



DEPARTMENT OF SCIENCE AND TECHNOLOGY
Regional Office No. VIII

COMPETENCY FRAMEWORK



COMPETENCY FRAMEWORK

The development of the DOST Region VIII's competency framework is a strategic process which will help the agency to build a strong, agile, and diverse workforce, and to achieve its goals and objectives. Basically, the competency framework is anchored on the following foundations:

1. Alignment with the strategic objectives of the agency. Competencies required for success in a particular role or function are defined to ensure that the agency has the right talent in place to achieve its goals;
2. Performance management. Competency framework provides a clear definition of what is expected of employees in terms of their knowledge, skills, abilities, and behaviors. This allows for more objective performance management and evaluation, and provides a basis for feedback, coaching, and career development;
3. Talent management. Competency framework will be the basis for identifying talent gaps, developing training and development programs, and assessing the potential of employees for future roles. This helps to ensure that the agency has a strong pool of talent that can fill critical roles in the agency;
4. Recruitment and selection. Competency framework will be used to define the requirements for a particular role or function, and will be the basis for recruitment and selection. By identifying the competencies required for success, the agency can more effectively screen candidates and ensure that the right people are hired; and
5. Succession planning. Competency framework will be used to identify the competencies required for success in future roles and to assess the potential of employees for those roles. This helps to ensure that the agency has a strong succession plan in place and can fill critical roles with the right people when needed.

The DOST Region VIII Competency Framework is categorized, as follows:

1. Core and Organizational Competencies. These competencies are required for all positions of DOST Region VIII;
2. Leadership Competencies. Leadership competencies are focused on the skills and abilities needed to lead and

manage teams which are required for Division Chief positions and Section/Unit Heads or positions in the 2nd Level requiring supervisory or leadership functions; and

3. Functional Competencies. Functional competencies are focused on the specific skills and knowledge needed for a particular role in the specific functional unit/area of the agency.



COMPETENCY REQUIREMENTS OF PLANTILLA POSITIONS



COMPETENCY REQUIREMENTS OF PLANTILLA POSITIONS

Competency Requirements of Plantilla Positions*		Required Competency Levels of Positions (Level 1 – Basic; Level 2 – Intermediate; Level 3 – Advanced; Level 4 - Superior)					
		First Level Positions**		Second Level Positions**			
Particulars	Total No. of Required Competencies	Entry Level (Work Experience Not Required)	Work Experience Required	Entry Level (Work Experience Not Required)	Work Experience Required	Supervisory/ Leadership	
						Division Chiefs	Sec./Unit Heads***
Core Competencies	3	Level 1	Level 2	Level 1	Level 2	Level 3	Level 3
Organizational Competencies	2	Level 1	Level 2	Level 1	Level 2	Level 3	Level 3
Leadership Competencies	3	-	-	-	-	Level 3	Level 3
Functional Competencies	4-10	Level 1	Level 2	Level 1	Level 2	Level 3	Level 3
Total	12-15						

*Required competencies are found in the Competency Table and the total number of competency requirements for each position must not be less than 12 and must not be more than 15.

**Pursuant to Section 8, Chapter 2, Book V of Executive Order No. 292

2nd Level Positions - The second level positions shall include professional, technical, and scientific positions which involve professional, technical, or scientific work in a non-supervisory or supervisory capacity requiring at least four years of college work up to Division Chief level; and

1st Level Positions - The first level positions shall include clerical, trades, crafts, and custodial service positions which involve non-professional or subprofessional work in a non-supervisory or supervisory capacity requiring less than four years of collegiate studies

***Other 2nd level positions requiring supervisory or leadership functions.



COMPETENCY TABLE



COMPETENCY TABLE

Proficiency Levels

Proficiency levels for each of the DOST Region VIII competencies have been developed to further integrate these into the organization's competency-based human resource systems. Proficiency levels facilitate performance planning and management as performance indicators are clearly spelled out. Moreover, they help in planning, implementing and tracking development of jobholders along mastery levels within current or future roles or jobs.

The DOST Region Vllls Competencies has **four (4)-Level Proficiency Scale**. Each proficiency is generally described in terms of behavioral indicators (e.g. Scope/Context, Complexity and Autonomy/Responsibility). The behaviors at each level of the scale are illustrative rather than definitive, that is, other examples of behavior are possible. Each competency scale is cumulative, which means that although behaviors from lower levels are not repeated at higher levels, they nonetheless apply.

Progression Criteria	Level 1	Level 2	Level 3	Level 4
	Basic	Intermediate	Advanced	Superior
CORE DESCRIPTION	Requires guidance or assistance of peer or supervisor to apply the competency	Applies the competency with minimal supervision.	Develops new or enhances existing processes, procedures and policies	Integrates efforts of one or more practitioners and recommends improvements on policies, programs and regulations
SCOPE/ CONTEXT	Limited to own tasks and requires full supervision to perform duties and responsibilities. Competency is at a level where specific procedures are observed.	Limited to own tasks and requires some supervision and further training. Competency is at a level where specific procedures are observed	Generally confined in own set of tasks, but has tasks that require working with others, with some activities not necessarily covered by procedures	Covers/integrates work of different individuals/work groups, multiple tasks, diverse work units, varied situations

Progression Criteria	Level 1 Basic	Level 2 Intermediate	Level 3 Advanced	Level 4 Superior
COMPLEXITY (Basic to Strategic)	Demonstrates an understanding of only the most basic concepts contained within the competency. Performs basic, rudimentary and routine tasks that may require less analysis with complete information always provided.	Demonstrates an understanding of the fundamental concepts involved within this competency. Performs tasks that may require minimal analysis. Knowledge level appears equivalent to that gained through introductory courses	Demonstrates a solid understanding of core concepts within this competency. Appears capable of working on most projects in this area with moderate assistance. May require some initial assistance with advanced concepts. Less information is present, requires resourcefulness and some degree of analysis, related to other tasks, less routinary	Demonstrates a clear understanding of many advanced concepts within this competency. Appears capable of mentoring others on most projects in this area. Requires moderate degree of analysis and evaluation of routine and non-routine tasks.
AUTONOMY and RESPONSIBILITY	No decision-making authority and must be completely supervised in all tasks.	No decision-making authority, moderately supervised and can follow basic standards and procedures of work.	Most tasks /activities can be done independently given clear directions, standards and procedures of work, requires consultation for non-familiar, non-routine tasks/situations	Independent work covering responsibility for others' work

CORE COMPETENCIES

CORE COMPETENCIES	EXEMPLIFYING INTEGRITY AND PROFESSIONALISM
	STRATEGIC AND SYSTEMS THINKING
	DELIVERING EXCELLENT RESULTS

<i>Core Competency</i>	EXEMPLIFYING INTEGRITY AND PROFESSIONALISM
<i>Definition</i>	<p>Conducting self in a manner consistent to the professional and ethical standards of public servants. Doing what is right and morally acceptable, remaining steadfast and composed under stressful, tempting, and challenging situations</p> <ul style="list-style-type: none"> • Honesty, truthfulness, credibility • Personal effectiveness • Respect • Courage, accountability • Objectivity

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics. • Uses feedback from co-workers and customers to find ways of enhancing his/her performance • Anticipates customer needs; 	<ul style="list-style-type: none"> • Treats others fairly and with respect. Takes responsibility for own work, including problems and issues. • Accurately identifies his/her own strengths and development needs, leverages strengths, and acts to develop areas that can be improved 	<ul style="list-style-type: none"> • Uses applicable professional standards and established procedures and policies when acting and making decisions. • Proactively requests feedback from co-workers and customers and uses it to enhance personal and team performance 	<ul style="list-style-type: none"> • Identifies ethical dilemmas and conflict of interest situation and acts to avoid and prevent them. Anticipates and prevents breaches in confidentiality and/or security; • Seeks out continuous learning opportunities that develops self and expands organizational intellectual

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>stays abreast of changes in the external environment and anticipates how they will impact one's functional unit.</p> <ul style="list-style-type: none"> • Updates professional knowledge and skills on a regular basis to stay current and apply new trends or best practices to one's work at the DOST 	<ul style="list-style-type: none"> • Shares new knowledge regarding professional standards with others to ensure they are able to contribute new ideas to the organization • Engages in continuous learning opportunities to further develop skills and capabilities in technical and functional areas. 	<ul style="list-style-type: none"> • Participates in professional associations to ensure one is visible to others in one's field of expertise. • Provides coaching to others to help them leverage their strengths and effectively develop in areas where improvement is needed. 	<p>capital.</p> <ul style="list-style-type: none"> • Takes part in professional associations to maintain a current knowledge base and relationships with others in one's field. • Incorporates industry and government trends in planning and decision-making. • Promotes a climate of openness and honesty throughout the organization and does not penalize responsible dissent; • Does not acquiesce to inappropriate personal requests for favors, political pressure, or promise of gain; • Displays fortitude to support ethical actions that may impact self, stakeholders, or the DOST.

