

Development of an Integrated Human Resource Development Information  
System for the Department of Health

# THE COMPETENCY FRAMEWORK OF THE DEPARTMENT OF HEALTH



A Project Implemented by the  
Development Academy of the Philippines



ISO 9001:2008 Certified  
CIP/4045/08/06/579

May 2016

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## SECTION I: LEADERSHIP COMPETENCIES

**Leadership Competencies** are functional competencies shared by leaders / managers and are needed for the efficient and effective management of organizational resources, including people.

These competencies relate to skills, knowledge and behaviors needed to perform managerial work and processes that involve interaction with individuals or groups. Common examples include Planning and Organizing, Decision Making and Developing Others.



## 1. CHANGE MANAGEMENT

### Type of Competency: Leadership

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Managing Change</b>
<b>GENERAL DEFINITION</b> The ability to plan, develop and manage a structured approach to prepare individuals and groups for a change initiative and to transition them from a current state to a desired future state <b>in a positive and constructive manner to minimize negative impact and possible resistance.</b>	
<b>KEY BEHAVIORS</b> <ul style="list-style-type: none"><li>• Recognizes the need to change organizational goals and targets, processes and procedures, structures, positions, work assignments and/or other factors that affect organizational effectiveness</li><li>• Determines what needs to be changed and how to effect the change</li><li>• Plans and communicates the change initiative to all those who will be affected</li><li>• <b>Manages and leads the change process in order to lessen the negative impact or likely objections to the change</b></li><li>• <b>Identifies and takes steps to minimize negative impact of change that may lead to conflicts among affected parties</b></li><li>• <b>Seeks guidance and support from other individuals in resolving difficult problems that are beyond one's jurisdiction and capacity</b></li><li>• <b>Manages internal and external relationships in ways that promote the best interest of all parties</b></li></ul>	



KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> <li>• Organizational VMG, thrusts, culture, values</li> <li>• Organizational structure, processes, systems and policies</li> <li>• Development of Change Management Plan</li> <li>• Communication plan</li> <li>• Rationalization plan</li> <li>• Global, national, local trends and developments</li> <li>• Profile of internal and external clients</li> <li>• Change management concepts</li> <li>• Concepts of human relations and conflict management strategies</li> <li>• Quality Management system</li> <li>• Relevant legislation, government policies and emerging issues</li> <li>• Code of conduct and ethical standards; CSC rules and regulations; Grievance procedures and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Human/public relations</li> <li>• Communication</li> <li>• Negotiation and bargaining</li> <li>• Planning</li> <li>• Motivating</li> <li>• Negotiation</li> <li>• Human relations</li> <li>• Emphatic Listening</li> <li>• Interviewing</li> <li>• Decision making</li> <li>• Facilitation</li> <li>• Stakeholder analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Open-minded</li> <li>• Risk taker</li> <li>• Sensitive</li> <li>• Credible</li> <li>• Creative/innovative</li> <li>• Diplomatic</li> <li>• Non-partisan/impartial/unbiased/neutral</li> <li>• Patient</li> <li>• Honest</li> <li>• Maintains confidentiality</li> </ul>



## b. Competency with Definition and Rubrics

**Competency Title: Managing Change**

**Definition:** The ability to plan, develop and manage a structured approach to enable individuals and groups to prepare for change and to transition them from a current state to a desired future state **in a positive and constructive manner to minimize negative impact and possible resistance.**

LEVELS	BASIC/LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR/EXPERT 4
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Understands rationale for the change and actively participates in the conduct of the change initiative by explaining the need or reason for change</li> <li>Assists in the mitigating possible resistance to change that may lead to conflicts among employees.</li> </ul>	<ul style="list-style-type: none"> <li>Takes the lead in implementing planned activities in a change initiative</li> <li>Moderates conflicts arising from changes being made</li> </ul>	<ul style="list-style-type: none"> <li>Leads in the implementation of a change management plan that involves one or more offices, systems and/or processes</li> <li>Resolves conflicts that may emanate from changes being made</li> </ul>	<ul style="list-style-type: none"> <li>Directs the implementation of a change management plan that impacts the entire organization and directly affects all functions, processes, systems and individuals.</li> <li>Handles resolution of conflicts between internal and external groups</li> <li>Sets policies, procedures and standards for conflict resolution</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Explains the rationale for the change initiative to employees who will be affected by the change</li> <li>Identifies key messages to be included in the change management communication</li> </ul>	<ul style="list-style-type: none"> <li>Directs change management activities affecting one's functional area or expertise by enlisting active participation of key individuals in the unit</li> <li>Is able to explain the</li> </ul>	<ul style="list-style-type: none"> <li>Develops a change management plan and its accompanying communication plan and policies (2 or more offices, processes and systems)</li> </ul>	<ul style="list-style-type: none"> <li>Keeps abreast of relevant legislation, government policies and emerging issues to anticipate the need for change within the organization</li> <li>Develops a change</li> </ul>



LEVELS	BASIC/LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR/EXPERT 4
	<p>plan</p> <ul style="list-style-type: none"> <li>Participates in the implementation of the change management process</li> <li>Identifies and refers to appropriate persons within the organizational unit difficult problems or possible conflicts that may arise and that are beyond one's jurisdiction and capacity</li> </ul>	<p>implications on the unit and/or organization if change is not implemented</p> <ul style="list-style-type: none"> <li>Is able to make office policy adjustments to minimize the negative impact of change on people</li> <li>Develops communication strategies to deliver key messages to help employees understand the change.</li> <li>Assists in the implementation of organization-wide change by collecting information useful to manage the change, assessing people's perception and recommending alternative options to make change implementation more suitable.</li> <li>Seeks guidance and support from other knowledgeable individuals within the organizational unit in resolving difficult problems that are beyond one's jurisdiction and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Identifies possible threats and risks as a result of change and recommends measures to minimize risks.</li> <li>Evaluates effectiveness of risk management strategies and provides insight on those that need improvement or revision.</li> <li>Leads in the implementation of the change.</li> <li>Sets up mechanisms for sustaining change, developing change agents and continuously motivating people to support the change.</li> <li>If needed, obtains resources to implement the change management and communication plans.</li> <li>Updates oneself with relevant policies and issues that impact on the change management and communication plans and makes necessary adjustments or improvements.</li> <li>Facilitates the development of long-term resolutions to conflict situations caused by the change</li> </ul>	<p>management plan and its accompanying policies and communication plan (organization-wide)</p> <ul style="list-style-type: none"> <li>Leads in the implementation of organization-wide change</li> <li>Monitors the implementation of organization-wide change and if warranted, makes the necessary revisions to the change management and communication plans.</li> <li>Provides resources to enable the change process to happen.</li> <li>Sustain a culture of change and fosters a culture of supportive interpersonal relationships among internal and external parties</li> </ul>





LEVELS	BASIC/LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR/EXPERT 4
			<ul style="list-style-type: none"> <li>Keeps abreast of the implementation of resolutions that serve the interests of all parties affected by the change</li> </ul>	
<b>MOV</b>	<ul style="list-style-type: none"> <li>Activity reports</li> <li>Key messages identified</li> <li>DPOs, notices of meeting</li> </ul>	<ul style="list-style-type: none"> <li>Change management plan (office or unit level)</li> <li>Communication plan (office or unit level)</li> <li>Minutes of grievance committee meetings</li> <li>Documented policy changes</li> <li>Progress and Evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>Change management plan (2 or more offices, processes and systems)</li> <li>Communication plan (2 or more offices, processes and systems)</li> <li>Progress and Evaluation report with recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Change management plan with risk management strategies (organizational level)</li> <li>Change management policies</li> <li>Policy brief or other technical advocacy materials</li> <li>M&amp;E Report</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares activity reports</li> <li>Identifies key messages (?)</li> <li>Prepares DPOs and notices of meetings</li> </ul>	<ul style="list-style-type: none"> <li>Develops change management plan (office or unit level)</li> <li>Develops communication plan (office or unit level)</li> <li>Prepares minutes of grievance committee meetings</li> <li>Documents policy changes</li> <li>Prepares Progress and Evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>Develops change management plan (2 or more offices, processes and systems)</li> <li>Develops communication plan (2 or more offices, processes and systems)</li> <li>Prepares Progress and Evaluation report with recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Develops change management plan with risk management strategies (organizational level)</li> <li>Develops change management policies</li> <li>Develops policy brief or other technical advocacy materials</li> <li>Prepares M&amp;E Report</li> </ul>



## 2. DEVELOPING PEOPLE

### Type of Competency: Leadership

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Developing People</b>
<b>GENERAL DEFINITION</b>	
The ability to plan and support learning and career growth and development of individuals and/or teams so that they can fulfill current or future jobs/roles and responsibilities effectively	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>Validates competency gaps of subordinates and identifies their strengths and weaknesses</li> <li>Intervenes in the development of the staff by running simple solutions in closing competency gaps such as coaching, peer teaching and other basic learning and development interventions</li> <li>Determines professional career goals of individual staff and influences staff/team to design a personal plan towards the achievement of their aspirations</li> <li>Designs/creates special development package for high achievers in preparation for succession planning within the office/organization</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>VMG of the Organization</li> <li>Organizational systems and procedure</li> <li>Concepts of Career Development</li> <li>Concepts of Human Resource Management and Development Systems</li> <li>Career Development and Management Tools</li> <li>DOH positions, functions and qualification standards</li> </ul>	<ul style="list-style-type: none"> <li>Communication (Oral and Written)</li> <li>Mentoring</li> <li>Counselling</li> <li>Motivating</li> <li>Decision Making</li> <li>Creative</li> </ul>	<ul style="list-style-type: none"> <li>Considerate/sensitive</li> <li>Credible</li> <li>Professional</li> <li>Unbiased, impartial, balanced, reasonable</li> <li>Diplomatic, tactful</li> <li>Inspires confidence</li> </ul>

b. Competency with Definition and Rubrics

**Competency Title: Developing People**

**Definition:** The ability to plan and support learning and career growth and development of individuals and/or teams so that they can fulfill current or future jobs/roles and responsibilities effectively

LEVELS	LEARNING 1	INTERMEDIATE/ PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Determines gaps in the skills, knowledge and attitudes of employees using standard tools and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and recommends available learning and development interventions to address gaps of employees</li> </ul>	<ul style="list-style-type: none"> <li>Designs learning and development interventions and partners with stakeholders in leading employees towards a performance-based culture</li> </ul>	<ul style="list-style-type: none"> <li>Develops and advocates policies and practices to ensure the appropriate mix of employee skills, knowledge and abilities so the organization can achieve its strategic goals.</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Identifies strengths and weaknesses of staff/team members</li> <li>Validates competency gaps of individual staff</li> <li>Guides staff in identifying professional career goals within the organization</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and assigns appropriate learning and development interventions for each staff based on confirmed gaps and identified career goals</li> <li>Provides guidance on the different options towards the implementation of individual career development plans of staff/ team members</li> <li>Dialogues with team to urge</li> </ul>	<ul style="list-style-type: none"> <li>Recommends and/or designs learning and development interventions appropriate for the team</li> <li>Provides staff members with opportunities for career growth and development by partnering with stakeholders</li> <li>Conducts mentoring and coaching towards the personal and professional</li> </ul>	<ul style="list-style-type: none"> <li>Develops office policies, processes and/or mechanisms for staff development and talent management</li> <li>Designs/creates special development package for high achievers in preparation for succession planning within the office/organization</li> <li>Engages and motivates individuals and teams in creating a</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/ PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
		them to complement each other's strengths and weakness in order to address challenging situations within the organizational unit	growth of staff/team <ul style="list-style-type: none"> <li>Monitors progress in implementing Individual Career Development Plans</li> </ul>	performance-based culture <ul style="list-style-type: none"> <li>Leverages investments and develops budget proposals relative to staff development and technologies for talent management</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>Individual Learning and Development Needs Assessment (LDNA) results</li> <li>Individual Career Development Plans</li> <li>Individual Performance Commitment and Review (IPCR)</li> </ul>	<ul style="list-style-type: none"> <li>Learning and Development Intervention (LDI) Plan</li> <li>Career Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>Level 3 Evaluation Reports</li> <li>Department Performance Commitment and Review (DPCR)</li> <li>Individual Performance Commitment and Review (IPCR)</li> <li>Career Development Plan</li> <li>Requests/recommendations for LDI</li> <li>Semestral monitoring reports</li> </ul>	<ul style="list-style-type: none"> <li>Office policies/procedures</li> <li>WFP</li> <li>Individual staff portfolio</li> <li>Succession Plan</li> <li>Organizational Performance Commitment &amp; Review (OPCR)</li> </ul>
	<ul style="list-style-type: none"> <li>Interprets individual Learning and Development Needs Assessment (LDNA) results</li> <li>Helps in preparing Individual Career Development Plans</li> <li>Cites references to Individual</li> </ul>	<ul style="list-style-type: none"> <li>Prepares Learning and Development Intervention (LDI) Plan</li> <li>Documents enhancements to the Individual Career Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>Prepares Level 3 Evaluation Reports</li> <li>Cites references/adjustments to Department Performance Commitment and Review (DPCR)</li> </ul>	<ul style="list-style-type: none"> <li>Prepares office policies/procedures</li> <li>Completes WFP</li> <li>Confirms individual staff portfolio</li> <li>Documents Succession Plan</li> <li>Cites references/adjustments to</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/ PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	Performance Commitment and Review (IPCR)		<ul style="list-style-type: none"> <li>• Checks/confirms results of Individual Performance Commitment and Review (IPCR)</li> <li>• Documents changes or additional improvements on the Individual Career Development Plan</li> <li>• Prepares requests and recommendations for LDI</li> <li>• Prepares semestral monitoring reports</li> </ul>	Organizational Performance Commitment & Review (OPCR)

### 3. PARTNERING AND NETWORKING

#### Type of Competency: Leadership

##### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Partnering and Networking</b>
<b>GENERAL DEFINITION</b>	
The ability to build, develop, expand and utilize collaborative relationships with local and international partners to facilitate the accomplishment of DOH goals	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Identifies relevant stakeholders needed to achieve organizational goals</li> <li>• Aligns common goals between and among partners</li> <li>• Identifies opportunities for collaboration</li> <li>• Facilitates and expands formal partnerships in local and international networks</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• Contract management</li> <li>• Stakeholder analysis</li> <li>• Principles of networking</li> <li>• Concept on negotiation processes</li> <li>• Concept on group dynamics</li> <li>• Concepts on human relations</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Contract management</li> <li>• Human relations</li> <li>• Networking</li> <li>• Facilitation</li> <li>• Collaboration</li> <li>• Social marketing</li> <li>• Negotiation</li> <li>• Political Savvy</li> </ul>	<ul style="list-style-type: none"> <li>• Diplomatic</li> <li>• Open-minded</li> <li>• Non-partisan/impartial, unbiased/ objective</li> <li>• Considerate</li> </ul>

b. Competency Definition and Rubrics

**Competency Title: Partnering and Networking**

**Definition:** The ability to build, develop, expand and utilize collaborative relationships with local and international partners to facilitate the accomplishment of DOH goals

