1. Background

The attraction of decentralization as a development and governance strategy is the range of possibilities and opportunities it offers in promoting and achieving good governance and meaningful local development. With power and responsibilities placed in the hands of local authorities, LGUs are compelled and expected to truthfully consider local demands in policy-making and implementation of programs and projects. Government decision-making brought closer to the individual citizen, for example would allow them to become more responsive. The responsibility for resource accessing and mobilization likewise is also an opportunity to unleash entrepreneurial energies of local government increase their revenues for better and adequate delivery of services. The challenge is how to assist LGUs to perform and deliver these expectations on a sustained basis in the light of decentralization.

The imperatives of decentralization and the growing advocacy for better performance by local governments led to increasing number of capacity building efforts aimed at enhancing local government effectiveness, efficiency and responsiveness in carrying out their administrative and development functions. For the last ten years, since the enactment of the Local Government Code, government and academic institutions as well as consulting or training organizations have conducted various capacity-building programs, mostly training programs to assist in the task of building the capacity of local governments as well as other local stakeholders. They are mostly aimed at providing knowledge and information to local government officials and their technical staff as well as equipping them with the necessary skills to perform their mandates under a decentralized regime. Expectedly, these programs vary in terms of quality and relevance.

The past ten years of implementation of the LGC has unequivocally demonstrated that the task of devolution and the building of local autonomy is a very complex, long-term undertaking. The decentralization process requires stability as well as intense levels of capacity in governance, both at the local and national levels. Despite much progress in decentralization for the past eleven years, these capacities in the Philippines need to be developed, enhanced and sustained.

Capacity building is a set of activities aimed at increasing competency of individuals and organizations to perform specific professional and technical tasks. **Performance of appropriate tasks in efficient, effective, responsive and sustained manner is the ultimate demonstration of acquired capacity.** The practice of capacity building for LGUs in the country reveals that training is often seen as the answer to performance gaps or organizational change. We also know from our own experience and research findings that training is neither enough nor always an appropriate response. The problem may not simply be the lack of competent warm bodies but the absence of and organizational culture supportive of goal-focused and results-oriented performance. Organizations and training individuals do not perform in a vacuum; their ability to carry out their assigned responsibilities is deeply affected by the broader context within which they operate, i.e. the structures and culture that govern their behavior. Analysis of constraints in improving performance should be systematic as well as systemic to properly identify the hindering and facilitating factors and craft appropriate response. Another important element to ensure the success of capacity-building intervention is a sound analysis of the performance gap to ensure a fit between skills developed and acquired and the assigned tasks of the individuals.

Numerous studies have produced hundreds of indicators of good governance. While these indicators, such as transparency, accountability, predictability, responsiveness, and participatory forms the foundation for building a culture of good governance, actual performance depends upon developing and demonstrating competencies that make LGUs achieve these indicators. What we, therefore, need to establish are the core organizational competencies LGUs need to have to meet these standards. The study aims to complement the LPPMS. Using best practices as the benchmarks, the study hopes to establish the essential organizational elements, such as the structure, policies, procedures, technology required to produce the good practice. The study also builds on the work of various capacity-building programs as well as award giving bodies.

2. Objectives

The project aims to determine essential elements in capacity-building interventions that can help in the development of an effective framework for capacity building. Recognizing that an essential step in the planning of capacity-building program is to undertake a diagnosis of what are the essential organizational competencies required to "do a good job". The project aims to identify the core organizational competencies for LGUs to become efficient, effective and responsive in the performance of its functions as specified in the Local Government Code of 1991.

Recognizing that there are specific organizational elements that enable individual action and performance, the project specifically aims to:

a. Determine the patterns of organizational characteristics of successful LGUs vis-à-vis good governance competencies

b. Identify organizational competencies that provide context to good action and performance

c. Develop a framework/organizational capacity-building model using the competency framework to assess capacity-building requirements of LGUs

3. Theoretical Framework Drawn From Practice

A framework or model is defined as an 'imitation or an abstraction from reality that is intended to order and simplify our view of that reality while still capturing its essential characteristics'. Good model forces the individual to think clearly about the reality and account for all the important relationships involved in a problem.

There are two diagnostic models to be used in this study. One is a diagnostic model that shows the different factors affecting the capacity of an organization. The other illustrates what core competencies are and are they defined.

Lessons learned from various capacity-building interventions direct us to defining a appropriate framework that sufficiently addresses two issues in the design and conduct of capacity building activities:

1

a. what capability and whose capability should be developed or enhanced; and

b. how to select the mode for the capacity building intervention.