<i>Core Competency</i>	STRATEGIC AND SYSTEMS THINKING
<i>Definition</i>	<p>Recognizing and analyzing events / situations / issues in the broader environment, assessing their effect on the goals of the organization, and adjusting decisions and actions to secure its long term and sustainable performance;</p> <p>Structuring and aligning of own and functional unit objectives, priorities, and actions to DOST's strategic imperatives, considering the interdependence / interrelations of units, processes and systems;</p> <p>The ability to <i>see big picture</i>, think multi-dimensionally, craft innovative solutions, identify connections between situations or things even when not obviously related, and come up with new ideas and different ways to enhance organizational effectiveness and responsiveness.</p>

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Recognizes and acts within what is required of their role and expected contribution to unit results Seeks and takes into consideration the impact of own work and processes to other employees work and processes Observes formal structure, rules, processes, methods or operations to accomplish work. Identifies, situates, and relates own work goals, processes and results with other 	<ul style="list-style-type: none"> Keeps up to date with a broad set of issues relating to the work of the DOST Develops an understanding of how their area's strategy contributes to DOST priorities Checks the alignment of individual and unit's goals, processes and results to the over-all goals, processes and results of the DOST Obtains and shares information that affect the different internal and external stakeholders Identifies and seeks to address issues arising from 	<ul style="list-style-type: none"> Seeks out emerging trends, opportunities and risks in the environment that may affect DOST's service delivery and goal attainment Evaluates work and checks relevant issues relating to different program and policy areas are effectively fed into big- picture considerations Identifies bottlenecks in existing work structures, processes, systems and suggests steps to overcome them Identifies barriers to transparency and open communication and initiates 	<ul style="list-style-type: none"> Anticipates the long-term impact of national and international developments to DOST's vision, mission and strategic imperatives and vice versa Identifies and translates the implications of national development priorities to DOST's vision, mission strategic goals and priorities and ensures alignment and complementation Evaluates and consults widely to arrive at strategies that will bring about sustainable and beneficial results to DOST's stakeholders

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>employees in own work unit in particular and the over-all goal of DOST in general</p> <ul style="list-style-type: none"> Recognizes various stakeholders of the DOST and how own work contributes to addressing their needs 	<p>individual and group work processes</p>	<p>appropriate solutions</p> <ul style="list-style-type: none"> Seeks to understand how the services, and strategies in own and others' area work can be optimized to create value for DOST's stakeholders Evaluates internal strengths and weaknesses and areas for alignment to optimize resources and strengthen internal capabilities 	<ul style="list-style-type: none"> Formulates plans, policies and improves processes to support DOST's long-term goals and direction, including those shared with other agencies of government Uses appropriate and context-sensitive communication mechanisms, varying language, tone, content and style to influence diverse stakeholders across government and relevant sectors

<i>Core Competency</i>	DELIVERING EXCELLENT RESULTS
<i>Definition</i>	Developing, implementing, and evaluating work structure and processes to deliver high-quality outputs / services in science and technology (S&T) benchmarked against global standards and continuously improving to attain desired results for DOST.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Reviews own work against established criteria/standard prior to submission to avoid errors and rework Follows and seeks clarification about specific instructions in 	<ul style="list-style-type: none"> Completes assigned tasks with precision, accuracy and promptness Organizes activities and resources and prioritizes to accomplish key tasks and be 	<ul style="list-style-type: none"> Identifies and organizes activities, resources and talents to deliver results within high quality standards amidst increased workloads and shorter timelines 	<ul style="list-style-type: none"> Consults widely and considers DOST's realities and circumstances when setting work objectives, goals and standards that are benchmarked against global standards (including quality

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>deployment of resources and accomplishment of assigned tasks</p> <ul style="list-style-type: none"> • Sets own work goals, organizes tasks and resources, and adapts work methods to meet work expectations and targets within established standards • Identifies and secures requirements (information, resources, expertise etc.) to perform work and prompts parties as needed 	<p>able to take on additional tasks within timelines</p> <ul style="list-style-type: none"> • Reviews own work and obtains feedback, adjusts as appropriate • Sets high standards of work for self and others • Identifies areas and ways to improve the delivery of work results in own specific area of expertise or span of control 	<ul style="list-style-type: none"> • Works to exceed expectations and pushes for improved results and service delivery capacity • Engages others in setting up high quality standards of work and improving work processes • Identifies risks and plans for contingencies to deliver desired results • Evaluates own and unit's work results to determine gaps and ways to address them to keep work performance on track • Deals with obstacles, setbacks and challenges constructively, evaluating circumstances and addressing concerns promptly (escalates as needed) to ensure delivery of high-quality outputs 	<p>standards)</p> <ul style="list-style-type: none"> • Seeks and explores new ideas, concepts, approaches methodologies, and alternatives to improve DOST's service delivery and absorptive capacity • Develops and implements programs to promotes DOST-wide compliance to high quality outputs and aligning work to optimize time, cost and effort in producing desired results • Anticipates and evaluates barriers and associated risks to attainment of desired results and ways to mitigate/address such • Evaluates and encourages constructive questioning of existing policies, practices and procedures in view of attaining increased efficiency in goal attainment and service delivery

ORGANIZATIONAL COMPETENCIES

ORGANIZATIONAL COMPETENCIES	DIGITAL LITERACY
	CRITICAL THINKING

<i>Organizational Competency</i>	DIGITAL LITERACY
<i>Definition</i>	<p>Digital literacy refers to the ability to find, evaluate, use, and create information using digital technologies. It involves a set of skills and competencies that enable individuals to navigate and participate in the digital world effectively.</p> <p>Digital literacy encompasses a broad range of skills, including:</p> <ol style="list-style-type: none"> 1. Basic computer skills such as using a mouse and keyboard, navigating operating systems, and using basic software applications. 2. Internet skills such as browsing, searching, and using online communication tools. 3. Information literacy skills such as evaluating the credibility and relevance of digital information sources. 4. Media literacy skills such as understanding and analyzing digital media content. 5. Data literacy skills such as collecting, analyzing, and interpreting digital data. 6. Privacy and security skills such as protecting personal information and understanding digital security risks.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
A basic level of digital literacy refers to the ability to use digital devices and technologies to perform simple tasks such as	An intermediate level of digital literacy involves a deeper understanding and ability to use digital technologies to perform more complex tasks. At this level,	An advanced level of digital literacy refers to a high degree of proficiency and mastery in using digital technologies and tools to perform complex tasks	A superior level of digital literacy refers to an exceptional degree of proficiency and mastery in using digital technologies and tools to perform complex tasks

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>browsing the internet, sending and receiving emails, and using basic software applications. It also includes the ability to navigate digital interfaces and understand basic computer terminology.</p> <ul style="list-style-type: none"> • Use of ICT equipment such as a pc, smartphones, laptops, tablets and other related devices. • Navigate the internet and perform basic searches. • Understand and use email. • Create, save, and edit basic documents using office applications such as Microsoft Office or Google Docs. • Use basic online communication tools such as chat or video conferencing. • Understand digital safety and privacy issues. 	<p>individuals should be able to perform tasks such as creating and managing digital content, using more advanced software applications, and working with data.</p> <ul style="list-style-type: none"> • Proficiency in using office applications such as creation of linked documents, formula, etc. • Creating and editing simple multimedia content such as videos, images, and audio files. • Using software applications such as graphic design tools, video editing software, or programming languages. • Understanding and using cloud-based storage and collaboration tools such as Google Drive or Dropbox. • Understanding basic coding concepts and being able to create basic websites or web applications. • Using data analysis tools to work with data sets, create visualizations, and draw insights from data. • Understanding and using online security and privacy tools and best practices. • Knowledgeable in computer 	<p>and solve complex problems. At this level, individuals are able to use digital technologies to create, innovate, and transform their work and the world around them.</p> <ul style="list-style-type: none"> • Developing and implementing complex software applications or web-based systems. • Creating and using advanced digital media such as 3D modeling and animation, virtual reality, or augmented reality. • Analyzing and visualizing complex data sets using machine learning, artificial intelligence, or big data analytics. • Understanding and using advanced security and privacy tools and techniques. • Leading and managing teams that use digital technologies to solve complex problems and create innovative solutions. • Developing and implementing digital transformation strategies for organizations or industries. • Knowledgeable in Network Administration and Security 	<p>and solve complex problems. Individuals with a superior level of digital literacy possess advanced technical skills, creativity, and a deep understanding of how digital technologies can be used to create and innovate.</p> <ul style="list-style-type: none"> • Developing and implementing highly complex and innovative software applications, systems, or technologies. • Creating and using cutting-edge digital media such as virtual and augmented reality, interactive media, or advanced animation. • Applying artificial intelligence, machine learning, or advanced data analytics techniques to solve complex problems and generate insights. • Understanding and implementing advanced security and privacy techniques, such as encryption and secure data storage. • Developing and leading digital transformation initiatives at the

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
	networking		organizational or industry level. <ul style="list-style-type: none"> Contributing to the development of new digital technologies and tools through research and development.

Organizational Competency	CRITICAL THINKING
Definition	<ul style="list-style-type: none"> Manifest critical and analytical thinking when handling rational and creative processes, situations or circumstances to provide solutions and/or aid for effective decision making Ability to use facts and available information to develop logical assumptions Ability to recognize inconsistencies between facts or data and draws correct inferences from the information through differentiation, comparing, contrasting, linking and researching Ability to analyze and evaluate objectively issue/s based on data and information to form a judgement to produce results/solutions

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCE (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Demonstrates adequate skill in selecting and evaluating sources to meet information need. Identify issue for resolution. Resolves in producing results based on own stock knowledge, opinion and experience Listens to suggestions and feedbacks to resolve / provide solution to job specific issues. 	<ul style="list-style-type: none"> Analyzes supporting data and evidence Looks for resources to resolve issues or solutions to problems. Applies flexibility in considering suggestions. Uses observations and experiences in coming up with solutions and judgement. 	<ul style="list-style-type: none"> Use of appropriate evidence to discern facts from opinion and able to recognize bias Consults stakeholders on issues at hand to produce results/solutions. Resolves an issue with confidence in reasoning to support its resolution. Assess potential risks/opportunities on options 	<ul style="list-style-type: none"> Evaluates evidence, its accuracy and relevance that reflects clear organization of ideas, subordinating for importance and impact Evaluate identified options as to compliance to legal and statutory requirements. Integrates expert's opinions in coming up objective decisions.

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCE (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Looks on facts based on evidence/ without prejudice. Engages in continuous learning and self-improvement in formal and/or informal technology-rich environments 	<ul style="list-style-type: none"> Processes feedbacks/evidences for resolutions of issues. Uses technology and digital tools to process data of work systems/processes 	<ul style="list-style-type: none"> identified that can affect the outcome of the decision. Consolidates and weighs evidence based on a systematic way. Able to maximize digital tools in the evaluation/analysis of work systems or processes for efficiency and effectiveness 	<ul style="list-style-type: none"> Considers suggestions, feedbacks and welcome criticisms as a basis for resolutions. Applies best option to resolve issue/s. Replicate best practices for work standards. Develops more innovative systems and literacy programs on digital tools to enhance productivity and performance in the digital-based work environment of the organization.

LEADERSHIP COMPETENCIES

The Leadership Competencies itemized in this document are applicable only to the 2nd level positions with leadership/supervisory functions since the leadership competency requirements for the Director IV (Regional Director) position is covered under the 3rd Level positions supervised by the Career Executive Service Board.

