input from key clients representing the entire spectrum of important opinions and demonstrates an understanding of the range of important perspectives when formulating policies, plans or initiatives <input type="checkbox"/> Formulates informed questions reflecting full understanding of what another person has said	<input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Attendance Sheet <input type="checkbox"/> Health Education presentations <input type="checkbox"/> Plan of Action <input type="checkbox"/> Strategic Plan

### COMMUNICATING TECHNICAL INFORMATION

**Definition** Ability to convey technical and medical information through written, oral, or visual means to audiences of varying levels of technical knowledge compliant with set standards with regard to scope, order, clarity, conciseness, style, and terminology.

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<b>BASIC</b>	<b>1</b>	Practices simple technical communication with some accountability	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizes written communication within DOH only</li> <li><input type="checkbox"/> Clarifies simple technical information to non-technical audience</li> <li><input type="checkbox"/> Fact-checks and ensures proper formatting and delivery of responses</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-Visual Presentation materials</li> <li>• Computer-generated reports</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Exercises technical communication in limited channels and audience with some accountability	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practices written and oral communication to a limited and specific audience</li> <li><input type="checkbox"/> Interprets and expounds technical information to all audiences</li> <li><input type="checkbox"/> Edits and corrects communication materials for appropriate language and style, and conciseness</li> </ul>	<ul style="list-style-type: none"> <li>• Updated Barangay Data Health Board</li> <li>• Customer Satisfaction Feedback</li> <li>• Proof of health teachings conducted (e.g., photos, attendance sheets)</li> <li>• Approved Communication Plan, Information Education Communication (IEC) materials, Audio-Visual materials, Social Media account</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Executes all types of technical communication to	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practices all means of communications to a big and/or diverse audience</li> <li><input type="checkbox"/> Decides appropriate channel to use to all types of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of meeting</li> <li>• Health education presentation</li> </ul>
		various audiences with high accountability	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approves communications for release and circulations</li> </ul>	



<b>EXPERT</b>	<b>4</b>	Institutes proper transfer of technical information to all	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses all means of communication but specializes in high level audience</li> <li><input type="checkbox"/> Establishes communication protocols for all types of audiences with different information needs</li> <li><input type="checkbox"/> Guides and coaches others on the output of their work to ensure quality</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Random assessments</li> <li><input type="checkbox"/> Approved Communication Plan, Information Education Communication (IEC) materials, Audio-Visual materials, Social Media account</li> </ul>
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## COMPUTER LITERACY

**Definition** Ability to efficiently utilize Information and Communication Technology (ICT) tools such as hardware, software and electronic communications for data entry, word processing, spread sheets, internet and other computer applications to enhance work productivity and quality of outputs.

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<p><b>BASIC</b></p>	<p><b>1</b></p>	<p>Applies computer skills and knowledge to enter, store and transmit health data and information</p>	<ul style="list-style-type: none"> <li>☐ Uses modern equipment and simple software (MS Office, et al.) to enter/store health data and information</li> <li>☐ Transmits health data and research information using provided networks</li> </ul>	<ul style="list-style-type: none"> <li>• Email communications</li> <li>• Systems generated reports</li> <li>• Statistical and other technical reports using ICT tools and applications systems</li> <li>• Online database updates</li> <li>• Computer generated reports</li> <li>• Databases / computerized dental records and reports</li> <li>• Accomplished EMRs</li> <li>• Updated databases</li> <li>• Copies of PowerPoint presentations</li> <li>• Computer-generated reports</li> </ul>
<p><b>INTERMEDIATE</b></p>	<p><b>2</b></p>	<p>Utilizes available ICT tools and application systems with ease and confidence</p>	<ul style="list-style-type: none"> <li>☐ Employs specialized software/s (FHIS, NDHRIS, HOMIS, NGAS etc.) to generate accurate health data and information</li> <li>☐ Performs preventive activities that prevent permanent data loss such as backing up files</li> </ul>	<ul style="list-style-type: none"> <li>☐ Computer-generated reports, updated database on health programs, audiovisual materials, social media account</li> </ul>



<b>ADVANCED</b>	<b>3</b>	Shares knowledge and skills in navigating DOH application systems in the conduct of one's work	<input type="checkbox"/> Coaches other staff on how to use modern information and communication technology for data access and storage, data analysis, exchange and retrieval of health data and information coming from various sources <input type="checkbox"/> Recommends software and systems for replacement and update	<input type="checkbox"/> Computer-generated reports, updated database on health programs, audiovisual materials, social media account
<b>EXPERT</b>	<b>4</b>	Identifies processes that can be automated and outsourced to developers	<input type="checkbox"/> Acts as technical resource to train the organization on how to use, store, analyze, share and retrieve health data and information <input type="checkbox"/> Identifies and recommends appropriate technology to use for storage, analysis, sharing and retrieval of health data and information <input type="checkbox"/> Determines manual processes that can be automated and developed into application systems	<input type="checkbox"/> Accomplished EMRs <input type="checkbox"/> Copies of PowerPoint presentations

## CONFLICT RESOLUTION

**Definition** Ability to manage and resolve disagreements and conflicts in a positive and constructive manner to minimize negative impact.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Identifies conflicts and possible resolutions	<input type="checkbox"/> Is aware of basic conflict resolution concepts and techniques <input type="checkbox"/> Can recognize the warning signs of conflict and utilizes basic techniques to minimize its negative effects	<ul style="list-style-type: none"> <li>• Minutes of meeting with agreements on resolved conflicts</li> <li>• Copy of reports on complaints</li> <li>• Minutes of meeting</li> </ul>



<b>INTERMEDIATE</b>	<b>2</b>	Prevents conflicts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations</li> <li><input type="checkbox"/> Utilizes basic resolution concepts and techniques to minimize the negative effects of conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of membership in Grievance Committee</li> <li>• Certificate of Attendance / Participation / Completion</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Explores all angles and brings opposing sides to middle ground	<ul style="list-style-type: none"> <li><input type="checkbox"/> Expands areas of agreement and narrows down areas of disagreement</li> <li><input type="checkbox"/> Actively seeks out different points of view and leverages the benefits of different perspectives</li> <li><input type="checkbox"/> Uses principles learned from past experiences to solve current problems</li> <li><input type="checkbox"/> Resolves issues and disagreements objectively</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of meeting with agreements on resolved conflicts</li> <li>• Plan of Action</li> </ul>
<b>EXPERT</b>	<b>4</b>	Is aware of power dynamics and uses it for mutual benefit	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the relationship between types and areas of conflict, superior's authority base, motivation techniques and leadership styles</li> <li><input type="checkbox"/> Recognizes and anticipates potential conflict situations and formulates resolutions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minutes of meeting with agreements on resolved conflicts</li> </ul>
		even under pressure	<p>to ensure positive and productive outcome</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knows when to compromise and when to stand firm</li> <li><input type="checkbox"/> Aims for a win-win solution</li> <li><input type="checkbox"/> Demonstrates objectivity consistently with poise and even temper</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Memorandum Circulars</li> <li><input type="checkbox"/> Strategic Plans</li> </ul>

## DATA GATHERING AND ANALYSIS

**Definition** Ability to gather data and process information from interviews, document reviews, observations and other sources in the field or laboratories to determine the cause and solutions to isolated cases or outbreaks of conditions related to diseases, sanitation, etc.



Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Consolidates and indexes data properly	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepares, organizes, and maintains inspection records</li> <li><input type="checkbox"/> Clearly documents sources and validates the accuracy of data/information to resolve inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• Technical Reports</li> <li>• Training Modules</li> <li>• Indexed Medical Brochures / Literature</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Researches all available resources for specific data need	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conducts interviews, field inspections, sampling procedures, document reviews, and desk researches to gather information regarding the case being investigated</li> <li><input type="checkbox"/> Determines health hazards, cause/s of sanitation complaints, disease outbreaks, etc. and their effects on health of the population concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Accomplishment Report</li> <li>• Statistical Report</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Oversees the conduct of research of staff	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conducts interviews, field inspections, sampling procedures, document reviews, and desk researches to gather information regarding the case being investigated</li> <li><input type="checkbox"/> Supervises the conduct and compliance of staff during investigation</li> <li><input type="checkbox"/> Determines health hazards, cause/s of sanitation complaints, disease outbreaks, etc., and their effects on health of the population concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Meeting</li> <li>• Attendance Sheet</li> <li>• Budget proposals</li> <li>• Risk Assessment Report</li> </ul>
<b>EXPERT</b>	<b>4</b>	Uses institutional connections for research and institutionalizes research findings/ lessons	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leverages external networks to ensure all relevant information is integrated into analysis and interpretation of data.</li> <li><input type="checkbox"/> Integrates lessons learned from field reports in crafting disease and pollution prevention measures for the organization's plans and protocols</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Memorandum of Agreement</li> <li><input type="checkbox"/> Memorandum Circulars</li> </ul>

## DATA MANAGEMENT

**Definition** Ability to plan, develop, and implement data storage and retrieval systems by applying current DOH's data models/systems, standards and processes.



Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Stores and retrieves data	<ul style="list-style-type: none"> <li><input type="checkbox"/> Working knowledge of current data systems of DOH</li> <li><input type="checkbox"/> Utilizes knowledge of data mining and its various uses to perform duties</li> <li><input type="checkbox"/> Takes initiative to learn and understands the benefits associated with using multidimensional information based on existing DOH's data systems</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Laboratory Logbook</li> <li>• Correctly labeled specimens</li> <li>• Laboratory requests</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Improves/ upgrades existing database	<ul style="list-style-type: none"> <li><input type="checkbox"/> Considers the challenges of development, the benefits and applications of data warehouses, and best practices to implement applications</li> <li><input type="checkbox"/> Knows bibliographic data management systems and databases for scientific research</li> </ul>	<ul style="list-style-type: none"> <li>• Database systems</li> <li>• Data logs</li> <li>• Warehousing Reports</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Integrates existing data structures	<ul style="list-style-type: none"> <li><input type="checkbox"/> Considers the differences between data management and records management and how they may support one another</li> <li><input type="checkbox"/> Maintains, analyzes and/or updates a computer database</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Risk Assessment on Software and Hardware Report</li> </ul>
<b>EXPERT</b>	<b>4</b>	Spearheads data management and improvement of structures	<ul style="list-style-type: none"> <li><input type="checkbox"/> Oversees implementation of data management systems to ensure that data and necessary information are safe, workable, and meet DOH's operational priorities.</li> <li><input type="checkbox"/> Plans, builds, and implements data infrastructure for continuous improvement of data management systems</li> </ul>	<ul style="list-style-type: none"> <li>• Systems Structure Monitoring and Evaluation Report</li> <li>• Memorandum Circulars</li> <li>• Strategic Plan for ICT systems</li> </ul>

## DECISION QUALITY

**Definition** Ability to make sound decisions that take into account objectives, risks, implications, and Department and governmental regulations.

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<b>BASIC</b>	<b>1</b>	Is well-informed	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gathers sufficient information to identify gaps and variances before making a decision</li> <li><input type="checkbox"/> Solicits the input of the appropriate people to improve the quality of a decision</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• 360 (peer, subordinates, supervisors) Review</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Examine factors before deciding	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bases decisions on an analysis of short-range consequences or simple options, including people’s reactions and potential problems</li> <li><input type="checkbox"/> Weighs the costs, benefits, risks, and chances for success in a decision</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Meetings</li> <li>• Attendance Sheet</li> <li>• 360 (peer, subordinates, supervisors) Review</li> <li>• Action Plan</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Decides objectively and considers longterm effects	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focuses on objectives and results when considering the various alternatives to a decision</li> <li><input type="checkbox"/> Foresees the long-range consequences or implications of different options</li> </ul>	<ul style="list-style-type: none"> <li>• Action Plan</li> <li>• Minutes of meeting with agreements on resolved conflicts</li> </ul>
<b>EXPERT</b>	<b>4</b>	Decides with the interest of the organization in mind	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bases decisions on higher principles and Department and governmental regulations with the end goal always in mind</li> </ul>	<ul style="list-style-type: none"> <li>• Memorandum Circulars</li> <li>• Strategic Plans</li> <li>• Strategic Action Plan</li> </ul>

## DEVELOPING PERSONAL AND ORGANIZATIONAL CAPABILITY

**Definition** Ability to promote continuous development of own and other’s skills.



Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Continuously searches for updates in own field	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continuously strives to learn/ assimilate/ integrate new ideas and information</li> <li><input type="checkbox"/> Keeps abreast of current developments in field of expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Learning Needs Assessment</li> <li>• Certificate of Attendance to technical and behaviorally anchored skills program</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Endeavors to improve others' capacities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies new technical and/or organizational capabilities needed to improve the Department's performance and efficiency</li> <li><input type="checkbox"/> Regularly gives honest, constructive feedback, both formally and informally</li> <li><input type="checkbox"/> Addresses difficult personnel situations in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Needs Assessment of health staff</li> <li>• Learning and Development plan (list of interventions matched to competency gaps)</li> <li>• Training list of staff (monitoring)</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Institutionalizes capacity building	<ul style="list-style-type: none"> <li><input type="checkbox"/> Builds organizational capability through hiring, developing, or other actions</li> <li><input type="checkbox"/> Identifies skill areas to be developed and translates them into measurable goals, for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment Strategies</li> <li>• List of DOH Training</li> </ul>
				<p>Inventories</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> OPCR</li> </ul>



<b>EXPERT</b>	<b>4</b>	Shares wisdom for the growth of the organization	<ul style="list-style-type: none"><li><input type="checkbox"/> Coaches others by identifying development opportunities to help them make the most of their skills and potential</li><li><input type="checkbox"/> Mentors others by sharing expertise and experiences, and providing informal advice</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> OPCR</li><li><input type="checkbox"/> Workforce Analysis Report</li></ul>
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## EQUIPMENT, MATERIALS AND SUPPLIES MANAGEMENT

**Definition** Ability to advise, review and coordinate the acquisition, loan, transfer and disposal of accountable property items per RA 9184 regulations and DOH property policies and procedures, and the DOH acquisition and property management processes.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Does administrative tasks to ensure procurement and maintenance of items and services	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inventories, operates, maintains, troubleshoots, and resolves minor problems and service requirement for a variety of office equipment</li> <li><input type="checkbox"/> Acts as liaison with vendors and service providers</li> <li><input type="checkbox"/> Updates Procurement team on property record exchanges (e.g., arrival, deployment or return of property assigned, changes to defined users, and changes in location of property due to office/location transfer)</li> </ul>	<ul style="list-style-type: none"> <li>• Updated inventory of laboratory supplies and materials</li> <li>• Inventory Form</li> <li>• Request form for supplies</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Checks if procurement procedures were properly followed	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reviews orders to verify proper code and classification of property (e.g., accountable and non-accountable) and following appropriate DOH procedures</li> <li><input type="checkbox"/> Coordinates with Procurement team for the acquisition, shipment, maintenance, transfer and retirement of surplus DOH equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase Orders</li> <li>• Warehouse Inventory Report</li> <li>• Compliance Review on RA 9184</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Probes quality of procured items and services as well as the conduct of procurement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Completes or reviews property documents (i.e., requests for property passes, donations, trade-ins, transfers, surplus, etc.) for accountable user information, property identification information and accounting data before submission to the Procurement team</li> <li><input type="checkbox"/> Advises DOH staff on RA 9184 and DOH property policies and procedures in relation to the acquisition of accountable items</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance Review on RA 9184</li> <li>• Procurement Plan</li> </ul>
<b>EXPERT</b>	<b>4</b>	Manages the procurement process and updates its guidelines	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reviews annual Procurement reports and direct changes to policies and procedures to reduce risk of property loss</li> <li><input type="checkbox"/> Oversees the implementation of plans, policies and procedures in managing equipment, materials and supplies of DOH</li> </ul>	<ul style="list-style-type: none"> <li>• Memorandum Circulars on RA 9184 Compliance</li> <li>• Annual Procurement Plan</li> </ul>