LEVELS	BASIC/LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR/EXPERT 4
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Maintains existing local partnerships and networks to deliver or enhance work outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Builds or expands local partnerships and networks and capitalizes on these to deliver and enhance work outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Maintains existing international partnerships and networks to deliver or enhance work outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Builds or expands on international partnerships and networks and capitalizes on these to deliver or enhance work outcomes</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Maintains contact with people in different organizations who can be useful sources of information or resources and capitalizes on these to deliver or enhance work outcomes</li> <li>Monitors and acts on local partnership arrangements to ensure that the objective of the partnership remain on target.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies opportunities for collaboration with local stakeholders</li> <li>Translates stakeholder inputs into recommendations and proposals</li> <li>Creates partnerships and develops strategies with local stakeholders to meet mutually beneficial goals</li> <li>Facilitates dialogue regarding common concerns and</li> </ul>	<ul style="list-style-type: none"> <li>Maintains contact with international partners and capitalizes on these to reach common goals</li> <li>Monitors and acts on international partnership agreements to ensure that the objectives of the partnership are met</li> <li>Stays alert and informed of political, cultural environment affecting the partnership</li> <li>Monitors the impact of</li> </ul>	<ul style="list-style-type: none"> <li>Seeks opportunities for collaboration with foreign partners and diverse groups of people across culture and race</li> <li>Forges and conforms to agreements/understanding with international stakeholders to achieve common goals</li> <li>Develops the necessary policies and structures to sustain and maximize the benefits of partnerships with</li> </ul>

LEVELS	BASIC/LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR/EXPERT 4
		<p>opinions; makes decisions thru consensus; and proposes potential solutions</p> <ul style="list-style-type: none"> <li>• Responds to feedback on what is working, what needs are unmet and how to resolve specific problems</li> </ul>	international partnerships	<p>international organizations and networks</p> <ul style="list-style-type: none"> <li>• Monitors and evaluates the impact of international partnerships</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>• Directory of Local Partners</li> <li>• Evidences of engagement/ communication with local stakeholders (letters, memos, email)</li> <li>• Activity report/minutes of the meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Reports or evidences of partnership (minutes of meeting, membership to TWG through DPO/MOU/MOA//SLAs contracts, etc.)</li> <li>• Reports/evidences of engagement in partnership activities</li> </ul>	<ul style="list-style-type: none"> <li>• Directory of international partner agencies and organizations</li> <li>• Reports/evidences of engagement in partnership activities</li> <li>• M &amp; E reports</li> </ul>	<ul style="list-style-type: none"> <li>• MOA/MOU/ other contracts with international partners and networks</li> <li>• Policy instruments</li> <li>• Letters of intent, partnerships</li> <li>• Evaluation reports, concept papers, researches, health policy notes</li> </ul>
	<ul style="list-style-type: none"> <li>• Prepares, maintains and updates Directory of Local Partners</li> <li>• Prepares Evidences of engagement/ communication with local stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares reports or evidences of partnership (minutes of meeting, membership to TWG through DPO/MOU/MOA//SLAs contracts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares, maintains and updates directory of international partner agencies and organizations</li> <li>• Prepares reports/evidences of engagement in partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Develops MOA/MOU/ other contracts with international partners and networks</li> <li>• Develops policy instruments</li> <li>• Conceptualizes and prepares letters of intent, partnerships</li> </ul>



LEVELS	BASIC/LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR/EXPERT 4
	<p>(letters, memos, email)</p> <ul style="list-style-type: none"> <li>Prepares activity reports/minutes of the meeting</li> </ul>	<ul style="list-style-type: none"> <li>Prepares reports/evidences of engagement in partnership activities</li> </ul>	<p>activities</p> <ul style="list-style-type: none"> <li>Prepares M &amp; E reports</li> </ul>	<ul style="list-style-type: none"> <li>Develops/prepares evaluation reports, concept papers, researches, health policy notes</li> </ul>

## 4. PERFORMANCE MANAGEMENT

### Type of Competency: Leadership

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Performance Management</b>
<b>GENERAL DEFINITION</b>	
The ability to plan, manage and monitor employee performance and provide timely feedback to individuals and groups to take action and improve their performance.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Plans, assesses and monitors work and/or team performance using diverse indicators;</li> <li>• Incorporates principles of quality measurement and customer satisfaction to performance management</li> <li>• Provides recognition to high performing individuals or groups and notification to those requiring performance improvements</li> <li>• Carries out appropriate interventions to improve performance and/or maintain good performance</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• Character profiles and personalities of staff</li> <li>• Principles of human behaviour and group interrelationships</li> <li>• Different performance monitoring tools and methods</li> <li>• Competency-based performance management (includes quality standards, customer satisfaction and rewards and incentives)</li> </ul>	<ul style="list-style-type: none"> <li>• HR Monitoring and Evaluation</li> <li>• HR Planning and forecasting</li> <li>• Supervising</li> <li>• Managing</li> <li>• Communication</li> <li>• Coaching and Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Empowering</li> <li>• Results-oriented</li> <li>• Open-minded</li> <li>• Impartial</li> <li>• Practical</li> <li>• Diplomatic/Tactful</li> <li>• Sensitive</li> </ul>

b. Competency with Definition and Rubrics

**Competency Title: Performance Management**

**Definition:** The ability to plan, manage and monitor employee performance and provide timely feedback to individuals and groups for them to take action and improve their performance

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CONTEXT/CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Understands how performance management is done and assists team members to accomplish templates related to SPMS process</li> </ul>	<ul style="list-style-type: none"> <li>Confirms alignment of individual performance targets with division targets/objectives</li> </ul>	<ul style="list-style-type: none"> <li>Substantiates alignment of Division Performance targets with office targets</li> </ul>	<ul style="list-style-type: none"> <li>Certifies alignment of office performance targets with organizational strategic objectives and thrusts</li> </ul>
<b>BEHAVIOURAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Explains the DOH Strategic Performance Management process and assists team members in accomplishing SPMS forms</li> <li>Aligns actual workplace performance with targets and indicators of division/unit</li> <li>Provides feedback on performance of daily tasks</li> <li>Considers feedback from other sources.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies targets and appropriate indicators for work outputs</li> <li>Identifies gaps and initiates measures to address performance gaps</li> <li>Monitors and evaluates individual performance upon application of measures</li> <li>Implements performance management strategies/techniques in</li> </ul>	<ul style="list-style-type: none"> <li>Formulates indicators and measurable targets for the division/unit</li> <li>Validates targets and reviews accomplishments of subordinates</li> <li>Coaches by giving assessment feedback and general advice about leveraging strengths and overcoming performance gaps</li> <li>Monitors and evaluates team/division performance upon</li> </ul>	<ul style="list-style-type: none"> <li>Formulates indicators and measurable targets for the office/bureau</li> <li>Validates targets and reviews accomplishments of division heads/directors</li> <li>Allocates necessary resources needed to address performance gaps of the organization</li> <li>Implements necessary organizational changes needed to address performance gaps of the</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
		<p>response to an objective assessment of client feedback</p> <ul style="list-style-type: none"> <li>• Conducts sessions to discuss performance gaps and improvement plans</li> <li>• Recognizes and commends high performing individuals or groups</li> </ul>	<p>application of measures</p> <ul style="list-style-type: none"> <li>• Discusses feedback and recommends corrective measures to improve performance</li> <li>• Provides incentives or rewards to high-performing individuals/groups</li> </ul>	<p>organization</p> <ul style="list-style-type: none"> <li>• Monitors and evaluates office performance upon application of measures</li> <li>• Develops incentive mechanisms to reward high-performing individuals/groups</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>• IPCR, RFA</li> <li>• CSS report , Minutes of Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• IPCR, RFA</li> <li>• CSS reports, Minutes of Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• DPCR, RFA</li> <li>• Minutes of Management Review</li> <li>• PRAISE Committee Report</li> <li>• Recommendation letters</li> <li>• Procedures Manual</li> <li>• Policies, Minutes of Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• OPCR</li> <li>• Management Review Report</li> <li>• Procedures Manual</li> <li>• Policies, Minutes of Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>• Accomplishes IPCR, RFA</li> <li>• Prepares CSS report , Minutes of Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplishes IPCR, RFA</li> <li>• Prepares CSS reports, Minutes of Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplishes DPCR, RFA</li> <li>• Prepares Minutes of Management Review and related meetings</li> <li>• Prepares PRAISE Committee Report</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplishes OPCR</li> <li>• Prepares Management Review Report</li> <li>• Prepares Procedures Manual</li> <li>• Creates/enhances/revises</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
			<ul style="list-style-type: none"> <li>• Prepares recommendation letters</li> <li>• Develops Procedures Manual</li> <li>• Creates/enhances/revises Policy documents</li> </ul>	<ul style="list-style-type: none"> <li>• Policy documents</li> <li>• Prepares Minutes of Bureau/Office Meetings</li> </ul>

## SECTION III: TECHNICAL COMPETENCIES

**Technical Competencies** are functional competencies shared within job families and for specific positions that support the performance of the technical or functional component of a job.

Common examples of these competencies include Attention to Detail or Process Orientation for administrative functions, or more thematic competencies for highly specialized positions like Financial Management or Human Resource Management or Public Health.

## 1. TECHNICAL EXPERTISE ON ADMINISTRATION SUPPORT SERVICES

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Technical Expertise on Administration Support Services</b>
<b>GENERAL DEFINITION</b>	
The ability to provide complete administrative support such as document tracking and records keeping, supply and logistics management, administration of personnel matters, processing of financial transactions, and other general services that will ensure effective and efficient day-to-day operations of the Department.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>Assists frontline services in preparing required forms for personnel, financial, logistics and other administrative requisitions and transactions</li> <li>Coordinates with other offices for the timely processing of requests for budget, administrative support and logistic requirements by the different divisions/projects in one's Bureau/Office</li> <li>Helps in the preparation of budget by anticipating logistics and other administrative support that may be required by the Bureau/Office</li> <li>Monitors the proper maintenance, allocation and utilization of resources</li> <li>Establishes appropriate records management system within one's Bureau/Office</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>CSC rules and policies</li> <li>Government policies on procurement, accounting and auditing</li> <li>DOH administrative and finance policies and guidelines</li> <li>Basic Records Management System and procedures</li> <li>Personnel administration work flow and processes</li> <li>Basic Accounting principles and book keeping</li> </ul>	<ul style="list-style-type: none"> <li>Attention to details</li> <li>Communication (written and oral)</li> <li>Negotiation</li> <li>Coordination</li> <li>Smooth Interpersonal relations</li> <li>Facilitation</li> <li>Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Considerate</li> <li>Approachable</li> <li>Patient</li> <li>Resourceful</li> <li>Credible</li> <li>Persuasive</li> <li>Due diligence</li> </ul>

## b. Competency with Definition and Rubrics

**Competency Title: Technical Expertise on Administration Support Services**

**Operational Definition:** The ability to provide complete administrative support such as document tracking and records keeping, supply and logistics management, administration of personnel matters, processing of financial transactions, and other general services that will ensure effective and efficient day-to-day operations the Department.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CONTEXT/ CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Applies basic knowledge on administrative support services and its processes to support day-to-day operational requirements of the office</li> </ul>	<ul style="list-style-type: none"> <li>Able to handle more demanding administrative support requirements of the office that would necessitate coordination with other concerned offices</li> </ul>	<ul style="list-style-type: none"> <li>Mentors other administrative support staff on administrative policies, systems and procedures</li> <li>Anticipates prospective administrative needs and requirements of one's office</li> </ul>	<ul style="list-style-type: none"> <li>Provides continuous improvement on existing administrative systems and procedures and develops policies to support enhancements to the system</li> </ul>
<b>BEHAVIORAL INDICATORS</b>				
Document Review	<ul style="list-style-type: none"> <li>Can explain the various documentary requirements for administrative support transactions based on prescribed checklists (e.g. financial requirements, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Checks / verifies supporting documents of administrative support transactions and coordinates with concerned offices on issue resolution</li> </ul>	<ul style="list-style-type: none"> <li>Coaches employees by providing tips on more effective document review, analysis of checklists, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Plans for ways to improve efficiency in administrative support transaction processing</li> </ul>
Resource Management	<ul style="list-style-type: none"> <li>Prepares simple document requests and coordinates administrative requests to</li> </ul>	<ul style="list-style-type: none"> <li>Identifies resources needed for one's specific office and ensures proper</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates and identifies future needs of own office and secures budget for</li> </ul>	<ul style="list-style-type: none"> <li>Champions a culture of efficient resource management within the</li> </ul>



Section 3 – Technical Competencies

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LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	concerned offices for support (logistics, motor pool, supplies, etc.)	maintenance, budgeting and utilization of resources	these	Department
Policy Enforcement	<ul style="list-style-type: none"> <li>• Uses knowledge of policies related to one's line of work in order to address administrative support concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Implements relevant policies related to general services (e.g. CSC, Procurement, Accounting and Auditing, internal DOH policies, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitors compliance on policies related to general services (e.g. CSC, Procurement, Accounting and auditing, internal DOH policies, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews and recommends changes to existing related policies for overall Department performance (e.g. CSC, Procurement, Accounting and auditing, internal DOH policies, etc.)</li> </ul>
Routing of documents	<ul style="list-style-type: none"> <li>• Prepares purchase request, preventive and corrective maintenance forms for transmittal to concerned office</li> </ul>	<ul style="list-style-type: none"> <li>• Properly records all incoming and outgoing documents to monitor information exchange/ transactions</li> </ul>	<ul style="list-style-type: none"> <li>• Follows up on the status of documents transmitted to and from by the office to ensure that the transaction is completed</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes an efficient system to properly record, organize and maintain the electronic and non-electronic records of the office</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>• Checklist of financial requirements (travel expense, request for CAF, etc.)</li> <li>• Official Communication (details, format, recipient)</li> <li>• Complete purchase request forms</li> <li>• Complete Preventive and corrective maintenance forms</li> </ul>	<ul style="list-style-type: none"> <li>• Timeliness (% of compliance to standard 3 day release policy)</li> <li>• Prepares internal office checklist</li> <li>• Prepares stock card</li> <li>• Prepares complete purchase request forms</li> <li>• Prepares Complete Preventive and corrective maintenance forms</li> </ul>	<ul style="list-style-type: none"> <li>• Lower % of error in document review</li> <li>• Less number of days in routing slips</li> <li>• IPCR results</li> <li>• Project Procurement and Management Plan (PPMP)</li> <li>• Work and Financial Plan (WFP)</li> </ul>	<ul style="list-style-type: none"> <li>• DPCR results</li> <li>• Budget savings</li> </ul>

Section 3 – Technical Competencies

April 2016

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	<ul style="list-style-type: none"> <li>• Prepares checklist of financial requirements (travel expense, request for CAF, etc.)</li> <li>• Prepares official communications (details, format, recipient)</li> <li>• Accomplishes purchase request forms</li> <li>• Accomplishes preventive and corrective maintenance forms</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures timeliness (% of compliance to standard 3 day release policy)</li> <li>• Prepares internal office checklist</li> <li>• Maintains and updates stock card</li> <li>• Accomplishes complete purchase request forms</li> <li>• Accomplishes preventive and corrective maintenance forms</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures lower % of error in document review</li> <li>• Observes and ensures less number of days in routing slips</li> <li>• Prepares and submits report on IPCR results</li> <li>• Assembles document on Project Procurement and Management Plan (PPMP)</li> <li>• Composes Work and Financial Plan (WFP) document</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares and submits report on DPCR results</li> <li>• Prepares report on budget savings</li> </ul>

## 2. TECHNICAL EXPERTISE ON CAREER DEVELOPMENT

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Technical Expertise on Career Development</b>
<b>GENERAL DEFINITION</b>	
The ability to facilitate and guide personnel in the implementation of their career plan for their professional growth within the organization and to align employee training and development efforts with the organization's mission, goals, and objectives.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Applies career development and management tools in facilitating the career growth of DOH employees</li> <li>• Analyzes job functions and competency requirements of various positions in the organization and maps out their possible career paths</li> <li>• Draws up a succession plan for priority positions in the DOH</li> <li>• Develops policies and the necessary support structures and tools to strengthen career development and management in the Department</li> <li>• Monitors the implementation of career development and management in the different offices/bureaus and recommends improvements in the system</li> <li>• Advocates the utilization of career development and management systems in talent management and retention.</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• VMG of the Organization</li> <li>• Organizational systems and procedure</li> <li>• Organizational culture and values</li> <li>• Concepts of Career Development</li> <li>• Concepts of Human Resource Management and Development Systems</li> <li>• Career Development and Management System and</li> </ul>	<ul style="list-style-type: none"> <li>• Communication (Oral and Written)</li> <li>• Mentoring</li> <li>• Counselling</li> <li>• Monitoring and Evaluation</li> <li>• Decision Making</li> <li>• Computer Literate</li> </ul>	<ul style="list-style-type: none"> <li>• Considerate</li> <li>• Credible</li> <li>• Professional</li> <li>• Unbiased, impartial, balanced, fair</li> <li>• Careful, attentive to detail</li> </ul>

KNOWLEDGE	SKILLS	ATTITUDE
Tools (Individual Career Plan, Career Path, and Retention Plan) <ul style="list-style-type: none"> <li>• DOH positions, functions and qualification standards</li> </ul>		

## b. Competency with Definition and Rubrics

**Competency Title: Career Development**

**Definition:** The ability to facilitate and implement the career plan of personnel for their professional growth within the organization and to align employee training and development efforts with the organization's mission, goals, and objectives.