<i>Leadership Competency</i>	BUILDING COLLABORATIVE, INCLUSIVE, WORKING RELATIONSHIPS
<i>Definition</i>	The ability to build and maintain a network of reciprocal, high-trust, synergistic working relationships within the organization and across government and relevant sectors. This involves the ability to successfully leverage and maximize opportunities for strategic influencing within the organization and external stakeholders.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Maximizes existing partnerships and networks; capitalizes on these to deliver or enhance work outcomes Implements commitments and monitors partnership arrangements to ensure that the objectives of the partnership remain on target Uses subject matter, knowledge, and a strong grasp of key issues in providing appropriate recommendations to engage team members, partners, or stakeholders, as well as achieve positive outcome 	<ul style="list-style-type: none"> Builds partnerships and networks to deliver or enhance work output Sets-up regular meetings or consultations with the team, partners, or other stakeholders to gather and respond to feedback on which one works, unmet needs, how to resolve specific problems, and how to recognize areas of common interests in terms of planning and carrying out joint initiatives Demonstrates reliability and uses this to build credibility with team members, partners or stakeholders to negotiate 	<ul style="list-style-type: none"> Strengthens and deepens partnerships and networks to deliver or enhance work output Maintains positive and productive working relationships with team partners and other stakeholders, despite differences in ideas, attributes, or complexities; and to encourage sharing of expertise which bring about synergies, goodwill, and mutual benefit Resolves conflicts, disagreements and differing interests among team members, partners or stakeholders in a constructive manner (e.g. win-win approach; 	<ul style="list-style-type: none"> Builds and leverages on collaborative partnerships and networks to deliver or enhance work output Sets the climate as well as standards, policies, and guidelines on collaborations with team, partners, or other stakeholders, across government and relevant sectors to achieve strategic priorities and shared goals Navigate high-risk, complex, or contentious situations across the government and relevant sectors using innovative strategies

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Shares accurate and timely information that can stimulate open discussion of ideas to promote a positive environment • Identifies dysfunctional and inappropriate behaviors, gender issues at work or among team members; able to provide them appropriate feedback • Listens actively, shares information and resources to demonstrate openness 	<p>outcomes</p> <ul style="list-style-type: none"> • Articulates proactively expectations and concerns of team members and relevant stakeholders and implements measures to address them to build synergy and goodwill • Integrates into the unit work plan a project/activity/program that addresses gender issues, discriminatory and exclusionary behavior within the office as well as relations to partners, networks and stakeholders • Applies tact and diplomacy in knowing what to say, when, to whom and how to communicate messages in a way that will gain support 	<p>use of appropriate conflict resolution processes; identification of common ground through dialogue and consensus; shared solutions perspective)</p> <ul style="list-style-type: none"> • Identifies barriers to transparency and open communication and initiates appropriate solutions • Uses existing or new partnerships to implement project/activity/program that addresses gender issues, discriminatory and exclusionary behavior within the office and in relation to partners, networks, and stakeholders • Demonstrates adaptability to different protocols, working styles and individual differences with people inside and outside the organization 	<ul style="list-style-type: none"> • Models the value and importance of transparency and keeping communication lines open to both internal and external stakeholders (<i>e.g.</i> facilitates exchange of information and experiences, broadens perspectives on emerging sensitive issues and enhances C3 or (<i>coordination, collaboration, and complementation</i>)) • Sets guidelines, ethical standards, and direction to communicate zero-tolerance to gender biases, discriminatory and exclusionary behavior across government and relevant sectors to build a collaborative and inclusive culture (<i>e.g.</i> there is a space for growth and development of vulnerable and marginalized groups including women, persons with disabilities, senior citizens, and indigenous people) • Uses appropriate and context-sensitive communication mechanisms, varying language, tone, content, and style to influence diverse stakeholders

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
			across government and relevant sectors

<i>Leadership Competency</i>	MANAGING PERFORMANCE AND COACHING FOR RESULTS
<i>Definition</i>	The ability to create an enabling environment which will nurture and sustain a performance-based, coaching culture. Effectiveness in this competency area also includes a strong focus on developing people for current and future needs, managing talent, promoting the value of continuous learning and improvement.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Monitors work and/or team climate and applies the appropriate action using available tools, including basic knowledge of coaching to ensure that work or performance matches or exceeds the required standard Provides timely, concrete evidence-based, and behavioral feedback during performance management conversations based on appropriate and available tools to check and monitor the progress of employees 	<ul style="list-style-type: none"> Creates tools and/or applies new methods in correcting and improving below-standard or non-compliant performance of individuals or groups, using knowledge and skills in coaching to enable them to self-initiate solutions for their growth and development Engage others from the team to provide timely, concrete, evidence-based feedback to improve the performance of staff, team or group 	<ul style="list-style-type: none"> Monitors the strategic imperatives of the organization, orchestrates work and organizational culture through advanced skills in coaching to be able to achieve performance standard Adjusts style/stance from directing to empowering based on the capabilities and motivation of the employee, providing examples of behavior consistent with goal achievement 	<ul style="list-style-type: none"> Leads the organization by example and through coaching towards a performance-based culture and to achieve public service performance standards Integrates the key principles supporting a performance-based culture into the organization-wide performance management system, aligned with relevant civil service laws and rules and regulations (e.g. recognizes and rewards leadership team and

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>or team members on goals and work</p> <ul style="list-style-type: none"> Explains the coaching process, particularly the concept of <i>coaching when conducting</i> to employees as well as expectations with individuals or among team members. Prepares the agreed work plan or commitment with the individual or group Asks powerful questions that begins with <i>what, when, who, how much, and how many</i> to make staff understand the root cause of long- standing issues or a situation that falls short of expectations, and to help the staff identify goals, reality, options and actions Gives genuine acknowledgement of a person's qualities and feedback on developmental needs Communicates standards and expectations for mutual support, respect, open and honest relationship 	<ul style="list-style-type: none"> Develops new/enhances existing tools to get more accurate and relevant data that will help improve individual or team performance and reach achievable and specific workplace goals of an employee Uses appropriate coaching tools and techniques to help the individual or team meet development and performance goals, recognize issues, and challenges as they present themselves in a coaching or performance improvement conversation Provides adequate support and resources to employees to implement learning and development interventions Guides the coaches to arrive at a course of action of their own choosing to reach collective performance goals for the division Accepts accountability for mistakes and takes corrective action 	<ul style="list-style-type: none"> Guides staff to propose and choose performance improvement solutions given the organizational goals, priorities, outcomes, and the staff's work context Tailor-fits the coaching and performance management process/practice to the unique needs of the employee Provides adequate support and resources to coaches or practice coaching in the workplace Practices non-judgmental and facilitative actions (e.g. empathetic listening, asking rich and high-gain questions) Undertake developmental activities to enhance one's competencies as a coach and performance development partner 	<p>managers who demonstrate effectiveness in performance management and coaching)</p> <ul style="list-style-type: none"> Creates the organizational conditions including policies and guidelines necessary to encourage and support leadership and management teams to adopt and consistently practice, achieving public service performance standards Enables the leadership and management teams (and self) to effectively and consistently apply the principles, processes, and key practices of coaching (e.g. listening with respect and empathy, asking rich and high-gain questions, encouraging mutual respect and support, etc.) Provides adequate support and resources to enable the leadership and management teams to effectively sustain a performance-based, coaching culture to nurture future leaders

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Acknowledges mistakes and learns from them through self-reflection 			<ul style="list-style-type: none"> Models open and honest coach-staff relationship to leadership and management teams Demonstrates commitment to enhancing personal, overall effectiveness as a coach, mentor, and performance development partner by undertaking self-directed learning and seeks out peers and colleagues for consultation and further skills enhancement

<i>Leadership Competency</i>	CREATING AND NURTURING A HIGH PERFORMING ORGANIZATION
<i>Definition</i>	The ability to create a high performing organizational culture that is purpose-driven, results-based, client-focused, and team-oriented.

Proficiency Levels & Competency Indicators

Core Descriptor (Guide)	BEHAVIORS			
	BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<i>General Description</i>	Builds a shared sense of commitment to a common goal among individuals, and utilizes interventions to help close gaps or improve competence of staff to achieve that goal	Builds a shared sense of <i>destiny</i> among individuals with seemingly disparate views, concerns, and aspirations; creates team cohesion and improves individual team performance	Creates a culture where teamwork and interdependence are nurtured by facilitating collaborations across organizations	Builds and cultivates a shared sense of commitment between and/or among groups, departments and clients despite differences and/or complexities of relationships; leads the organization towards a learning culture committed to continuous improvement and talent development
<i>Builds a sense of purpose and direction</i>	Participates in organization planning to enable future directions while providing clarity for the present	Communicates a direction that enables employees to understand the links to the agency or organization's strategic directions	Undertakes constructive and continuing dialogue on delivering results consistent with expectations, targets, and quality standards	Creates a shared sense of purpose by explaining how it contributes to work team goals, the organizational mandate and national priorities
<i>Promotes results-based culture</i>	Reviews work plans or projects and monitors performance	Provides feedback and ensures actions to improve the delivery of outcomes	Implements results-based planning, monitoring systems and tools within the office	Institutionalized results-based planning and monitoring system and tools (e.g. strategy map, performance scorecard, results-based management, Plan-do-Check Act, etc.) across the organization

<i>Promotes client service orientation</i>	Maps out the needs of clients to drive outstanding client service	Promotes excellent service delivery by being a model in providing value added service	Uses client feedback and benchmarks best practices to continuously improve service delivery	Sets up conditions that embed a strong client service ethos in the organization to exceed client expectations
<i>Builds teams and enables effective work performance</i>	Effectively uses individual and team capabilities for work outcomes	Uses innovative ways to create conditions for shared or collaborative contributions across levels and functions	Promotes the use of cross-functional C3 (<i>coordination, complementation and collaboration</i>) to sustain a team- based working environment	Shapes a high performing work team culture by mainstreaming behavioral norms and key processes which will ensure highly effective team performance
<i>Nurtures a learning organization</i>	Assess learning needs, and identifies appropriate learning interventions	Provides interventions that will facilitate acquisition of learning and application in the workplace	Provides opportunities and outlets for employees to share new insights and experiences with others across levels and functions	Invests in the continuous learning and development of employees and management teams to foster a culture of learning within the organization's strategic goals

FUNCTIONAL COMPETENCIES

Functional competencies refer to the specific knowledge, skills, and abilities required to perform a particular job or role effectively. These competencies are essential for ensuring that employees possess the necessary skills and knowledge to perform their job responsibilities to the best of their ability. They provide a framework for identifying the critical areas of expertise required for a particular job or role, and help organizations to recruit, develop, and retain employees who have the necessary competencies. Moreover, functional competencies play a critical role in enabling individuals to enhance their job performance, achieve their career goals, and contribute effectively to organizational success. By continually developing and refining their functional competencies, employees can improve their ability to solve problems, make informed decisions, and innovate, thereby driving performance and achieving results.