## FINANCIAL ACUMEN

**Definition** Ability to maintain and apply a broad understanding of financial management principles to ensure decisions are fiscally sound and responsible.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Understands applicable fiscal measures	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates broad understanding of financial management principles to direct organizational actions</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Minutes of Meetings</li> <li>• Attendance Sheet</li> <li>• IPCR</li> <li>• Accounting / Journal Entries Report</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Strategically applies fiscal measures for organization's goals	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sets organizational priorities by aligning organizational finances with DOH strategic goals</li> <li><input type="checkbox"/> Uses cost-benefit thinking to set priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Minutes of Meetings</li> <li>• Attendance Sheet</li> <li>• IPCR</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Stays within budget	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies cost effective approaches</li> <li><input type="checkbox"/> Prepares, justifies and/or administers the budget for the program area</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Reports</li> <li>• Budget Planning Report</li> </ul>
<b>EXPERT</b>	<b>4</b>	Takes responsibility of fiscal decisions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors the overall performance of the organization and adjusts allocation of finances based on progress against goals</li> <li><input type="checkbox"/> Fosters an environment that encourages fiscal responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Work and Financial Plan</li> <li>• Annual Procurement Plan</li> <li>• Memorandum Circulars</li> <li>• Administrative Orders</li> </ul>



## GOVERNMENT ACCOUNTING AND BUDGETING

**Definition** Ability to perform bookkeeping, accounting, budgeting, and auditing processes in accordance to laws, principles, and practices of government/public financial management.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Consolidates budget submissions and records financial transactions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides support to operational and work and financial plans through budget consolidation</li> <li><input type="checkbox"/> Creates documents such as Journal Entry Voucher and Cash Flow to record financial transactions</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Journal Entries</li> <li>• Cash Disbursement Report</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Creates financial accountability reports and monitors expenditures and budget utilization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Checks for completeness and accuracy of supporting documents to ensure timely submission of report/s</li> <li><input type="checkbox"/> Creates financial accountability reports through systems such as ETS and eNGAS to ensure proper government spending</li> <li><input type="checkbox"/> Monitors expenditures and budget utilization to ensure efficiency in use of funds</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Planning Report</li> <li>• ETS and eNGAS Reports</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Reviews and analyzes financial reports to ensure proper implementation of financial plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reviews budget utilization to ensure financial plan is properly implemented</li> <li><input type="checkbox"/> Reviews and analyzes financial reports to ensure that data is accurate and complete</li> <li><input type="checkbox"/> Synchronizes cash allocations with budget prescribed for implementation of DOH projects and programs</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Proposal Report</li> <li>• Budget Performance Report</li> <li>• OPCR</li> </ul>
<b>EXPERT</b>	<b>4</b>	Studies and approves revisions to financial plan and advocates effective, efficient and no wastage budget consumption in implementing program activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enforces Government Laws and Regulations on Government Expenditures</li> <li><input type="checkbox"/> Studies and approves revisions to financial plan and advocates effective, efficient and no wastage budget consumption in implementing program activities</li> <li><input type="checkbox"/> Recommends and approves revision (if any) of plan to ensure efficient and proper utilization of funds</li> <li><input type="checkbox"/> Mentors manager and/or supervisors to analyse expenditure trends</li> <li><input type="checkbox"/> Champions commitment to frugal use of funds in project and program implementation</li> </ul>	<ul style="list-style-type: none"> <li>• ETS and NGA's Summary Reports</li> <li>• COA Review Report</li> <li>• Memorandum Circulars</li> <li>• Budget and Financial Plans</li> </ul>



				<ul style="list-style-type: none"><li><input type="checkbox"/> OPCR</li><li><input type="checkbox"/> Administrative Orders</li><li><input type="checkbox"/> Memorandum Circulars</li></ul>
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## GOVERNMENT AND DEPARTMENTAL POLICIES AND PROCEDURES

**Definition** Ability to understand and apply knowledge of government and departmental statutes, regulations, policies, and procedures.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Understands and follows basic government and departmental rules	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates basic understanding of the government and departmental policies and procedures</li> <li><input type="checkbox"/> Assists in organizing information in preparation of documents, abstracts, and proposals with citation on concerned government department/DOH's policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report               <ul style="list-style-type: none"> <li>• IPCR</li> </ul> </li> <li>• Accomplishment Report</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Follows basic government and departmental rules	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinates activities in preparation of documents, papers, abstracts or proposals and ensures accuracy of information in accordance to government and departmental policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Abstracts / Proposals on EOs, IRRs, MCs, DCs, RAs and House Bills</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Monitors adherence of the organization to internal and external rules	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains comprehensive working knowledge of related statutes, regulations, policies and procedures affecting DOH</li> <li><input type="checkbox"/> Ensures work conforms to statutes, regulations, policies, and procedures and is completed within established timeframes</li> </ul>	<ul style="list-style-type: none"> <li>• Certification of compliance to standards / accreditation of health facilities</li> <li>• Verification of compliance to SOPs / MOPs from individual client / patient records</li> <li>• Accomplishment Reports</li> </ul>
<b>EXPERT</b>	<b>4</b>	Institutionalizes ways that ensures organization's adherence to rules	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides advice and guidance concerning statutes, regulations, policies and procedures</li> <li><input type="checkbox"/> Ensures compliance of DOH to other government and departmental policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Memorandum Circulars</li> <li>• Administrative Orders</li> <li>• Certificate of Compliance to SOPs, MOPs from individual client / patient records</li> </ul>



## IMPLEMENTING HEALTH POLICIES AND REGULATIONS

**Definition** Ability to implement knowledge of laws, executive orders, agency rules, and implementing rules and regulations relevant to the line of work.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Drafts and files legal documents	<ul style="list-style-type: none"><li><input type="checkbox"/> Drafts basic reports following legal writing principles through which content is effectively expressed</li><li><input type="checkbox"/> Maintains a systematic manner of documenting, filing, and releasing important legal documents</li></ul>	<ul style="list-style-type: none"><li>• Related reports on compliance to laboratory standards</li><li>• Birthing Center Records / Logbooks</li><li>• Accreditation of Birthing Facilities</li></ul>



<p><b>INTERMEDIATE</b></p>	<p><b>2</b></p>	<p>Practices critical thinking and caution in interpreting and implementing laws</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses applicable law/s, doctrines and concepts in drafting clear, concise, persuasive, and appropriate legal and official documents</li> <li><input type="checkbox"/> Identifies and gathers evidence in the conduct of formal investigation, handling and hearing cases</li> </ul>	<ul style="list-style-type: none"> <li>• Related reports on compliance to laboratory standards</li> <li>• Related reports on compliance to health ordinances (incident reports, list of violators / sanctions)</li> <li>• Related reports on compliance to oral health standard</li> <li>• Monitoring and Evaluation tools / reports on oral health programs</li> <li>• Proposed local policies on oral health (e.g., provision of oral hygiene kit to target population)</li> <li>• Draft ordinances</li> <li>• Citizen’s charter</li> </ul>
				<p>“TsekUp” form</p>
<p><b>ADVANCED</b></p>	<p><b>3</b></p>	<p>Evaluates and endorses clearance to execute laws and regulations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reviews and verifies the veracity and applicability of laws acquired in legal documents, field visits, and physical examination in recommending judgment calls for enactment</li> <li><input type="checkbox"/> Evaluates relevant facts and evidence and establishes their linkages in planning possible courses of legal action to aid in the resolution of cases</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitoring and Evaluation tools / reports (laboratory standards, program MOPS, (NTP, HIV)</li> <li><input type="checkbox"/> Inputs to drafted ordinances</li> </ul>



				<input type="checkbox"/> Proposed strategies / innovations
<b>EXPERT</b>	<b>4</b>	Strategizes best plan of action and improves existing policies based on learnings	<input type="checkbox"/> Assesses facts and evidence in choosing the best legal action in the resolution of issues by integrating professional legal knowledge, skills and ethics in drawing sound judgment <input type="checkbox"/> Reviews past cases and recommends to local government amendments and/or reforms in policies and procedures in conducting investigation, hearing and handling various cases	<input type="checkbox"/> Health ordinances implemented (e.g. smoke-free municipality / facility based delivery) <input type="checkbox"/> Related reports (incident reports, list of violators, sanctions) <input type="checkbox"/> Signages, designated areas for smoking <input type="checkbox"/> Sanitary permits issued / revoked <input type="checkbox"/> Memorandum of Agreement

## INFLUENCING AND NEGOTIATING

**Definition** Ability to use persuasion to gain the support and cooperation from clients, superiors, colleagues, subordinates and other parties to achieve a desired course of action consistent with the Department’s strategic goals and objectives.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Sometimes affects others’ decisions and/or stands	<input type="checkbox"/> Demonstrates ability to influence others when appropriate <input type="checkbox"/> Develops and presents persuasive arguments that enlist support and addresses the concerns, wants, and needs of others; demonstrates how one’s position benefits the audience, and elicits and responds to objections	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• Accomplishment Report</li> <li>• Attendance Sheet</li> <li>• Minutes of Meeting</li> <li>• IPCR</li> </ul>



<b>INTERMEDIATE</b>	<b>2</b>	Usually tactically affects others' decisions and/or stands	<input type="checkbox"/> Usually anticipates objections and plans how to overcome them using new information or approaches, identifies key decision makers, builds alliances, and enlists third party support and outside resources	<ul style="list-style-type: none"> <li>• Minutes of Meeting</li> <li>• Attendance Sheet             <ul style="list-style-type: none"> <li>• IPCR</li> </ul> </li> <li>• Accomplishment Report</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Always tactically affects others' decisions and/or stands	<input type="checkbox"/> Even in the most difficult or complex situations, anticipates objections and plans how to overcome them using new information or approaches, identifies key decision makers, builds alliances, and enlists third party support and outside resources  <input type="checkbox"/> Maintains an awareness of goals and objectives and navigates solutions towards desired ends, while maintaining relationships and supporting consensus	<ul style="list-style-type: none"> <li>• IPCRs</li> <li>• Accomplishment Reports</li> <li>• Minutes of Meeting</li> <li>• Attendance Sheet</li> <li>• Plan of Action</li> </ul>
<b>EXPERT</b>	<b>4</b>	Mentors staff in influencing others' decisions/stands	<input type="checkbox"/> Models, leads, trains, and motivates multiple levels of personnel to be excellent in influence  <input type="checkbox"/> Uses all available information appropriately to guide decisions and negotiations to meet objectives, while acting with integrity	<ul style="list-style-type: none"> <li>• Training Modules</li> <li>• Certificate of Attendance</li> <li>• Post-Training Evaluation Report</li> <li>• IPCR</li> </ul>

### INTERNAL/EXTERNAL INSTITUTIONAL AWARENESS

**Definition** Ability to understand and operate within formal and informal structures of an organization, and recognize the impact of external trends and influence on organizational functioning.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Is aware of the institutional set-up and practices of the organization	<input type="checkbox"/> Has basic understanding of the workings of the organization, their functions as well as objectives  <input type="checkbox"/> Demonstrates awareness of formal and informal structures of DOH as an organization  <input type="checkbox"/> Recognizes and uses formal structures, rules, processes, methods or operations to accomplish work	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• IPCR</li> <li>• Accomplishment Report</li> <li>• 360 (peer, subordinates, supervisors) Review</li> </ul>



<b>INTERMEDIATE</b>	<b>2</b>	Utilizes formal and informal structures to achieve work goals	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses informal structures; can identify decision makers and influencers</li> <li><input type="checkbox"/> Effectively uses both formal and informal channels or networks for acquiring information, assistance and accomplishing work goals</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• IPCR</li> <li>• Accomplishment Report</li> <li>• 360 (peer, subordinates, supervisors) Review</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Navigates effectively in the organizational network and context to achieve work goals	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the relationships between internal climate and external environment and leverages understanding to work performance</li> <li><input type="checkbox"/> Accurately describes the issues and culture of external clients; uses this information to achieve goals and initiatives</li> <li><input type="checkbox"/> Supports the changing culture and methods of operating, if necessary, for the success of DOH</li> </ul>	<ul style="list-style-type: none"> <li>• OPCR</li> <li>• Memorandum of Agreement</li> <li>• Memorandum of Understanding</li> </ul>
<b>EXPERT</b>	<b>4</b>	Has deep understanding of the current institutional set-up and factors affecting it, and can handle extremely sensitive issues	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has an extensive knowledge and insight on external environment and its impact on the organization</li> <li><input type="checkbox"/> Possesses an in-depth knowledge of all organizational systems including capabilities, capacities and constraints</li> <li><input type="checkbox"/> Reviews external information and news to learn about political and social issues that might affect the organization.</li> <li><input type="checkbox"/> Uses discretion when handling sensitive matters/content</li> </ul>	<ul style="list-style-type: none"> <li>• OPCR</li> <li>• Workforce Plan</li> <li>• Strategic Plan</li> <li>• Strategic Action Plan</li> <li>• Administrative Orders</li> <li>• Memorandum Circulars</li> </ul>

## MANAGEMENT ACUMEN

**Definition** Ability to operate effectively within the Department of Health and national government; effectively manage people, resources, and risk.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Uses all available kinds of resources wisely	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizes and manages people, technology, legal and other resources to achieve outcomes</li> <li><input type="checkbox"/> Demonstrates an understanding of budget and funding process and how to optimize resource allocation within these constraints</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Reports</li> <li>• Budget Plan</li> <li>• Financial Reports</li> </ul>



<b>INTERMEDIATE</b>	<b>2</b>	Anticipates resource needs and matches it to existing budget realities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies current and future resource needs based on organizational goals, priorities, competing resource needs across initiatives, and budget realities</li> <li><input type="checkbox"/> Maintains and applies a broad understanding of financial management principles to ensure decisions are fiscally sound, responsible and aligned with organizational priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan of Action</li> <li>• Monitoring and Evaluation Report</li> <li>• Operational Plan</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Acts within the bounds of law even under pressure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands legal and ethical boundaries and works within them</li> <li><input type="checkbox"/> Acts decisively by gathering integrating and analyzing sufficient, relevant information from various sources, to make effective, timely and transparent decisions, both in routine and crisis situations</li> </ul>	<ul style="list-style-type: none"> <li>• Risk Assessment Report</li> <li>• Strategic Plan of Action</li> <li>• Budget Monitoring and Evaluation</li> <li>• OPCR</li> </ul>
<b>EXPERT</b>	<b>4</b>	Protects organization's interest in making decisions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies and reacts to organizational and outside forces that might influence or be affected by decisions.</li> <li><input type="checkbox"/> Uses influence and negotiation skills to advocate or defend decisions as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Strategic Action Plan</li> <li>• Memorandum of Agreement</li> </ul>

## MANAGING WORK

**Definition** Ability to effectively manage one's time and resources to ensure that work is completed efficiently.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Ensures own tasks are completed	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans to have materials ready "just in time" to complete the job</li> <li><input type="checkbox"/> Maintains a log of work, production, or maintenance</li> <li><input type="checkbox"/> Ensures that required equipment and supplies are in appropriate locations so that work can be done effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Work Schedule</li> <li>• Activity Report</li> <li>• Accomplishment Report</li> <li>• IPCR</li> </ul>



<b>INTERMEDIATE</b>	<b>2</b>	Considers others in completing tasks	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keeps files organized</li> <li><input type="checkbox"/> Effectively allocates own time to complete work</li> <li><input type="checkbox"/> Coordinates own with others' schedules to avoid conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Accomplishment Report</li> <li>• IPCR</li> <li>• Work Schedule</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Works smarter and is more flexible	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate</li> <li><input type="checkbox"/> Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Accomplishment Report</li> <li>• IPCR</li> <li>• Work Schedule</li> </ul>
<b>EXPERT</b>	<b>4</b>	Focuses on work and ensures timely completion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion</li> <li><input type="checkbox"/> Anticipates volume of work based on the average period of demand</li> <li><input type="checkbox"/> Ensures that inventory of equipment and supplies are always adequate to avoid work interruption particularly during an upsurge of customer demands</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Accomplishment Report</li> <li>• IPCR</li> <li>• Work Schedule</li> </ul>

## MANPOWER ACQUISITION AND DEVELOPMENT

**Definition** Ability to institute and implement competency-based manpower planning and recruitment and selection as well as employee development policies, processes and systems.