LEVELS	LEARNING 1 (HRMO I)	INTERMEDIATE/PROFICIENT 2 (HRMO II)	ADVANCED 3 (HRMO III)	SUPERIOR, EXPERT 4 (HRMO IV-V)
<b>CONTEXT/ CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Understands Career Development and Management system and applies CDM tools in preparing and consolidating Individual Career Plans</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes non-technical jobs, their corresponding competency requirements and relates these to the individual career development plans</li> </ul>	<ul style="list-style-type: none"> <li>Maps out career paths for different positions within the organization; prepares consolidated inputs to the crafting of a succession plan and monitors career development implementation</li> </ul>	<ul style="list-style-type: none"> <li>Promotes the utilization of Career Development and Management system and tools; crafts a succession plan for key positions and develops policies to strengthen career development in the DOH</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Explains the uses of the different CDMS Tools</li> <li>Collects and consolidates Individual Career Development Plans (from the different offices)</li> <li>Identifies the organization's different positions, functions and qualification standards</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes and interprets the results of individual career development plans</li> <li>Coordinates with DOH units/offices for the Individual Career Development Planning of their respective employees</li> <li>Analyzes job functions and competency requirements of non-technical and lower level positions vis a vis the</li> </ul>	<ul style="list-style-type: none"> <li>Provides technical assistance to supervisors on the use and implementation of the career development plans of their staff</li> <li>Analyzes job functions and competency requirements of technical and higher level positions vis a vis the bureau/office mandates</li> <li>Determines/map outs</li> </ul>	<ul style="list-style-type: none"> <li>Advocates for Individual Career Development Planning as a tool to improve talent management and retention</li> <li>Establishes/ develops the necessary structures (policies, standards, and tools) to facilitate the career development management in each</li> </ul>

LEVELS	LEARNING 1 (HRMO I)	INTERMEDIATE/PROFICIENT 2 (HRMO II)	ADVANCED 3 (HRMO III)	SUPERIOR, EXPERT 4 (HRMO IV-V)
		bureau/office mandates	career paths for positions within the organization <ul style="list-style-type: none"> <li>• Consolidates performance management and competency assessment results to come up with a succession plan for priority positions</li> <li>• Monitors the implementation of career development planning and recommends appropriate improvements (in addressing barriers and challenges)</li> </ul>	office/bureau of the DOH <ul style="list-style-type: none"> <li>• Identifies strategies for succession management aligned with the strategic direction of the organization</li> <li>• Identifies priority positions for the creation of succession plan</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>• Accomplished CDM tools</li> <li>• Consolidated CDM tools</li> </ul>	<ul style="list-style-type: none"> <li>• CDM assessment reports</li> <li>• CDM Plans</li> <li>• Monitoring report/ status of developmental interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Career development plans</li> <li>• Evidences of TA and tool revision</li> <li>• Monitoring report/ status of developmental interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Policies, standards, tools on CDM</li> <li>• Succession plan design</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Completes the accomplishment of CDM tools/forms</b></li> <li>• <b>Consolidates results of applying CDM tools</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prepares CDM assessment reports</b></li> <li>• <b>Composes document on CDM Plans</b></li> <li>• <b>Prepares monitoring report/ status of developmental</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prepares Career development plans</b></li> <li>• <b>Presents evidences of TA and CDM tool revisions</b></li> <li>• <b>Prepares monitoring reports/ status of developmental</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Formulates policies, standards on CDM</b></li> <li>• <b>Develops/enhances tools on CDM</b></li> <li>• <b>Develops and documents succession plan design</b></li> </ul>

LEVELS	LEARNING 1 (HRMO I)	INTERMEDIATE/PROFICIENT 2 (HRMO II)	ADVANCED 3 (HRMO III)	SUPERIOR, EXPERT 4 (HRMO IV-V)
		interventions	interventions	

### 3. COLLABORATION

#### Type of Competency: Technical

##### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Collaboration</b>
<b>GENERAL DEFINITION:</b> The ability to establish and maintain collaborative relationships with stakeholders and local and international partners to facilitate the accomplishment of health systems goals.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Maintains cooperative relationship within organization and linkages with stakeholders and other information links.             <ul style="list-style-type: none"> <li>▣ Builds relationship within and outside organization</li> <li>▣ Spend time and effort to maintain a broad network of relationships.</li> </ul> </li> <li>• Formulates strategies to gain and follow-through commitments to projects and strategies, respecting confidentiality and demonstrating an interest in their work related issues and activities             <ul style="list-style-type: none"> <li>▣ Initiate alliances to accomplish objectives or execute strategy</li> </ul> </li> <li>• Facilitates cooperation among diverse groups and individuals.             <ul style="list-style-type: none"> <li>▣ Takes the lead in motivating individuals/groups with different needs to work together for mutual benefit.</li> </ul> </li> <li>• Initiates and sustains regular coordination with clients, stakeholders and organizational members.             <ul style="list-style-type: none"> <li>▣ Look for ways to return favors in order to build a mutually beneficial relationship.</li> </ul> </li> <li>• Facilitate agreements on each partner’s responsibilities and needed support.</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• Organization’s VMG</li> <li>• Organization’s program/project, thrusts and strategies</li> <li>• Stakeholder’s profile</li> <li>• Concepts of human relations</li> <li>• Principles of networking</li> <li>• Concept on dialogue and its processes</li> <li>• Concept on group dynamics</li> <li>• Styles of Negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating skills</li> <li>• Interpersonal relations</li> <li>• Collaborating skills</li> <li>• Coordination skills</li> <li>• Social media skills</li> <li>• Social marketing skills</li> <li>• Promotion/ Facilitation (Advocacy)</li> </ul>	<ul style="list-style-type: none"> <li>• Diplomatic</li> <li>• Impartial</li> <li>• Confident</li> <li>• Empathic</li> <li>• Open minded</li> <li>• Patient</li> <li>• Resourceful</li> <li>• Credible</li> <li>• Sensitivity (political, cultural, gender)</li> <li>• Persuasive</li> </ul>



## b. Competency with Definition and Rubrics

**Competency Title: Collaboration**

**Definition:** The ability to establish and maintain collaborative relationships with stakeholders and local and international partners to facilitate the accomplishment of health systems goals.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CORE DESCRIPTION/</b>	<ul style="list-style-type: none"> <li>Maintains existing local partnerships/collaborations and networks towards a responsive local health systems</li> </ul>	<ul style="list-style-type: none"> <li>Builds and sustains additional partnerships/collaborations and networks towards a responsive local health systems</li> </ul>	<ul style="list-style-type: none"> <li>Strengthens local and international partnerships/collaborations and networks towards a responsive local health systems</li> </ul>	<ul style="list-style-type: none"> <li>Builds and leverages on international partnerships/collaborations and networks towards a responsive local health systems</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Understands and articulates the nature of linkages or interests, goals and principal values of partners and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Maintains cooperative relationships within the organization and linkages with stakeholders and other information links</li> </ul>	<ul style="list-style-type: none"> <li>Identifies mechanisms to strengthen and expand existing partnerships/collaborations and agreements.</li> </ul>	<ul style="list-style-type: none"> <li>Creates and facilitates cooperation among diverse groups and individuals across sectors</li> </ul>
	<ul style="list-style-type: none"> <li>Makes a conscious effort to meet or make casual contact with partners and stakeholders during events or activities</li> </ul>	<ul style="list-style-type: none"> <li>Actively participates in joint activities and takes on responsibility on commitments to meet and build rapport with partners and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Introduces team members to partners and stakeholders in the conduct of different activities/ Facilitates initial interaction or meeting with clients and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Creates/Sets-up opportunities, events, or activities in order to meet new partners and stakeholders and form new relationships</li> </ul>
	<ul style="list-style-type: none"> <li>Coordinates with partners and stakeholders and builds on these working relationships to ensure development of local health systems</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates agreement on each partner's responsibilities and needed support</li> <li>Demonstrates an interest on partners and stakeholders work related issues and activities</li> </ul>	<ul style="list-style-type: none"> <li>Manages difficult and complex relationships effectively</li> <li>Stays updated on political and cultural issues in order to properly respond to conflicts or resistance from</li> </ul>	<ul style="list-style-type: none"> <li>Develops strategies to gain and follow-through on commitments to projects and strategies, respecting confidentiality</li> <li>Mediates between opposing</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
			partners/networks	parties and resolves conflicts using a win-win approach
<b>MOV</b>	<ul style="list-style-type: none"> <li>Documentation of meetings with partners and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Terms of Reference</li> <li>Contact meeting report with recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Memorandum of Agreement</li> <li>Contact meeting report with recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Contact meeting report with recommendations</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares documentation of meetings with <b>local health system</b> partners and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Prepares Terms of Reference for joint activities and/or new collaborations with <b>local health system</b> partners and stakeholders</li> <li>Prepares contact meeting report (including recommendations) with <b>local health system</b> partners and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Prepares Memorandum of Agreement with <b>local and international partners and stakeholders</b></li> <li>Prepares contact meeting report (including recommendations) with <b>local and international health system</b> partners and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Prepares contact meeting report (including recommendations) with <b>local and international health system partners and stakeholders, specifically on new/additional partnerships/collaborations and network.</b></li> </ul>

#### 4. COMPUTER LITERACY

##### Type of Competency: Technical

##### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Computer Literacy</b>
<b>GENERAL DEFINITION:</b>	
The 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.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Understands the fundamentals of how the computer does its work (calculates, compares and copy)</li> <li>• Distinguishes simple computer terminology (hard drive, scanner, printer, flash disk, modem, pass word, virus, malware, etc.)</li> <li>• Hands-on ability to operate the computer (turn the computer on, move the mouse, type, open programs, apply keyboard commands, scan, print and browse the internet)</li> <li>• Utilizes the operating system (Windows, Mac, Linux) and office software such as spreadsheets, word processors, PowerPoint, database programs, e-mail programs and web browsers</li> <li>• Knows how to send e-mail and surf the internet to search for information related to one's work</li> <li>• Uses application software for specific work operations (FHSIS, NGAS, HOMIS, ETS d-tracks, e-Jobs, etc.)</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• Basic computer terminologies</li> <li>• Rudimentary knowledge of operating computers</li> <li>• Hands-on knowledge on office processing software (e.g., Word, Excel, PowerPoint, etc.)</li> <li>• Basic knowledge on data processing software</li> <li>• Different search engines</li> <li>• DOH application systems</li> </ul>	<ul style="list-style-type: none"> <li>• Creating presentations</li> <li>• Creating word documents</li> <li>• Processing data through spreadsheets</li> <li>• Navigating through different websites and application systems (e.g. e-Jobs, ETS d-tracks)</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptable</li> <li>• Resourceful</li> <li>• Enthusiastic</li> <li>• Systematic</li> </ul>

## b. Competency with Definition and Rubrics

**Competency Title: Computer Literacy**

**Definition:** The 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.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CONTEXT/CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Applies computer skills and knowledge to enter, store and transmit health data and information</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes available ICT tools and application systems with ease and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Shares knowledge and skills in navigating DOH application systems in the conduct of one's work, e.g. , FHIS, HOMIS, PIS, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies processes that can be automated and outsourced to developers</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Utilizes modern equipment and technology to enter/store and generate health data and information</li> <li>Transmits health data and other information using communication technology (i.e., email)</li> <li>Conducts Internet research as may be required in one's work</li> </ul>	<ul style="list-style-type: none"> <li>Employs technology software such as Word, Excel, PowerPoint to retrieve, analyse and generate accurate health data and information</li> <li>Utilizes computerized application systems such as FHIS, NDHRIS, HOMIS, NGAS etc. in one's work</li> <li>Performs preventive activities that prevent permanent data loss such as backing up files</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Navigates application systems (FHIS, NDHRIS, HOMIS, NGAS etc.) with ease and expertise and shares navigation tips with others</li> </ul>	<ul style="list-style-type: none"> <li>Acts as technical resource to train the organization on how to use, store, analyze, share and retrieve health data and information</li> <li>Identifies and recommends appropriate technology to use for storage, analysis, sharing and retrieval of health data and information</li> <li>Determines manual processes that can be automated and developed into application systems</li> </ul>

Section 3 – Technical Competencies

April 2016

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
				<ul style="list-style-type: none"> <li>Contributes to the discussions of the ICT Technical working group by specifying uses and functional requirements of the systems that were identified for automation.</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>Simple reports/documents</li> <li>Research results</li> </ul>	<ul style="list-style-type: none"> <li>Statistical and other technical reports</li> <li>Online database updates</li> </ul>	<ul style="list-style-type: none"> <li>Statistical and other technical reports</li> <li>Online database updates</li> </ul>	<ul style="list-style-type: none"> <li>Computer Literacy Training Modules development</li> <li>Training Documentation</li> <li>Report on systems for automation</li> <li>User specification on required reports and functionality of systems to be developed</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares simple reports and documents using computers</li> <li>Generates research results from the internet</li> </ul>	<ul style="list-style-type: none"> <li>Prepares statistical and other technical reports using available ICT tools and application systems</li> <li>Provides online database updates using available ICT tools and application systems</li> </ul>	<ul style="list-style-type: none"> <li>Prepares reports generated by existing DOH application systems</li> <li>Prepares accomplishment report on updates of databases for a particular application system being used</li> </ul>	<ul style="list-style-type: none"> <li>Develops Computer Literacy Training Modules</li> <li>Prepares computer-generated training documentation</li> <li>Prepares reports on systems for automation</li> <li>Documents user specification on required reports and functionality of systems to be developed</li> </ul>