The diagram presented below proposes a framework in addressing these issues. It presents five dimensions of capacity building in the public sector. The dimensions are based on the assumption that the process of capacity acquisition is an undertaking that requires changes in individual attitudes, values, and behavior. These changes in attitudes, values and behavior are then brought about through reinforcement by the organizational structure, system and culture. On the other hand the capability of the organization to reinforce these changes are constrained and enhanced by the nature of its relationships with other groups that it works with to produce a specific result. The individuals and the organizations are further constrained or enabled by the government institutional context, such as existing mandates of LGUs, civil service rules and other relevant policies; and the political, economic and social conditions of the community or of the country as a whole.

These dimensions are:

a. **Action environment.** This includes the economic, political, social and cultural milieu in which LGUs carry out their tasks. The action environment is essential for two reasons. First, performance of administrative and development functions of the LGU can be significantly constrained or facilitated by conditions in the action environment. Second, the action environment also represents problems that need to be addressed by the LGU.

DIAGRAM 1. Dimensions of Capacity-Building in Local Governments
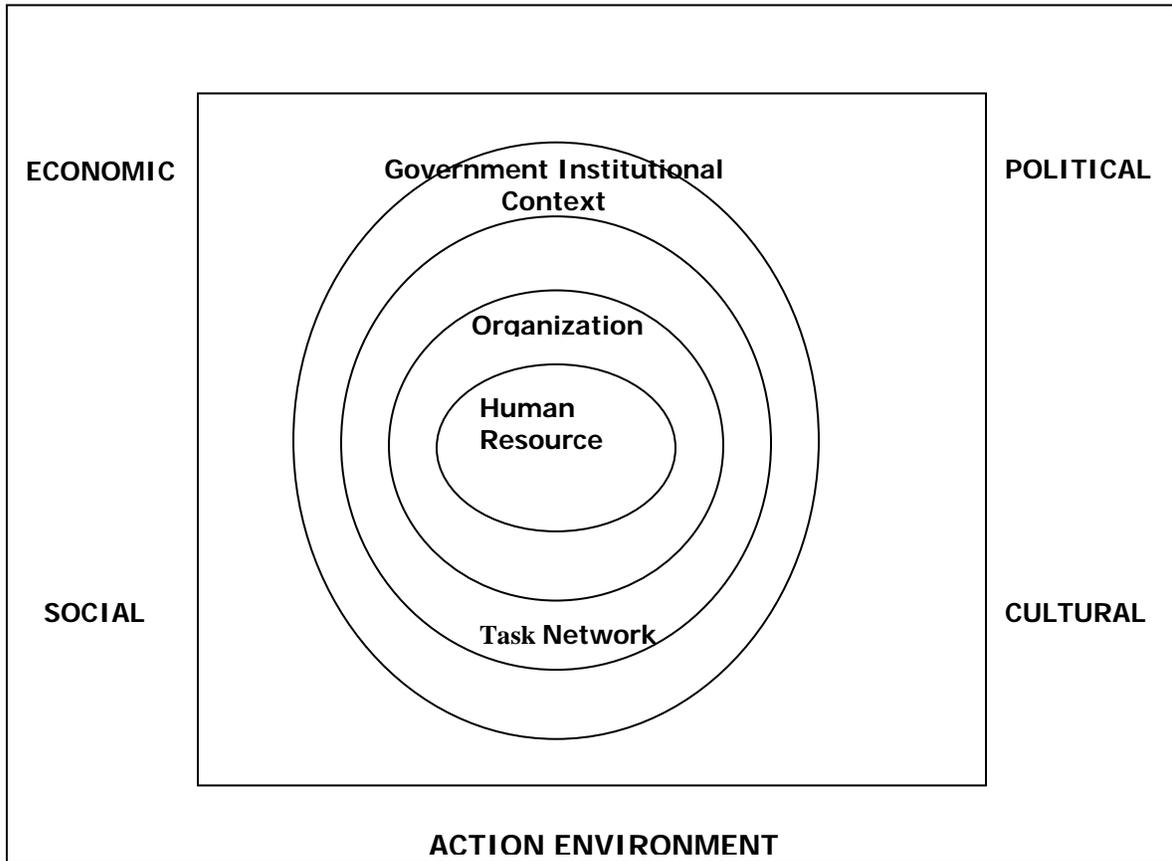
b. **LGU public sector institutional context.** This includes the policies and regulations governing LGU operations, ranging from civil service rules to central government oversight of local government operations, or budgetary constraints imposed by the national government? Does the institutional context help in creating a favorable enabling environment?

c. **Task Network.** This is the network of roles and functions organizations in the performance of a task and how they relate to each other. Whether there is complementation, collaboration and convergence in the performance of a set of inter-related tasks affect over-all organizational performance. This is useful in identifying where the bottlenecks and problems are, such as whether the problem lies in the local government units or in the national government agencies. For example, the ability of LGUs to provide health care services requires technical assistance and coordination with the DOH. Cities need to work with the housing agencies to perform their mandates stipulated in the Urban Development and Housing Act.

d. **Organization.** This includes the structure, strategy, work processes, leadership and management style, information systems, control systems resources, technology, and culture of the local bureaucracy and its units. These factors affect performance because they shape the behavior and job

performance of those who work within them which ultimately affects organizational performance and outputs.

e. **Human resource** dimension focus on the formal and informal educational preparation of the individuals working within the local bureaucracy, the expertise they bring into the bureaucracy, their motivations for joining government and the training received to enhance leadership, technical, managerial/administrative and political competencies. What are the existing knowledge, skills and orientation of the LGU officials and staff; how talents are employed and whether there is a good match between expertise and experience with functions and responsibilities affect the over-all performance of a given task.