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<b>BASIC</b>	<b>1</b>	Applies basic knowledge of CSC rules and DOH guidelines in conducting the recruitment and selection process	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepares postings of existing vacant positions, receives applications, and processes and analyzes job applications in accordance with Qualification Standards and competency-based positions of the Agency</li> <li><input type="checkbox"/> Observes existing policies on recruitment and selection</li> <li><input type="checkbox"/> Keeps track of vacancies and employee movements in the organization including transfer, promotion, and separation (i.e. retirement, resignation and termination)</li> <li><input type="checkbox"/> Assists selected candidate in his/her on-boarding process (medical exams, submission of pre-employment requirements)</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower Requisition</li> <li>• Personnel Inventory Report</li> <li>• CSC Qualification Standards Guide</li> <li>• Attrition / Turnover Report</li> <li>• Employment Application Form</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Displays analytical skills in analyzing and understanding data related to recruitment and selection in order to come up with a shortlist of applicants	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in the preparation of contract and other reports pertaining to recruitment</li> <li><input type="checkbox"/> Analyzes existing organization structure for planning of additional manpower</li> <li><input type="checkbox"/> Evaluates, tabulates, computes, and ranks results of selection processes, inclusive of written examinations, behavioral event interviews and background investigations</li> <li><input type="checkbox"/> Displays ability to provide appropriate answers to application queries or requests when conducting initial interview</li> </ul>	<ul style="list-style-type: none"> <li>• Employment Application Form</li> <li>• Employment Contract</li> <li>• CSC Guide for Qualification Standards</li> <li>• SOPs in Hiring</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Conducts competency-based interviews, provides inputs to DOH SPB and suggests enhancements to recruitment and selection process	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures consistent implementation of recruitment and placement calendar/plan vis-à-vis existing pertinent policies, processes and procedures</li> <li><input type="checkbox"/> Monitors effectiveness of existing recruitment process and policies and recommends improvements to ensure competent hires for the organization</li> <li><input type="checkbox"/> Determines, evaluates, reviews and recommends talent pool requirements of the organization by reviewing strategic objectives</li> <li><input type="checkbox"/> Modifies or customizes training modules to fit local settings based on set standards, objectives and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• SOPs in Hiring</li> <li>• CSC Guide for Qualification Standards</li> <li>• Database of Applicants</li> <li>• New Hire Training Module</li> <li>• Employment</li> </ul>
			<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures completeness of course content and/or topics to be discussed by experts/resource speakers for planned development program or intervention</li> </ul>	Contract



<b>EXPERT</b>	<b>4</b>	Champions initiatives and develops policies on recruitment and selection	<ul style="list-style-type: none"><li><input type="checkbox"/> Develops and designs improvements to existing battery of recruitment and placement tools, methodologies, processes and procedures based on emerging technologies</li><li><input type="checkbox"/> Sets guidelines for approval of training calendar for specific levels in the organization and other clients</li><li><input type="checkbox"/> Approves implementation of the regular conduct of structured training programs and workshops</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Memorandum Circulars</li><li><input type="checkbox"/> Strategic Hiring Plan</li><li><input type="checkbox"/> Succession Planning Program</li><li><input type="checkbox"/> Workforce Analysis</li><li><input type="checkbox"/> Learning and Development Modules</li></ul>
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## ORGANIZING COMMUNITIES

**Definition** Ability to coordinate, organize, and develop the individuals and groups of different communities involved and/or affected in healthrelated projects in order to facilitate implementation and success of the said projects.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Coordinates with the community officials to accomplish preparatory work	<ul style="list-style-type: none"> <li><input type="checkbox"/> Carries out groundwork by sending invitations, securing necessary documents such as permits, and preparing needs for training sessions</li> <li><input type="checkbox"/> Drums up attendance of beneficiaries and other community clients to prescribed meetings or activities</li> <li><input type="checkbox"/> Establishes links with individuals or leaders, informs them on their roles/ contributions to the success of the programs/activities, and the standards that have to be met</li> <li><input type="checkbox"/> Gathers data from the community and ensures its accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Accomplishment Report</li> <li>• Invitation from Barangays</li> <li>• Community Survey Forms</li> <li>• Attendance Sheets</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Connects community members, officials, and external stakeholders to achieve objectives	<ul style="list-style-type: none"> <li><input type="checkbox"/> Profiles the power dynamics in the community and enlists the support of key influencers who are in formal roles as well as those who are looked up to as informal leaders</li> <li><input type="checkbox"/> Taps the influence of formal and/or informal leaders in the community when compliance, commitment and/or support among volunteers and other clients slows down or is withheld</li> <li><input type="checkbox"/> Initiates activities that aim to enhance cooperation and collaboration among community members, volunteers and local government officials</li> <li><input type="checkbox"/> Is prompt and alert in assessing the quality of participation and involvement of volunteers and local officials, and identifies barriers as well as issues/problems and takes action to address these within scope of authority provided</li> </ul>	<ul style="list-style-type: none"> <li>• Communication to Barangay Official (e.g., letters)</li> <li>• Invitation Letters</li> <li>• Creation of Barangay Health Teams</li> <li>• Attendance Sheets, photos / documentation of community-based activities</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Ensures continuity and proper implementation of the initiative for or	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gauges the readiness of the community and municipal officials in embracing the project/activity, and develops strategies to gain their support and buy-in</li> <li><input type="checkbox"/> Bridges the community to institutions like municipal/local government unit,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Posters / Campaign Materials for Community Health</li> </ul>



		by the community	<ul style="list-style-type: none"> <li><input type="checkbox"/> CSOs, and other external clients, which has the responsibility for basic services delivery or who have the capacity to assist communities realize their plans</li> <li><input type="checkbox"/> Mentors volunteers and builds capacities to organize, articulate, and exercise their rights to participate in making decisions that affect their welfare</li> </ul> <p>Provides tools and mechanisms to monitor the community's progress and facilitates resolution of conflicts of interest between the community groups and the municipal/ barangay officials</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness Creation of Barangay Health teams</li> <li><input type="checkbox"/> Monitoring and Evaluation of Community Programs</li> </ul>
<b>EXPERT</b>	<b>4</b>	Establishes long-term partnerships and systems that would benefit the community/project	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes partnerships with high-level community leaders to implement project/activity</li> <li><input type="checkbox"/> Provides direction and strategy on the selection of external clients to help the community</li> <li><input type="checkbox"/> Mentors the mentors in participative community organizing</li> <li><input type="checkbox"/> Guides the implementation teams in adopting national strategies to the contexts, needs, opportunities and challenges of the target municipalities/barangays</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Committee Reports</li> <li><input type="checkbox"/> List of Barangays involved in Health Campaign Programs</li> <li><input type="checkbox"/> Monitoring and Evaluation of Community Programs</li> </ul>

## PROCUREMENT PLANNING AND MANAGEMENT

**Definition** Ability to administer contract and other procurement requirements in compliance to RA; manages program and vendor / supplier relationships and monitors contract performance for the effective delivery of goods and services

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<b>BASIC</b>	<b>1</b>	Provides initial work for procurement	<ul style="list-style-type: none"> <li>☐ Performs initial screening of documents such as purchase requests, specifications and objectives of goods required</li> </ul>	<ul style="list-style-type: none"> <li>• Report Activity</li> <li>• Abstract of Canvass</li> <li>• Procurement Requisition</li> <li>• RIVs and MRs</li> <li>• Accomplishment Report</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Facilitates negotiation during procurement	<ul style="list-style-type: none"> <li>☐ Forecasts the department's/division's requirements for supplies, equipment and services</li> <li>☐ Evaluates, tabulates, computes, ranks and generates data on various aspects of the procurement process</li> </ul>	<ul style="list-style-type: none"> <li>• Procurement Plans</li> <li>• Purchase Requests / Acceptance</li> <li>• SOPs on RA 9184 compliance</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Forges terms and agreements advantageous to the organization's procurement	<ul style="list-style-type: none"> <li>☐ Uses highly persuasive and influential approach to negotiation</li> <li>☐ Counterchecks if data and documents are in compliance with the procurement processes and forms</li> <li>☐ Explores options presented by suppliers as required, modifies options, suggests counter proposals, and constructs new options aimed at securing the best outcome</li> <li>☐ 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</li> <li>☐ Recommends enhancements and/or changes in policies, procedures, and processes that support transparency and equal opportunity in the procurement process</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance Report on RA 9184 ☐ Minutes of Meeting</li> <li>• Attendance Sheet</li> <li>• Letters and Memos</li> <li>• Memorandum of Agreement</li> </ul>
<b>EXPERT</b>	<b>4</b>	Ensures compliance of organization to procurement policies and targets	<ul style="list-style-type: none"> <li>☐ Alert to political sensitivities and their potential impact on procurement negotiations</li> <li>☐ Approves the APP and ensures its consistency vis-à-vis the approved yearly</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Plan Review</li> <li>• Memorandum Circulars on RA</li> </ul>



			<p>budget of the Department</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Provides guidance for costly and politically sensitive procurements</li><li><input type="checkbox"/> Sets policies for the use of accounting data relating to suppliers and sets performance targets (internal and external)</li><li><input type="checkbox"/> Plans and implements cost-cutting, internal control and austerity measures following the general principles and standards of procurement management and the provisions of RA 9184</li><li><input type="checkbox"/> Promotes transparency and efficiency in the conduct of procurement procedures by streamlining policies and processes</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> 9184 compliance</li><li><input type="checkbox"/> BAC Reports</li><li><input type="checkbox"/> Administrative Orders</li><li><input type="checkbox"/> Budget Performance Review</li></ul>
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## PROJECT/PROGRAM PLANNING AND MANAGEMENT

**Definition** Ability to plan, implement, monitor and evaluate projects/programs in order to achieve the set objectives within budget, time and quality limits. Ability to manage human, financial, information technology and material resources.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Assists in the development and implementation of programs/project	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates skills and knowledge in describing details of processes, allocation including manpower complement, and how cost and time estimates are developed for a specific program/project</li> <li><input type="checkbox"/> Develops effective oral and written communication skills to interact with team members</li> <li><input type="checkbox"/> Able to explain the processes involved in the initial stage of a program/ project and the development of an overall plan based on the inputs provided by immediate supervisor or team leader</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplishment Reports</li> <li>• Specific Action Plans for health programs</li> <li>• Regular program implementation reviews</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Implements the activities leading to the delivery of outputs and objectives of the project/program	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conceptualizes new program/project proposals relevant to the Department's thrusts and mandate</li> <li><input type="checkbox"/> Develops program/project activity plans that are comprehensive and complete</li> <li><input type="checkbox"/> Evaluates new proposals, feasibility studies and/or revisions of a project/program plan prior to recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplishment Reports</li> <li>• Specific Action Plans for health programs</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Develops plans, strategies and targets to ensure that program's/projects objectives are achieved	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies issues, critical tasks and potential risk areas</li> <li><input type="checkbox"/> Sets direction and course of actions to reach objectives and goals</li> <li><input type="checkbox"/> Identifies, evaluates, and implements measurement systems for ongoing and future projects</li> <li><input type="checkbox"/> Delegates and leverages work, tasks and resources effectively</li> <li><input type="checkbox"/> Respects and factors own and others' existing projects to determine realistic timeframes</li> <li><input type="checkbox"/> Breaks down projects into component tasks</li> <li><input type="checkbox"/> Applies the concepts, principles and methods/techniques of planning and managing project/program resources</li> </ul>	<ul style="list-style-type: none"> <li>• Program plans</li> <li>• Memorandums</li> <li>• Minutes of meetings</li> <li>• Weekly accomplishment report</li> <li>• Micro-Nutrient reports</li> </ul>



			<ul style="list-style-type: none"> <li>☐ Monitors performance and evaluates results</li> </ul>	<ul style="list-style-type: none"> <li>☐ Specific Action Plan for health programs</li> <li>☐ Operation Timbang</li> <li>☐ Garantisadong Pambata Reports</li> <li>☐ Supplies and Logistics Reports</li> <li>☐ Regular program implementation reviews</li> </ul>
<b>EXPERT</b>	<b>4</b>	Leads in the implementation and ensures alignment of projects to office mandate, objectives and goals	<ul style="list-style-type: none"> <li>☐ Adapts quickly to changing situations and modifies project plans when necessary</li> <li>☐ Can readily and accurately identify staff capabilities/availability in allocating resources for proposed assignment</li> <li>☐ Tracks critical steps in projects to ensure completion within timeframe</li> <li>☐ Identifies the skills of team members and analyzes the gaps in skills required to complete the tasks</li> <li>☐ Identifies assumptions, risks, project milestones, and determines preliminary resources</li> <li>☐ Uses program/project insights, experiences and evaluation results to improve and strengthen its management and implementation</li> </ul>	<ul style="list-style-type: none"> <li>☐ Memorandums</li> <li>☐ Minutes of meetings</li> <li>☐ Program Implementation Review</li> <li>☐ Coaching and Mentoring</li> <li>☐ Daily journal Weekly accomplishment report</li> <li>☐ Oral health program activities incorporated in the Annual Operational Plan, CIPH, etc.</li> <li>☐ Accomplishment Reports</li> <li>☐ M &amp; E Reports</li> </ul>