## 5. CONCEPTUAL THINKING

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Conceptual Thinking/Creativity and Innovation</b>
<b>GENERAL DEFINITION</b>	
The ability to design, analyse, and develop new insights using non-traditional, out-of-the box concepts and theories to put ideas together in ways that increase understanding, solve problems, result in innovation and organizational improvements.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>Identifies underlying issues in a situation</li> <li>Uses data in solving problems or coming up with new patterns</li> <li>Designs, tests, validates, modifies and implements innovative programs and processes to improve ideas, concepts or methods to make them as effective as possible</li> <li>Adopts innovative methods to deal with organizational problems and opportunities</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>Current issues and trends</li> <li>Current policies</li> <li>Principles and theories of development</li> <li>Concept notes development</li> <li>Frameworks</li> <li>Different management models and frameworks</li> <li>Multiple theories</li> </ul>	<ul style="list-style-type: none"> <li>Policy development</li> <li>Problem solving</li> <li>Analytical/Critical thinking</li> <li>Concepts/Theory development</li> <li>Conceptual analysis</li> <li>Systems analysis/improvement</li> </ul>	<ul style="list-style-type: none"> <li>Open/Broad- minded</li> <li>Flexible</li> <li>Intellectually honest, with integrity</li> </ul>

## b. Competency with Definition and Rubrics

**Competency Title: Conceptual Thinking**

**Definition:** The ability to design, analyse, and develop new insights using non-traditional, out-of-the box concepts and theories to put ideas together in ways that increase understanding, solve problems, result in innovation and organizational improvements.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CONTEXT/CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Examines current issues and trends and relates these to existing policies, principles and theories of development</li> </ul>	<ul style="list-style-type: none"> <li>Conducts an exhaustive analysis of issues and trends to arrive at various options and solutions</li> </ul>	<ul style="list-style-type: none"> <li>Able to devise and design different management models and frameworks for implementing new programs</li> </ul>	<ul style="list-style-type: none"> <li>Leads in creating an environment conducive to fostering novel ideas, designs, approaches and innovative development frameworks</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Keeps up to date with current issues and trends</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts data on current issues and trends</li> </ul>	<ul style="list-style-type: none"> <li>Designs new and cutting-edge methods and processes to improve delivery of outputs</li> <li>Presents /Designs new ideas, methods, and processes based on trends</li> <li>Initiates the implementation of new programs/ conceptualizes outline for implementing new programs</li> </ul>	<ul style="list-style-type: none"> <li>Establishes new methods, procedures and processes in the performance of functions and delivery of outputs</li> <li>Creates a work environment where new ideas and more creative ways of doing things are encouraged</li> </ul>
	<ul style="list-style-type: none"> <li>Identifies important information on the issue at hand</li> <li>Draws ideas from past experiences, identifies similarities/analogies</li> </ul>	<ul style="list-style-type: none"> <li>Identifies underlying issues in a situation</li> <li>Apply lessons learned to deal with issues</li> <li>Extracts ideas from established theories/ tried and tested practices to manage current situation</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes current issues and trends with defined concepts and frameworks and recommends appropriate response or action</li> <li>Simplifies complex ideas by break them down in key issues</li> </ul>	<ul style="list-style-type: none"> <li>Initiates innovative approaches to deal with organizational opportunities and challenges</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>MOV</b>	<ul style="list-style-type: none"> <li>• Basic documents</li> <li>• Collated reference documents</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Documents i.e., Execution, plans, WFP, AOP, policies (draft)</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Documents i.e. Execution plans and policies (final)</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Policies</li> <li>• Standards</li> <li>• strategies or intervention on local health systems development</li> </ul>
	<ul style="list-style-type: none"> <li>• Able to develop basic documents containing important information on issues based on experiences and available materials</li> <li>• Collates reference documents</li> </ul>	<ul style="list-style-type: none"> <li>• Develops draft technical documents, i.e., execution plans, WFP, AOP, policies</li> </ul>	<ul style="list-style-type: none"> <li>• Finalizes technical documents, i.e., execution plans and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Documents policies, guidelines and standards developed</li> <li>• Composes written materials on strategies or interventions on local health systems development</li> </ul>



## 6. TECHNICAL EXPERTISE ON GOVERNMENT ACCOUNTING AND BUDGETING

### Type of competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Technical Expertise on Government Accounting and Budgeting</b>
<b>GENERAL DEFINITION</b>	
The ability to execute accounting and budgeting processes in accordance with principles and practices of government/public financial management.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Applies consistently auditing , budgeting and accounting rules and regulations</li> <li>• Monitors expenditures in accordance with approved plan</li> <li>• Checks cost-effectiveness in utilizing budget and completeness of pertinent supporting documents</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• Organizational processes, systems &amp; relationships</li> <li>• Agency's programs, projects &amp; activities</li> <li>• DOH Guidelines on Sub-allotment</li> <li>• Government policies on fiscal management such as:               <ul style="list-style-type: none"> <li>- General accounting</li> <li>- Budget process</li> <li>- Auditing rules and regulations</li> <li>- National Government Accounting System (NGAS)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Planning, budgeting, accounting, auditing monitoring and procurement</li> <li>• Management of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Practice good stewardship</li> <li>• Honest and transparent</li> <li>• Accountable</li> <li>• Dependable</li> <li>• Credible</li> <li>• Objective</li> <li>• consistent</li> </ul>

b. Competency with Definition and Rubrics

**Competency Title: Technical Expertise on Government Accounting and Budgeting (Facilitation of GAB Processes)**

**Definition:** The ability to execute accounting and budgeting processes in accordance with principles and practices of government/public financial management.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CONTEXT/CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Consolidates budget from WFP submissions, records financial transactions and checks completeness of documents for disbursement of funds</li> </ul>	<ul style="list-style-type: none"> <li>Creates financial accountability reports and monitors expenditures and budget utilization</li> </ul>	<ul style="list-style-type: none"> <li>Reviews and analyzes financial reports to ensure proper implementation of WFP</li> </ul>	<ul style="list-style-type: none"> <li>Studies and approves revisions to WFP and advocates effective, efficient and no wastage budget consumption in implementing program activities</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Provides support to operational and work and financial plans through budget consolidation</li> <li>Enforces Government Laws and Regulations on Government Expenditures</li> <li>Creates documents such as Journal Entry Voucher and Cash Flow to record financial transactions</li> <li>Checks for completeness and accuracy of supporting documents to ensure timely</li> </ul>	<ul style="list-style-type: none"> <li>Creates financial accountability reports through systems such as ETS and eNGAS to ensure proper government spending</li> <li>Monitors expenditures and budget utilization to ensure efficiency in use of funds</li> <li>Enforces auditing rules and regulations in reviewing financial documents</li> </ul>	<ul style="list-style-type: none"> <li>Reviews budget utilization to ensure WFP is properly implemented</li> <li>Reviews and analyzes financial reports to ensure that data is accurate and complete</li> <li>Synchronizes cash allocations with budget prescribed for implementation of DOH projects and programs</li> </ul>	<ul style="list-style-type: none"> <li>Recommends and approves revision (if any) of plan to ensure efficient and proper utilization of funds</li> <li>Champions commitment to frugal use of funds in project and program implementation</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	disbursements			
<b>MOV</b>	<ul style="list-style-type: none"> <li>Budget proposal</li> <li>Journal Entry Voucher</li> <li>Cash Flow</li> </ul>	<ul style="list-style-type: none"> <li>Financial Accountability Report</li> <li>Work and Financial Plan</li> <li>SAOB</li> </ul>	<ul style="list-style-type: none"> <li>WFP, SAOB, Financial Reports</li> </ul>	<ul style="list-style-type: none"> <li>Financial Reports</li> <li>Reports of Checks Issued</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares budget proposal</li> <li>Prepares Journal Entry Voucher</li> <li>Prepares Cash Flow statements</li> </ul>	<ul style="list-style-type: none"> <li>Prepares Financial Accountability Report</li> <li>Prepares Work and Financial Plan</li> <li>Prepares SAOB</li> </ul>	<ul style="list-style-type: none"> <li>Prepares evaluation/assessment report on WFP, SAOB, Financial Reports and ensures data accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Prepares various financial reports</li> <li>Prepares report on revisions to WFP, including no wastage budget consumption in implementing program activities</li> <li>Prepares reports of Checks Issued</li> </ul>

## 7. TECHNICAL EXPERTISE ON RECORDS MANAGEMENT

**Type of competency: Technical**

a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Technical Expertise on Records Management</b>
<b>GENERAL DEFINITION</b>	
The ability to organize, maintain, store and retrieve office records and documents and plan for their proper retention and disposition period.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Distinguishes the various kinds of documents usually received by the office and disseminates them to the proper recipients.</li> <li>• Records all incoming and outgoing documents to track flow of records and documents within and outside the organization.</li> <li>• Implements a system of organization of documents and other pertinent records (e.g. indexing, retrieval codes) according to set standards.</li> <li>• Plans the schedule for retention and disposition of records.</li> </ul>

<b>Knowledge</b>	<b>Skills</b>	<b>Attitude</b>
<ul style="list-style-type: none"> <li>• Knowledge on the different types of government records and documents</li> <li>• Organizational structure and their level of authorities over documents</li> <li>• Policies, procedures and standards pertinent to records management</li> <li>• Knowledge on the legal responsibilities associated with records management</li> </ul>	<ul style="list-style-type: none"> <li>• Records management (storage and retrieval; retention and disposition)</li> <li>• Efficient filing and archiving system</li> <li>• Computer software application and use</li> <li>• Decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Accountable</li> <li>• Systematic, Meticulous</li> <li>• Process-oriented</li> <li>• Credible</li> </ul>

b. Competency with Definition and Rubrics

**Competency Title: Technical Expertise on Records Management**

**General Definition:** The ability to organize, maintain, store and retrieve office records and documents and plan for their proper retention and disposition period.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CONTEXT/CORE DESCRIPTION</b>	Applies basic records management system and procedures in sorting incoming documents, tracking and filing	Classifies records and documents based on established taxonomy and indexing system and inputs vital information of the record in the database for easy retrieval	Reviews and validates soundness of records management system and authenticates official documents	Enhances current records management system by introducing system improvements and new technologies in records management
<b>BEHAVIOURAL INDICATORS</b>				
Identification, sorting and distribution of incoming records and documents	<ul style="list-style-type: none"> <li>Receives and sorts incoming official documents</li> </ul>	<ul style="list-style-type: none"> <li>Classifies document/record as to its type and routes them to their rightful recipients.</li> </ul>	<ul style="list-style-type: none"> <li>Validates document classification and files them accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a system for document identification, sorting and distribution.</li> </ul>
Document recording and tracking	<ul style="list-style-type: none"> <li>Uses an established system of document tracking</li> </ul>	<ul style="list-style-type: none"> <li>Disseminates records to various recipient offices</li> </ul>	<ul style="list-style-type: none"> <li>Issues authenticated official documents and records to end-users</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a system of recording and tracking communication within and outside the organization</li> </ul>
Records organizing, retention and disposal	<ul style="list-style-type: none"> <li>Files documents in their proper file folders based</li> </ul>	<ul style="list-style-type: none"> <li>Inputs information in the database regarding</li> </ul>	<ul style="list-style-type: none"> <li>Maintains data/record management system</li> </ul>	<ul style="list-style-type: none"> <li>Creates an effective system of</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	on set guidelines.	documents and other pertinent records within the organization.	and ensures its efficient functioning.  • Supervises archiving, retrieval and disposing of records as prescribed by the NAP.	data organization, archiving, retrieval and disposal as prescribed by the NAP.
<b>MOV</b>	Logbook of incoming and outgoing records and documents	Document tracking system	Retention and disposition plan schedule	Enhancement to records management system
	Keeps a logbook or basic recording of incoming and outgoing records and documents	Prepares guidelines and forms for implementing the documents tracking system	Submits retention and disposition plan schedule of records	Documents manual and computer-assisted enhancements to the records management system

## 8. TECHNICAL EXPERTISE – LEARNING AND DEVELOPMENT MANAGEMENT

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>(Technical Expertise on) Learning and Development Management</b>
<b>GENERAL DEFINITION</b>	
The ability to determine, design, implement and evaluate appropriate learning and development interventions needed by the employees to address competency gaps and requirements for effective performance and career growth	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>Assesses learning and development needs of the employees through the administration of competency needs assessment tools</li> <li>Develops and implements learning and development plans using appropriate interventions</li> <li>Evaluates the effectiveness of the learning and development interventions and redesigns interventions as needed</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>Human Resource Development</li> <li>Learning and Development Needs Assessment (LDNA)</li> <li>Learning and Development Interventions (LDIs)</li> <li>Monitoring and Evaluation (levels 1-5)</li> <li>LD Policies/Standards Development</li> <li>HR Systems Development</li> <li>Communication concepts and principles</li> <li>LD strategies</li> <li>Competency-based HRD Planning</li> </ul>	<ul style="list-style-type: none"> <li>Planning and Organizing</li> <li>Technical Writing</li> <li>Presentation Skills</li> <li>Analytical thinking</li> <li>Interpersonal relations</li> <li>Tool development</li> <li>Competency Assessment and evaluation</li> <li>Course/proposal Design and Development</li> <li>Collaboration and networking</li> </ul>	<ul style="list-style-type: none"> <li>Confident</li> <li>Empowering</li> <li>Professional</li> <li>Resourceful</li> <li>Creative</li> <li>Articulate</li> <li>Objective</li> <li>Patient</li> <li>Open-minded</li> <li>Respect for individual diversity</li> <li>Flexible</li> </ul>

b. Competency with Definition and Rubrics

**Competency Title: Technical Expertise on Learning and Development Management**

**Definition:** The ability to determine, plan, design, implement and evaluate appropriate learning and development interventions needed by the employees to address their competency gaps and requirements for career growth.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Assists in all phases of L&amp;D management and conducts levels 1 and 2 evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Handles all phases of L&amp;D managements and conducts level 3 evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Oversees all phases of L&amp;D management and recommends improvements in processes and tools; and develops indicators for levels 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Leads in the development of policies and standards on L&amp;D management and acts as mentor, coach and resource person in all phases of L&amp;D management.</li> </ul>
<b>BEHAVIORAL INDICATORS</b>				
Needs Identification	<ul style="list-style-type: none"> <li>Utilizes existing LDNA instruments to assess competency gaps under supervision</li> </ul>	<ul style="list-style-type: none"> <li>Analyses competency gaps based on LDNA tools and recommends appropriate learning and development interventions (LDI) to address the gaps</li> </ul>	<ul style="list-style-type: none"> <li>Supervises technical staff in conducting competency gap assessment</li> </ul>	<ul style="list-style-type: none"> <li>Mentors/coaches technical staff in the conduct of competency gap assessment</li> </ul>



LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
L&D Planning	<ul style="list-style-type: none"> <li>• Develops L&amp;D plan based on identified gaps under supervision</li> <li>• Monitors the execution of L&amp;D plan based on timeline under supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Develops L&amp;D plan based on identified gaps</li> <li>• Monitors the execution of L&amp;D plan</li> </ul>	<ul style="list-style-type: none"> <li>• Recommends appropriate LDIs from a compendium of interventions to supervisors</li> <li>• Provides technical assistance to other offices in the management of LD</li> </ul>	<ul style="list-style-type: none"> <li>• Develops policies, standards on management of L&amp;D framework/ processes</li> </ul>
Course design and proposal development	<ul style="list-style-type: none"> <li>• Collates and gathers data to assist in the development of course designs or proposals</li> </ul>	<ul style="list-style-type: none"> <li>• Writes/develops course designs or proposals</li> <li>• Reviews completeness of components of L&amp;D designs</li> <li>• Reviews LD designs of other offices/units for quality of contents (relevance, logical flow, appropriateness of method, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops/customizes L&amp;D tools based on current HR trends</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and/or adopts best practices in LD management based on national and international HR development trends as needed</li> <li>• Coaches and mentors supervisors in the course design/proposal</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
LDI implementation	<ul style="list-style-type: none"> <li>• Implements LDI under supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Implements LDIs within office policies and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Recommends various sources of LDIs and varying approaches</li> <li>• Recommends improvement in course design/proposal (quantity and quality of design)</li> <li>• Recommends/Finalizes LD designs of other offices/units for quality of contents</li> </ul>	<ul style="list-style-type: none"> <li>• Acts as Resource Person in some LDI activities</li> <li>• Coaches/Mentors in developing and utilizing tools in various levels of evaluation (Levels 1-5)</li> </ul>
LDI Evaluation	<ul style="list-style-type: none"> <li>• Measures effectiveness of LDI (Levels 1&amp;2 Evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>• Measures effectiveness of LDI (Levels 3 Evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>• Oversees LDI implementation</li> <li>• Develops indicators for levels 3 and 4 evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Measures effectiveness of LDI (Level 5 L&amp;D)</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>• Consolidated reports from LDNA tools</li> <li>• Evaluation Report</li> </ul>	<ul style="list-style-type: none"> <li>• L&amp;D Plan</li> <li>• Course Design/Proposals</li> <li>• Evaluation Report</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares customized L&amp;D Plan based on current trends</li> <li>• Customizes L&amp;D tools</li> <li>• Office Issuances</li> </ul>	<ul style="list-style-type: none"> <li>• MOP</li> <li>• Policies</li> <li>• Frameworks</li> <li>• Level 5 evaluation metrics</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
			<ul style="list-style-type: none"> <li>Indicators for levels 3 and 4 evaluation</li> </ul>	
	<ul style="list-style-type: none"> <li>Consolidates reports from LDNA tools</li> <li>Prepares LDI evaluation report (Level 1 and/or 2)</li> </ul>	<ul style="list-style-type: none"> <li>Prepares L&amp;D Plan</li> <li>Prepares course design/proposals</li> <li>Prepares comments on evaluation reports submitted</li> <li>Prepares LDI evaluation report (Level 3)</li> </ul>	<ul style="list-style-type: none"> <li>Prepares L&amp;D Plan based on requirements and current trends</li> <li>Customizes L&amp;D tools</li> <li>Prepares LDI evaluation report (Level 3 and/or Level 4)</li> <li>Prepares office Issuances on LDI</li> <li>Prepares indicators for levels 3 and 4 evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Develops and documents MOP</li> <li>Documents LDI policies and guidelines developed</li> <li>Prepares documentation of LDI frameworks developed</li> <li>Develops Level 5 evaluation metrics</li> </ul>

## 9. PROGRAM/PROJECT MANAGEMENT

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Program/ Project Management</b>
<b>GENERAL DEFINITION</b>	
The ability to design a program/project, execute it, monitor and evaluate it and integrate it with the larger office goals and targets within specific budget, time and quality standards	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Sets direction and course of action to reach specific goals, targets and objectives</li> <li>• Gathers relevant information to plan a course of action for program/project implementation as well as for minimizing possible risks</li> <li>• Utilizes appropriate resources (human, information, technology and material) as specified in the program/project plan</li> <li>• Allocates funds to programs and projects in a cost-effective and timely manner</li> <li>• Identifies appropriate indicators for monitoring and evaluation</li> <li>• Monitors and tracks project plan implementation</li> <li>• Documents progress of project</li> <li>• Revises plans as needed</li> <li>• Identifies and manages risks in project implementation</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• Concepts and elements of program/project management</li> <li>• Formulation of indicators and assessment tools</li> <li>• Concepts and processes of monitoring and evaluation</li> <li>• Information management system</li> <li>• Financial management</li> <li>• Policies and standards</li> <li>• Risk Management</li> </ul>	<ul style="list-style-type: none"> <li>• Needs assessment/situational analysis</li> <li>• Planning, goal setting, forecasting and budgeting</li> <li>• Identification of indicators</li> <li>• Monitoring and Evaluation</li> <li>• Communication (verbal and technical writing)</li> <li>• Computer literacy</li> <li>• Time management skills</li> <li>• Root Cause Analysis</li> <li>• Results Orientation</li> <li>• Strategic Thinking and Planning</li> <li>• Conceptual Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Goal oriented</li> <li>• Objective</li> <li>• Innovative/Creative/Resourceful</li> <li>• Proactive</li> <li>• Attention to Details</li> <li>• Assertive</li> <li>• Consistent</li> <li>• Adherence to standards</li> <li>• Integrity</li> </ul>

b. Competency with Definition and Rubrics

Competency Title: **Program/Project Management**

Definition: The ability to design a program/project, execute it, monitor and evaluate it and integrate it with the larger office goals and targets within specific budget, time and quality standards

	LEARNING	INTERMEDIATE/PROFICIENT	ADVANCED	SUPERIOR, EXPERT
<b>CORE DESCRIPTION</b>	Assists in the <b>development</b> and implementation of programs/project	Implements the activities leading to the delivery of outputs and objectives of the project/program	Develops plans, strategies and targets to ensure that program's/projects objectives are achieved	<ul style="list-style-type: none"> <li>Leads in the implementation of the program/project</li> <li>Ensures alignment of projects to office mandate, objectives and goals</li> </ul>
<b>BEHAVIORAL INDICATORS</b>				
Planning and project identification stage	<ul style="list-style-type: none"> <li>Generates data/information needed for the planning and identification of programs/projects</li> <li>Assist in the preparation of documents and supplies information needed in the development of</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes data and information and researches as input for project/program development and identification</li> <li>Determines and prepares materials/data/ information needed for the development of concept notes and other documents required for project approval</li> </ul>	<ul style="list-style-type: none"> <li>Develops concept notes and other documents needed for project/program development</li> <li>Defines program framework, time frame, budget and general implementation plan of the program from planning to evaluation stage</li> </ul>	<ul style="list-style-type: none"> <li>Leads in the development of concept notes and other documents needed for the development of the program</li> <li>Sets project/program direction clearly based on current health issues/problems to be addressed by the office</li> </ul>

	LEARNING	INTERMEDIATE/PROFICIENT	ADVANCED	SUPERIOR, EXPERT
	concept notes and other project documents			
Project Design	<ul style="list-style-type: none"> <li>Assists in the development of the project design</li> </ul>	<ul style="list-style-type: none"> <li>Develops work plans translating program framework into activities to ensure program objectives are achieved</li> </ul>	<ul style="list-style-type: none"> <li>Develops the project design complete with goals and objectives, indicators of success and strategies to achieve program goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Reviews and approves project design</li> <li>Ensures synergy and complementation of program/projects with other programs/projects of the office and/or organization</li> </ul>
Financial resource planning and management	<ul style="list-style-type: none"> <li>Assists in the preparation of project financial reports</li> </ul>	<ul style="list-style-type: none"> <li>Maximizes results with available or reduced financial resources.</li> </ul>	<ul style="list-style-type: none"> <li>Plans for the strategic deployment of financial resource to meet shared short and long term goals.</li> <li>Develops and maintains effective internal control of resources</li> </ul>	<ul style="list-style-type: none"> <li>Leads in innovation with regard to managing financial and organizational resources.</li> <li>Works creatively in allocating financial resources and considers alternative ways of resourcing for optimum results.</li> </ul>
Program/Project Implementation	<ul style="list-style-type: none"> <li>Assists in the conduct of activities leading to the delivery of outputs of the program/project</li> </ul>	<ul style="list-style-type: none"> <li>Leads in the conduct of activities of the program/project</li> <li>Ensures that project/program implementation is within the</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes program/project implementation to ensure effective and efficient use of resources</li> <li>Oversees program/project</li> </ul>	<ul style="list-style-type: none"> <li>Creates an environment for successful implementation of the program/project</li> </ul>

	<b>LEARNING</b>	<b>INTERMEDIATE/PROFICIENT</b>	<b>ADVANCED</b>	<b>SUPERIOR, EXPERT</b>
	<ul style="list-style-type: none"> <li>Coordinates with partners and stakeholders on project activities and updates</li> <li>Leads in the administrative preparations for the conduct of project/program activities</li> </ul>	<p>timeline, budget and quality standards of the office.</p>	<p>implementation</p> <ul style="list-style-type: none"> <li>Initiates changes in the implementation arrangement of the project/program as a result of challenges encountered by the program/project</li> <li>Motivates others to carry out efficient, effective, and quality processes and practices</li> </ul>	<ul style="list-style-type: none"> <li>Motivates people at all levels to be excellent in program management</li> <li>Identifies and directs adaptive response to challenges encountered by the project management in the implementation of the project</li> <li>Lobbies for support from the Director and other offices for the implementation of the project.</li> </ul>
Monitoring and evaluation	<ul style="list-style-type: none"> <li>Administer monitoring and evaluation tools to concerned program management team, stakeholders, beneficiaries and communities, where applicable</li> <li>Consolidates monitoring and evaluation results for</li> </ul>	<ul style="list-style-type: none"> <li>Lead in the development of tools, guidelines and mechanisms for the conduct of monitoring and evaluation of the program/project</li> <li>Lead in the conduct of monitoring and evaluation of program/project</li> <li>Writes monitoring and evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes monitoring and evaluation results and recommends corrective actions as needed</li> <li>Initiates review session to ensure relevance of programs and project strategies and activities to address health system problems based on M&amp;E results</li> </ul>	<ul style="list-style-type: none"> <li>Designs or creates innovative techniques to maximize use of information generated from the program/project monitoring and evaluation</li> <li>Designs and creates innovative intervention to disseminate information to</li> </ul>

	LEARNING	INTERMEDIATE/PROFICIENT	ADVANCED	SUPERIOR, EXPERT
	<p>analysis and recommendation</p> <ul style="list-style-type: none"> <li>Assist in the preparation and conduct of monitoring and evaluation activities</li> </ul>		<ul style="list-style-type: none"> <li>Identify models and best practices for replication</li> </ul>	<p>program/project partners, stakeholders, beneficiaries and other interested parties.</p>
MOV	<ul style="list-style-type: none"> <li>Project Concept Notes</li> <li>Technical Inputs</li> </ul>	<ul style="list-style-type: none"> <li>Workplans</li> <li>Project accomplishment/progress reports</li> <li>Monitoring and Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>Project/program concept notes</li> <li>Program/ project design</li> <li>Evaluation report on M&amp;E results</li> <li>P/P models for replication</li> </ul>	<ul style="list-style-type: none"> <li>Program/project design</li> <li>P/P concept note</li> <li>Novel strategies and directions for program/project</li> </ul>
	<ul style="list-style-type: none"> <li>Provides technical inputs to concept notes</li> <li>Provides technical inputs to project implementation reports</li> <li>Provides technical inputs to monitoring and evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>Develops workplans</li> <li>Writes project accomplishment or progress reports</li> <li>Prepares monitoring and evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>Drafts project/program concept note</li> <li>Drafts project or program design</li> <li>Prepares tracking of program/project's financial resources</li> <li>Prepares evaluation report on M&amp;E results</li> <li>Develops models for replication</li> </ul>	<ul style="list-style-type: none"> <li>Proposes innovative program/project design</li> <li>Finalizes concept note</li> <li>Identifies different and fresh strategies and directions for the program/project</li> </ul>



## 10. TECHNICAL EXPERTISE – LOCAL HEALTH SYSTEMS DEVELOPMENT

### Type of Competency: Technical

#### a. Competency Definition

<b>COMPETENCY TITLE</b>	<b>Technical Expertise on Local Health Systems Development</b>
<b>GENERAL DEFINITION</b>	
The ability to exhibit a satisfactory level of imparting expertise on Local Health Systems Development to Health Managers and Key Stakeholders toward achievement of health systems outcomes	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Provides recommendations in addressing health issues using systems-approach</li> <li>• Refers Health Officers/Managers to appropriate service points/providers</li> </ul>

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> <li>• Local Government Code</li> <li>• Concept on Philippine Health Systems</li> <li>• Local health operations</li> <li>• Inter-connectedness of health components and players/stakeholders</li> <li>• Relevant policies on health and governance</li> <li>• Service Delivery Network</li> <li>• Current health priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Technical report writing</li> <li>• Oral Presentation</li> <li>• Coaching</li> <li>• Critical thinking</li> <li>• Quick thinking</li> <li>• Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Confident</li> <li>• Professional</li> <li>• Credible</li> <li>• Articulate</li> <li>• Diplomatic</li> <li>• Empathic</li> <li>• Open-minded</li> <li>• Resourceful</li> </ul>

b. Competency with Definition and Rubrics

**Competency Title: Technical Expertise on Local Health Systems Development**

**Definition:** The ability to exhibit a satisfactory level of imparting expertise on Local Health Systems Development to Health Managers and Key Stakeholders toward achievement of health systems outcomes

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CONTEXT</b>	Awareness on: <ul style="list-style-type: none"> <li>Local Government Code</li> <li>Concept on Philippine Health Systems</li> <li>Local health operations</li> <li>Inter-connectedness of health components and players/stakeholders</li> <li>Relevant policies on health and governance</li> <li>Service Delivery Network</li> <li>Current health priorities</li> </ul>	Knowledge on: <ul style="list-style-type: none"> <li>Networking</li> <li>Collaboration</li> <li>Negotiation</li> <li>Analytical Thinking</li> <li>Strategic Thinking</li> <li>Research</li> </ul>	Knowledge on: <ul style="list-style-type: none"> <li>Policy Cycle</li> <li>Project Cycle</li> </ul>	Knowledge on: <ul style="list-style-type: none"> <li>Mentoring</li> <li>Coaching</li> </ul>
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Displays awareness of local health systems development that is aligned with the organization’s vision, mission and goals</li> <li>Displays awareness of local health systems</li> </ul>	<ul style="list-style-type: none"> <li>Creates and defines appropriate systems-based approach to local health systems development that aligns with the organization’s vision, mission and goals</li> <li>Applies appropriate systems-based approach to local health systems development</li> </ul>	<ul style="list-style-type: none"> <li>Plans and crafts policies, guidelines, and standards on local health systems development</li> <li>Develops and/or enhances policies, guidelines, and standards on local health systems development of the organization</li> </ul>	<ul style="list-style-type: none"> <li>Develops and/or enhances sectoral and organizational policies and standards on local health systems development</li> <li>Develops and/or enhances policies, guidelines, and standards on local health systems development which influences other sectors.</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Identifies systems-based approaches in addressing</li> </ul>	<ul style="list-style-type: none"> <li>Explains and applies systems-based approach in addressing</li> </ul>	<ul style="list-style-type: none"> <li>Makes recommendations in addressing health issues using</li> </ul>	<ul style="list-style-type: none"> <li>Mentors and coaches health reform stakeholders on</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	<p>health issues/challenges</p> <ul style="list-style-type: none"> <li>• Identifies health issues and challenges in local health systems</li> <li>• Identifies needed support and logistics for programs and projects related to the development of local health systems</li> <li>• Coordinates with related stakeholders on activities/ initiatives/ programs on local health systems</li> </ul>	<p>health issues/challenges during TA provision and policy development</p> <ul style="list-style-type: none"> <li>• Promotes systems-based approach on local health systems development</li> <li>• Collaborates with related stakeholders on activities/ initiatives/ programs on local health systems</li> </ul>	<p>systems-based approach</p> <ul style="list-style-type: none"> <li>• Crafts policies, standards and guidelines on local health systems</li> <li>• Provides technical assistance on local health systems/ Serves as primary resource person during TA provision</li> <li>• Builds and strengthens networks with related stakeholders on activities/ initiatives/ programs on local health systems</li> </ul>	<p>systems-based approach to local health systems development</p> <ul style="list-style-type: none"> <li>• Develops innovative technical framework, policies, models, programs, projects, mechanisms and standards to support local health systems development in different settings</li> <li>• Identifies and implements innovative solutions/interventions to obstacles and difficulties on implementation of programs/projects/activities on local health systems</li> <li>• Ensures a symbiotic level of relationship with related stakeholders on activities/initiatives/programs on local health systems <i>(Question, raised to higher)</i></li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>• Issuances such as Department Orders or Memorandum, database of information on local health systems (e.g., ILHZ, PIPH, urban health systems)</li> <li>• Basic documents e.g., DPO, Notice of Meeting, Pro-forma policies/Documents with</li> </ul>	<ul style="list-style-type: none"> <li>• Work and financial plans/AOP</li> <li>• QOP</li> </ul>	<ul style="list-style-type: none"> <li>• Plans</li> <li>• Prepares policies</li> </ul>	<ul style="list-style-type: none"> <li>• Plans</li> <li>• Policies</li> <li>• Agreements (inter-sectoral)</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	templates			
	<ul style="list-style-type: none"> <li>• Provides inputs in the preparation of issuances such as Department Orders or Memorandum, database of information on local health systems (e.g., ILHZ, PIPH, urban health systems)</li> <li>• Drafts basic documents e.g., DPO, Notice of Meeting, Pro-forma policies/Documents with templates</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares work and financial plans/AOP</li> <li>• Prepares Quality of Procedures (QOP)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares policies, standards and guidelines on local health systems</li> <li>• Prepares plans on local health systems</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares technical framework, policies, models, programs, projects, mechanisms and standards to support local health systems development in different settings</li> <li>• Prepares inter-sectoral agreements</li> </ul>