In consideration that the functional competency requirements of each position vary from one organizational unit to another, each of them had identified a list or menu of functional competencies for them to choose from. This means that not all functional competencies listed therein is applicable for all of the positions.



OFFICE OF THE REGIONAL DIRECTOR



OFFICE OF THE REGIONAL DIRECTOR

FUNCTIONAL COMPETENCIES	INFORMATION / DATA / RECORDS MANAGEMENT
	MEETING SUPPORT ADMINISTRATION
	LOGISTICS SUPPORT ADMINISTRATION
	SERVICE DELIVERY
	EFFECTIVE COMMUNICATION

Functional Competency	INFORMATION / DATA / RECORDS MANAGEMENT
Definition	Ability to organize, retrieve and ensure the proper use and disposition of records and office documents.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Maintains documents and records in a methodical and organized manner using own initiative to facilitate easy retrieval • Quickly retrieves documents and records upon request and willingly and immediately responds to clients (both external and internal) • Applies knowledge of records management software applications and their use 	<ul style="list-style-type: none"> • Keeps updated with current documentation and records management technology, and uses these applications to continuously improve existing systems and practices for efficiency and effectiveness in records management functions • Recognizes emerging requirements and methodologies in records management brought about by the new normal, shifting into a more digital and online-based platform • Applies and adapts record management standards and best practice effectively • Supports others in the development and introduction of new record keeping practices and procedures 	<ul style="list-style-type: none"> • Develops procedures for quick classification, better storage, protection and disposition of records to provide integrity, reliability, efficiency and effectiveness in records management functions, and to respond to internal and external clients' needs and expectations • Interprets best practice standards, following the use of digital and online platforms in records management, retrieval, and dissemination • Provides accurate and effective advice, recommendations and guidance to colleagues with their records management requirements • Assesses current record keeping systems and provides feedback on their strengths and areas for improvement 	<ul style="list-style-type: none"> • Shares expertise, lessons learned and ideas with others for improvement of the records management system for the organization's productivity, efficiency and effectiveness • Develops and implements record management policies, procedure and guidance, and provides advice on record keeping issues – both affecting offline and online platforms • Critically assesses current procedures and provides workable solutions for continuous improvement

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
	<ul style="list-style-type: none"> Displays proactive approaches to improving record keeping practices 	<ul style="list-style-type: none"> Recognizes potential issues in relation to records management and communicates these to the relevant staff 	

Functional Competency	MEETING SUPPORT ADMINISTRATION
Definition	Identifying and soliciting the availability of people to attend meetings, finding suitable schedules so that people meet while observing a system of rules governing the correct conduct and procedures to hold meetings based on purpose and participants (communicating schedules, agenda and minutes of the meeting, observing meeting procedures and processes).

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Demonstrates understanding of the system of rules governing correct conduct and procedures in holding meetings based on purpose and participation Identifies and solicits the availability of people to attend meetings Communicates schedules and agenda, observing proper 	<ul style="list-style-type: none"> Finds suitable schedules for meetings and decides for participants, ensuring win-win convenience for all parties attending the meeting Presents a collaborative and engaging attitude in communicating with meeting participants Thoroughly orients meeting participants on meeting 	<ul style="list-style-type: none"> Schedules meetings according to priorities of the DOST organization Communicates priorities to DOST team members and allocates resources for the delivery of outputs Taps resources outside the team and secures senior management support when own unit resources are 	<ul style="list-style-type: none"> Establishes policies on processes and procedures for meeting support administration, ensuring that the holding of such meetings is aligned with the purpose and nature of participation

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>procedures and processes</p> <ul style="list-style-type: none"> • Takes minutes of the meeting, and provides such information to all meeting stakeholders • Works with resources at his/her own disposal, in accordance with set guidelines and standards • Requests for colleague support or additional resources if all means at disposal have been exhausted, in order to meet timelines and other standards 	<p>procedures and processes for more productive participation</p> <ul style="list-style-type: none"> • Develops work plan to achieve deliverables in own area of responsibility, including the resource needed to accomplish the work plan on schedule • Identifies barriers that may hamper implementation of plans and programs, and secures help through the immediate superior 	<p>exhausted and scheduled meeting face risk of failure</p> <ul style="list-style-type: none"> • Conducts constant review of meeting support administration, and takes corrective action in order to stay on track 	

Functional Competency	LOGISTICS SUPPORT ADMINISTRATION
Definition	Providing timely and appropriate logistical and administrative support to individuals and groups, ensuring alignment with requirements of the new normal, and in deliberate compliance with the most updated health and safety protocols and rules promulgated by the authorities.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Undertakes activities to support individuals and groups in alignment with the demands of the new normal Understands role of providing timely and appropriate logistical and administrative support in the DOST and recognizes the importance and value of efficient work Can effectively balance rendering logistical and administrative support to individuals and groups even while working from home Delivers work promptly that is consistent with office policies and procedures and the demands of the new normal, and feels a sense of accomplishment Tries new 	<ul style="list-style-type: none"> Checks compliance of all logistical and administrative support activities undertaken with the most updated health and safety protocols required by the authorities Demonstrates responsibility and accountability even for urgent work under challenging conditions in the new normal and delivers it promptly Monitors own progress on innovations introduced against routine logistical and administrative assignments, identifies cause of own performance gaps and modifies actions accordingly and considers urgent task and delivers results without delays, even under the new normal Explores more effective work 	<ul style="list-style-type: none"> Ensures deliberate compliance of all logistical and administrative support activities undertaken with the most updated health and safety protocols required by the authorities. Establishes clear course of action for others and defines measures of excellence even while constrained by the demands of the new normal Implements metrics even with soft deliverables to track results and measure performance Institutes a process/system for monitoring and tracking team progress against standards Acts to redirect individual and team behavior and actions to put them back on the 	<ul style="list-style-type: none"> Observes and studies best practices in operations as well as health and safety protocols from other functional areas as well as outside agencies while constrained by the demands of the new normal and adopts these to improve team and/or DOST performance Develops and implements policies on strict observance of health and safety protocols, ensuring compliance with the most updated rules promulgated by the authorities under the new normal. Identifies opportunities for improving performance both for own area of responsibility and/or agency despite the constraints posed by the new normal

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>approaches/methods to improve performance even under constraints posed by the new normal</p> <ul style="list-style-type: none"> Validates reliability and accuracy of data and information gathered, and logistical arrangements made through coordination with internal and external parties 	<p>processes or methods in own work and adjusts accordingly in order to get the job done quickly and effectively</p> <ul style="list-style-type: none"> Adjusts thinking and behaviors to be in line with new thrusts or changing priorities of the DOST Handles new tasks and assignment, and adopts new measures without need for formal training and orientation 	<p>performance track</p> <ul style="list-style-type: none"> Takes timely and appropriate action to avert potential problems Recognizes employee performance deserving of rewards and incentives Meets the urgency of task and delivers quick service despite pressure and the challenges of the demands of the new normal. 	<ul style="list-style-type: none"> Responds to changes/developments within the agency and the external environment with recommendations for structural or operational improvements to adapt to these changes Promotes an agency-wide rewards and recognition system to acknowledge employees, teams and groups who demonstrate excellence Initiates to confer with peers and superior and elicits feedback to improve service delivery under the new normal

Functional Competency	SERVICE DELIVERY
Definition	The ability to provide prompt and quality service in response to the needs of the organization and co-workers.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Understands one's role in the agency and recognizes the importance and value of efficient work • Informs and works with immediate superior when given challenging tasks and assignments • Delivers work promptly, and consistent with office policies and procedures, and follows standard operating procedures even in difficult situations • Tries new approaches, methods to improve performance • Validates reliability and accuracy of data and information gathered • Receives, screens, and processes transactions at the front-line counter and provides correct, adequate, and prompt information to the customer 	<ul style="list-style-type: none"> • Demonstrates responsibility and accountability for urgent work, and delivers promptly without delay • Monitors progress on innovations introduced against targets, identifies causes of own performance gaps, and modifies actions accordingly • Explores more effective work processes or methods in own work, and adjusts accordingly in order to get work done quickly and effectively • Adjusts thinking and behaviors to be in line with new thrusts or changing priorities of the agency • Handles new tasks and assignments and adopts new measures without need for formal training and orientation • Exerts additional effort in providing excellent customer 	<ul style="list-style-type: none"> • Establishes clear courses of action for others and able to define specific measures of excellence • Implements metrics even with <i>soft</i> deliverables to track results and measure performance • Institutes a process or system for monitoring and tracking team progress against standards • Acts to redirect individual and team behavior and actions, to put them back on the performance track • Takes timely and appropriate action to avoid potential problems • Recognizes employee performance deserving of rewards and incentives • Meets the urgency of tasks and 	<ul style="list-style-type: none"> • Observes and studies best practices from other functional areas and outside agencies; adopts these to improve team and agency performance • Identifies opportunities for improving performance, both for own area of responsibility and the entire agency • Responds to changes and developments within the agency and the external environment, with recommendations for structural or operational improvements to adapt to these changes • Champions an agency-wide rewards and recognition system to acknowledge employees, teams, and groups who demonstrate excellence • Confers with peers and superiors, and elicits feedback to improve service delivery

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Shows a sense of urgency in attending to the needs of the customer Decides on simple queries or concerns within jurisdiction 	<p>service by consistently exceeding expectations established in the service level agreement</p> <ul style="list-style-type: none"> Acts calmly when faced with rude coworkers and customers Validates decisions made on simple queries, and acts on more complex queries 	<p>delivers quick service despite pressure</p> <ul style="list-style-type: none"> Initiates improvements in service delivery based on stakeholders' feedback 	<ul style="list-style-type: none"> Offers additional service to customers as a result of analysis, appreciation, and understanding of the customers' goals, needs, and directions Resolves disputes arising among internal and external customers within one's functional area as well as within the organization Integrates validated feedback, resolutions on queries and other relevant service delivery information into policymaking