## PROVIDING SUPPORT AND SERVICES

**Definition** Ability to provide support and services in order to meet the administrative/clerical requirements of the office.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Delivers support services on time	<ul style="list-style-type: none"> <li>Ensures that services are delivered in a manner that suits the needs of the team in accordance to the work standards set by DOH</li> <li>Asks questions in order to clarify the needs and requirements associated with team or section’s deliverables</li> </ul>	<ul style="list-style-type: none"> <li>Timely submission of reports</li> <li>Activity Report</li> <li>Accomplishment Report</li> <li>IPCR</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Manages expectations of team members in delivering support services	<ul style="list-style-type: none"> <li>Recognizes opportunities to offer suggestions or alternatives to team members and explains the implications, benefits and disadvantages</li> <li>Diplomatically negotiates deadlines, in light of needs, available options and resources</li> </ul>	<ul style="list-style-type: none"> <li>Timely submission of reports</li> <li>Activity Report</li> <li>Accomplishment Report</li> <li>IPCR</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Balances urgent and important tasks when delivering support services	<ul style="list-style-type: none"> <li>Respects negotiated deadlines and keeps others informed of the progress or unpreventable delays related to the delivery of services</li> <li>Accurately determines priorities in light of urgent tasks and deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Work schedules</li> <li>Minutes of meetings</li> <li>Approved letter of request</li> </ul>
<b>EXPERT</b>	<b>4</b>	Exceeds level of support services by extending foresight to team members	<ul style="list-style-type: none"> <li>Supports others in managing their tasks/responsibilities by providing information or resources</li> <li>Proactively overcomes obstacles in service/support delivery by finding alternate ways in meeting internal clients’ needs</li> <li>Demonstrates initiative in supporting the team by keeping abreast of their initiatives, situations, and needs</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Approved letter of request</li> <li>IPCR</li> </ul>



## RECORDS MANAGEMENT

**Definition** Ability to establish a system of procedures in recording and safekeeping of documented information for ease of storage and retrieval.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Understands and applies basic concepts of records management	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acquires sound knowledge of records management theories and practices including current standards and recognized best practices</li> <li><input type="checkbox"/> Uses simple methods to design, set up, and maintain the records systems, retention and disposal schedules, indexing and classifying records</li> </ul>	<ul style="list-style-type: none"> <li>• Specimen logbook</li> <li>• Laboratory registry</li> <li>• Systems-generated reports</li> <li>• Records disposal schedule</li> <li>• 5-S Schedule</li> <li>• Pharmacy Inventory Form</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Complies to records management standards	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adapts records management standards, including government policies on period of retention and best practices, effectively in the institutional context</li> <li><input type="checkbox"/> Applies range of records management tools and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Properly accomplished and filed birth certificates</li> <li>• Updated record, logbooks, TCL</li> <li>• Target Client List (remarks section)</li> <li>• Records Index</li> <li>• Health program policy</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Improves existing records management system	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the legal and regulatory framework for records management in the Department</li> <li><input type="checkbox"/> Contributes to the development and implementation of institutional responses to changes in legislation or regulations directly affecting the management of records</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Properly accomplished individual patient records, updated electronic records /</li> </ul>



			<ul style="list-style-type: none"><li>• Advises on and implements new records management policies and classification systems</li><li>• Ensures that all documents are maintained in a manner compliant with organizational policies as well as laws</li></ul>	databases
<b>EXPERT</b>	<b>4</b>	Institutionalizes improvements on records management	Develops and contributes to procedures, standards, practices for the identification, description, classification, organization, storage, protection, retention and disposition of records	<input type="checkbox"/> Properly accomplished individual dental records, updated electronic record / databases



## RESEARCH AND ANALYSIS

**Definition** Ability to demonstrate knowledge and application of terminology, tools, tactics, principles and practices for the successful implementation of a plan.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Conducts simple research using technical language	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can properly identify a problem and form hypothesis based on the information gathered/presented</li> <li><input type="checkbox"/> Can develop a plan appropriate to the research methods/techniques to be used</li> <li><input type="checkbox"/> Has the ability to draft/write research paper using controlled vocabulary/jargon and is able to identify appropriate resources specific to the discipline or information</li> </ul>	<ul style="list-style-type: none"> <li>• Mortality and morbidity reports</li> <li>• Case / epidemiologic investigation</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Fits research and its methodology with organization's goals and existing literatures	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applies appropriate research techniques/methodologies in the development of research initiatives in support of the Department's goals</li> <li><input type="checkbox"/> Develops a research plan and implements appropriate research methods/ techniques using controlled vocabulary/jargon and is able to identify appropriate resources specific to the discipline or information</li> </ul>	<ul style="list-style-type: none"> <li>• Mortality and morbidity reports</li> <li>• Reports on health statistics / status of the MHO</li> <li>• Case / epidemic investigation</li> <li>• Maternal death review</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Ensures research is relevant and reliable	<ul style="list-style-type: none"> <li><input type="checkbox"/> Possesses detailed knowledge and clear understanding of the range of ideas and information through logically structured descriptions and narratives that relate to the research area concerned</li> <li><input type="checkbox"/> Ensures that research plans, techniques and strategies to be employed are all based on sound analysis of information</li> <li><input type="checkbox"/> Conducts preliminary assessment of results to ascertain validity and accuracy of information</li> </ul>	<ul style="list-style-type: none"> <li>• Mortality and morbidity reports</li> <li>• Reports on health statistics / status of the MHO</li> </ul>



<b>EXPERT</b>	<b>4</b>	Uses research and its analyses to improve organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Oversees, assesses and provides guidance on the utilization of resources (e.g. financial, personnel and time) required to complete a proposed research</li> <li><input type="checkbox"/> Utilizes research data and outputs as basis for developing plans and strategies to achieve the Department's policies, objectives, and initiatives</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Designs, revises and updates the reporting and recording of the established Regional Health Information System (RHIS)</li> </ul>
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## RESILIENCE

**Definition** Ability to respond professionally in stressful and difficult situations; adapts quickly to change and easily consider new approaches.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Is open to changes in work environment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands changes in work tasks and environment as well as the basis for change</li> <li><input type="checkbox"/> Exhibits calmness and ease in ambiguous situations</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• CSS Report</li> <li>• 360 (peer, subordinates, supervisors) Review</li> <li>• Client Feedback</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Adapts to work changes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Remains flexible and welcomes ambiguous situations, accurately assesses risks and options</li> <li><input type="checkbox"/> Diverts direction and reorients quickly and acts decisively at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• CSS Report</li> <li>• 360 (peer, subordinates, supervisors) Review</li> <li>• Client Feedback</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Responds positively to	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thinks and acts effectively under pressure</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 360 Evaluation</li> </ul>



		needs even under pressure	<input type="checkbox"/> Persists towards solutions and goals in changing circumstances <input type="checkbox"/> Acknowledges new information and adjusts responses accordingly	(supervisor, subordinates, and peer) <input type="checkbox"/> Customer Satisfaction Feedback reports
<b>EXPERT</b>	<b>4</b>	Sets as a good example and mentors team members	<input type="checkbox"/> Adjusts timelines, results and expectations appropriately to changing needs. <input type="checkbox"/> Overcomes obstacles to achieve results <input type="checkbox"/> Identifies ways to incorporate new practices into existing framework. <input type="checkbox"/> Models, leads, trains, and motivates multiple levels of personnel to deal effectively with ambiguity and change	<input type="checkbox"/> Memorandum Circulars <input type="checkbox"/> Learning and Development Plan <input type="checkbox"/> Learning and Development Modules <input type="checkbox"/> Post-training Evaluation <input type="checkbox"/> IPCR

## RESPECTING AND CARING FOR PATIENTS

**Definition** Ability to establish a relationship of trust with patient by treating him/her with respect to his/her religious, cultural, or social background; respecting the right of patient to confidentiality and privacy.

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<b>BASIC</b>	<b>1</b>	Exhibits concern to patient	<ul style="list-style-type: none"> <li><input type="checkbox"/> Listens and responds to patient’s needs and preferences</li> <li><input type="checkbox"/> Establishes initial assessment of patient’s medical requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment record</li> <li>• Customer Satisfaction Survey /Feedback</li> <li>• Confidentiality Form</li> <li>• Treatment contract for TB patients “Kasunduan”</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Caters to patient’s needs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides and coordinates patient care and ensures to give him/her information they need in a way he/she can understand Treats patient attentively and conscientiously</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Treatment record</li> <li>Customer Satisfaction Survey / Feedback</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Puts premium on patient’s decisions and space	<ul style="list-style-type: none"> <li><input type="checkbox"/> Works in partnership with patient and respects his/her right to reach a decision on treatment and care</li> <li><input type="checkbox"/> Provides adequate follow up to the patient with reasonable amount of time</li> </ul>	<ul style="list-style-type: none"> <li>• Customer Satisfaction Feedback reports</li> <li>• Patients’ Logbook</li> <li>• Updated Target Client List (TCL)</li> <li>• Random client interviews /</li> </ul>
				<p>assessment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Confidentiality form</li> </ul>



<b>EXPERT</b>	<b>4</b>	Leads in the treatment of patient	<ul style="list-style-type: none"><li><input type="checkbox"/> Exhibits a wide range of medical knowledge to diagnose, prescribe the right treatment and medication to heal illnesses and injuries</li><li><input type="checkbox"/> Identifies foreseeable risks associated with treatment and tells patient about any risk that may have serious consequence Guides medical teams in proper care of patient</li><li><input type="checkbox"/></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Customer Satisfaction</li><li><input type="checkbox"/> Feedback reports</li></ul>
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## RISK MANAGEMENT

**Definition** Ability to plan, develop, and implement measures that will avoid, overcome or compensate for elements of risk.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Collects risk-related data	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates basic understanding in identifying risk</li> <li><input type="checkbox"/> Gathers data (variations in the process, trends, public comments/opinions, and others) available needed for risk assessment</li> <li><input type="checkbox"/> Provides assistance in periodic review of activities to ensure work in compliance with risk objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Program Plans</li> <li>• Micro Plans</li> <li>• Activity Report</li> <li>• Research Report</li> <li>• Accomplishment Report</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Prevents identified risks from happening	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with process owners to ensure compliance with regulatory requirements</li> <li><input type="checkbox"/> Evaluates controls to help mitigate negative outcomes through prevention or detection and correction</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations on preventive actions (letters . reports)</li> <li>• Minutes of Staff meetings</li> <li>• City DRRMP plan</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Establishes advanced risk detection mechanisms	<ul style="list-style-type: none"> <li><input type="checkbox"/> Aligns efforts considering individual, department/division/section, and organizational strategies</li> <li><input type="checkbox"/> Communicates the impact of identified risks and recommends corrective action</li> <li><input type="checkbox"/> Conducts periodic review of compliance with risk objectives</li> <li><input type="checkbox"/> Establishes controls to help mitigate negative outcomes through prevention or detection and correction Maintains consistent data</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations on preventive actions (letters. reports)</li> <li>• Minutes of Staff meetings</li> </ul>
<b>EXPERT</b>	<b>4</b>	Sets up institutionalized systems to mitigate	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes or relies on proven risk management methods, models, and tools</li> <li><input type="checkbox"/> Develops solutions to mitigate risk and maximize value</li> <li><input type="checkbox"/> Identifies the risks of negative outcomes (including inadvertent error or fraud)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Health Emergency Response and Preparedness Plan</li> </ul>



	risks	<input type="checkbox"/> Manages work and information within a strategic framework <input type="checkbox"/> Quantifies and assigns probabilities to risks and opportunities (level and likelihood)	<input type="checkbox"/> SOPs <input type="checkbox"/> Revised program plan based on recommendations <input type="checkbox"/> Work assignments
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### SCIENTIFIC KNOWLEDGE FOR HEALTH/MEDICAL STAFF

**Definition** Ability to maintain basic level of biomedical/scientific knowledge and understanding of areas of research conducted and/or supported by the organization.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Prepares preliminary work for scientific endeavors	<input type="checkbox"/> Adjusts administrative services provided in response to an understanding of the core work activities of the scientific workforce <input type="checkbox"/> Analyzes, verifies and documents scientific research reporting requirements	<ul style="list-style-type: none"> <li>• Program plans</li> <li>• Micro Plans</li> <li>• Activity Report</li> <li>• Research Report</li> <li>• Accomplishment Report</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Updates oneself on latest medical/scientific research	<input type="checkbox"/> Checks for developments in intramural research, extramural research and/or clinical trials <input type="checkbox"/> Consults with scientific experts to interpret complex biomedical research information to include in DOH's medical journal / communication materials	<ul style="list-style-type: none"> <li>• Program plans</li> <li>• Micro Plans</li> <li>• Activity Report</li> <li>• Research Report</li> <li>• Accomplishment Report</li> </ul>



<b>ADVANCED</b>	<b>3</b>	Applies medical/scientific literatures in organization's communication	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops a general understanding of the scientific research priorities for the DOH as a whole and for specific community served</li> <li><input type="checkbox"/> Reviews professional, medical and other scientific literature to ensure up-to-date and accurate scientific information is included in communications materials</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and Development Needs Assessment</li> <li>• Learning and Development</li> </ul>
		materials		Modules
<b>EXPERT</b>	<b>4</b>	Applies medical/scientific literatures to organizational work plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Translates scientific understanding to the types of positions, staff, and learning and development activities needed to successfully carry out the mission of the DOH</li> <li><input type="checkbox"/> Understands the core work activities that Program staff engages in to carry out their work and how this impacts the DOH mission</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning and Development Strategies</li> <li><input type="checkbox"/> Certificate of Attendance to Symposiums</li> <li><input type="checkbox"/> Learning and Development Reports</li> </ul>