## 11. MANAGING INFORMATION

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Managing Information</b>
<b>GENERAL DEFINITION</b>	
<ul style="list-style-type: none"> <li>The ability to organize, process, validate, manage and disseminate information in order to support or facilitate the learning and data requirements of the health system</li> </ul>	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>Identifies and implements improvement to information management processes and techniques (e.g. FHSIS, PIDSR, MNDRS, LGU Scorecard and other health info systems) based on self-analysis and observation of information management competencies of the community, health personnel, LGUs and other stakeholders.</li> <li>Facilitates the acquisition of Information Management tools, processes and techniques as a result of a dialogue and analysis of information needs and gaps of an individual, group or an organization at the municipal and provincial levels.</li> <li>Distributes information and advisories about health information management activities such as trainings, seminars and workshops are coordinated across the health organization</li> <li>Acquire updates on innovations and trends in information management programs and services on health.</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>Management Information Systems in the organization</li> <li>Basic information in managing data</li> <li>Basic concepts of information management</li> <li>Kinds of database management systems</li> <li>Design of Information management systems</li> </ul>	<ul style="list-style-type: none"> <li>Communication (oral and written)</li> <li>Networking, coordination and collaboration</li> <li>Analysis/Decision Making</li> <li>Environmental scanning (defined as SWOT)</li> <li>Computer literacy (advanced skills – database management)</li> <li>Presentation Skills</li> <li>Collection and utilization of data</li> </ul>	<ul style="list-style-type: none"> <li>Knowledgeable</li> <li>Tactful</li> <li>Resourceful, creative, innovative</li> <li>Professional</li> <li>Analytical</li> <li>Patient</li> <li>Trustworthy</li> <li>Flexible</li> </ul>

b. Competency with Definition and Rubrics

**Competency Title: Managing Information**

**Definition:**The ability to organize, process, validate, manage and disseminate information in order to support or facilitate the learning and data requirements of the health system.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Collects processes and organizes health data into usable information (reports, summaries, profiles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Conducts higher level and more complex data processing to generate health information that will be used by different users within the DOH and by various stakeholders and partners.</li> </ul>	<ul style="list-style-type: none"> <li>Studies gaps in current information management processes and devises corrective and new methods to improve the use and sharing of data and information</li> </ul>	<ul style="list-style-type: none"> <li>Takes the lead in the development of appropriate information management discipline in the DOH by sponsoring policies, programs and activities that will enhance current information management system and practices</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Understands/Complies with standard policies, guidelines, and processes related to information management</li> </ul>	<ul style="list-style-type: none"> <li>Articulates the importance of having updated, accurate, and readily available information</li> </ul>	<ul style="list-style-type: none"> <li>Identifies challenges and possible gaps in information management processes and techniques to help address information needs</li> </ul>	<ul style="list-style-type: none"> <li>Fosters the development of appropriate information management discipline or basic system to capitalize on information despite gaps in tools or technology</li> </ul>
	<ul style="list-style-type: none"> <li>Identifies and collects information or data necessary to attain organizational goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Organizes information or data which can contribute to the attainment of organizational goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Designs an outline or system for organizing information or data based on organizational goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Recommends enhancements on systems for organizing information and data/information management</li> </ul>
	<ul style="list-style-type: none"> <li>Consolidates and summarizes collected information or data i.e., reports submitted</li> </ul>	<ul style="list-style-type: none"> <li>Validates and analyses consolidated information or data to aid performance of functions</li> </ul>	<ul style="list-style-type: none"> <li>Recommends possible interventions or actions (i.e., program, activity, etc.) based on processed information or data</li> </ul>	<ul style="list-style-type: none"> <li>Translates interventions into a policy/ Ensures implementation of appropriate interventions or actions (i.e., program, activity,</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	<ul style="list-style-type: none"> <li>Utilizes accessible devices and IT programs to archive, oversee, recover as well as circulate information or data to stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Shares information and data to stakeholders/ partners in usable format, guaranteeing easy access and availability</li> </ul>	<ul style="list-style-type: none"> <li>Suggests improvements to facilitate more efficient and effective use and sharing of information or data</li> <li>Keeps abreast of trends in information management program and services</li> </ul>	<p>etc.) based on processed information or data</p> <ul style="list-style-type: none"> <li>Drives value and constantly reviews the impact of information management strategies and policies to the organization and stakeholders</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>Data sets/ sources</li> <li>Summary Tables</li> <li>Profiles</li> </ul>	<ul style="list-style-type: none"> <li>Consolidated data sets</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and recommendations from consolidated data sets</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Novel data systems</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares useful health data sets/ sources</li> <li>Prepares summary Tables</li> <li>Prepares <b>subject information profiles</b></li> </ul>	<ul style="list-style-type: none"> <li>Generates and consolidates data sets using complex data processing tools</li> <li>Prepares relevant reports <b>from consolidated data sets</b></li> </ul>	<ul style="list-style-type: none"> <li>Prepares analysis and recommendations from consolidated data sets</li> <li>Prepares evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>Conceptualizes <b>different</b> and novel data systems</li> </ul>

## 12. POLICY DEVELOPMENT

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Policy Development</b>
<b>GENERAL DEFINITION:</b> The ability to develop policies by undertaking research, analysis, consultation and synthesis of information to produce recommendations.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Identifies policy issues</li> <li>• Review existing policies for relevance (research)</li> <li>• Develops policies</li> <li>• Disseminates and advocates policies developed</li> <li>• Formulates M&amp;E indicators and monitoring processes/ procedures</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• Concepts and principles of policy cycle</li> <li>• Types of administrative issuances</li> <li>• Organizational processes in developing administrative issuances</li> <li>• Organizations VMG</li> <li>• Organizational policies and guidelines</li> <li>• Principles of Technical Writing</li> <li>• DOH internal policies</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Writing</li> <li>• Negotiation</li> <li>• Stakeholder Analysis</li> <li>• Facilitating Skills (during consultation)</li> <li>• Critical Thinking</li> <li>• Oral and Verbal Communication</li> <li>• Networking</li> <li>• Planning, research and monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Open minded</li> <li>• Non-partisan</li> <li>• Resourceful</li> <li>• Ethical</li> </ul>



b. Competency with Definition and Rubrics

**Competency Title: Policy Development**

**Definition:** The ability to develop policies by undertaking research, analysis, consultation and synthesis of information to produce recommendations.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CORE DESCRIPTION</b>	Comes up with simple draft administrative issuances and DPOs	Formulates draft policy issuances, their attendant monitoring tools and dissemination plan	Handles the crafting of sectoral policies (Joint AO, Joint circulars, AO) and monitoring tools	Develops sectoral and international policy instruments (bilateral agreements, MLA, recruitment agreements, legislative bills) and leads in advocacy activities
<b>BEHAVIORAL INDICATORS</b>				
Identification of policy issues	<ul style="list-style-type: none"> <li>Identifies relevant issues and concerns</li> <li>Gathers information from different stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Identifies root causes of issues and concerns and areas where policies are needed</li> </ul>	<ul style="list-style-type: none"> <li>Identifies implications and impact of issues on policies</li> </ul>	<ul style="list-style-type: none"> <li>Determines ethical, legal, political considerations of policy issues</li> </ul>
Review of existing policies for relevance (research)	<ul style="list-style-type: none"> <li>Conducts researches on related policies that can input to policy development</li> </ul>	<ul style="list-style-type: none"> <li>Identifies policy gaps</li> </ul>	<ul style="list-style-type: none"> <li>Formulates policies aligned to strategic and long term plans or initiatives of the organization and other stakeholders</li> <li>Recommends appropriate solutions to policy gaps (stop gap and long term)</li> </ul>	<ul style="list-style-type: none"> <li>Sets policy directions for the organization</li> <li>Ensures that recommended policies are aligned to national and international commitments</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
Policies Development (Consultation, Writing, Dissemination and Advocacy)	<ul style="list-style-type: none"> <li>Identifies relevant stakeholders</li> <li>Supervises administrative staff in the preparation of activities related to policy development</li> <li>Drafts basic issuances such as simple memorandum and other related issuances with standard templates (administrative issuances)</li> </ul>	<ul style="list-style-type: none"> <li>Acquires and analyzes technical inputs through consultation with relevant stakeholders</li> <li>Drafts policies according to DOH standards and guidelines (DO 2009-0116)</li> <li>Designs and executes plans/ strategies for dissemination of signed policy</li> </ul>	<ul style="list-style-type: none"> <li>Recommends appropriate policy instrument and actions to be taken (creation, adoption, amendment)</li> <li>Reviews and enhances draft policies</li> <li>Finalizes policies for signing</li> </ul>	<ul style="list-style-type: none"> <li>Provides guidance in the crafting of policy statements and commitments</li> <li>Advocates policies for adoption</li> <li>Leads in policy dissemination and advocacy</li> </ul>
Formulation of M&E indicators and monitoring processes/ procedures	<ul style="list-style-type: none"> <li>Uses existing tools to gather data</li> </ul>	<ul style="list-style-type: none"> <li>Formulate indicators and monitoring tools</li> <li>Consolidates and summarizes gathered data</li> </ul>	<ul style="list-style-type: none"> <li>Formulates indicators aligned to organizational and sectoral thrusts</li> <li>Analyzes summarized data to evaluate effectiveness and recommends revisions</li> </ul>	<ul style="list-style-type: none"> <li>Organizes strategies and methods to lead advocacy of health sector policy statements</li> <li>Sets policy directions based on results of M&amp;E / redirection</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>Draft administrative issuances, policy lit review, DPO</li> </ul>	Draft policy issuances, monitoring tools, dissemination plan/strategy, DPO	<ul style="list-style-type: none"> <li>Policy issuances, monitoring tools</li> </ul>	Policies, standards
	<ul style="list-style-type: none"> <li>Prepares simple draft administrative issuances and DPOs</li> </ul>	<ul style="list-style-type: none"> <li>Formulates draft policy issuances, their attendant monitoring tools and dissemination plan</li> </ul>	<ul style="list-style-type: none"> <li>Handles the crafting of sectoral policies (Joint AO, Joint circulars, AO) and monitoring tools</li> </ul>	<ul style="list-style-type: none"> <li>Develops sectoral and international policy instruments (bilateral agreements, MLA, recruitment agreements, legislative bills) and leads in advocacy</li> </ul>

<b>LEVELS</b>	<b>LEARNING 1</b>	<b>INTERMEDIATE/PROFICIENT 2</b>	<b>ADVANCED 3</b>	<b>SUPERIOR, EXPERT 4</b>
				activities

### 13. POLITICAL SAVVY

#### Type of Competency: Technical

##### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Policy Development</b>
<b>GENERAL DEFINITION:</b> The ability to identify and understand the work of an organization and utilize the dynamics of power and decision-making to achieve objectives.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Obtains commitments to program/project and strategies based on knowledge on internal and external politics <ul style="list-style-type: none"> <li>▣ Identifies key decision makers and the people who influence them</li> <li>▣ Anticipates changes in the political climate and plans and executes strategy based on that anticipation</li> </ul> </li> <li>• Maintains good working relationships with stakeholders outside organization <ul style="list-style-type: none"> <li>▣ Establishes alliances with people of power and influence in order to influence decisions and outcomes</li> <li>▣ Understands the interest, motivations and agenda of others.</li> </ul> </li> <li>• Approaches each problem situation with clear perception of organization and political realities <ul style="list-style-type: none"> <li>▣ Understands the roles people play in an organization and uses that understanding to achieve objectives</li> </ul> </li> <li>• Understands and dynamics of political power and identifies the process of how decisions are made by the LGUs and other stakeholders. Understands the process of how decisions are made.</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• Organization's vision, mission, goals</li> <li>• Thrusts and strategies of the organization</li> <li>• DOH priority programs/projects</li> <li>• Concepts of human relations</li> <li>• Theories of personality development</li> <li>• Profile of external and internal clients</li> <li>• Political power and dynamics</li> <li>• Values, culture &amp; tradition of the LGU</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders Analysis</li> <li>• Public relations</li> <li>• Interpersonal relations</li> <li>• Communication (written/oral)</li> <li>• Negotiation</li> <li>• Partnering and Networking</li> <li>• Decision making</li> <li>• Environment scanning</li> </ul>	<ul style="list-style-type: none"> <li>• Personable/ Persuasive</li> <li>• Diplomatic</li> <li>• Sensitive</li> <li>• Open-minded</li> <li>• Resourceful</li> <li>• Creative/ Innovative</li> <li>• Emphatic</li> <li>• Professional</li> <li>• Credible</li> </ul>

b. Competency with Definition and Rubrics

**Competency Title: Political Savvy**

**Definition:** The ability to identify and work with external politics that impact the work of organization to achieve its objective and to utilize the dynamics of power and decision making to help achieve health program objectives