The framework allows for a more integrated and holistic set of interventions. The dimensions give a systemic perspective of capacity-building requirements in the performance of specific tasks. The potential for sustained capacity is therefore greater. These dimensions are interconnected and represent the key factors in determining the quality of performance of an LGU. For example, the difficulty of LGUs to generate resources may not simply be caused by the lack of knowledge and skills in resource generation and mobilization but may be exacerbated by the inability of DOF and DBM to be less controlling but more enabling. Therefore, the capacity-building intervention is not simple training but should involve a number of policy reforms.

The next task is to determine what are the essential competencies to develop: Competency is defined as the "capacity of an individual or an organization to meet (or exceed) a job's requirements by producing the job outputs at an expected level of quality within the constraints of the organization's internal and external environments". The commonly used definition of competency refers to individual competency. It **is a cluster of knowledge, skills, attitude required for effective and superior performance in a job.** They include statements of good performance, the conditions and standards under which the performance will be carried out and how the performance will be assessed. Essentially, they detail the outcome of work and should be stated in terms of worldwide best practices so that the outcomes being described reflect standards of excellence. An **organizational competency, on the other hand, is an integrated and defined set of work processes, structures, systems and technologies that the organization must have to render and sustain superior performance.** The advocates of decentralization argue that decentralizing the delivery of local public goods improves the **efficiency and responsiveness of the public sector** in at least three ways: - by promoting **efficiency in resource allocation, by fostering productive efficiency and accountability and by facilitating cost recovery.** Our own experience shows that if the shift of responsibilities in favor of local government units occurs without the strengthening of needed local, institutional capacities, no improvement in efficiency, equity and quality in the delivery of services is achieved. A profound change in the organizational structures, and procedures of national government agencies is imperative to successful decentralization

Knowing which competencies are required and which competencies are available to an organization, therefore, help inform and direct capacity-building and human resource management interventions. The benefits of competency-based capacity development are

a. Focus on relevant behaviors and skills helps people better assess their current capabilities and determine the behaviors they need to develop to improve their effectiveness; assists in the identification of appropriate organizational elements to reinforce or influence the development of critical behavior for effectiveness

b. Provides focus for capacity-building opportunities and ensures that they are the ones essential to the outstanding performance and success of the LGU