## SCIENTIFIC REVIEW MANAGEMENT

**Definition** Ability to plan and conduct scientific review activities to ensure an unbiased, informed review process, and successful programmatic outcomes.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Conducts preliminary assessment of proposals	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assesses applications and reviewers for potential conflict of interest or appearance of conflict of interest</li> <li><input type="checkbox"/> Assesses completeness of the applications/proposals and monitors for adherence to instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal for Scientific Review</li> <li>• List of Selected Candidates for Scientific Review</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Prepares report of assessment of review	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assesses needs for reviewer expertise, assesses expertise of potential reviewers, recruits appropriate reviewers, and abides by policies/practices for maintaining fair and equitable practice in this recruitment</li> <li><input type="checkbox"/> Communicates accurate and up-to-date DOH peer review policies and instructions to educate and train reviewers</li> <li><input type="checkbox"/> Determines the expertise required for the review panel</li> <li><input type="checkbox"/> Summarizes scientific review meeting outcomes and communicates to appropriate audiences</li> <li><input type="checkbox"/> Utilizes knowledge of and tools for data-mining to analyze information both qualitatively and quantitatively to support the review process</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Report on Qualifications of Scientific Reviewer</li> <li>• Minutes of the Meeting</li> <li>• Attendance Sheet</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Facilitates peer review or fair approval of proposal	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies and assigns reviewers with the required expertise, taking into consideration scientific excellence, as demonstrated by grant and publication record; experience and fairness in the peer review process; and breadth of expertise</li> <li><input type="checkbox"/> Manages peer review meetings consistent with applicable statute, regulation, and policy</li> <li><input type="checkbox"/> Understands the various stages of the DOH application/proposal submission, referral, administrative review, and award process</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Report on Qualifications of Scientific Reviewer</li> <li>• Creation of Committee for Panel Review of Candidates for Scientific Review</li> <li>• Minutes of Meeting</li> <li>• Attendance Sheet</li> </ul>
<b>EXPERT</b>	<b>4</b>	Supervises for a	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors and oversees the scientific review process and ensures consistent</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Memorandum</li> </ul>



	quality scientific review	quality through the appropriate application of rules, regulations, guidance, and requirements	<p>Circulars on Selection of Scientific Reviewer</p> <ul style="list-style-type: none"> <li>☐ Monitoring and Evaluation of Scientific Review Program</li> </ul>
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## STATISTICAL RESEARCH FOR HEALTH

**Definition** Ability to accurately design data acquisition methods, assess data quality/reliability, analyze trends using statistical methodologies, monitor, and report health statistics and other data relevant to clients using necessary software and aids.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Retrieves and analyzes data under supervision of superior	<ul style="list-style-type: none"> <li>☐ Is aware of data sources directly relevant to own work or subject area</li> <li>☐ Identifies strengths and limitations of data sources they use</li> <li>☐ Suggests data needs and acquisition methods</li> <li>☐ Understands principles of sample and survey design and collection methods</li> <li>☐ Conducts fieldwork and desk research for data retrieval</li> <li>☐ Does a preliminary run of analysis</li> <li>☐ Checks validity and integrity of data</li> <li>☐ Monitors health data/statistics as directed by superior</li> <li>☐ Consolidates data into a report</li> <li>☐</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Report</li> <li>• Research Report</li> <li>• Accomplishment Report</li> </ul>



<b>INTERMEDIATE</b>	<b>2</b>	Designs data collection methods and tools, and analyzes data to make conclusions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has detailed knowledge of data sources in their work area and working knowledge of other data sources in related areas</li> <li><input type="checkbox"/> Can identify and assess suitability of other data sources</li> <li><input type="checkbox"/> Plans and implements data acquisition methods</li> <li><input type="checkbox"/> Can develop or design or manage surveys and new data collection from administrative sources</li> <li><input type="checkbox"/> Supervises fieldwork and desk research for data retrieval</li> <li><input type="checkbox"/> Finalizes overall analysis to make conclusions and generalizations</li> <li><input type="checkbox"/> Directs and implements monitoring of health data/statistics</li> <li><input type="checkbox"/> Reports significant findings</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• List of Data Resource and Methodology</li> <li>• Research Report</li> <li>• Accomplishment Report</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Approves methods and tools, and recommends policies, programs to address concerning health statistics	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has detailed knowledge of data sources in their work area and working knowledge of other data sources in related areas</li> <li><input type="checkbox"/> Can identify and assess suitability of other data sources</li> <li><input type="checkbox"/> Plans and implements data acquisition methods</li> <li><input type="checkbox"/> Can develop or design or manage surveys and new data collection from administrative sources</li> <li><input type="checkbox"/> Supervises fieldwork and desk research for data retrieval</li> <li><input type="checkbox"/> Finalizes overall analysis to makes conclusions and generalizations</li> <li><input type="checkbox"/> Directs and implements monitoring of health data/statistics</li> <li><input type="checkbox"/> Reports significant findings</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Action Plan</li> <li><input type="checkbox"/> Research Report</li> <li><input type="checkbox"/> Tools / Methodology of Research Schedule of Field</li> <li><input type="checkbox"/> Research Activities</li> <li><input type="checkbox"/> Accomplishment Report</li> </ul>
<b>EXPERT</b>	<b>4</b>	Mentors staff on health statistics, sets standards of department, and lobbies for policies, programs to address concerning health statistics	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides technical knowledge on health statistics</li> <li><input type="checkbox"/> Establishes standards for statistical research on health</li> <li><input type="checkbox"/> Lobbies for policies and programs for effective management of statistical research on health</li> <li><input type="checkbox"/> Encourage continuous learning on statistical health through seminars and membership in professional organizations of statisticians</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Memorandum</li> <li><input type="checkbox"/> Circulars</li> <li><input type="checkbox"/> Administrative Orders</li> <li><input type="checkbox"/> Strategic Plans for Learning and Development</li> </ul>

## TECHNICAL CONSULTING

**Definition** Ability to provide expertise, technical guidance and training to ensure projects and operations are carried out effectively.



Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Shares technical knowledge to solve work problems	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates broad learning perspectives</li> <li><input type="checkbox"/> Serves as a resource to others on technical/work issues and problems</li> <li><input type="checkbox"/> Develops awareness that the key tool to consulting is the integrated person of a consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of activities involving sharing of new information / developments</li> <li>• Post-Training Evaluation Report</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Provides timely help	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively guides others in interpreting and solving work issues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Invitations to</li> </ul>
		and expertise to clients	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides advice on situations requiring immediate attention</li> <li><input type="checkbox"/> Willing to take the extra mile for the client to level with the best practices in a given field</li> </ul>	<ul style="list-style-type: none"> <li>lecture</li> <li><input type="checkbox"/> Program Certificates</li> <li><input type="checkbox"/> Attendance sheet</li> <li><input type="checkbox"/> Referral form</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Ensures clients receive up-to-date and effective solution/information	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explores, develops and presents alternatives and approaches</li> <li><input type="checkbox"/> Grasps complexities and perceives relationships among issues</li> <li><input type="checkbox"/> Proactively shares information and resources across organization</li> <li><input type="checkbox"/> Evaluates and improves client experience through account management, assessment and measuring end result of the consulting activity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participation in community assemblies</li> </ul>
<b>EXPERT</b>	<b>4</b>	Mentors clients in addressing the technical problem at an organizational level	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shares and discusses critical information that increases other employees' understanding</li> <li><input type="checkbox"/> Actively supports continuous learning and keeps abreast of new developments within technical area</li> <li><input type="checkbox"/> Finds appropriate ways to use new ideas, approaches, and knowledge to more effectively address organizational challenges</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Invitation to lecture</li> <li><input type="checkbox"/> Program Certificates</li> <li><input type="checkbox"/> Attendance Sheet</li> <li><input type="checkbox"/> Referral forms</li> <li><input type="checkbox"/> Learning evaluation form</li> </ul>



☐ Training design

## TECHNICAL WRITING

**Definition** Ability to write useful, relevant and accurate information on a particular occupational field where body of knowledge, complex ideas, concepts, processes or procedures need to be communicated. Geared to a specifically target audience in order to enable a set of actions on the part of the audience in pursuit of a defined goal.

Proficiency Level		Core Description	Behavioral Indicators	Means of Verification
<b>BASIC</b>	<b>1</b>	Practices simple technical communication	<ul style="list-style-type: none"> <li>☐ Applies basic knowledge and understanding of written communication to convey field-specific information, data, or reports</li> <li>☐ Writes in a clear and concise manner to be able to convey information to a targeted audience</li> <li>☐ Coordinates with other departments to gather data/information relevant to a report</li> </ul>	<ul style="list-style-type: none"> <li>• Written reports</li> <li>• Communication plan</li> <li>• Write Ups</li> <li>• Newsletters</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Produces technical documentation	<ul style="list-style-type: none"> <li>☐ Documents research, abstracts, guides, or other useful information to serve as reference for similar and future research or study</li> <li>☐ Applies specific tools and knowledge in order to produce technical documentation</li> <li>☐ Knows how to ask questions to a specific audience in gathering data for survey on specific field research and able to document, analyze, and come up with a written report</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Research Report</li> <li>• Automated statistical tools</li> <li>• Field Survey Questionnaires</li> </ul>



<b>ADVANCED</b>	<b>3</b>	Translates elaborate and deep understanding of technical concepts to technical reports	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses graphics, quantitative and qualitative interpretation of data to aid decision makers in analyzing root causes of problems and coming up with alternatives in the process of decision making</li> <li><input type="checkbox"/> Reviews written technical report to ensure accuracy and relevance of information or data prior to publication or release to target audience</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Research Report</li> <li>• Automated statistical tools</li> <li>• Field Survey Questionnaires</li> <li>• Slide Presentation on Research Results</li> </ul>
<b>EXPERT</b>	<b>4</b>	Ensures technical reports are accurate, responsive, and relevant	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans, develops, and executes programs and policies to ensure that technical writing reports are accurate, relevant, and useful to the functional objectives of the department, division or section</li> <li><input type="checkbox"/> Influences to innovate or create new ways of writing technical reports to keep abreast of changing technologies and evolving business processes of DOH</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Memorandum Circulars</li> <li><input type="checkbox"/> Administrative Orders</li> <li><input type="checkbox"/> Letters or Memos on Technical Reporting</li> </ul>

### TRAINING PROGRAM ADMINISTRATION

**Definition** Ability to promote individual and organizational development through planning, designing, and managing employee development and training programs/services.

Proficiency Level	Core Description	Behavioral Indicators	Means of Verification
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<b>BASIC</b>	<b>1</b>	Does secretariat duties to carry out training program	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides support in preparing training materials and handouts, equipment and supplies making sure that logistical and other physical requirements are well prepared prior to training conduct</li> <li><input type="checkbox"/> Keeps track of training records and inventory in organized manner</li> <li><input type="checkbox"/> Generates periodic report of training, seminars, workshops, forum and conferences attended by EEC officials or employees</li> <li><input type="checkbox"/> Prepares and arranges for cash/fund needed for internal and external training as well as travel arrangement and other details as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Training Database Management and Reporting</li> <li>• Training Administration</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Does logistics and prepares content of the training program	<ul style="list-style-type: none"> <li><input type="checkbox"/> Manages facilities/training venue and spaces</li> <li><input type="checkbox"/> Manages equipment and materials</li> <li><input type="checkbox"/> Coordinates with facilitator/s and participants on training schedules, venue, and other necessary details and advises on confirmation or cancellation as appropriate</li> <li><input type="checkbox"/> Helps in the preparation of Audio-Visual Presentation, content research, and other related materials in design process and build-up</li> </ul>	<ul style="list-style-type: none"> <li>• Training Logistics Plan</li> <li>• Content Research based from Curriculum Design</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Strategically plans for the training programs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies and deploys program delivery strategies and methodologies</li> <li><input type="checkbox"/> Disseminates program information</li> </ul>	<ul style="list-style-type: none"> <li>• Training Plan</li> <li>• Training Program</li> </ul>
				Communication Plan
<b>EXPERT</b>	<b>4</b>	Conducts training program evaluation and implements learning strategies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continuously identifies areas for improvement and acts for effective delivery of both internal and external training</li> <li><input type="checkbox"/> Oversees the programs, activities and tasks necessary for effective implementation of training plans and strategies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Training Strategies based on training evaluation report</li> <li><input type="checkbox"/> Training Evaluation Report</li> </ul>

## WORKFORCE PLANNING

**Definition** Ability to understand and demonstrate knowledge of business strategy and human resource (HR) concepts, principles, and practices to effectively align the needs of DOH and its workforce and to design strategies that support leadership in planning for and obtaining the necessary resources to carry out its mission.



Proficiency Level		Core Description	Behavioral Indicators	Means of Validation
<b>BASIC</b>	<b>1</b>	Analyzes and plans Workforce Management need	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advises leadership on the potential impact indicated by workforce data, highlighting organizational strengths and risks (e.g., potential for attrition), and suggesting applicable HR strategies</li> <li><input type="checkbox"/> Applies various methods (e.g., transaction counts, staffing ratios, decision or allocation rules) to measure and estimate the Department’s workload and corresponding staffing needs</li> </ul>	<ul style="list-style-type: none"> <li>• Talent Management Plan</li> <li>• Time and Motion Studies (TMS) of Work Activities</li> <li>• TMS Analysis Report</li> <li>• Staffing Needs Report</li> </ul>
<b>INTERMEDIATE</b>	<b>2</b>	Creates Talent Management Plan based on WFM data	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with leadership to aggregate workforce needs (i.e., emerging areas of work, potential competency gaps) and to develop strategies that will ensure a sufficient pipeline to meet business needs</li> <li><input type="checkbox"/> Gathers, analyzes and reports on position, workforce data, and/or competencies from HR databases and other sources to present historical patterns and trending,</li> </ul>	<ul style="list-style-type: none"> <li>• Talent Management Plan</li> <li>• Time and Motion Studies (TMS) of</li> </ul>
			develop projection and highlight key findings and implication for action	<p>Work Activities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TMS Analysis Report</li> <li><input type="checkbox"/> Staffing Needs Report</li> </ul>
<b>ADVANCED</b>	<b>3</b>	Develops Succession Planning Program based on gap analysis and WFM data	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops succession planning tools and templates to support leadership in ensuring the continuity of mission/work</li> <li><input type="checkbox"/> Uses analytical skills to determine what knowledge, skills, abilities, and other relevant personal characteristics are required to successfully carry out the work</li> <li><input type="checkbox"/> Examines decisions of the Department’s leadership and makes presentation to educate and promote awareness on human capital development issues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Succession Planning Program</li> <li><input type="checkbox"/> Learning and Development Needs Analysis and Training Plan</li> <li><input type="checkbox"/> Slide Presentation on L &amp;D NA</li> </ul>



				<ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership Development Plan</li> </ul>
<b>EXPERT</b>	<b>4</b>	Creates and executes competency-based HR program	<ul style="list-style-type: none"> <li><input type="checkbox"/> Builds, implements and manages competency-based HR tools to help employees use competencies as appropriate to their roles (e.g., hiring, placement, assessment, development)</li> <li><input type="checkbox"/> Informs and educates staff about organizational competency gaps and how to develop individual development plans linked to competencies</li> <li><input type="checkbox"/> Establishes and manages processes and programs to manage the size of the organization’s workforce and facilitate resource alignment with areas of greatest importance to DOH’s mission</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competency Framework Program</li> <li><input type="checkbox"/> Workforce Analysis and Planning</li> <li><input type="checkbox"/> Memorandum Circulars</li> <li><input type="checkbox"/> Administrative Orders</li> <li><input type="checkbox"/> Strategic Action Plan</li> </ul>



Department of Health



# **Job Description Manual**

## **for Regional Health Offices**

*Disclaimer: This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of the Consultant (Jocelyn R. Pick) and can in no way be taken to reflect the views of the European Union.*



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## Department of Health

JOB DESCRIPTION MANUAL FOR REGIONAL HEALTH OFFICES

i

# Introduction

The competence and effectivity of any organization depends on its human resources. The Department of Health (DOH), the lead agency in providing quality health care to Filipinos, shall only have the best talents in the field of Medicine and Health Administration.