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Identifies stakeholders of DOH program/project</li> </ul>	<ul style="list-style-type: none"> <li>Builds relationship with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Coaches or guides other staff in establishing good interpersonal relations with partners and stakeholders through regular communication</li> </ul>	<ul style="list-style-type: none"> <li>Influences and sustains partnership with stakeholders</li> </ul>
<b>BEHAVIORAL INDICATORS</b>				
Stakeholder Identification and Interaction	<ul style="list-style-type: none"> <li>Identifies stakeholders by understanding their thrusts, priorities and needs</li> <li>Describes the mandate, programs and services of DOH and relate them with stakeholders' thrust and priorities</li> </ul>	<ul style="list-style-type: none"> <li>Establishes interpersonal relations with champions of stakeholders</li> <li>Consults and clearly explains program/project requirements, expectations and benefits to stakeholders</li> <li>Articulates/explains and discusses areas of program/project collaboration with</li> </ul>	<ul style="list-style-type: none"> <li>Solicits support from stakeholders in policy development and program/ project implementation</li> </ul>	<ul style="list-style-type: none"> <li>Influence organizations, communities, implementers and local chief executives to participate and support DOH's programs/projects</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
		stakeholders		
			<ul style="list-style-type: none"> <li>Recommends policies to support and sustain partnerships with stakeholders (parked)</li> </ul>	<ul style="list-style-type: none"> <li>Builds and sustains relationship with leaders/stakeholders of client communities to ensure policy implementation (parked)</li> </ul>
Social marketing	<ul style="list-style-type: none"> <li>Provides objective health data and information to stakeholders to gain their support to implement programs/projects</li> </ul>	<ul style="list-style-type: none"> <li>Uses effective strategies and methods to convince stakeholders to implement programs/projects</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of methods and strategies to obtain buy-in of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Devises new strategies that will result to a bigger chance of success with stakeholders.</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>Stakeholder's analysis</li> </ul>	<ul style="list-style-type: none"> <li>Accomplishment Reports</li> <li>Minutes of meetings ordinance, agreements/contracts,</li> <li>Sponsored legislative bills</li> </ul>	<ul style="list-style-type: none"> <li>Accomplishment Reports</li> <li>Minutes of meetings</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Analysis Report</li> <li>Monitoring and evaluation report on effectivity of negotiation tools and methods used</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares stakeholder's analysis</li> </ul>	<ul style="list-style-type: none"> <li>Prepares Accomplishment Reports</li> <li>Prepares Minutes of meetings, ordinance, agreements/contracts,</li> <li>Facilitates sponsorships of</li> </ul>	<ul style="list-style-type: none"> <li>Prepares Accomplishment Reports</li> <li>Prepares Minutes of meetings</li> </ul>	<ul style="list-style-type: none"> <li>Finalizes Stakeholder Analysis Report</li> <li>Prepares Monitoring and evaluation report on effectivity of negotiation tools and</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
		legislative bills		methods used

## 14. TECHNICAL EXPERTISE – RECRUITMENT & SELECTION AND PLACEMENT

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Technical Expertise on Recruitment &amp; Selection and Placement</b>
<b>GENERAL DEFINITION</b>	
Ability to recruit, select and place qualified HRH for the Department.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Performs work in line with CSC law and rules, DOH Merit Promotion Plan and Recruitment and Selection Guidelines</li> <li>• Utilizes various recruitment tools and methods to consolidate and analyzes evaluation results and come up with a pool of qualified applicants for the vacant position.</li> <li>• Offers strategic inputs to the DOH Selection and Promotion Board.</li> <li>• Provides the Department with competent and qualified applicants within the prescribed period.</li> <li>• Prepares new hires for placement through a well-organized and smooth onboarding process.</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• Knowledge on Recruitment and Selection Policies and Processes</li> <li>• Understands application of Job Related Recruitment and Selection System (JRSS)</li> <li>• Knowledge on DOH Merit Promotion Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Competency-based Interviewing</li> <li>• On-line posting</li> <li>• Process documentation</li> <li>• Research and Analysis</li> <li>• Communication (oral and written)</li> <li>• Computer literate</li> </ul>	<ul style="list-style-type: none"> <li>• Objective/Not biased</li> <li>• Credible</li> <li>• Calm under pressure</li> <li>• Transparent</li> <li>• Pro-active</li> </ul>



b. Competency with Definition and Rubrics

**Competency Title: Technical Expertise on Recruitment & Selection and Placement**

**Operational Definition:** Ability to recruit, select and place qualified HRH for the Department.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	AO I-II	AO III-IV	AO V-SAO	CAO
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Applies basic knowledge of CSC rules and DOH guidelines in conducting the recruitment and selection process</li> </ul>	<ul style="list-style-type: none"> <li>Displays analytical skills in analyzing and understanding data related to recruitment and selection in order to come up with a shortlist of applicants</li> </ul>	<ul style="list-style-type: none"> <li>Conducts competency-based interviews, provides inputs to DOH SPB and suggests enhancements to recruitment and selection process</li> </ul>	<ul style="list-style-type: none"> <li>Champions initiatives and develops policies on recruitment and selection</li> </ul>
<b>BEHAVIORAL INDICATORS</b>	<b>RECRUITMENT &amp; SELECTION</b>			
Pre Evaluation	<ul style="list-style-type: none"> <li>Sources applicants to vacant positions based on an understanding of the required duties and responsibilities, competencies and applicable recruitment laws.</li> </ul>	<ul style="list-style-type: none"> <li>Shortlists applicants based on an understanding of applicant qualifications against the prescribed quality standards of the CSC.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews existing DOH recruitment and selection guidelines and prepares possible recommendations for revisions aligned with CSC guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Develops policies and suggests improvements in recruitment and selection tools to determine the competency and fit of applicants to vacant positions</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Encodes applicant information into the DOH applicant profile database</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates and supervises assessment activities by checking written examination results or conducting assessment activities such as applicant interviews, and character investigation</li> </ul>	<ul style="list-style-type: none"> <li>Conducts competency based interviews based on an understanding of DOH core competencies and position-based functional competencies</li> </ul>	<ul style="list-style-type: none"> <li>Advocates competency based recruitment and selection and recommends improvements in the process based on updated human resources trends on competencies</li> </ul>
Logistics	<ul style="list-style-type: none"> <li>Coordinates administrative requirements (venue, documentary requirements,</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates applicant review by assessing job (location, work preference, etc.) and competency</li> </ul>	<ul style="list-style-type: none"> <li>Provides strategic inputs to Selection and Promotions Board (SPB) based on a</li> </ul>	<ul style="list-style-type: none"> <li>Recommends applicants to the Selection and Promotions Board based on</li> </ul>

Section II – Technical Competencies

May 2016

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	schedules, etc.) to facilitate interviews, examinations, character investigations, and possible appointments with applicants	fit (applicable core, leadership, and functional competencies) vis - a -vis vacant position requirements	thorough analysis of job and competency assessment results	overall analysis of all data presented
	<ul style="list-style-type: none"> <li>• Prepares assessment results by collating requirements and preparing comparative assessment reports</li> </ul>			
<b>MOV</b>	<ul style="list-style-type: none"> <li>• Notice of meeting</li> <li>• Agenda folders</li> <li>• Applicants Profile</li> <li>• Memorandum ( letters to successful / unsuccessful applicants/ board members, etc)</li> <li>• SPB Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative assessment report</li> <li>• Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Proposed changes in updated recruitment and selection tools</li> <li>• Terms of Reference (ToR) for consultants on updated recruitment policies / tools</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines and Policies on Recruitment and Selection</li> <li>• Report on recommended applicants</li> </ul>
	<ul style="list-style-type: none"> <li>• Prepares Notice of meeting</li> <li>• Prepares Agenda folders</li> <li>• Prepares Applicants Profile</li> <li>• Prepares Memorandum ( letters to successful / unsuccessful applicants/ board members, etc)</li> <li>• Prepares SPB Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares Comparative assessment report</li> <li>• Prepares Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares proposed changes in updated recruitment and selection tools</li> <li>• Prepares Terms of Reference (ToR) for consultants on updated recruitment policies / tools</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares Guidelines and Policies on Recruitment and Selection</li> <li>• Prepares Report on recommended applicants</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
PLACEMENT				
	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	AO I-II	AO III-IV	AO V-SAO	CAO
<b>BEHAVIORAL INDICATORS</b>				
Onboarding	<ul style="list-style-type: none"> <li>Assists in the implementation of onboarding activities (e.g. Orientation for new employees, etc.) based on a pre-set program</li> </ul>	<ul style="list-style-type: none"> <li>Creates onboarding materials (e.g. power point presentation, hand-outs) that are aligned with the agreed upon design</li> </ul>	<ul style="list-style-type: none"> <li>Updates and designs onboarding program based on generated feedback</li> </ul>	<ul style="list-style-type: none"> <li>Ensures alignment between onboarding program and DOH's strategic thrusts, core values, and core competencies</li> </ul>
		<ul style="list-style-type: none"> <li>Facilitates orientation for new employees using updated orientation materials</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out feedback on the onboarding program</li> </ul>	
<b>MOV</b>	<ul style="list-style-type: none"> <li>Documentary requirements for onboarding (Department Personnel Orders, Invitation letters, onboarding Kit), onboarding materials</li> </ul>	<ul style="list-style-type: none"> <li>Documentary requirements for onboarding (Department Personnel Orders, Invitation letters, onboarding Kit)</li> </ul>	<ul style="list-style-type: none"> <li>Onboarding program evaluation sheet</li> </ul>	<ul style="list-style-type: none"> <li>Updated guidelines/ process on DOH onboarding program</li> </ul>
	<ul style="list-style-type: none"> <li>Provides assistance in the preparation of documentary requirements for onboarding (Department Personnel Orders, Invitation letters, onboarding Kit), onboarding materials</li> </ul>	<ul style="list-style-type: none"> <li>Prepares documentary requirements for onboarding (Department Personnel Orders, Invitation letters, onboarding Kit)</li> </ul>	<ul style="list-style-type: none"> <li>Prepares onboarding program evaluation sheet</li> </ul>	<ul style="list-style-type: none"> <li>Prepares updated guidelines/ process on DOH onboarding program</li> </ul>

**15. TECHNICAL EXPERTISE ON LEAVE AND COMPENSATION ADMINISTRATION**  
(sub-competency under personnel management)

**Type of Competency: Technical**

a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Technical Expertise on Leave and Compensation Administration (sub-competency under Personnel Management)</b>
<b>GENERAL DEFINITION</b> Ability to process leaves and compensation accurately and implement leave administration course for effectiveness (LACE)	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Implements CSC policies in relation to leave and compensation administration</li> <li>• Identifies employees incurring leave without pay, zero leave credits and absence without leave (AWOL) application</li> <li>• Provides accurate and correct report on employees' leave balances (SL , VL, FL, PL, etc.)</li> <li>• Prepares timely and complete remittance reports and coordinates with Finance office</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• CSC law and rules on Leave Administration and Compensation</li> <li>• DOH Compensation classification and pay plan</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to details (computation)</li> <li>• Accuracy</li> <li>• Computer literate</li> <li>• Oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Transparent</li> <li>• Proactive</li> <li>• Objective</li> </ul>

b. Competency with Definition and Rubrics

**Competency Title: Technical Expertise on Leave and Compensation Administration**

**Operational Definition:** Ability to process leaves and compensation accurately and implement leave administration course for effectiveness (LACE)

<b>LEAVE ADMINISTRATION</b>				
<b>LEVELS</b>	<b>LEARNING 1</b>	<b>INTERMEDIATE/PROFICIENT 2</b>	<b>ADVANCED 3</b>	<b>SUPERIOR, EXPERT 4</b>
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Administers the processing of leaves based on knowledge and understanding of basic CSC rules and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes data on filed leaves and monitors compliance to CSC regulations</li> </ul>	<ul style="list-style-type: none"> <li>Displays advanced knowledge on leave administration and recommends actions for further enhancement</li> </ul>	<ul style="list-style-type: none"> <li>Designs new approaches to leave administration</li> </ul>
<b>BEHAVIORAL INDICATORS</b> Leave Processing	<ul style="list-style-type: none"> <li>Implements current system on leave administration (computation of leaves, issuances / releases of leave, etc.) based on an understanding of applicable laws related to leaves</li> </ul>	<ul style="list-style-type: none"> <li>Monitors compliance of employee leaves based on applicable internal DOH rules aligned to CSC regulations</li> </ul>	<ul style="list-style-type: none"> <li>Recommends appropriate actions to employees violating DOH rules and regulations on attendance</li> </ul>	<ul style="list-style-type: none"> <li>Develops and revises internal policies and mechanisms on leave administration consistent with CSC Rules on Leave</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares report of employees leave balances</li> </ul>	<ul style="list-style-type: none"> <li>Identifies employees incurring leave without pay, absence without leave application (AWOL), zero leave credit and informs concerned employees on the status of these</li> </ul>	<ul style="list-style-type: none"> <li>Reviews existing policies on leave and recommends proposed revisions</li> </ul>	
<b>MOV</b>	<ul style="list-style-type: none"> <li>Leave balances report</li> </ul>	<ul style="list-style-type: none"> <li>Exception reports</li> </ul>	<ul style="list-style-type: none"> <li>Recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced guidelines and policies</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares report of employees' leave balances</li> </ul>	<ul style="list-style-type: none"> <li>Prepares exception reports</li> </ul>	<ul style="list-style-type: none"> <li>Provides recommendation for appropriate action regarding delinquent employees</li> </ul>	<ul style="list-style-type: none"> <li>Prepares enhanced guidelines and policies</li> </ul>

<b>COMPENSATION ADMINISTRATION</b>				
	<b>LEARNING 1</b>	<b>INTERMEDIATE/PROFICIENT 2</b>	<b>ADVANCED 3</b>	<b>SUPERIOR, EXPERT 4</b>
<b>POSITION PROFILE</b>	<b>AO I-II</b>	<b>AO III-IV</b>	<b>AO V-SAO</b>	<b>CAO</b>
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Applies basic knowledge to compensation administration</li> </ul>	<ul style="list-style-type: none"> <li>Addresses simple problems related to the current payroll system and coordinates with concerned offices/persons</li> </ul>	<ul style="list-style-type: none"> <li>Displays advanced knowledge on compensation administration, compensation systems and recommends actions for further enhancement</li> </ul>	<ul style="list-style-type: none"> <li>Leads in initiatives that improve compensation administration</li> </ul>
Compensation Processing	<ul style="list-style-type: none"> <li>Processes payroll based on an understanding of the DOH position classification and pay plan system on attendance and compensation</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the existing payroll system functionalities, identifies current issues and problems, and coordinates with relevant stakeholders to address these.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies future needs of payroll administration and seeks out partners to help in improving the current payroll system</li> </ul>	<ul style="list-style-type: none"> <li>Reviews, develops, enhances, and promotes policy standards and improvements in the administration of payroll in the Department</li> </ul>
Report Preparation	<ul style="list-style-type: none"> <li>Prepares remittance reports and coordinates with Finance for check preparation and concerned government agencies for submission</li> </ul>	<ul style="list-style-type: none"> <li>Reviews remittance reports and other related documents</li> </ul>		
<b>MOV</b>	<ul style="list-style-type: none"> <li>Payroll report</li> </ul>	<ul style="list-style-type: none"> <li>Remittance reports review</li> </ul>	<ul style="list-style-type: none"> <li>Notes on improving payroll system</li> </ul>	<ul style="list-style-type: none"> <li>Policy standards on payroll administration</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares payroll report</li> </ul>	<ul style="list-style-type: none"> <li>Prepares evaluation report of remittance reports</li> </ul>	<ul style="list-style-type: none"> <li>Provides suggestions and recommendations to improve the current payroll system</li> </ul>	<ul style="list-style-type: none"> <li>Prepares policy standards on payroll administration</li> </ul>