Diagram 2. Relationship Between Competencies And Good Performance
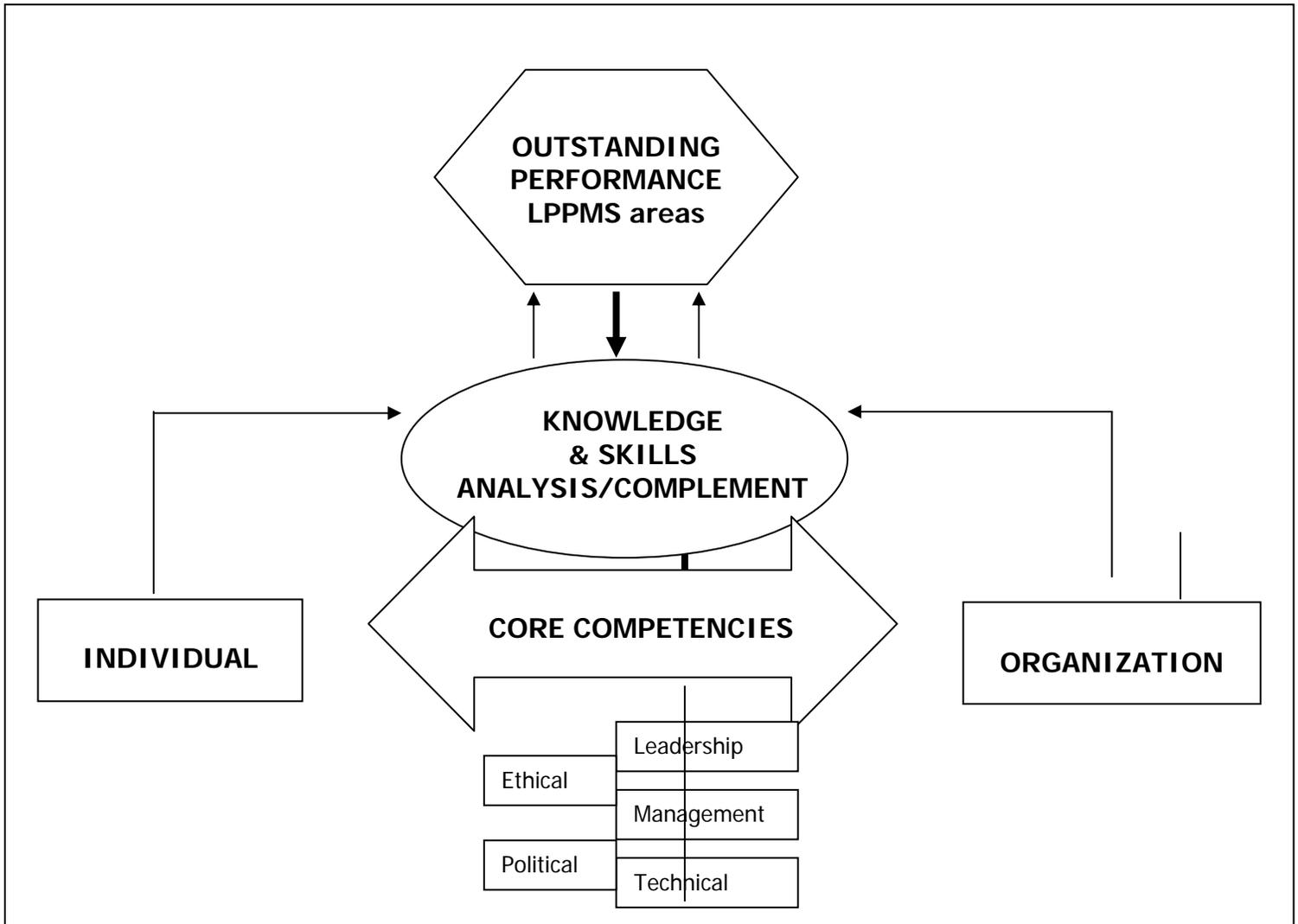
Work done on good governance indicators and performance measures are importance points of reference of the study. Good governance indicators[1] reflect five general clusters of competencies, which public sector organizations should have to perform their administrative, regulatory and service delivery functions. These are competency clusters that the study will use in identifying core competencies of LGUs These are the following:

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[1] Transparency, accountability, predictability, participatory, responsive are some of the indicators.

a. Leadership: Envisioning, organizing and analytical skills, such as articulating strategic objectives of a vision that inspires commitment, suggesting creative ideas and encouraging confidence and commitment to consider innovative strategies;

b. Management: Capability to plan and organize, select qualified human resources, and handle budgeting and financial responsibilities with the use of information in a strategic manner;

c. Technical: Capability to perform a specialized function systematically with rigor, such as local development planning; agricultural development planning, local health care delivery; policy formulation and implementation;

d. Ethical: Recognizes the ethical dimensions of governance, such as preserving personal and organizational integrity and promoting professionalism; identifies alternatives in difficult ethical choices; analyzes systematically the conflicting considerations supporting different alternatives; and formulates, defends, and effectively carries out a course of action necessary to maintain personal and organizational integrity; and

e. Political: Capability to influence people, resolve conflicts, build cohesiveness, develop coalitions and gain resources and approvals from relevant authorities and other stakeholders, and establish collaboration and convergence (intra- and inter-LGU)

The LPPMS, on the other hand identifies five clusters of performance areas essential to local government units:[2]

a. Governance capacity refers to the ability of the LGU to be transparent and accountable. I.e. it is able to regulate the behavior of its own officials, has a sound financial management system with periodic audits; and effectively engages its citizens. It also refers to the capacity of the LGU to equitable provide services and access to decision-making to all its citizens, especially the poor. Good governance also refers to the ability of the *sanggunians* to formulate and pass local legislation that responds to the needs of the community and promote local development.

b. Administration refers to ability of LGU to perform efficient and effective administrative functions through a well managed and streamlined bureaucracy. This includes the following:

   i. Development planning capacity – how to plan rationally, realistically and strategically for the development of a community (rural or urban), preparing development plans, comprehensive land use plans, investment codes

   ii. Local resource generation, allocation and utilization – how to generate and mobilize resources in an innovative, including analytical skills of key local fiscal administration officials and staff in accurately interpreting financial statement, retooling of these officials and staff in

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[2] DILG, Local Productivity and Performance Management System Final Results Statements and Performance Indicators Framework, April 1, 2003

non-traditional modes of generating revenue, preparing feasible annual revenue plans to enhance local fiscal autonomy

    iii. Human resource development and management – how to determine systematically the quantity and quality of human resources needed to enable LGUs to perform their mandates effectively and efficiently, including, recruitment, development and maintenance of appropriate human resource in the organization, including skills needed such as preparation of HRD plan aligned with the functions of the LGU, performance-based recruitment and promotion

    iv. Customer Service – how to provide quality service to customers

c. Service Delivery refers to the ability of LGU to plan, manage and implement service delivery schemes and mechanisms to ensure improved quality of life of its citizens.