Functional Competency	EFFECTIVE COMMUNICATION
Definition	<ul style="list-style-type: none"> • The ability to clearly convey and receive messages to meet the needs of all persons transacted with. • The ability to understand technical / professional information and skillfully process and utilize these in oral and written forms of communication using the medium appropriate for the intended audience.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Uses current and relevant information when communicating with customers and stakeholders • Identifies sources and references of information for written documents and presentations • Organizes an outline or a summary of important points to guide actual writing or preparation of presentation • Keeps written and/or presentation materials concise and relevant • Reviews documents and presentation for correct grammar punctuation, style, and spelling • Expresses ideas clearly and effectively when communicating with 	<ul style="list-style-type: none"> • Thinks through what has to be communicated (idea or message) to organize thoughts and ideas effectively • Presents current and relevant information in a way that would support message, conclusions and recommendations being communicated • Adjusts content and style of documents and presentations according to the subject matter and purpose • Translates highly technical information into simple terms to facilitate understanding of target readers/audience • Uses graphics and other aids to clarify complex or technical information 	<ul style="list-style-type: none"> • Reviews other people's work staff and peers and provides recommendations on the kind of information necessary to support specific messages • Adjusts words and format of presentation and/or written documents to achieve desired results • Refers previous documents and presentation produced to decide on more effective ways of writing and/or presenting • Adapts means and ways of communication to the context of customer and stakeholders from a variety of social, economic, educational and cultural backgrounds • Actively listens and puts 	<ul style="list-style-type: none"> • Promotes policies and processes which ensures use of relevant, accurate and updated information in different forms of communication • Shares tips and techniques for preparing documents and presentations with purpose and outcome in mind • Supports the establishment of a style guide for formatting technical documents • Provides advice on communicating with managing addressing concerns of specific customers and stakeholders • Facilitates understanding of issues and delivery of messages within various stakeholders and modifies own behavior to reflect an

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>customers and stakeholders</p> <ul style="list-style-type: none"> • Uses appropriate non-verbal communication (eye contact, gestures, body language, posture) • Catches/holds audience's attention when making presentations during meetings, events, and other activities 	<ul style="list-style-type: none"> • Explain complex ideas in a step-by-step manner, logical sequence to facilitate ease of understanding • Asks open ended questions that encourages others to give their points of view and clarifies the message being delivered 	<p>oneself in the others position to gain a better understanding of customers and stakeholders are responding to message being delivered</p>	<p>openness to do so</p>



TECHNICAL SERVICES DIVISION



TECHNICAL SERVICES DIVISION (TSD)

FUNCTIONAL COMPETENCIES	TECHNICAL PROFICIENCY
	INFORMATION AND KNOWLEDGE MANAGEMENT
	INVESTIGATION AND INQUIRY
	LEARNING AND DEVELOPMENT NEEDS ADMINISTRATION
	TRAINING ADMINISTRATION
	PROBLEM SOLVING
	EFFECTIVE COMMUNICATION
	PLANNING AND ORGANIZING
	SERVICE DELIVERY
	PRINCIPLES OF INFORMATION TECHNOLOGY
	RESEARCH MANAGEMENT
	INFORMATION / DATA / RECORDS MANAGEMENT
	MEETING SUPPORT ADMINISTRATION
	LOGISTICS SUPPORT ADMINISTRATION
	PROJECT DEVELOPMENT AND MANAGEMENT
	MONITORING AND EVALUATION
	MAINTAINING EFFECTIVE AUDIT SERVICES
	COMMUNICATING THE RESULTS OF AUDIT WORK TO STAKEHOLDERS
	EFFECTIVE COLLABORATION AND RELATIONSHIP MANAGEMENT
	RISK ASSESSMENT AND MANAGEMENT

Functional Competency	TECHNICAL PROFICIENCY
Definition	Ability to demonstrate depth of knowledge and a set of skills that is unique to one's field of work, and accordingly utilize such expertise in the furtherance of the goals and mandate of the DOST.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Explains the functions, projects/programs and services to customers and stakeholders Discusses the necessary procedures and guidelines in the implementation of programs and services Recognizes the technical components (DOST R2 context /theme/area-specific requirements) of the job Uses and understands the technical language of the job Applies appropriate technical knowledge and related skills to complete tasks Demonstrates willingness to try IT based or technology assisted approaches to complete tasks 	<ul style="list-style-type: none"> Plots implementable actions to ensure delivery of outputs Identifies appropriate methods and tools in performing tasks Adjusts to the context of the (including set- up, personalities, culture) in doing work Uses technical knowledge or skills not easily or quickly learned on the job Accomplishes complex tasks without asking for guidance or instruction Adapts the use of IT based tools or technology assisted programs to deliver outputs more efficiently Invests time and effort in learning new technologies systems and techniques to enhance work 	<ul style="list-style-type: none"> Liaises with internal and external stakeholders to level-off on implications of current/new of future programs and services Implements relevant laws, policies, rules and regulations for effective control and coordination Utilizes knowledge to distribute and monitor work within groups Keeps track of trends and developments in theory and practice of one's own area and effectively prepares for anticipated changes. Streamlines work systems and finds appropriate solutions using available IT based tools or technology assisted programs 	<ul style="list-style-type: none"> Serve as resource person to help others address professional and technical problems or issues Confidently addresses questions on the basis for programs and services implemented Utilizes technical knowledge to oversee and monitor Proposes new strategies to improve ways of working within the technical field/area of expertise Publicly supports IT based systems which can be improve established ways of operating and anticipates possible charges during a transition period

Functional Competency	INFORMATION AND KNOWLEDGE MANAGEMENT
Definition	Ability to manage accessible and functional systems which facilitate the gathering, developing, and sharing of knowledge and information across the organization to aid the actions and decision-making of stakeholders.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Collects and consolidates information (from research, regular forms, and reports) useful for the implementation of programs and delivery of services Encodes/deposits information according to pre-set categories and current systems in place Uses IT based tools in arranging and managing information for stakeholders to access and use Retrieves information from database to provide to stakeholders in a timely manner Verifies the accuracy of data before they are transmitted to stakeholders Complies with the DOST R2 policies and standards pertaining to 	<ul style="list-style-type: none"> Identifies and gathers additional information which might not be readily available but are crucial in ensuring deliverables and achieving specific outdoors Organizes information in a way that would be most useful in delivering specific activities and results Regularly checks and updates stored information (files, records, documentation, etc.) for accuracy and relevance Uses available information to support program implementation and delivery of services Utilizes available information to create knowledge products and materials relevant to the DOST R2 	<ul style="list-style-type: none"> Designs processes and systems which can facilitate the collection of information coming from different sources Creates a system for organizing information that would be accessible to stakeholders Seeks out new technologies that may be used by the DOST R2 to streamline the information management processes Analyzes available information to establish patterns and trends in program implementation and service delivery as basis for process and systems improvement Refers to stored and managed information when making 	<ul style="list-style-type: none"> Installs process and systems improvement to ensure effective and efficient information collection Supports ways to improve how information is stored and organized within a database Keeps abreast of trends in information and knowledge management in both public and private sectors Develops innovative programs and process improvements from analysis of available relevant information Champions effective information and knowledge management within the DOST R2

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
information and knowledge management.	<ul style="list-style-type: none"> Effectively applies existing information and knowledge management practices or processes to new work situations that result in higher quality outputs 	recommendations and decisions <ul style="list-style-type: none"> Ensures that one's assigned team follows a unified information and knowledge management process 	

Functional Competency	INVESTIGATION AND INQUIRY
Definition	Identifying, obtaining, evaluating, validating and integrating the information needed to clarify a situation, from appropriate sources, using questioning techniques to draw out the information needed.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Identifies sources of information Asks good questions to elicit relevant information Speaks in a clear manner Engages in active listening Summarizes gathered information and writes these in a report format 	<ul style="list-style-type: none"> Identifies the relevant information needed and the good sources of these information Asks the correct questions to elicit relevant information Speaks in a clear manner and engages in active listening Sifts information to separate the important data from the rest Recalls well 	<ul style="list-style-type: none"> Selects the relevant information needed and the effective sources of relevant information Asks effective questions to elicit relevant information Speaks in a clear manner, engages in active listening, and reads people's non-verbal messages Sifts and analyses information to cull out the important data 	<ul style="list-style-type: none"> Sets standards in efficient and effective investigation and research Sets standards in effective analyses, conclusion and writing of investigation reports

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
	<ul style="list-style-type: none"> Summarizes, analyzes, and packages the gathered information in an easy-to-understand report 	<ul style="list-style-type: none"> Recalls details well Analyzes the gathered information and makes a good conclusion 	

Functional Competency	LEARNING AND DEVELOPMENT NEEDS ADMINISTRATION
Definition	Identifying and implementing learning and development interventions and resources to address individual, unit and organizational performance gaps while in compliance with the most updated health and safety protocols and rules promulgated by the authorities, and in alignment with requirements of the new normal.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Complies with the most updated health and safety rules and protocols promulgated by the authorities in undertaking all activities relevant to the administration of learning and development needs. Identifies and prioritizes training/ learning and development needs through standard methods aligned with the requirements of the new normal 	<ul style="list-style-type: none"> Ensures compliance with the most updated health and safety rules and protocols promulgated by the authorities in undertaking all activities relevant to the administration of learning and development needs Identifies and prioritizes training/learning and development needs through direct observation and evaluation of quality (and timeliness) of work samples 	<ul style="list-style-type: none"> Checks for compliance with the most updated health and safety rules and protocols promulgated by the authorities in undertaking all activities relevant to the administration of learning and development needs Designs and rolls out questionnaires or assessment surveys to determine training/learning and development needs 	<ul style="list-style-type: none"> Develops and implements policies for compliance with the most updated health and safety rules and protocols promulgated by the authorities in undertaking all activities relevant to the administration of learning and development needs Identifies gaps/needs on learning and development on an organizational perspective Develops competency-based assessment surveys, and matches results with competency framework to