## 16. TECHNICAL EXPERTISE ON PERFORMANCE MANAGEMENT SYSTEM IMPLEMENTATION

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Technical Expertise on Performance Management System Implementation</b>
<b>GENERAL DEFINITION</b>	
The ability to plan and monitor the implementation of a performance management system (PMS) in the DOH and to provide guidelines to individuals and groups in accordance with CSC requirements.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>Plans and organizes performance management teams that will drive the implementation of performance management processes in their respective bureaus/offices;</li> <li>Informs and orients individuals and groups of CSC policies and prescribed PMS forms such as Performance Commitment and Evaluation forms as well as Performance monitoring forms;</li> <li>Initiates the scheduling of feedback and coaching sessions in the different bureaus/offices of DOH thru regular performance discussions;</li> <li>Provides timely information and inputs to Management in making decisions regarding talent retention, movement and development;</li> <li>Recommends appropriate interventions to improve performance and/or maintain good performance.</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>Character profiles and personalities of staff</li> <li>Principles of human behaviour and group interrelationships</li> <li>Different performance monitoring tools and methods</li> <li>Competency-based HR management systems</li> <li>CSC polices and guidelines on SPMS (strategic performance and management system)</li> </ul>	<ul style="list-style-type: none"> <li>Competency based recruitment</li> <li>Supervising</li> <li>Managing Communication</li> <li>Coaching and Mentoring</li> <li>Monitoring and Evaluation</li> <li>HR database updating and records management</li> </ul>	<ul style="list-style-type: none"> <li>Empowering</li> <li>Results-oriented</li> <li>Open-minded</li> <li>Impartial</li> <li>Practical</li> <li>Diplomatic/Tactful</li> <li>Sensitive</li> </ul>

## b. Competency with Definition and Rubrics

**Competency Title: Technical Expertise on Performance Management System Implementation**

**Definition:** The ability to plan and monitor the implementation of a performance management system (PMS) in the DOH and to provide guidelines to individuals and groups in accordance with CSC requirements.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CONTEXT/CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Understands the enabling mechanisms and processes of HR performance management</li> </ul>	<ul style="list-style-type: none"> <li>Organizes Performance Management teams and orients them on the different stages of the Performance Management System cycle</li> </ul>	<ul style="list-style-type: none"> <li>Conducts more in-depth monitoring and evaluation of SPMS implementation in the different DOH offices/ bureaus</li> </ul>	<ul style="list-style-type: none"> <li>Certifies alignment of individual and office performance targets with organizational strategic objectives and thrusts</li> </ul>
<b>BEHAVIOURAL INDICATORS</b>	<ul style="list-style-type: none"> <li>Explains the Performance Management process and assists team members in accomplishing SPMS forms</li> <li>Reviews actual individual performance with targets and indicators of division/unit</li> <li>Maintains records of performance commitment and evaluation forms</li> <li>Prepares compliance reports of individuals and offices</li> </ul>	<ul style="list-style-type: none"> <li>Monitors target setting based on job functions and team performance commitments</li> <li>Schedules feedback sessions and midyear and end of year reviews</li> <li>Sets up simple system for monitoring and evaluating PMS compliance of individuals and offices</li> <li>Conducts regular sessions to discuss PMS mechanisms and processes with different units in the DOH</li> <li>Prepares monitoring and evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>Checks if target setting of individual performance indicators are aligned to division/unit goals</li> <li>Validates if performance improvement plan is based on competency requirements of the job</li> <li>Monitors establishment of individual development plans for supervisors, managers and executives</li> <li>Maintains electronic copies of performance commitment, evaluation and development plan</li> </ul>	<ul style="list-style-type: none"> <li>Identifies information from the PMS that are inter-related to other HR systems</li> <li>Provides inputs to management in making decisions related to talent retention, promotion and development</li> <li>Allocates necessary resources needed to address gaps in implementing PMS</li> <li>Implements necessary organizational changes</li> </ul>



LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
			forms <ul style="list-style-type: none"> <li>• Discusses feedback with PMS teams and recommends corrective measures to improve performance management system implementation</li> </ul>	needed to address performance gaps of the organization <ul style="list-style-type: none"> <li>• Monitors and evaluates office performance upon application of measures</li> <li>• Develops incentive mechanisms to reward high-performing individuals/groups</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>• Accomplished performance commitment and evaluation forms by office</li> <li>• Compliance report</li> <li>• No. of individuals assisted</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules of feedback sessions and midyear and end of year reviews</li> <li>• No. of regular sessions conducted to discuss PMS mechanisms and processes with different units in the DOH</li> <li>• Monitoring and evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Validated individual performance indicators</li> <li>• Accomplished individual development plans of supervisors, managers and executives</li> <li>• Updated electronic copies of performance commitment, evaluation and development plan forms</li> </ul>	<ul style="list-style-type: none"> <li>• Inputs to management on HR decision-making</li> <li>• Recommendations on incentive mechanisms to reward high performers</li> <li>• Recommendations to address gaps in PMS implementation</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	<ul style="list-style-type: none"> <li>• Prepares accomplished performance commitment and evaluation forms by office</li> <li>• Prepares compliance report</li> <li>• Prepares report indicating the number of individuals assisted</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares schedules of feedback sessions and midyear and end of year reviews</li> <li>• Prepares report indicating number of regular sessions conducted to discuss PMS mechanisms and processes with different units in the DOH</li> <li>• Prepares monitoring and evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Validates individual performance indicators</li> <li>• Accomplishes individual development plans of supervisors, managers and executives</li> <li>• Prepares updated electronic copies of performance commitment, evaluation and development plan forms</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares inputs to management on HR decision-making</li> <li>• Prepares recommendations on incentive mechanisms to reward high performers</li> <li>• Prepares recommendations to address gaps in PMS implementation</li> </ul>

## 17. FORMAL PRESENTATION/SPEAKING EFFECTIVELY

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Formal Presentation/Speaking Effectively</b>
<b>GENERAL DEFINITION</b>	
The ability to effectively communicate ideas to individuals and groups through oral presentations using appropriate language and other communication methods suited to the audience's needs	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>Establishes an objective that clearly reflects the needs of the audience</li> <li>Delivers information in a logical order to facilitate understanding</li> <li>Uses appropriate visual aids and other communication methods to enhance audience's understanding of content</li> <li>Solicits clarifications or feedback</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>Familiar with different presentation tools</li> <li>Computer applications (e.g., PowerPoint, documents, spreadsheets, Prezi, etc.)</li> <li>Knowledge on respective</li> </ul>	<ul style="list-style-type: none"> <li>Presentation Skills</li> <li>Public speaking</li> <li>Oral communication</li> <li>Technology savvy</li> <li>Computer literate</li> <li>Eloquent</li> </ul>	<ul style="list-style-type: none"> <li>Creative</li> <li>Tactful/Diplomatic</li> <li>Respectful</li> <li>Composed</li> <li>Organized</li> <li>Sensitive</li> </ul>

field of expertise		<ul style="list-style-type: none"><li>• Open minded</li><li>• Flexible</li><li>• Credible</li></ul>
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b. Competency with Definition and Rubrics

**Competency Title: Oral Presentation / Speaking Effectively**

**Definition:** The ability to effectively communicate ideas to individuals and groups through oral presentations using appropriate language and other communication methods to suit the audience’s needs.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Conducts oral presentation within one’s office/bureau/unit/service</li> </ul>	<ul style="list-style-type: none"> <li>Makes oral presentations within the DOH organization</li> </ul>	<ul style="list-style-type: none"> <li>Presents before LGUs and national policy makers</li> </ul>	<ul style="list-style-type: none"> <li>Handles presentations for national policy makers and international audience</li> </ul>
<b>BEHAVIORAL INDICATORS</b>				
Delivery of oral presentation	<ul style="list-style-type: none"> <li>Delivers guided and ready-made presentations</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language and context of the presentation according to the needs of the audience</li> </ul>	<ul style="list-style-type: none"> <li>Aligns presentation materials with the interests of stakeholders (LGUs and national policy makers)</li> </ul>	<ul style="list-style-type: none"> <li>Delivers presentations appropriately and spontaneously to a wide range of audience, even without visual aids</li> </ul>
Presentation materials development	<ul style="list-style-type: none"> <li>Makes presentations based on prescribed content and format</li> </ul>	<ul style="list-style-type: none"> <li>Designs presentation materials and content according to intended objectives and audience</li> </ul>	<ul style="list-style-type: none"> <li>Coaches others and makes suggestions to enhance presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>Coaches others in designing presentation materials and content and makes recommendations to enhance presentation skills</li> </ul>
Audience interaction	<ul style="list-style-type: none"> <li>Gathers questions and comments</li> </ul>	<ul style="list-style-type: none"> <li>Clarifies and summarizes discussions during and</li> </ul>	<ul style="list-style-type: none"> <li>Responds appropriately, accurately, and with</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates possible questions, objections from</li> </ul>

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
	during and after the presentation to facilitate feedback gathering	after the presentation <ul style="list-style-type: none"> <li>Displays sensitivity to the different perspectives of hearers</li> </ul>	composure to challenging questions or comments <ul style="list-style-type: none"> <li>Displays appropriate behavior and effectively deliver presentations</li> </ul>	the audience and addresses such <ul style="list-style-type: none"> <li>Influences and motivates audience to action through the effective delivery of oral presentations</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>Presentation evaluation</li> <li>Customer satisfaction survey</li> </ul>	<ul style="list-style-type: none"> <li>Presentation material</li> <li>Presentation evaluation</li> <li>Customer satisfaction survey</li> </ul>	<ul style="list-style-type: none"> <li>Presentation material</li> <li>Presentation evaluation</li> <li>Customer satisfaction survey</li> </ul>	<ul style="list-style-type: none"> <li>Presentation material</li> <li>Presentation evaluation</li> <li>Customer satisfaction survey</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares evaluation report on conduct of presentation</li> <li>Submits customer satisfaction survey within office, bureau, unit, service</li> </ul>	<ul style="list-style-type: none"> <li>Prepares presentation materials</li> <li>Prepares summary of presentation evaluation within DOH</li> <li>Submits customer satisfaction survey within DOH</li> </ul>	<ul style="list-style-type: none"> <li>Prepares presentation for LGUs and national policy makers</li> <li>Prepares evaluation report on the conduct of presentation before LGUs and national policy makers</li> <li>Submits Customer satisfaction survey with LGUs and national policy makers</li> </ul>	<ul style="list-style-type: none"> <li>Prepares presentation materials for national policy makers and international audience</li> <li>Prepares evaluation report on the conduct of presentation before national policy makers and international</li> <li>Submits Customer satisfaction survey with national policy makers and international audience</li> </ul>

## 18. TECHNICAL WRITING

### Type of Competency: Technical

#### a. Competency Dictionary

<b>COMPETENCY TITLE</b>	<b>Technical Writing</b>
<b>GENERAL DEFINITION</b>	
The ability to compose technical documents (e.g. policies, proposals, reports, letters, memorandum, minutes of meetings, manuals, briefing materials, etc.) in a clear, concise and coherent manner.	

<b>KEY BEHAVIORS</b>
<ul style="list-style-type: none"> <li>• Translates technical information, concepts, discussions and directives to formal written communication</li> <li>• Uses vocabulary and language appropriate to the intended reader</li> <li>• Identifies the appropriate communication tool to convey the information</li> <li>• Organizes concepts or frameworks in a sequential and logical manner</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDE</b>
<ul style="list-style-type: none"> <li>• Concepts of business writing</li> <li>• Different writing styles</li> <li>• Communication instruments and tools</li> <li>• Knowledge on respective field of expertise</li> <li>• Technical vocabulary on respective field of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Computer literacy</li> <li>• Analytical thinking</li> <li>• Conceptual thinking</li> <li>• Good command of English language</li> </ul>	<ul style="list-style-type: none"> <li>• Goal oriented</li> <li>• Diplomatic</li> <li>• Sensitive</li> <li>• Objective</li> <li>• Thorough</li> <li>• Attention to details</li> </ul>

c. Competency with Definition and Rubrics

**Competency Title: Technical Writing**

**Definition:** The ability to compose technical documents (e.g. policies, proposals, reports, letters, memorandum, minutes of meetings, manuals, briefing materials, etc.) in a clear, concise and coherent manner.

LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
<b>CORE DESCRIPTION</b>	<ul style="list-style-type: none"> <li>Writes technical documents for use and dissemination within the DOH</li> </ul>	<ul style="list-style-type: none"> <li>Composes technical documents resulting from collaboration and networking with clients, stakeholders, and other attached agencies</li> </ul>	<ul style="list-style-type: none"> <li>Able to critique technical documents produced by office and recommends improvement in format, style and organization of content.</li> </ul>	<ul style="list-style-type: none"> <li>Provides expert technical and editorial review of written communications intended for national and international audience</li> </ul>
<b>BEHAVIORAL INDICATORS</b>				
Writing formal communication	<ul style="list-style-type: none"> <li>Transcribes inputs and information gathered during meetings and discussions into documentation reports, minutes of meetings, memos, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidates and summarizes agreements and recommendations arising from consultative meetings</li> </ul>	<ul style="list-style-type: none"> <li>Analyses data and translates recommendations into relevant written reports or proposals</li> </ul>	<ul style="list-style-type: none"> <li>Develops written plans, policies, and rules based on information gathered</li> </ul>
Appropriate use of language	<ul style="list-style-type: none"> <li>Writes grammatically-correct communications, memos and reports following prescribed templates</li> </ul>	<ul style="list-style-type: none"> <li>Writes grammatically-correct communications and reports using language and formats appropriate to the intended reader</li> </ul>	<ul style="list-style-type: none"> <li>Reviews and critiques written outputs and coaches subordinate/s within the organization on improving their use of written communication</li> </ul>	<ul style="list-style-type: none"> <li>Reviews and critiques written reports, documents, policy instruments from other offices/bureaus/agencies and drafts written comments/position</li> </ul>



LEVELS	LEARNING 1	INTERMEDIATE/PROFICIENT 2	ADVANCED 3	SUPERIOR, EXPERT 4
				papers
Organized and clear written communication	<ul style="list-style-type: none"> <li>Conveys relevant and logical information through letters and written communications within the organization</li> </ul>	<ul style="list-style-type: none"> <li>Conveys relevant and logical information through letters and written communications to other bureaus/agencies</li> </ul>	<ul style="list-style-type: none"> <li>Drafts and composes well-written reports, proposals, contracts, and other related documents</li> </ul>	<ul style="list-style-type: none"> <li>Designs and develops organized and well-structured plans, proposals, researches, and other vital documents</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>Personnel orders</li> <li>Memos</li> <li>Transmittal letters</li> <li>Minutes of meetings, etc. within the DOH</li> </ul>	<ul style="list-style-type: none"> <li>Inter-agency written communication</li> <li>Program briefs</li> <li>Events profiles</li> <li>SOPs</li> <li>Work instructions, training plans</li> </ul>	<ul style="list-style-type: none"> <li>Reports</li> <li>Assessment Results</li> <li>Recommended Interventions</li> <li>Project Proposals</li> <li>TORs</li> <li>Contracts</li> <li>IECs</li> <li>Speeches/Keynote Addresses</li> </ul>	<ul style="list-style-type: none"> <li>Published Research</li> <li>Policy Instruments (National and International) Communication and proposals to international agencies</li> </ul>
	<ul style="list-style-type: none"> <li>Prepares personnel orders</li> <li>Prepares memos</li> <li>Prepares transmittal letters</li> <li>Prepares minutes of meetings, etc. within the DOH</li> </ul>	<ul style="list-style-type: none"> <li>Prepares inter-agency written communication</li> <li>Prepares program briefs</li> <li>Prepares events profiles</li> <li>Prepares SOPs</li> <li>Prepares work instructions, training plans</li> </ul>	<ul style="list-style-type: none"> <li>Prepares <b>different types of reports as may be required</b></li> <li>Prepares Assessment Results</li> <li>Prepares recommended Interventions</li> <li>Prepares project proposals</li> <li>Prepares TORs</li> <li>Prepares Contracts</li> <li>Prepares IECs</li> <li>Prepares Speeches/Keynote Addresses</li> </ul>	<ul style="list-style-type: none"> <li><b>Writes research studies for publication</b></li> <li>Develops Policy Instruments (National and International) Communication and proposals to international agencies</li> </ul>