    i. Local Health Systems Planning and Management (Health and Nutrition) – how to plan, organize, maintain and sustain an efficient and responsive local health care delivery system that promotes good health and nutrition.

    ii. Education - how to plan, organize, maintain and sustain an efficient and responsive local basic education delivery system to ensure basic education to citizens

    iii. Housing and Basic Utilities – ability to address shelter and basic utility needs of all citizens, such as electricity and potable water

    iv. Peace, Security and Disaster Preparedness – how to ensure public safety and reduce the risks of violence and disasters in a consistent, efficient and sustained manner.

d. Economic Development refers to the ability of the LGU to create a vibrant and dynamic local economy that will provide sustainable and adequate livelihood to its people, especially the rural and urban poor, including **agriculture and fisheries development and enterprise, business and industry promotion**

e. Environmental management capacity refers to LGU's ability to manage the environment in a sustainable manner, such as preparing an environmental code, pursue development activities that are not harmful to the environment, environment friendly technologies in their operations; including waste management and pollution control.

The LPPMS output areas will serve as the performance standards in the identification of the competencies. This means identifying for each performance area, the required leadership, management, technical, ethical and political competencies and organizational elements required to harness, mobilize, reinforce and sustain these competencies.

4. Methodology

The study seeks to answer the question: what are the essential competencies of the LGUs to excel in the five performance areas based on performance areas defined in the LPPMS as shown in Matrix 1. The study will identify the competencies critical for LGUs to position themselves under within a decentralized political-administrative structure and in they are to assume a proactive role in improving the quality of life of their respective communities.

a. **Selection of Best Practices**

The selection of best practices will be guided by the LPPMS performance areas category and definition. The following criteria will be applied in selecting the best practices to be studied and used as benchmarks.[3]

    i.   **LGU-initiated.** The practice should have been initiated by a LGU at the city or municipal level. The initiative should demonstrate LGU ownership and is socially accepted by its targeted beneficiaries.

    ii.   **Creative Use of LGC powers.** The practice should demonstrate the creative use of governmental and/or corporate powers provided to LGUs by the Local Government Code of 1991.

    iii.   **Proven and effective solutions to common or similar problems.** The practice has operationally demonstrated and proven to be an effective response to the identified needs of its target beneficiaries.

    iv.   **Demonstrated level of sustainability** using the following indicators: it has been in place for a considerable period of time; it survived the arrival of a new administration; it has become a permanent program or structure in the LGU; the community as well as executive and legislative bodies are involved in or supportive of it; related legislation is in place in the LGU.

    v.   **Documented exemplary practice.** Conceding other features of the exemplary practices to be equal, preference will be given initiatives that have existing documentation of the benefits, key milestone, success and hindering factors, results, key stakeholders, processes and mechanisms.

There will be a total of 12 best practices to be identified representing selected performance and service areas defined in the LPPMS.

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[3] LCP, LMP, DILG. Kaakbay Framework for Identifying Exemplary LGU Practices for Replication

Matrix 1. Performance and Service Areas based on LPPMS

PERFORMANCE AREA	SERVICE AREA
1. GOVERNANCE	Financial Accountability $_1$
	Transparency*[4]
	Citizen Participation*
	Equity*
	Local Legislation$_2$
2. ADMINISTRATION	Development Planning*
	Resource Generation$_3$
	Resource Allocation and Utilization$_4$
	Human Resource Management and Development*
	Customer Service*
3. SERVICE DELIVERY	Health and Nutrition$_5$
	Education$_6$
	Housing and Basic Utilities$_7$
	Peace Security and Disaster Preparedness$_8$
4. ECONOMIC DEVELOPMENT	Agriculture and Fisheries Development$_9$
	Business, Enterprise and Industrial Promotion $_{10}$
5. ENVIRONMENTAL MANAGEMENT	Natural Resources Management $_{11}$
	Waste Management and Pollution Control$_{12}$

The project team in consultation with DILG will select the best practices.

    b. Identification of core competencies will be done through content analysis of the documented best practices and interviews with the actors and stakeholders involved in the selected best practice. Questions to be asked will focus on - what is working well; and how does the organization rise to meet challenges and produce outstanding performance and positive results. . Using as task reference the inputs and outputs identified by LPPMS, the project team will identify the competencies from this inventory

    The following matrix will be used in defining the core competencies.

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[4] They will not be treated as distinct and separate service areas, but as integral to other service areas.