To determine and attract good employees or future employees, job descriptions shall only be up-to-date, responsive, and competency-based. As such, DOH is boosting its organizational performance by updating its existing Job Descriptions in regional offices and their respective city/rural health offices in local government units.

The Job Description conveys the performance expectations an organization has from its employees. It is not only a reference document for the human resources division in recruiting, performance evaluation, and career development but also an important basis of the employees of the work and level of competencies expected from them. It is a document where the employer meets its employees.

As part of the Strategic Performance Management System of the Department, EPOS with the funding assistance of the European Union, committed to update and re-develop the 2005 Job Description Manual of the Department of Health by conducting a job analysis and competency profiling of selected positions.

Existing documents, questionnaires, interviews, and validation workshops were used to triangulate each other and develop more grounded job descriptions with more job-specific competencies. A training workshop was also conducted to familiarize the respondent-job holders to the process, importance, basic ideas of job analysis and competency profiling.

This Job Description Manual aims to simplify and rationalize the tasks and competencies of each position, provide a clearer document for better management of expectations of employer and employees, and advise the right competencies for each position.



Department of Health



# Job Description Manual for Regional Health Offices





Department of Health

## DOH Regional Office JOB DESCRIPTION FORM

<b>1. POSITION TITLE</b>	<b>2. SALARY GRADE</b>
DEVELOPMENT MANAGEMENT OFFICER III	18
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>	
<input type="checkbox"/> Provincial <input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 4 <sup>th</sup> Class <input checked="" type="checkbox"/> Special <input type="checkbox"/> City <input type="checkbox"/> 2 <sup>nd</sup> Class 5 <sup>th</sup> Class <input type="checkbox"/> <input type="checkbox"/> Municipality <input type="checkbox"/> 3 <sup>rd</sup> Class 6 <sup>th</sup> Class <input type="checkbox"/>	
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>	<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>
Medical Officer IV	Asst. Regional Director
<b>6. BUREAU OR OFFICE</b>	<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>
	DOH Regional Office
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>	
<p>The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.</p>	
<b>9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION</b>	
<p>Responsible for monitoring information and implementation of public health programs and local health systems, and providing technical assistance on public health programs.</p>	
<b>10. STATEMENT OF DUTIES AND RESPONSIBILITIES</b>	
<ul style="list-style-type: none"> <li>a. Provides support to health programs to promote the development and integration of health services networks and resources in the public health systems;</li> <li>b. Monitors progress and development of health insurance system;</li> <li>c. Prepares and submits regional program reports; and</li> <li>d. Performs other related functions as may be assigned.</li> </ul>	
<b>11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK</b>	



Department of Health

Computer, printer, telephone, photocopier and fax machine

**12. WORKING CONDITION**

Office Work Other/s (Please Specify):

Field Work

Exposed to health hazards/accidents

**13. QUALIFICATION STANDARDS**

13a. Education	13b. Experience	13c. Training	13d. Eligibility
Bachelor's degree relevant to the job	Two (2) years of relevant experience	Eight (8) hours of relevant training	Career Service (Professional) Second Level Eligibility

**14. COMPETENCIES**

**Required Proficiency Level**

14a. Core Competencies	Required Proficiency Level
1. Exemplifying Integrity	3
2. Professionalism	3
3. Service Excellence	3
14b. Organizational Competencies	Required Proficiency Level
1. Effective Communication Skills	3
2. Effective Interpersonal Relations	3
3. Organizational Awareness And Commitment	3
4. Promoting Innovation	3
14c. Leadership Competencies	Required Proficiency Level
1. Building Collaborative and Inclusive Relationship	3
2. Thinking Creatively and Strategically	2
14d. Technical Competencies	Required Proficiency Level
1. Building Relationship with Clients	2
2. Decision Quality	2
3. Project/Program Planning and Management	2
4. Risk Management	3
5. Technical Consulting	3

**ACKNOWLEDGMENT AND ACCEPTANCE:**



Department of Health

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Name, Signature and Date

Supervisor's Name, Signature and Date

DOH Regional Office
JOB DESCRIPTION FORM

1. POSITION TITLE: DIRECTOR III; 2. SALARY GRADE: 27; 3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS; 4. POSITION TITLE OF IMMEDIATE SUPERVISOR: Director IV; 5. POSITION TITLE OF NEXT HIGHER SUPERVISOR: Secretary of Health; 6. BUREAU OR OFFICE; 7. WORKSTATION / PLACE OF WORK (if different from the office): DOH Regional Office; 8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE; 9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION; 10. STATEMENT OF DUTIES AND RESPONSIBILITIES



## Department of Health

- a. Assists in the day-to-day operations of the RO;
- b. Provides efficient and effective support to Director IV;
- c. Acts as Officer-In-Charge in the absence of Director IV; and
- d. Performs other related functions as may be assigned.

### 11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK

Computer and printer, fax machine, mobile phone/telephone, calculator

### 12. WORKING CONDITION

Office Work Other/s (Please Specify):

Field Work

Exposed to health hazards/accidents

### 13. QUALIFICATION STANDARDS

13a. Education	13b. Experience	13c. Training	13d. Eligibility
Doctors of Medicine with Master's Degree related to the job	Three (3) years of supervisory experience	120 hours, managerial/supervisory training	Career Service Executive Eligibility (CSEE)/ Career Executive Service (CES)
14. COMPETENCIES			Required Proficiency Level
14a. Core Competencies			
1. Exemplifying Integrity			4
2. Professionalism			4
3. Service Excellence			4
14b. Organizational Competencies			
1. Effective Communication Skills			4
2. Effective Interpersonal Relations			4
3. Organizational Awareness and Commitment			4
4. Promoting Innovation			4
14c. Leadership Competencies			
1. Building Collaborative and Inclusive Relationships			4
2. Leading Change			4
3. Managing Performance and Coaching for Results			4
4. Thinking Creatively and Strategically			4
14d. Technical Competencies			



### Department of Health

1. Building Relationship with Clients	4
2. Government Accounting and Budgeting	4
3. Government and Departmental Policies and Procedures	4
4. Risk Management	4

**ACKNOWLEDGMENT AND ACCEPTANCE:**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

\_\_\_\_\_

**Employee's Name, Signature and Date**

\_\_\_\_\_

**Supervisor's Name, Signature and Date**

## DOH Regional Office JOB DESCRIPTION FORM

<b>1. POSITION TITLE</b>	<b>2. SALARY GRADE</b>
DIRECTOR IV	28
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>	
<input type="checkbox"/> Provincial <input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 4 <sup>th</sup> Class <input type="checkbox"/> Special <input type="checkbox"/> City <input type="checkbox"/> 2 <sup>nd</sup> Class 5 <sup>th</sup> Class <input type="checkbox"/> <input type="checkbox"/> Municipality <input type="checkbox"/> 3 <sup>rd</sup> Class 6 <sup>th</sup> Class <input type="checkbox"/>	
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>	<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>
ASEC/USEC of DOH	Secretary of Health
<b>6. BUREAU OR OFFICE</b>	<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>
	DOH Regional Office
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>	



## Department of Health

The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.

### 9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION

Responsible for planning, leading, organizing and controlling the functions and activities of a regional office in line with the vision of the Department of Health.

### 10. STATEMENT OF DUTIES AND RESPONSIBILITIES

- a. Determines the strategic direction of the Regional Office;
- b. Exercises supervision and control over the operation of the Regional Offices;
- c. Advises the immediate supervisor on matters pertaining to the RO and the health sector in the region;
- d. Promotes development of staff;
- e. Exercises technical authority in health, e.g. disease prevention and control, health sector reforms, etc.
- f. Leads in the formulation of plans, procedures and guidelines for proper coordination and effective management of health programs and activities in the region;
- g. Establishes and strengthens public-private partnerships for an integrated health service delivery system; and h. Performs other related functions as may be assigned.

### 11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK

Computer and printer, calculator, fax machine, mobile phone/telephone

### 12. WORKING CONDITION

Office Work Other/s (Please Specify):

Field Work

Exposed to health hazards/accidents

### 13. QUALIFICATION STANDARDS

13a. Education	13b. Experience	13c. Training	13d. Eligibility
Doctors of Medicine with Master's Degree related to the job	Five (5) years of supervisory experience	120 hours, managerial/supervisory training	Career Service Executive Eligibility (CSEE)/ Career Executive Service (CES)

### 14. COMPETENCIES

#### 14a. Core Competencies

1. Exemplifying Integrity
2. Professionalism
3. Service Excellence

**Required Proficiency Level**

4  
4  
4



Department of Health

<b>14b. Organizational Competencies</b>	
1. Effective Communication Skills	4
2. Effective Interpersonal Relations	4
3. Organizational Awareness and Commitment	4
4. Promoting Innovation	4
<b>14c. Leadership Competencies</b>	
1. Building Collaborative and Inclusive Relationships	4
2. Leading Change	4
3. Managing Performance and Coaching for Results	4
4. Thinking Creatively and Strategically	4
<b>14d. Technical Competencies</b>	
1. Building Relationship with Clients	4
2. Developing Personal and Organizational Capability	4
3. Government Accounting and Budgeting	4
4. Government and Departmental Policies and Procedures	4
5. Risk Management	4

**ACKNOWLEDGMENT AND ACCEPTANCE:**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

\_\_\_\_\_  
Employee's Name, Signature and Date

\_\_\_\_\_  
Supervisor's Name, Signature and Date

## DOH Regional Office JOB DESCRIPTION FORM

<b>1. POSITION TITLE</b>	<b>2. SALARY GRADE</b>
ENTOMOLOGIST III	18
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>	
<input type="checkbox"/> Provincial <input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 4 <sup>th</sup> Class <input type="checkbox"/> Special <input type="checkbox"/> City <input type="checkbox"/> 2 <sup>nd</sup> Class 5 <sup>th</sup> Class <input type="checkbox"/> <input type="checkbox"/> Municipality <input type="checkbox"/> 3 <sup>rd</sup> Class 6 <sup>th</sup> Class <input type="checkbox"/>	



## Department of Health

<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>	<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>
Medical Officer IV	Division Chief
<b>6. BUREAU OR OFFICE</b>	<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>
	DOH Regional Office
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>	
<p>The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.</p>	
<b>9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION</b>	
<p>Responsible for planning, implementation, monitoring and evaluation of Vector-Borne Disease Prevention &amp; Control.</p>	
<b>10. STATEMENT OF DUTIES AND RESPONSIBILITIES</b>	
<ul style="list-style-type: none"><li>a. Provides support to the vector-borne disease prevention and control program;</li><li>b. Provides technical assistance on vector-borne disease prevention and control to LGUs;</li><li>c. Assists in monitoring and evaluation of health program implementation;</li><li>d. Prepares and submits regional program reports on vector-borne disease prevention and control program;</li><li>e. Collaborates or networks health program activities with relevant stakeholders; and</li><li>f. Performs other related functions as may be assigned.</li></ul>	
<b>11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK</b>	
Photocopier, telephone, computers, monitoring tools	
<b>12. WORKING CONDITION</b>	
<input checked="" type="checkbox"/> Office Work Other/s (Please Specify):	
<input checked="" type="checkbox"/> Field Work	Exposed to health hazards/accidents



Department of Health

13. QUALIFICATION STANDARDS			
13a. Education	13b. Experience	13c. Training	13d. Eligibility
Bachelor's degree relevant to the job	Two (2) years of relevant experience	Eight (8) hours of relevant training	Career Service (Professional) <sup>[SEP]</sup> Second Level Eligibility
14. COMPETENCIES			Required Proficiency Level
14a. Core Competencies			
1. Exemplifying Integrity			3
2. Professionalism			3
3. Service Excellence			3
14b. Organizational Competencies			
1. Effective Communication Skills			3
2. Effective Interpersonal Relations			3
3. Organizational Awareness and Commitment			3
4. Promoting Innovation			3
14c. Leadership Competencies			
Not applicable			
14d. Technical Competencies			
1. Advocating Public Health			3
2. Building Relationship with Clients			2
3. Communicating Technical Information			3
4. Project/Program Planning and Management			2
5. Technical Consulting			2

**ACKNOWLEDGMENT AND ACCEPTANCE:**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

\_\_\_\_\_  
Employee's Name, Signature and Date

\_\_\_\_\_  
Supervisor's Name, Signature and Date



Department of Health

## DOH Regional Office JOB DESCRIPTION FORM

<b>1. POSITION TITLE</b>	<b>2. SALARY GRADE</b>
HEALTH PROGRAM RESEARCHER	9
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>	
<input type="checkbox"/> Provincial <input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 4 <sup>th</sup> Class <input checked="" type="checkbox"/> Special <input type="checkbox"/> City <input type="checkbox"/> 2 <sup>nd</sup> Class 5 <sup>th</sup> Class <input type="checkbox"/> <input type="checkbox"/> Municipality <input type="checkbox"/> 3 <sup>rd</sup> Class 6 <sup>th</sup> Class <input type="checkbox"/>	
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>	<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>
Medical Officer V	Director III
<b>6. BUREAU OR OFFICE</b>	<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>
	DOH Regional Office
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>	
<p>The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.</p>	
<b>9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION</b>	
<p>Responsible for providing support including data gathering, consolidation, filing, encoding, and other related tasks in partnership with other agencies; and, assisting in the conduct of relevant research-related training and documentation.</p>	
<b>10. STATEMENT OF DUTIES AND RESPONSIBILITIES</b>	
<ul style="list-style-type: none"> <li>a. Assists in the consolidation of priority health research agenda;</li> <li>b. Maintains records and files related to health research;</li> <li>c. Coordinates with other agencies on health research activities; and</li> <li>d. Performs other related functions as may be assigned.</li> </ul>	
<b>11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK</b>	
Computer, Printer, Photocopier, Telephone & Fax Machine	



Department of Health

**12. WORKING CONDITION**

Office Work Other/s (Please Specify):

Field Work

Exposed to health hazards/accidents

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Department of Health

13. QUALIFICATION STANDARDS			
13a. Education	13b. Experience	13c. Training	13d. Eligibility
Bachelor's degree relevant to the job	None required	None required	Career Service (Professional) <sup>[SEP]</sup> / Second Level Eligibility / RA 1080
14. COMPETENCIES			Required Proficiency Level
14a. Core Competencies			
1. Exemplifying Integrity			2
2. Professionalism			2
3. Service Excellence			2
14b. Organizational Competencies			
1. Effective Communication Skills			2
2. Effective Interpersonal Relations			2
3. Organizational Awareness and Commitment			2
4. Promoting Innovation			2
14c. Leadership Competencies			
Not applicable			
14d. Technical Competencies			
1. Computer Literacy			2
2. Managing Work			3
3. Providing Support and Services			3
4. Records Management			2