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Consults with persons in key positions and/or with specific knowledge • Conducts behavioral event interviews <ul style="list-style-type: none"> • Reviews relevant literature • Reviews records and report studies • Collates data from the conduct of behavioral event interviews, surveys, observation, FGD, etc. 	<ul style="list-style-type: none"> • Identifies and prioritizes training/learning interventions using relevant criteria • Sources, selects, and sequences content in accordance with the specified learning objectives • Documents and prepares own Course Briefs, Training Activity Plan/ Training Design Matrix 	<ul style="list-style-type: none"> • Conducts Focus Group Discussions (FGDs) to acquire information leading to the identification of learning and development gaps • Conducts the following analyses to identify learning and development needs: <ul style="list-style-type: none"> - Individual Analysis - Work/Task Analysis - Performance Analysis - Content Analysis - Training Suitability Analysis - Cost Benefit Analysis • Prepares Monitoring and Evaluation Plan for a specific curricular/learning and developmental area • Develops learning objectives (with performance, conditions, and criteria) using the SMART format • Designs training/learning methodologies and activities 	<ul style="list-style-type: none"> identify learning and development needs • Identifies resource requirements to ensure proper implementation of the priority training/learning interventions. • Identifies and allocates resource requirements to ensure proper design and development of learning interventions

Functional Competency	TRAINING ADMINISTRATION
Definition	Implementing and coordinating activities and resources to support the conduct of training activities designed and implemented in alignment with the new normal, while ensuring compliance with the most updated health and safety protocols and rules promulgated by the authorities.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Can discuss the limited options available for training administration in the new normal, in compliance with the most updated health and safety rules and protocols promulgated by the authorities. • Prepares training materials needed in appropriate format • Coordinates with participants and creates a system for managing and documenting attendance aligned with requirements of the new normal. • Administers pre-designed data gathering instruments in accordance with their accompanying instructions • Administers pre-designed tests and checks using pre-determined answer keys 	<ul style="list-style-type: none"> • Demonstrates familiarity with the limited options available for training administration in the new normal, in compliance with the most updated health and safety rules and protocols promulgated by the authorities • Selects, recommends, and coordinates with subject matter experts (SMEs) and/or Learning Service providers (LSPs) • Facilitates procurement requirements for external service providers • Administers Level 1 and 2 Evaluation Instruments as specified in the Evaluation Plan • Prepares Training Report in accordance with the ISO 9001 template/Competency-Based Learning and 	<ul style="list-style-type: none"> • Ensures that training is administered according to the limited options available in the new normal, in compliance with the most updated health and safety rules and protocols promulgated by the authorities • Sources and recommends new SMEs and LSPs who can facilitate synchronous or asynchronous training • Determines special learning and non-learning needs of DOST stakeholders • Prepares comprehensive Training/ Learning and Development Report for In-House Programs or customized training/ L&D programs conducted in alignment with the new normal 	<ul style="list-style-type: none"> • Evaluates and analyzes implementation of current Learning and Development Plan to extract inputs for succeeding plans, featuring training design according to the limited options available for training administration in the new normal, in compliance with the most updated health and safety rules and protocols promulgated by the authorities • Prepares Monitoring and Evaluation Framework based on four levels of evaluation • Identifies resource requirements to ensure proper implementation of the priority training/learning interventions. • Reviews and approves Course Brief, Training

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Consolidates and preserves workshop outputs in appropriate format as required by the training administrator Tallies data gathered using specified tally sheets and/or matrices 	<p>Development Management System</p> <ul style="list-style-type: none"> Introduces program/course by presenting learning objectives, soliciting participants' personal learning objectives, leveling off expectations with the participants and establishing house rules, undertaking these activities in appropriate format in alignment with the new normal Conducts and processes training/ learning methodologies, activities and simulated learning exercises in appropriate format aligned with the new normal 	<ul style="list-style-type: none"> Uses technology of participation to engage participants Customizes training/ learning methodologies and activities in alignment with the new normal Designs and develops data gathering instruments and methodologies taking into consideration their validity and reliability, in alignment with the new normal Designs and develops tests using the identified learning objectives as the test domain 	<p>Activity Plan/Training Design Matrix, Participant's Manual, Facilitator's Guide and Evaluation Plan, in accordance with the identified needs as specified in Training/Learning Needs/ Competency Assessment Reports and Annual Training/Learning and Development Plan</p> <ul style="list-style-type: none"> Identifies and allocates resource requirements to ensure proper implementation of learning needs analysis and/or learning evaluation in the new normal

Functional Competency	PROBLEM SOLVING
Definition	The ability to resolve deviations and exercise good judgment by using fact-based analysis, and generating and selecting appropriate courses of action to produce positive results.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Identifies nature and various aspects of a problem and gathers and analyses information relevant to the problem Follows standards and procedures in solving simple problems to arrive at a decision relative to one's job Distinguishes effectively which problems or issues will require the help or intervention of the immediate superior or appropriate authority Follows defined steps or procedures, or uses past experience together and analyzes information before offering conclusions or making decisions Sources for the requisite data or information that will support or confirm 	<ul style="list-style-type: none"> Investigates, gathers, and organizes information in order to understand the problem or the decision dilemma Breaks down problems or decision dilemma into small components and examines them using analytical techniques Distinguishes the musts and wants in a decision or choice dilemma and compares and matches these with available alternatives to produce an accurate decision Demonstrates knowledge of the benefits and risks- both actual and potential- of a chosen decision by setting up or recommending plans to mitigate this or strengthen decisions 	<ul style="list-style-type: none"> Creates and offers alternatives or outright decision to a dilemma based on the broad strokes of the musts- wants criteria and cognizant of the trends, patterns and related factors in the choice and the effects to individuals or groups as well as existing policies and practices of the organization Seeks information from other sources who are not directly involved or who are not routinely consulted for their perspective but may be useful to the study of the deviation Offers several alternatives to solve the problem, providing an analytical framework for weighing the pros and cons of the proposed solutions 	<ul style="list-style-type: none"> Identifies and analyses patterns and trends to reveal new dimensions before presenting alternative solutions and arrives at the best and appropriate solution to complex problems Provides information that is not directly involved in the deviation but may be affected with the potential solutions identified to resolve the situation or arrive at a solution Considers the impact of decision on other departments Recommends changes in policies, processes, or procedures in coming up with the best possible solution to a problem

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
accuracy and/or correctness and validity of one's decision	<ul style="list-style-type: none"> Seeks guidance or support of individuals or appropriate channels in resolving difficult problems or decision dilemmas that are beyond one's jurisdiction 	<ul style="list-style-type: none"> Involves others in the formulation of clear decision criteria Anticipates and assesses the impact of possible outcomes based on identified potential solutions 	

Functional Competency	EFFECTIVE COMMUNICATION
Definition	<ul style="list-style-type: none"> • The ability to clearly convey and receive messages to meet the needs of all persons transacted with. • The ability to understand technical / professional information and skillfully process and utilize these in oral and written forms of communication using the medium appropriate for the intended audience.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Uses current and relevant information when communicating with customers and stakeholders • Identifies sources and references of information for written documents and presentations • Organizes an outline or a summary of important points to guide actual writing or preparation of presentation • Keeps written and/or presentation materials concise and relevant • Reviews documents and presentation for correct grammar punctuation, style, and spelling • Expresses ideas clearly and effectively when communicating with customers and stakeholders 	<ul style="list-style-type: none"> • Thinks through what has to be communicated (idea or message) to organize thoughts and ideas effectively • Presents current and relevant information in a way that would support message, conclusions and recommendations being communicated • Adjusts content and style of documents and presentations according to the subject matter and purpose • Translates highly technical information into simple terms to facilitate understanding of target readers/audience • Uses graphics and other aids to clarify complex or technical information 	<ul style="list-style-type: none"> • Reviews other people's work staff and peers and provides recommendations on the kind of information necessary to support specific messages • Adjusts words and format of presentation and/or written documents to achieve desired results • Refers previous documents and presentation produced to decide on more effective ways of writing and/or presenting • Adapts means and ways of communication to the context of customer and stakeholders from a variety of social, economic, educational and cultural backgrounds • Actively listens and puts oneself in the others position to gain a better 	<ul style="list-style-type: none"> • Promotes policies and processes which ensures use of relevant, accurate and updated information in different forms of communication • Shares tips and techniques for preparing documents and presentations with purpose and outcome in mind • Supports the establishment of a style guide for formatting technical documents • Provides advice on communicating with managing addressing concerns of specific customers and stakeholders • Facilitates understanding of issues and delivery of messages within various

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Uses appropriate non-verbal communication (eye contact, gestures, body language, posture) • Catches/holds audience's attention when making presentations during meetings, events, and other activities 	<ul style="list-style-type: none"> • Explain complex ideas in a step-by-step manner, logical sequence to facilitate ease of understanding • Asks open ended questions that encourages others to give their points of view and clarifies the message being delivered 	<p>understanding of customers and stakeholders are responding to message being delivered</p>	<p>stakeholders and modifies own behavior to reflect an openness to do so</p>

Functional Competency	PLANNING AND ORGANIZING
Definition	Developing plans, programs, and projects; thereafter mobilizing and managing resources, both material and human, in order to fully achieve the set objectives and targets of the DOST Regional Office, its offices, and functional units.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Schedules one's assigned tasks according to agreed priorities • Works with resources at his/her own disposal, in accordance with set guidelines and standards • Requests for colleague support or additional resources if all means at disposal have been 	<ul style="list-style-type: none"> • Sets own priorities in support of the objectives of the operating unit they belong to • Develops work plan to achieve deliverables in own area of responsibility, including the resource needed to accomplish the work plan on schedule 	<ul style="list-style-type: none"> • Develops programs or projects within own area of responsibility to support the objectives and targets of the DOST, utilizing existing structures, available resources and information • Communicates priorities for the team members and allocates resources for the delivery of outputs 	<ul style="list-style-type: none"> • Schedules one's assigned tasks according to agreed priorities • Works with resources at his/her own disposal, in accordance with set guidelines and standards • Requests for colleague support or additional resources if all means at disposal have been exhausted, in order to meet