Matrix 2. Competency Description Format

Performance Area:
Service Area

Competency Cluster	Competency	Definition	Critical Behavior	Behavioral Examples	Organizational Characteristic

The organizational competencies identified from best practices will be subjected to a validation workshop to be participated by representatives from the Leagues, DILG. LGA, NGAs, academic institutions, and NGOs.

c. After the validation of the core competencies, the **LGU core organizational competency needs assessment instrument** will be designed by the project team. The instrument will be subjected to a field test. Revisions will be made based on the pre-testing. The instrument will then be administered to a number of LGUs, selected through purposive and random sampling.

Provinces and municipalities will be clustered into types: "coastal and land-locked" across island regions. Sampling size will be 10 percent of total number of provinces and municipalities for each cluster. Approximately 10 provinces and 140 municipalities will constitute the total sample size.
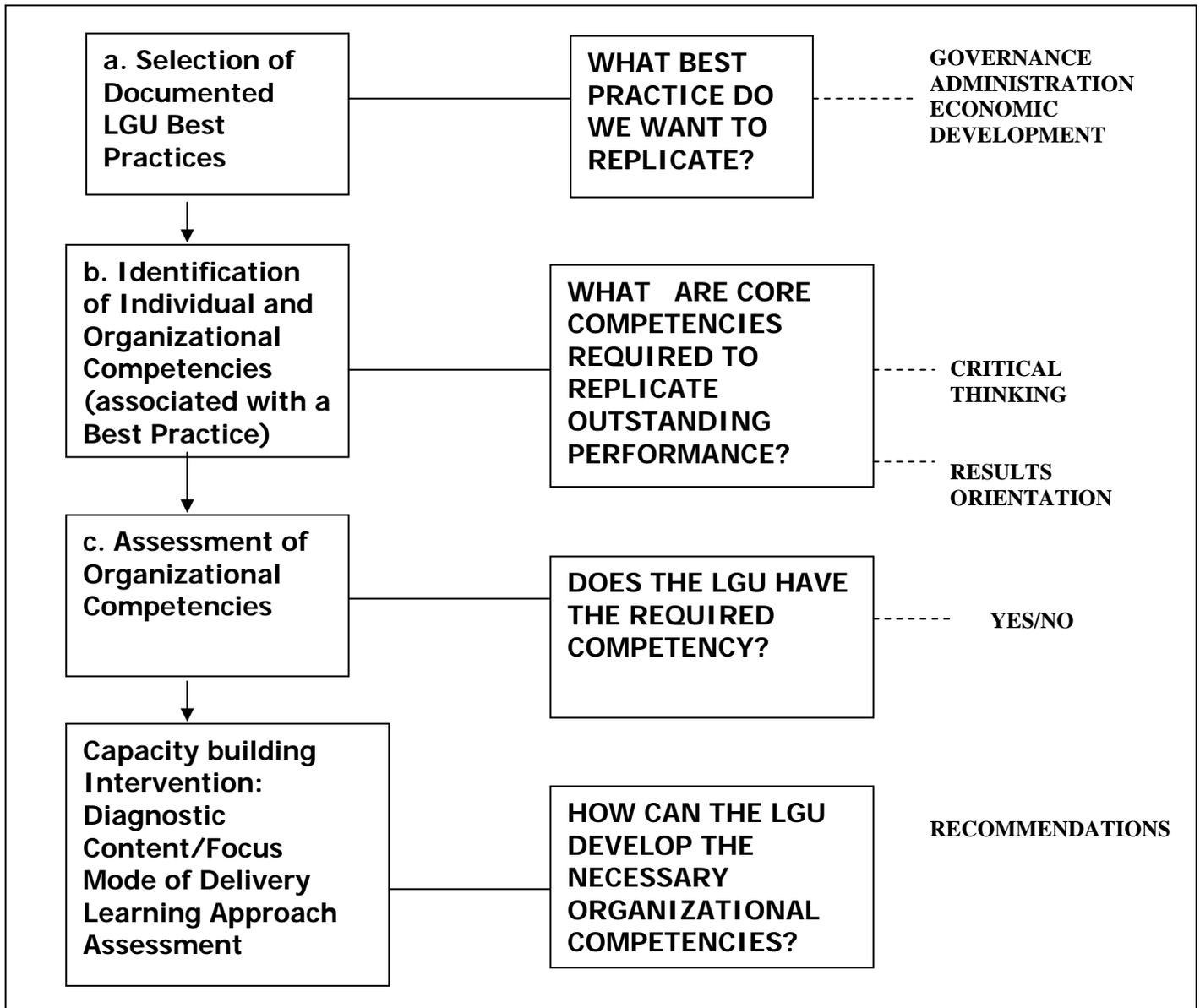
	Coastal			Land-locked		
	Luzon	Visayas	Mind	Luzon	Visayas	Mind
Provinces						
Municipalities						

Cities, on the other hand, will be clustered into three categories: highly urbanized, independent and component across island regions. Sample size will be approximately 8 cities.