**ACKNOWLEDGMENT AND ACCEPTANCE:**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

\_\_\_\_\_  
Employee's Name, Signature and Date

\_\_\_\_\_  
Supervisor's Name, Signature and Date



Department of Health

## DOH Regional Office JOB DESCRIPTION FORM

<b>1. POSITION TITLE</b>	<b>2. SALARY GRADE</b>
LICENSING OFFICER III	18
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>	
<input type="checkbox"/> Provincial <input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 4 <sup>th</sup> Class <input type="checkbox"/> Special <input type="checkbox"/> City <input type="checkbox"/> 2 <sup>nd</sup> Class 5 <sup>th</sup> Class <input type="checkbox"/> <input type="checkbox"/> Municipality <input type="checkbox"/> 3 <sup>rd</sup> Class 6 <sup>th</sup> Class <input type="checkbox"/>	
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>	<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>
Medical Officer IV	Licensing Officer V
<b>6. BUREAU OR OFFICE</b>	<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>
	DOH Regional Office
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>	
<p>The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.</p>	
<b>9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION</b>	
<p>Responsible for licensing and regulation of hospitals and other health-related facilities in compliance with licensing and accreditation requirements and health laws, and providing technical assistance in related matters.</p>	
<b>10. STATEMENT OF DUTIES AND RESPONSIBILITIES</b>	
<ul style="list-style-type: none"> <li>a. Conducts periodic inspection, monitoring and surveillance of hospitals and other health-related facilities within his/her jurisdiction as embodied in relevant laws and issuances;</li> <li>b. Conducts advocacy/orientation activities to stakeholders regarding mandates, updates or amendments on the implementing rules and regulations and issuances relative to licensing and regulatory measures;</li> <li>c. Provides technical assistance to stakeholders relative to licensing and regulation of hospitals and other health-related facilities;</li> <li>d. Performs other related functions as may be assigned.</li> </ul>	
<b>11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK</b>	



Department of Health

Computer, printer, photocopier, telephone/mobile phone and fax machine

**12. WORKING CONDITION**

Office Work Other/s (Please Specify):

Field Work

Exposed to health hazards/accidents

**13. QUALIFICATION STANDARDS**

13a. Education	13b. Experience	13c. Training	13d. Eligibility
Bachelor's degree	Two (2) years of relevant experience	Eight (8) hours of relevant training	Career Service (Professional) <sup>[1]</sup> <sub>SEP</sub> Second Level Eligibility

**14. COMPETENCIES**

**Required Proficiency Level**

**14a. Core Competencies**

1. Exemplifying Integrity
2. Professionalism
3. Service Excellence

3  
3  
3

**14b. Organizational Competencies**

1. Effective Communication Skills
2. Effective Interpersonal Relations
3. Organizational Awareness and Commitment
4. Promoting Innovation

3  
3  
3  
3

**14c. Leadership Competencies**

Not applicable

**14d. Technical Competencies**

1. Building Relationship with Clients
2. Communicating Technical Information
3. Decision Quality
4. Government and Departmental Policies and Procedures
5. Implementing Health Policies and Regulations
6. Technical Consulting

3  
3  
3  
3  
3  
3

**ACKNOWLEDGMENT AND ACCEPTANCE:**



Department of Health

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Name, Signature and Date

Supervisor's Name, Signature and Date

DOH Regional Office JOB DESCRIPTION FORM

<b>1. POSITION TITLE</b>	<b>2. SALARY GRADE</b>
LICENSING OFFICER V	24
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>	
<input type="checkbox"/> Provincial <input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 4 <sup>th</sup> Class <input checked="" type="checkbox"/> Special <input type="checkbox"/> City <input type="checkbox"/> 2 <sup>nd</sup> Class 5 <sup>th</sup> Class <input type="checkbox"/> <input type="checkbox"/> Municipality <input type="checkbox"/> 3 <sup>rd</sup> Class 6 <sup>th</sup> Class <input type="checkbox"/>	
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>	<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>
Director III	Director IV
<b>6. BUREAU OR OFFICE</b>	<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>
	DOH Regional Office
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>	
<p>The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.</p>	
<b>9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION</b>	
<p>Responsible for enforcing regulatory policies and ensures the compliance of all health facilities and other health related facilities on the rules and regulations governing its licensure standards.</p>	
<b>10. STATEMENT OF DUTIES AND RESPONSIBILITIES</b>	



## Department of Health

- a. Oversees the day-to-day operation of RLED;
- b. Oversees implementation of policies and strategies related to health facility regulation at the regional office;
- c. Oversees inspection/monitoring of all health facilities and other health related facilities, enforcing compliance to statutory and regulatory requirements;
- d. Provides technical assistance and advisory services pertinent to licensing and accreditation of health facilities and services;
- e. Reviews and recommends for approval all financial/operational plan and procurement; and
- f. Performs other related functions as may be assigned.

### 11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK

Computer, telephone/mobile phone, photocopier and fax machine

### 12. WORKING CONDITION

Office Work Other/s (Please Specify):

Field Work

Exposed to health hazards/accidents

### 13. QUALIFICATION STANDARDS

13a. Education	13b. Experience	13c. Training	13d. Eligibility
Master's Degree	Three (3) years in position/s involving management and supervision	24 hours of training in management and supervision	Career Service (Professional) <sup>[SEP]</sup> Second Level Eligibility

### 14. COMPETENCIES

**Required Proficiency Level**

#### 14a. Core Competencies

1. Exemplifying Integrity	4
2. Professionalism	4
3. Service Excellence	4

#### 14b. Organizational Competencies

1. Effective Communication Skills	4
2. Effective Interpersonal Relations	4
3. Organizational Awareness and Commitment	4
4. Promoting Innovation	4

#### 14c. Leadership Competencies

1. Building Collaborative and Inclusive Relationships	4
2. Leading Change	4
3. Managing Performance and Coaching for Results	4
4. Thinking Creatively and Strategically	4

#### 14d. Technical Competencies



Department of Health

1. Communicating Technical Information	4
2. Government and Departmental Policies and Procedures	3
3. Implementing Health Policies and Regulations	4
4. Management Acumen	4
5. Risk Management	4

**ACKNOWLEDGMENT AND ACCEPTANCE:**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

\_\_\_\_\_  
Employee's Name, Signature and Date

\_\_\_\_\_  
Supervisor's Name, Signature and Date

## DOH Regional Office JOB DESCRIPTION FORM

<b>1. POSITION TITLE</b>	<b>2. SALARY GRADE</b>
MEDICAL OFFICER IV	23
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>	
<input type="checkbox"/> Provincial <input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 4 <sup>th</sup> Class <input type="checkbox"/> Special <input type="checkbox"/> City <input type="checkbox"/> 2 <sup>nd</sup> Class 5 <sup>th</sup> Class <input type="checkbox"/> <input type="checkbox"/> Municipality <input type="checkbox"/> 3 <sup>rd</sup> Class 6 <sup>th</sup> Class <input type="checkbox"/>	
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>	<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>
Medical Officer V	Director III
<b>6. BUREAU OR OFFICE</b>	<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>
LHSD	DOH Regional Office
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>	



## Department of Health

The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.

### 9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION

Responsible for coordinating the implementation of health programs and provides technical assistance on matters pertaining to program management.

### 10. STATEMENT OF DUTIES AND RESPONSIBILITIES

- a. Sets program directions and targets as assigned;
- b. Monitors and evaluates the implementation of health programs and projects;
- c. Formulates annual health plan for specific health programs;
- d. Supervises the team of staff for program implementation;
- e. Provides technical assistance to LGUs and other stakeholders on matters pertaining to health program management;
- f. Explores opportunities for program improvement, recommendations for solutions and other initiatives;
- g. Utilizes data for planning, program recommendations, and decision making;
- h. Coordinates with the local government, other government agencies, NGOs and other stakeholders for an effective and integrated health program implementation; and
- i. Performs other related functions as may be assigned.

### 11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK

Computer, printer, telephone, photocopier, fax machine, short wave radio and vehicle

### 12. WORKING CONDITION

Office Work Other/s (Please Specify):

Field Work

Exposed to health hazards/accidents

### 13. QUALIFICATION STANDARDS

13a. Education	13b. Experience	13c. Training	13d. Eligibility
Doctor of Medicine	One (1) year of relevant experience	Four (4) hours of relevant training	RA 1080

### 14. COMPETENCIES

**Required Proficiency Level**

#### 14a. Core Competencies



Department of Health

1. Exemplifying Integrity	4
2. Professionalism	4
3. Service Excellence	4
<b>14b. Organizational Competencies</b>	
1. Effective Communication Skills	4
2. Effective Interpersonal Relations	4
3. Organizational Awareness and Commitment	4
4. Promoting Innovation	4
<b>14c. Leadership Competencies</b>	
1. Building Collaborative and Inclusive Working Relationship	2
2. Managing Performance and Coaching for Results	2
<b>14d. Technical Competencies</b>	
1. Advocating Public Health	4
2. Building Relationship with Clients	3
3. Communicating Technical Information	2
4. Data Management	1
5. Government and Departmental Policies and Procedures	3
6. Implementing Health Policies and Regulations	2
7. Project/Program Planning and Management	4
8. Technical Consulting	4

**ACKNOWLEDGMENT AND ACCEPTANCE:**

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<p>_____</p> <p><b>Employee's Name, Signature and Date</b></p>	<p>_____</p> <p><b>Supervisor's Name, Signature and Date</b></p>
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**DOH Regional Office  
JOB DESCRIPTION FORM**

<b>1. POSITION TITLE</b>	<b>2. SALARY GRADE</b>
<b>MEDICAL OFFICER IV</b>	23
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>	



Department of Health

- |                                       |  |  |   |
|---------------------------------------|--|--|---|
| <input type="checkbox"/> Provincial   | <input type="checkbox"/> 1 <sup>st</sup> Class | <input type="checkbox"/> 4 <sup>th</sup> Class | <input checked="" type="checkbox"/> Special |
| <input type="checkbox"/> City         | <input type="checkbox"/> 2 <sup>nd</sup> Class | <input type="checkbox"/> 5 <sup>th</sup> Class |   |
| <input type="checkbox"/> Municipality | <input type="checkbox"/> 3 <sup>rd</sup> Class | <input type="checkbox"/> 6 <sup>th</sup> Class |   |

<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>		<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>	
Medical Officer V		Director III	
<b>6. BUREAU OR OFFICE</b>		<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>	
RLED		DOH Regional Office	
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>			
<p>The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.</p>			
<b>9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION</b>			
<p>Responsible for the licensing and regulation of health facilities and other health related facilities in compliance with licensing and accreditation requirements and health laws and provides technical assistance in related matters.</p>			
<b>10. STATEMENT OF DUTIES AND RESPONSIBILITIES</b>			
<p>a. Supervises the inspection, monitoring and surveillance of hospitals and other health related facilities in compliance with the minimum required standards;</p> <p>b. Utilizes data, documents and records for planning and decision making; and</p> <p>c. Performs other related functions as may be assigned.</p>			
<b>11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK</b>			
<p>Inspection / assessment tool for health facilities, monitoring tools for hospital facilities (BH, Laboratory, Dialysis Unit), computer, printer, telephone, photocopier and fax machine, vehicle</p>			
<b>12. WORKING CONDITION</b>			
<p><input checked="" type="checkbox"/> Office Work Other/s (Please Specify):</p> <p><input checked="" type="checkbox"/> Field Work</p> <hr/>			
<b>13. QUALIFICATION STANDARDS</b>			
<b>13a. Education</b>	<b>13b. Experience</b>	<b>13c. Training</b>	<b>13d. Eligibility</b>



Department of Health

Doctor of Medicine	One (1) year of relevant experience	Four (4) hours of relevant training	RA 1080
<b>14. COMPETENCIES</b>			<b>Required Proficiency Level</b>
<b>14a. Core Competencies</b>			
1. Exemplifying Integrity			4
2. Professionalism			4
3. Service Excellence			4
<b>14b. Organizational Competencies</b>			
1. Effective Communication Skills			4
2. Effective Interpersonal Relations			4
3. Organizational Awareness and Commitment			4
4. Promoting Innovation			3
<b>14c. Leadership Competencies</b>			
1. Building Collaborative and Inclusive Working Relationship			2
2. Managing Performance and Coaching for Results			2
<b>14d. Technical Competencies</b>			
1. Achieving High Standards			4
2. Advocating Public Health			4
3. Communicating Technical Information			2
4. Conflict Resolution			3
5. Government and Departmental Policies and Procedures			3
6. Implementing Health Policies and Regulations			2
7. Project/Program Planning and Management			4

**ACKNOWLEDGMENT AND ACCEPTANCE:**

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\_\_\_\_\_  
Employee's Name, Signature and Date

\_\_\_\_\_  
Supervisor's Name, Signature and Date

**DOH Regional Office  
JOB DESCRIPTION FORM**



Department of Health

<b>1. POSITION TITLE</b>		<b>2. SALARY GRADE</b>					
MEDICAL OFFICER V		25					
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>							
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;"> <input type="checkbox"/> Provincial  <input type="checkbox"/> City  <input type="checkbox"/> National         </td> <td style="width: 25%; border: none;"> <input type="checkbox"/> 1<sup>st</sup> Class  <input type="checkbox"/> 2<sup>nd</sup> Class  <input type="checkbox"/> Municipality         </td> <td style="width: 25%; border: none;"> <input type="checkbox"/> 4<sup>th</sup> Class  <input type="checkbox"/> 3<sup>rd</sup> Class  <input type="checkbox"/> 6<sup>th</sup> Class         </td> <td style="width: 25%; border: none;"> <input checked="" type="checkbox"/> Special  <input type="checkbox"/> 5<sup>th</sup> Class  <input type="checkbox"/> 6<sup>th</sup> Class         </td> </tr> </table>				<input type="checkbox"/> Provincial <input type="checkbox"/> City <input type="checkbox"/> National	<input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 2 <sup>nd</sup> Class <input type="checkbox"/> Municipality	<input type="checkbox"/> 4 <sup>th</sup> Class <input type="checkbox"/> 3 <sup>rd</sup> Class <input type="checkbox"/> 6 <sup>th</sup> Class	<input checked="" type="checkbox"/> Special <input type="checkbox"/> 5 <sup>th</sup> Class <input type="checkbox"/> 6 <sup>th</sup> Class
<input type="checkbox"/> Provincial <input type="checkbox"/> City <input type="checkbox"/> National	<input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 2 <sup>nd</sup> Class <input type="checkbox"/> Municipality	<input type="checkbox"/> 4 <sup>th</sup> Class <input type="checkbox"/> 3 <sup>rd</sup> Class <input type="checkbox"/> 6 <sup>th</sup> Class	<input checked="" type="checkbox"/> Special <input type="checkbox"/> 5 <sup>th</sup> Class <input type="checkbox"/> 6 <sup>th</sup> Class				
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>		<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>					
Director III		Director IV					
<b>6. BUREAU OR OFFICE</b>		<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>					
		DOH Regional Office					
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>							
<p>The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.</p>							
<b>9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION</b>							
<p>Responsible for coordinating the implementation of health programs and providing technical assistance on matters pertaining to program management.</p>							
<b>10. STATEMENT OF DUTIES AND RESPONSIBILITIES</b>							
<ul style="list-style-type: none"> <li>a. Oversees the day-to-day operations of the Division,</li> <li>b. Leads, supervises and directs health program managers and staff of the Division;</li> <li>c. Develops systems of monitoring and evaluation of health program/projects implementation; d. Recommends improvement as necessary;</li> <li>e. Provides technical assistance on matters pertaining to program/project management and implementation;</li> <li>f. Coordinates with stakeholders in the management of public health programs;</li> <li>g. Reviews and recommends for approval of all financial/operational plan and procurement;</li> <li>h. Provides technical assistance and advisory services pertinent to public health program implementation; and</li> <li>i. Performs other related functions as may be assigned.</li> </ul>							
<b>11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK</b>							