exhausted, in order to meet timelines and other standards	<ul style="list-style-type: none"> Identifies barriers that may hamper implementation of plans and programs, and secures help through the immediate superior 	<ul style="list-style-type: none"> Taps resources outside the team and secures senior management support when own unit resources are exhausted and projects/program face risk of failure Conducts constant review of plans, and takes corrective action in order to stay on track 	timelines and other standards
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Functional Competency	SERVICE DELIVERY
Definition	<p>The ability to:</p> <ul style="list-style-type: none"> • Support the DOST Regional Office operations to maintain systems and network availability, optimum systems and network performance, to constantly meet service level agreement of DOST users; • Prepare and recommend strategy and budget plans for systems, servers, computer equipment and its peripherals, third party software and database, network and communication facilities acquisition, upgrades and maintenance as required by the Regional Office; • Operate and maintain an efficient help-desk function in order to resolve end-user issues and queries in an organized and efficient manner, and to ensure customer satisfaction; • Perform regular backup of DOST critical information to ensure availability, confidentiality, and integrity of science and technology (S&T) data; • Maintain and operate endpoint security solutions to protect sensitive data from leakage and adverse effect of internal and external threats such as malware, ransomware, viruses and user misuse; • Participate in the evaluation and selection of hardware and network equipment, database, operating and systems software, and other IT-related systems to be acquired in accordance with government procurement law.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Maintains systems and network availability and optimum systems and network performance in support of CIS operations • Operates and maintains an efficient help-desk function and resolves end-user issues and queries in an organized and efficient manner 	<ul style="list-style-type: none"> • Performs regular backup of DOST critical information to ensure availability, confidentiality, and integrity of business data and borrower's credit information • Supports the operation and maintenance of the help-desk function and responds to queries and end-user issues escalated from the first point of contact 	<ul style="list-style-type: none"> • Prepares and recommends strategy and budget plans for systems, servers, computer equipment and peripherals, third party software and database, network and communications facilities acquisition, upgrades and maintenance as required by the business • Participates in the evaluation and selection of hardware and network equipment, database, 	<ul style="list-style-type: none"> • Establishes strategy and budget plans for systems, servers, computer equipment and peripherals, third party software and database, network and communications facilities acquisition, upgrades and maintenance aligned with requirements of the DOST • Evaluates soundness of recommendations and selects hardware and network equipment, database

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Constantly meets service level agreement of CIS users and ensures customer satisfaction 	<ul style="list-style-type: none"> Validates, evaluates and consolidates end-user issues and determines threats and areas of improvement for IT service delivery 	<p>operating and systems software, and other IT related systems to be acquired in accordance with government procurement law</p> <ul style="list-style-type: none"> Maintain and operate endpoint security solutions to protect sensitive data from leakage and adverse effect of internal and external threats such as malware, ransomware, viruses and user misuse 	<p>operating and systems software and other IT related systems for acquisition in accordance with government procurement law</p> <ul style="list-style-type: none"> Ensures customer satisfaction for all CIS users and the efficient maintenance and operation of endpoint security solutions to protect sensitive data from leakage and adverse effect of internal and external threats such as malware, ransomware, viruses and user misuse

Functional Competency	PRINCIPLES OF INFORMATION TECHNOLOGY
Definition	The ability to exemplify knowledge of Information Technologies (fundamental concepts, systems, platforms, tools, and technologies), IT industries (hardware, software, and services), the widespread application of IT in the organization, and the common roles of IT professionals.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Differentiates information from data • Understands the role of number systems • Identifies the elements of the system development life cycle • Understands concepts of server, desktop, application, and virtualization • Demonstrates fundamental understanding of and skills on common operating systems, software applications, and programming languages • Differentiates between systems software and application software • Understands different types of information processing (real-time event- driven, batch, etc.) 	<ul style="list-style-type: none"> • Describes the role of technology in converting data and information into organizational knowledge. • Identifies and explains characteristics of the common types of application software. • Understands the potential for integration of system and software components. • Keeps abreast of IT trends and new technologies • Demonstrates knowledge of IT procurement processes (services and equipment) • Demonstrates knowledge of user- centered design principles and practices, including universal design as it relates to users with disabilities 	<ul style="list-style-type: none"> • Explains the importance of IT service level agreements (SLA) and their relationship to service provision • Assesses business impact and modifies the system for better user impacts • Coordinates department needs to use personal devices with IT's requirements to protect infrastructure and critical data • Implements guidelines which require compliance reporting, including laws and regulations which require accessibility of information technology for personnel 	<ul style="list-style-type: none"> • Establishes IT program that will give value to the business' mission, function, decision making process, and internal and external roles • Develops thorough, realistic IT solutions that support organizational objectives • Interacts with hardware vendors and manage vendor relationships • Consults with stakeholders on how the IT Department can help improve the delivery of the agency's services

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Demonstrates behavior that reflects professional business ethics (e.g., honesty, integrity, responsibility) 	<ul style="list-style-type: none"> Understands major IT specialization roles and functions Explains the importance of good recordkeeping, documentation, and institutional knowledge preservation 		

Functional Competency	RESEARCH MANAGEMENT
Definition	Systematically gathering and analyzing information useful in the identification, implementation, and evaluation of development programs supportive of the science and technology (S&T) development thrusts of the DOST.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Observes guidelines and checks for completeness of required information when determining the scope and limitation of research work Applies appropriate data gathering tools and recognizes and accesses correct information sources 	<ul style="list-style-type: none"> Recognizes and adopts the appropriate research methodologies and resources needed based on the identified needs and issues that must be addressed by the research Identifies primary and alternate sources of data, applies data reconstruction techniques and data 	<ul style="list-style-type: none"> Performs necessary quantitative and/ or qualitative data analysis to generate the information needed, and organizes the same for presentation purposes Refers to research standards when evaluating research processes and providing corresponding advice to team members 	<ul style="list-style-type: none"> Reviews research results and organizes such into useful information (socio-economic information, demographics, program/project feasibility, impact analysis etc.) in development planning Interpolates data to test possible interrelationships and to potentially establish

	gathering methodologies to complete required data <ul style="list-style-type: none"> Validates and checks for completeness and relevance of data, and organizes and classifies such according to the requirements of the research 	<ul style="list-style-type: none"> Reviews research results and processes with team members, and provides feedback to enhance existing processes 	new and groundbreaking conclusions
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Functional Competency	INFORMATION / DATA / RECORDS MANAGEMENT
Definition	Ability to organize, retrieve and ensure the proper use and disposition of records and office documents.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Maintains documents and records in a methodical and organized manner using own initiative to facilitate easy retrieval Quickly retrieves documents and records upon request and willingly and immediately responds to clients (both external and internal) Applies knowledge of records management 	<ul style="list-style-type: none"> Keeps updated with current documentation and records management technology, and uses these applications to continuously improve existing systems and practices for efficiency and effectiveness in records management functions Recognizes emerging requirements and methodologies in records management brought about by the new normal, shifting 	<ul style="list-style-type: none"> Develops procedures for quick classification, better storage, protection and disposition of records to provide integrity, reliability, efficiency and effectiveness in records management functions, and to respond to internal and external clients' needs and expectations Interprets best practice standards, following the use of digital and online platforms in records management, retrieval, and dissemination 	<ul style="list-style-type: none"> Shares expertise, lessons learned and ideas with others for improvement of the records management system for the organization's productivity, efficiency and effectiveness Develops and implements record management policies, procedure and guidance, and provides advice on record keeping issues – both affecting offline and online platforms

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
software applications and their use	<p>into a more digital and online-based platform</p> <ul style="list-style-type: none"> • Applies and adapts record management standards and best practice effectively • Supports others in the development and introduction of new record keeping practices and procedures • Displays proactive approaches to improving record keeping practices 	<ul style="list-style-type: none"> • Provides accurate and effective advice, recommendations and guidance to colleagues with their records management requirements • Assesses current record keeping systems and provides feedback on their strengths and areas for improvement • Recognizes potential issues in relation to records management and communicates these to the relevant staff 	<ul style="list-style-type: none"> • Critically assesses current procedures and provides workable solutions for continuous improvement

Functional Competency	MEETING SUPPORT ADMINISTRATION
Definition	Identifying and soliciting the availability of people to attend meetings, finding suitable schedules so that people meet while observing a system of rules governing the correct conduct and procedures to hold meetings based on purpose and participants (communicating schedules, agenda and minutes of the meeting, observing meeting procedures and processes).

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Demonstrates understanding of the system of rules governing correct conduct and procedures in holding meetings based on purpose and participation • Identifies and solicits the availability of people to attend meetings • Communicates schedules and agenda, observing proper procedures and processes • Takes minutes of the meeting, and provides such information to all meeting stakeholders • Works with resources at his/her own disposal, in accordance with set guidelines and standards • Requests for colleague support or additional resources if all means at disposal have been exhausted, in order to 	<ul style="list-style-type: none"> • Finds suitable schedules for meetings and makes arrangements for participants, ensuring win-win convenience for all parties attending the meeting • Presents a collaborative and engaging attitude in communicating with meeting participants • Thoroughly orients meeting participants on meeting procedures and processes for more productive participation • Develops work plan to achieve deliverables in own area of responsibility, including the resource needed to accomplish the work plan on schedule • Identifies barriers that may hamper implementation of plans and programs, and secures help through the immediate superior 	<ul style="list-style-type: none"> • Schedules meetings according to priorities of the DOST organization • Communicates priorities to DOST team members and allocates resources for the delivery of outputs • Taps resources outside the team and secures senior management support when own unit resources are exhausted and scheduled meeting face risk of failure • Conducts constant review of meeting support administration, and takes corrective action in order to stay on track 	<ul style="list-style-type: none"> • Establishes policies on processes and procedures for meeting support administration, ensuring that the holding of such meetings is aligned with the purpose and nature of participation

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
meet timelines and other standards			

Functional Competency	LOGISTICS SUPPORT ADMINISTRATION
Definition	Providing timely and appropriate logistical and administrative support to individuals and groups, ensuring alignment with requirements of the new normal, and in deliberate compliance with the most updated health and safety protocols and rules promulgated by the authorities.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Can discuss the most updated health and safety protocols required by the authorities relevant to the operations of the agency Undertakes activities to support individuals and groups in alignment with the demands of the new normal Understands role of providing timely and appropriate logistical and administrative support in the DOST and recognizes 	<ul style="list-style-type: none"> Checks compliance of all logistical and administrative support activities undertaken with the most updated health and safety protocols required by the authorities Demonstrates responsibility and accountability even for urgent work under challenging conditions in the new normal and delivers it promptly Monitors own progress on innovations introduced against routine logistical and administrative assignments, 	<ul style="list-style-type: none"> Ensures deliberate compliance of all logistical and administrative support activities undertaken with the most updated health and safety protocols required by the authorities Establishes clear course of action for others and defines measures of excellence even while constrained by the demands of the new normal 	<ul style="list-style-type: none"> Observes and studies best practices in operations as well as health and safety protocols from other functional areas as well as outside agencies while constrained by the demands of the new normal and adopts these to improve team and/or DOST performance Develops and implements policies on strict observance of health and safety protocols, ensuring compliance with the most