	Luzon	Visayas	Mind
Highly Urbanized			
Independent			
Component			

d. The results of the needs assessment will be presented to a reference group, composed of representatives of LGUs, NGAs, academic institutions, and NGO partners. The study group will analyze the implications of the assessment results to capacity-building interventions: focus, mode of delivery, learning approaches, evaluation and assessment methodologies and will make the necessary recommendations.

Diagram 3. Flow Chart of the Research Methodology

a. Selection of Documented LGU Best Practices	**WHAT BEST PRACTICE DO WE WANT TO REPLICATE?**

GOVERNANCE
ADMINISTRATION
ECONOMIC
DEVELOPMENT

b. Identification of Individual and Organizational Competencies (associated with a Best Practice)	**WHAT ARE CORE COMPETENCIES REQUIRED TO REPLICATE OUTSTANDING PERFORMANCE?**

CRITICAL
THINKING

RESULTS
ORIENTATION

c. Assessment of Organizational Competencies	**DOES THE LGU HAVE THE REQUIRED COMPETENCY?**

YES/NO

Capacity building Intervention: Diagnostic Content/Focus Mode of Delivery Learning Approach Assessment	**HOW CAN THE LGU DEVELOP THE NECESSARY ORGANIZATIONAL COMPETENCIES?**

RECOMMENDATIONS

The project team will be composed of an over-all project team leader, an organizational development consultant, a training specialist 4 senior researchers (for analysis of best practice), 1 junior researcher. A key competence of the project team will be their understanding of human resource development in the public sector, particularly LGUs.

5.Timeframe

STEPS	OUTPUT	June	July	August	Sept	Oct	Level of Effort
1. Document Review and Selection of Best Practices	List of Best Practices to be Studied	▓					10 person days
2. Inventory of organizational competencies associated with best practices	**Key organizational competencies identified**	▓	▓	▓			180 person days- approx. 15 pdays per best practice (4 researchers 45 person days each)
3. Design of organizational competency needs assessment instrument	**Competency Assessment Instrument**			▓			5 person days
4. Administer Instrument	**Status of LGU organizational competencies in various service areas identified in the LPPMS**				▓		20 person days
5. Assess implications of findings to current capacity building interventions	**Capacity-building intervention diagnostics**					▓	10 person days
6. Write and Submit Final Report	**Final Report Competency Mapping for LGUs**					▓	14 person days
TOTAL Person Days							**269 person days**

6. BUDGET

A.   **Professional Fees**

Project Team Leader, OD Consultant,   P825,000.00
4 senior researchers, 1 junior researcher

B.   Operational Expenses
Communication   10,000.00
Transportation   150,000.00
Per Diem   50,000.00
Supplies   20,000.00
Photocopying Materials   8,000.00
Validation Workshop   50,000.00
Survey   474,000.00
Secretariat   80,000.00
                                                             P1,656,000.00

APPENDIX 1. CHALLENGE OF LOCAL GOVERNANCE

KEY FEATURES OF THE LGC	HIGHLIGHTS OF LGC PROVISIONS ON LOCAL AUTONOMY	OBJECTIVES OF THE LGU	EXPECTED OUTCOME
1. Devolution of powers for delivery of basic services	Devolution of: • Health (field health, hospital and tertiary services) • Social welfare services • School building programs	• Provide equitable benefits to all and quality of life that ensures well-being of the people	• Efficient and quality delivery of services • Equity in access and benefits • Improved welfare of the people
2. Devolution of regulatory powers/enforcement of laws	• Agricultural extension and research • Cooperative promotion and development • Reclassification of agricultural lands • Community-based forestry products • Regulation/franchising of tricycle operations • License/regulate activities of tourism enterprises • Provincial permit for quarrying in public lands • Powers over locally-funded infrastructure projects • Power to issue fishing privileges in municipal waters	• Increase area productivity • Ensure continued sustainability of the environment	• Increased job opportunities • Improved household incomes • Increase in degradation of forests and other natural resources

14

KEY FEATURES OF THE LGC	HIGHLIGHTS OF LGC PROVISIONS ON LOCAL AUTONOMY	OBJECTIVES OF THE LGU	EXPECTED OUTCOME
3. Creation and enforcement of a legal and institutional infrastructure for the participation of civil society	• Representation in sanggunians • Representation in local consultative bodies • Recall and people's initiative • Mandatory consultation in national projects	a. Mobilize area stakeholders	b. Transparent, accountable, responsive governance c. Civic awareness and responsibility
4. Increase in financial resources available to LGUs	• Increase in IRA allotment • Increase in share of national wealth • Broader power to tax • Power to incur loans, issue bonds, undertake BOT schemes • Direct and indirect access to foreign grants and loans	d. Harness area resources	e. Increased revenue for LGU f. Productive efficiency and accountability in resource allocation g. Improved fiscal autonomy