Department of Health

Mobile phone, computer and printer, scanner, fax, photocopier, calculator

**12. WORKING CONDITION**

Office Work Other/s (Please Specify):

Field Work

Exposed to health hazards/accidents

**13. QUALIFICATION STANDARDS**

13a. Education	13b. Experience	13c. Training	13d. Eligibility
Doctor of Medicine with Masteral	Five (5) years of relevant experience	Five (5) hours of relevant training	RA 1080

**14. COMPETENCIES**

**Required Proficiency Level**

14a. Core Competencies	Required Proficiency Level
1. Exemplifying Integrity	3
2. Professionalism	3
3. Service Excellence	3
14b. Organizational Competencies	Required Proficiency Level
1. Effective Communication Skills	3
2. Effective Interpersonal Relations	3
3. Organizational Awareness and Commitment	3
4. Promoting Innovation	3
14c. Leadership Competencies	Required Proficiency Level
1. Building Collaborative and Inclusive Working Relationships	2
2. Leading Change	2
3. Managing Performance and Coaching for Results	2
4. Thinking Creatively and Strategically	2
14d. Technical Competencies	Required Proficiency Level
1. Project/Program Planning and Management	4
2. Government Accounting and Budgeting	4
3. Influencing and Negotiating	4
4. Building Relationship with Clients	4
5. Management Acumen	4
6. Implementing Health Policies and Regulations	4

**ACKNOWLEDGMENT AND ACCEPTANCE:**



## Department of Health

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

\_\_\_\_\_  
Employee's Name, Signature and Date

\_\_\_\_\_  
Supervisor's Name, Signature and Date

# DOH Regional Office JOB DESCRIPTION FORM

<b>1. POSITION TITLE</b>		<b>2. SALARY GRADE</b>	
MIDWIFE VI		19	
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>			
<input type="checkbox"/> Provincial	<input type="checkbox"/> 1 <sup>st</sup> Class	<input type="checkbox"/> 4 <sup>th</sup> Class	<input type="checkbox"/> Special
<input type="checkbox"/> City	<input type="checkbox"/> 2 <sup>nd</sup> Class	<input type="checkbox"/> 5 <sup>th</sup> Class	
<input type="checkbox"/> Municipality	<input type="checkbox"/> 3 <sup>rd</sup> Class	<input type="checkbox"/> 6 <sup>th</sup> Class	
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>		<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>	
Medical Officer IV		Division Chief	
<b>6. BUREAU OR OFFICE</b>		<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>	
LSHD		DOH Regional Office	
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>			
The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.			
<b>9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION</b>			
Responsible for supporting the implementation of and providing technical assistance on public health programs.			
<b>10. STATEMENT OF DUTIES AND RESPONSIBILITIES</b>			



## Department of Health

- a. Facilitates and conducts capacity enhancement activities related to maternal and child health;
- b. Provides technical assistance to other major health programs; *(What other major health programs?)* c. Analyzes and consolidates relevant reports;
- d. Facilitates and coordinates program activities;
- e. Mobilizes various groups (i.e. religious organizations, barangay leaders, councilors, NGOs) to support the public health programs;
- f. Performs other related functions as may be assigned from time to time.

### 11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK

Computer, laptop, ball pen, paper, telephone, fax machine & mobile phone

### 12. WORKING CONDITION

Office Work Other/s (Please Specify):

Field Work

Exposed to health hazards/accidents

### 13. QUALIFICATION STANDARDS

13a. Education	13b. Experience	13c. Training	13d. Eligibility
Completion of Midwifery Course	Four (4) years of relevant experience	24 hours of relevant training	RA 1080
14. COMPETENCIES			Required Proficiency Level
14a. Core Competencies			
1. Exemplifying Integrity			3
2. Professionalism			3
3. Service Excellence			3
14b. Organizational Competencies			
1. Effective Communication Skills			3
2. Effective Interpersonal Relations			3
3. Organizational Awareness and Commitment			3
4. Promoting Innovation			3
14c. Leadership Competencies			
Not applicable			
14d. Technical Competencies			



### Department of Health

1. Advocating Public Health	3
2. Building Relationship with Clients	3
3. Communicating Technical Information	3
4. Project/Program Planning and Management	3
5. Technical Consulting	3

#### ACKNOWLEDGMENT AND ACCEPTANCE:

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

\_\_\_\_\_  
Employee's Name, Signature and Date

\_\_\_\_\_  
Supervisor's Name, Signature and Date

## DOH Regional Office JOB DESCRIPTION FORM

<b>1. POSITION TITLE</b>	<b>2. SALARY GRADE</b>
NURSE V	20
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>	
<input type="checkbox"/> Provincial <input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 4 <sup>th</sup> Class <input type="checkbox"/> Special <input type="checkbox"/> City <input type="checkbox"/> 2 <sup>nd</sup> Class 5 <sup>th</sup> Class <input type="checkbox"/> <input type="checkbox"/> Municipality <input type="checkbox"/> 3 <sup>rd</sup> Class 6 <sup>th</sup> Class <input type="checkbox"/>	
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>	<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>
Medical Officer IV	Medical Officer V
<b>6. BUREAU OR OFFICE</b>	<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>
	DOH Regional Office
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>	



## Department of Health

The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.

### 9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION

Responsible for planning, designing and recommending policies and programs for public health initiatives.

### 10. STATEMENT OF DUTIES AND RESPONSIBILITIES

- a. Develop program plans;
- b. Monitors and evaluates the implementation of health programs and projects;
- c. Formulates annual health plan for specific health programs;
- d. Provides technical assistance to LGUs and other partner organizations relevant to program implementation and evaluation;
- e. Prepares regional program reports on (specify);
- f. Utilizes data for planning, program recommendations, and decision making.
- g. Coordinates with LGUs, other government agencies, NGOs, and other stakeholders for an effective and integrated health program implementation;
- h. Facilitates and conducts advocacy and capability enhancement activities of the office; and
- i. Performs other related functions as may be assigned.

### 11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK

Computer and telephone

### 12. WORKING CONDITION

- Office Work Other/s (Please Specify):
- Field Work LGUs

### 13. QUALIFICATION STANDARDS

13a. Education	13b. Experience	13c. Training	13d. Eligibility
Bachelor of Science in Nursing	Two (2) years of relevant experience	Eight (8) hours of relevant training	RA 108

### 14. COMPETENCIES

#### 14a. Core Competencies



Department of Health

1. Exemplifying Integrity	3
2. Professionalism	3
3. Service Excellence	3
<b>14b. Organizational Competencies</b>	
1. Effective Communication Skills	3
2. Effective Interpersonal Relations	3
3. Organizational Awareness and Commitment	3
4. Promoting Innovation	3
<b>14c. Leadership Competencies</b>	
1. Building Collaborative and Inclusive Working Relationship	3
2. Thinking Creatively and Strategically	2
<b>14d. Technical Competencies</b>	
1. Building Relationship with Clients	2
2. Decision Quality	2
3. Project/Program Planning and Management	2
4. Technical Consulting	3
5. Training Program Administration	3

**ACKNOWLEDGMENT AND ACCEPTANCE:**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

\_\_\_\_\_

**Employee's Name, Signature and Date**

\_\_\_\_\_

**Supervisor's Name, Signature and Date**

## DOH Regional Office JOB DESCRIPTION FORM

<b>1. POSITION TITLE</b>	<b>2. SALARY GRADE</b>
<b>PHARMACIST III</b>	18
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>	
<input type="checkbox"/> Provincial <input type="checkbox"/> 1 <sup>st</sup> Class <input type="checkbox"/> 4 <sup>th</sup> Class <input type="checkbox"/> Special <input type="checkbox"/> City <input type="checkbox"/> 2 <sup>nd</sup> Class 5 <sup>th</sup> Class <input type="checkbox"/> <input type="checkbox"/> Municipality <input type="checkbox"/> 3 <sup>rd</sup> Class 6 <sup>th</sup> Class <input type="checkbox"/>	
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>	<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>



Department of Health

Medical Officer V		Director III	
<b>6. BUREAU OR OFFICE</b>		<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>	
		DOH Regional Office	
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>			
<p>The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.</p>			
<b>9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION</b>			
Responsible for planning, monitoring and evaluating National Drug Policy Programs.			
<b>10. STATEMENT OF DUTIES AND RESPONSIBILITIES</b>			
<ul style="list-style-type: none"> <li>a. Provides supervision in the regular operations of the National Drug Policy Programs, including advocacies and other related tasks as applicable;</li> <li>b. Coordinates information and activities in the implementation of the National Drug Policy Programs;</li> <li>c. Conducts monitoring and evaluation of program implementation;</li> <li>d. Provides technical assistance to LGUs on the National Drug Policy Programs;</li> <li>e. Promotes DOH National Drug Policy on drug dispensation/distribution through LGUs and other areas and jurisdiction;</li> <li>f. Facilitates and coordinates program activities;</li> <li>g. Prepares operational work and financial plan of the program; and</li> <li>h. Performs other related functions as may be assigned.</li> </ul>			
<b>11. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK</b>			
Computer, printer, photocopier, telephone, fax machine and mobile phone			
<b>12. WORKING CONDITION</b>			
<input checked="" type="checkbox"/> Office Work Other/s (Please Specify): <input checked="" type="checkbox"/> Field Work			
<b>13. QUALIFICATION STANDARDS</b>			
<b>13a. Education</b>	<b>13b. Experience</b>	<b>13c. Training</b>	<b>13d. Eligibility</b>



Department of Health

Bachelor's Degree in Pharmacy	One (1) year of relevant experience	Four (4) hours of relevant training	RA 1080
<b>14. COMPETENCIES</b>			<b>Required Proficiency Level</b>
<b>14a. Core Competencies</b>			
1. Exemplifying Integrity			3
2. Professionalism			3
3. Service Excellence			3
<b>14b. Organizational Competencies</b>			
1. Effective Communication Skills			3
2. Effective Interpersonal Relations			3
3. Organizational Awareness and Commitment			3
4. Promoting Innovation			3
<b>14c. Leadership Competencies</b>			
Not applicable			
<b>14d. Technical Competencies</b>			
1. Building Collaborative and Inclusive Working Relationship			3
2. Building Relationship with Clients			3
3. Data Management			3
4. Implementing Health Policies and Regulations			3
5. Management Acumen			3
6. Project/Program Planning and Management			3
7. Technical Consulting			3

**ACKNOWLEDGMENT AND ACCEPTANCE:**

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

\_\_\_\_\_  
Employee's Name, Signature and Date

\_\_\_\_\_  
Supervisor's Name, Signature and Date

**DOH Regional Office  
JOB DESCRIPTION FORM**

**1. POSITION TITLE**

**2. SALARY GRADE**



Department of Health

<b>SR. HEALTH PROGRAM OFFICER</b>		18
<b>3. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS</b>		
<input type="checkbox"/> Provincial	<input type="checkbox"/> 1 <sup>st</sup> Class	<input type="checkbox"/> 4 <sup>th</sup> Class
<input type="checkbox"/> City	<input type="checkbox"/> 2 <sup>nd</sup> Class	<input type="checkbox"/> 5 <sup>th</sup> Class
<input type="checkbox"/> Municipality	<input type="checkbox"/> 3 <sup>rd</sup> Class	<input type="checkbox"/> 6 <sup>th</sup> Class
		<input type="checkbox"/> Special
<b>4. POSITION TITLE OF IMMEDIATE SUPERVISOR</b>	<b>5. POSITION TITLE OF NEXT HIGHER SUPERVISOR</b>	
Medical Officer IV	Medical Officer V	
<b>6. BUREAU OR OFFICE</b>	<b>7. WORKSTATION / PLACE OF WORK (if different from the office)</b>	
Local Health Support Division (LHSD)	DOH Regional Office	
<b>8. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE OFFICE</b>		
<p>The Regional Office implements, monitors and evaluates health policies, plans, programs and projects for both public and private hospitals and stakeholders in consonance with national policies, goals and objectives. Provides advisory and technical assistance to Local Government Units (LGUs), Non-Government Organizations (NGOs) and other stakeholders in order to sustain local health systems development through quality health care programs and services; effective information dissemination and education; prompt response to emergencies and disasters; and, health care financing. Conducts research pertaining to health service delivery and financing at local levels.</p>		
<b>9. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION</b>		
<p>Responsible for collaborating with local government units and health partners in implementing health-related programs/projects, and monitoring and evaluating its quality against established standards.</p>		
<b>10. STATEMENT OF DUTIES AND RESPONSIBILITIES</b>		
<ul style="list-style-type: none"> <li>a. Handles various health programs;</li> <li>a. Develops program plans;</li> <li>b. Monitors and evaluates the implementation of health programs and projects;</li> <li>c. Formulates annual health plan for specific health programs;</li> <li>d. Provides technical assistance to local government units and other partner organizations relevant to program implementation and evaluation;</li> <li>e. Prepares regional program reports;</li> <li>f. Coordinates with the local government, other government agencies, NGOs and other stakeholders for an effective and integrated health program implementation;</li> <li>g. Facilitates and conducts advocacy and capability enhancement activities of the office; and</li> <li>h. Performs other related functions as may be assigned.</li> </ul>		
<b>11. MACHINE, EQUIPMENT, TOOLS, ETC. USED REGULARLY IN PERFORMANCE OF WORK</b>		



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Computer, printer, photocopier, telephone, fax machine and mobile phone

**12. WORKING CONDITION**

- Office Work Other/s (Please Specify):
- Field Work

**13. QUALIFICATION STANDARDS**

13a. Education	13b. Experience	13c. Training	13d. Eligibility
Bachelor's Degree in Pharmacy	One (1) year of relevant experience	Four (4) hours of relevant training	RA 1080

**14. COMPETENCIES**

14. COMPETENCIES	Required Proficiency Level
<b>14a. Core Competencies</b>	
1. Exemplifying Integrity	3
2. Professionalism	3
3. Service Excellence	3
<b>14b. Organizational Competencies</b>	
1. Effective Communication Skills	3
2. Effective Interpersonal Relations	3
3. Organizational Awareness and Commitment	3
4. Promoting Innovation	3
<b>14c. Leadership Competencies</b>	
1. Building Collaborative and Inclusive Working Relationship	3
2. Thinking Creatively and Strategically	2
<b>14d. Technical Competencies</b>	
1. Building Relationship with Clients	2
2. Decision Quality	2
3. Project/Program Planning and Management	2
4. Technical Consulting	3

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\_\_\_\_\_

**Employee's Name, Signature and Date**

\_\_\_\_\_

**Supervisor's Name, Signature and Date**



Department of Health