Appendix 2. Questions in Analyzing Best Practice

Variables	Questions
Structure	• What was the organizational structure that governed the task? • What are the levels of accountability and the role requirements of each?
Work Process	• What were the processes and procedures in producing the desired level of performance? • Was the task performed primarily through teams or individuals? What was the composition of the team (in

Variables	Questions
	terms of competencies)? How was teamwork developed and sustained? • What were the rules or policies that governed the process? • How was information generated and communicated internally and externally?
Leadership and Management Style	• What was the visioning and planning process? Who were involved? • What was the decision-making process? • What was the accountability structure? • How is confidence and commitment encouraged? • How were policies enforced? • What was the performance monitoring and evaluation system?
Resources	• What resources – human, financial were needed? • How were they generated, and mobilized? • What were the essential individual competencies in accomplishing the task?
Technology	• What tools and equipments were used? • What methods were used or developed?
Culture	• Was there an incentive system for good performance? What were its major elements? • What were the group norms that guided the accomplishment of the task?

Appendix 3. Example of Competency Matrix

PERFORMANCE AREA	GOVERNANCE	ADMINISTRATIVE	SERVICE DELIVERY	ECONOMIC DEVELOPMENT	ENVIRONMENTAL MANAGEMENT
COMPETENCY CLUSTER					
LEADERSHIP				Innovative Strategic Orientation	
MANAGEMENT				Measuring and Evaluating Results	
TECHNICAL				Analytical Thinking	
ETHICAL				Integrity	
POLITICAL				Building Relationships	

Appendix 4. Example of A Competency Map Per Performance and Service Area

Performance Area: Administrative
Service Area: Development Planning

Competency Cluster	Competency	Definition	Critical Behaviors	Behavioral Examples	Organizational Characteristic
Leadership	Innovation	Generates creative ideas and solutions and encourages others to explore new opportunities to improve performance	o Creative thinking o Process Improvement o Promotes Change o Risk Taking	o Questions traditional practices and generates new ideas to best meet needs of constituents, co-workers o Accepts and implements new ideas o Seeks and is open to new approaches and alternatives that are consistent with organizational goals o Researcher outside information and resources when developing solutions o Identifies the need for change to	Collaborative Decision-making

Competency Cluster	Competency	Definition	Critical Behaviors	Behavioral Examples	Organizational Characteristic
				enhance efficiency and effectiveness and communicates this to others o Understands and applies new approaches to create a work environment that encourages and rewards creativity o Advocates change by providing information, educating others and discussing concerns o Identified and removes barriers for continuous improvement o Improves the quality of processes by continuous review of work tasks o Develops more efficient, improves or less expensive ways to perform tasks and achieve results	

Competency Cluster	Competency	Definition	Critical Behaviors	Behavioral Examples	Organizational Characteristic
Management			o Systems thinking o Action orientation o Measures Performance	o Provides an overall framework for implementing, monitoring and evaluating the program/project/activity o Help others to plan, organize and schedule their work o Identifies windows of opportunities, recognizing the proper time for action on policy issues and agenda, having positioned all key elements to maximize the probability of success o Solicits the best and most effective human and material resources available	o Results orientation Information Based Planning System: clear, detailed records related to the accomplishment of set objectives, including baseline data

Competency Cluster	Competency	Definition	Critical Behaviors	Behavioral Examples	Organizational Characteristic
Technical	Critical Thinking	Collects and structures information to analyse problems, make decisions and complete work in a coherent and rational manner	o Analytical o Logical Reasoning o Probing	o Breaks down complex problems into small pieces, simplify the issues and develop solutions o Identifies key issues, examines problems/situations thoroughly, and draws logical conclusions o Assesses a situation, identifies the variables, and relates the variables with each other – as to causes and effects o Gathers, analyzes and effectively convey meaning of data and/or information o Interprets data accurately from studies, surveys, or other sources	o Strategic thinking and planning practices

Competency Cluster	Competency	Definition	Critical Behaviors	Behavioral Examples	Organizational Characteristic
				o Uses tools of the discipline to understand and analyze issues and develop solutions	
Ethical	Integrity	Demonstrates and promotes ethical practices in all organizational activities	o Principled o Honest o Trust-worthy	o Builds trust by being honest and consistent with words and actions o Demonstrates high standards of conduct and personal accountability o Applies established requirements and procedures to ethical issues o Interacts	

Competency Cluster	Competency	Definition	Critical Behaviors	Behavioral Examples	Organizational Characteristic
				objectively and works without hidden agendas o Questions practices or activities which appear unethical or where rules or regulations are not followed o Avoids behaviors and activities which may be construed as a conflict of interest	
Political	Building Relationships	Forms effective working relationships with subordinates/co-workers, constituents, other LGUS and NGAs	Partnering Networking Citizen-satisfaction orientation	o Interacts effectively by modifying behavior appropriately o Uses a non-threatening approach to discuss sensitive issues o Identifies and shares information with all relevant stakeholders	