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>the importance and value of efficient work</p> <ul style="list-style-type: none"> • Can effectively balance rendering logistical and administrative support to individuals and groups even while working from home • Delivers work promptly that is consistent with office policies and procedures and the demands of the new normal, and feels a sense of accomplishment • Tries new approaches / methods to improve performance even under constraints posed by the new normal • Validates reliability and accuracy of data and information gathered, and logistical arrangements made through coordination with internal and external parties 	<p>identifies cause of own performance gaps and modifies actions accordingly and considers urgent task and delivers results without delays, even under the new normal</p> <ul style="list-style-type: none"> • Explores more effective work processes or methods in own work and adjusts accordingly in order to get the job done quickly and effectively • Adjusts thinking and behaviors to be in line with new thrusts or changing priorities of the DOST • Handles new tasks and assignment, and adopts new measures without need for formal training and orientation 	<ul style="list-style-type: none"> • Implements metrics even with soft deliverables to track results and measure performance • Institutes a process/system for monitoring and tracking team progress against standards • Takes action to redirect individual and team behavior and actions to put them back on the performance track • Takes timely and appropriate action to avert potential problems • Recognizes employee performance deserving of rewards and incentives • Meets the urgency of task and delivers quick service despite pressure and the challenges of the 	<p>updated rules promulgated by the authorities under the new normal</p> <ul style="list-style-type: none"> • Identifies opportunities for improving performance both for own area of responsibility and/or agency despite the constraints posed by the new normal • Responds to changes/ developments within the agency and the external environment with recommendations for structural or operational improvements to adapt to these changes • Promotes an agency-wide rewards and recognition system to acknowledge employees, teams and groups who demonstrate excellence • Initiates to confer with peers and superior and elicits feedback to improve service delivery under the new normal

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
		demands of the new normal	

Functional Competency	PROJECT DEVELOPMENT AND MANAGEMENT
Definition	<ul style="list-style-type: none"> • The ability to set priorities to identify scope and allocate resources to meet individual, team, or organizational targets and objectives; • Effectively manages projects from planning through completion, within a reasonable timeframe and budget, while ensuring quality of deliverables; • Includes establishing a clearly defined work plan with appropriate milestones and priorities, while managing interdependencies, project team members, and risks that impact the timing and completion of projects; • Developing, executing, and managing projects in compliance with the most updated health and safety protocols promulgated by the authorities, and in alignment with requirements of the new normal

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Demonstrates the ability to develop, execute and manage projects in compliance with the most updated health and safety protocols promulgated by the authorities, and in alignment with requirements of the new normal • Sets priorities, identifies scope, and allocates resources to meet individual, 	<ul style="list-style-type: none"> • Ensures that projects are developed, executed and managed in compliance with the most updated health and safety protocols promulgated by the authorities, and in alignment with requirements of the new normal • Identifies and negotiates directions with stakeholders, with the intent of prioritizing, 	<ul style="list-style-type: none"> • Checks that projects are developed, executed and managed in compliance with the most updated health and safety protocols promulgated by the authorities, and in alignment with requirements of the new normal • Demonstrates ability to distribute and assign work or goals to individuals, based on 	<ul style="list-style-type: none"> • Develops and implements policies that ensure that projects are developed, executed and managed in compliance with the most updated health and safety protocols promulgated by the authorities, and in alignment with requirements of the new normal

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>team, or organization targets and objectives in one's own area of responsibility</p> <ul style="list-style-type: none"> Charts key project milestones, tasks, priorities, and objectives. Escalates time management, budget overruns, and prioritization issues as necessary Prioritizes effectively, and schedules own or division goals and targets, based on cascaded goals and strategies of the team Effectively implements plans, and corrects deviations immediately; able to monitor and check the progress of the work against proposed timelines, and use available tools to address deliverables Uses simple tools and methods to accomplish tasks within one's assigned area of responsibility 	<p>sequencing, and scheduling goals based on the cascaded strategies of the organization</p> <ul style="list-style-type: none"> Drafts and creates goals, measures, and targets, and determines the work involved to accomplish them - identifying the resources needed and ways to monitor or control progress of plans Creates or enhances tools, and improves work-planning and delivery methods and processes, to ensure effective and efficient execution of goals and strategies Validates decisions and actions made against proposed timelines. Suggests more facilitated directions for achieving deliverables Uses simple tools or methods to delineate project tasks, identify responsible staff, schedule, resources, and the timeframe based on the project plan Identifies project interdependencies risks, etc., and escalates to management as appropriate 	<p>their capability, prioritization skills, sequencing, and scheduling efficiency</p> <ul style="list-style-type: none"> Reviews and analyzes project proposals and plans of different units, ensuring their alignment with the vision and mission of the organization, and mitigating risks or conflicts in resources, schedules, and implementation Develops and improvises project management approaches, methods, and techniques in order to adhere to commitments made to stakeholders Creates a structure for communicating and keeping abreast of project developments, to ensure that stakeholders are informed and the entire organization is updated Handles multiple complex projects under pressure and meets deadlines Monitors and evaluates progress based on project plan, and manages required corrective actions accordingly 	<ul style="list-style-type: none"> Charts and promotes key priorities and goals to stakeholders, with the intent of prioritizing, sequencing, and scheduling goals Creates strategic alliances to ensure that goals and plans are aligned and relevant to the interests of other groups and their respective organizational strategies Distinguishes between tactical and operational goals and strategies; redirecting or balancing resources so that more relevant plans take priority in execution, without foregoing other plans Validates appropriateness of projects being designed and implemented, establishing an alignment to the overall strategic directions of the organization and other concerned units Aligns implementation progress in one's area of responsibility with the 'big picture' of the organization's overall goals

Functional Competency	MONITORING AND EVALUATION
Definition	Ability to facilitate effective planning, monitoring and evaluation of programs, projects and activities of the Regional Office, in alignment with a provincial S&T center- wide perspective.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Oversees implementation of programs, activities and projects according to the updated strategy map based on the Balanced Scorecard methodology and is on- hand to address issues / concerns; In collaboration with executives of the DOST R2, analyzes accomplishment / progress reports to identify gaps and discrepancies vis-à-vis the DOST R2 Work and Financial Plan; Addresses gaps and prescribes adequate remedies; Meets with functional unit heads and/or relevant employees to secure feedback on issues and concerns in 	<ul style="list-style-type: none"> Through the Management Committee and the unit heads, sets up a visible monitoring system to track progress against specific program/project performance metrics and other measures; Conducts regular meetings with functional unit heads and/or on-the- ground employees and partner institutions to discuss program/project status, and to surface issues that have to be managed; Adopts ways to cope with inadequacies on resources to ensure quality services are still delivered on time; recommends ways to augment resources 	<ul style="list-style-type: none"> Monitors compliance with the DOST R2 Strategic Plan aligned with the Balanced Scorecard by requiring stakeholders to provide regular update on the status of resources and activities conducted; Regularly meets functional unit heads to discuss accomplishments against program/project performance metrics and to facilitate action planning for keeping performance on track; Evaluates the impact of the activities by conducting spot checks with relevant groups; Checks functionality of other units that plays significant roles in program implementation; 	<ul style="list-style-type: none"> Develops the overall policy framework based on the methodology of the Balanced Scorecard for the integration of its implementation with other existing programs, activities, projects of the DOST R2; Stands ready to update plans and implementation mechanisms to align with new government policy direction, sponsor requirements and lessons learned; Sets up high-level project monitoring system that compares progress against baseline breakthrough goals and performance targets; Adopts a regular review mechanism to assess the overall performance of DOST R2 programs/projects against

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>the implementation of activities;</p> <ul style="list-style-type: none"> Through functional unit heads, secures/organizes resources and/or disseminates information needed by on-the- ground employees and partners following established procedures 		<p>dialogues with them to clarify expected deliverables, assess performance and agree on action plans for moving forward</p>	<p>service delivery targets and identifies mechanisms and strategies to keep performance on track</p>

Functional Competency	MAINTAINING EFFECTIVE AUDIT SERVICES
Definition	<ul style="list-style-type: none"> • Providing a balanced mix of audit services, delivering audit services appropriate to audit objectives, applying due professional care, matching audit services and audit objectives, gaining access to people and records, continually enhancing audit services, and maintaining a learning environment • Maintain a dynamic audit function applying modern auditing techniques based upon generally accepted auditing standards and professional good practice

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Assists auditors to provide a balanced mix of modern audit services in a manner that generates among all stakeholders a positive image of the beneficial changes that result from audit work. • Conducts all work with due professional care, objectivity, and impartiality • Actively seeks to identify and alerts superiors to potential opportunities to improve the design and delivery of audit services based upon experience of their practical implementation. • Provides audit services appropriate to the approved objectives and 	<ul style="list-style-type: none"> • Ensures that individual auditors teams promote the correct image of the audit function based upon professionally delivered, high quality work. • Ensures that individual auditors apply due professional care, objectivity and impartiality when carrying out audit work • Allocates work as to optimize use of the existing competencies of individual members of staff. • Monitors new audit processes, tools and techniques for their appropriateness for use in the Philippines context. • Proactively seeks opportunities to increase the competencies of auditors. Arranges the 	<ul style="list-style-type: none"> • Ensures that the objectives and scope of the audit function are expressed in clear terms that are quantifiable and measurable, and that they are approved and well known by all stakeholders. • Ensures that the objectives and scope of audit are reviewed regularly to reflect evolving corporate and audit objectives. • Ensures that the relevant audit function is operated in accordance with generally accepted, professional, auditing standards and ethics. • Ensures that individual auditors remain independent in terms of 	<ul style="list-style-type: none"> • Ensures that the audit services provided by an audit function remain compatible with its mandate and approved role. • Ensures that audit management is free to report on all matters and that auditors are free from line operations and able to work with complete impartiality. • Ensures that the audit function is accorded the appropriate status to fulfill its obligations. • Arbitrates in cases of serious dispute concerning the access by auditors to people and records. • Ensures that internal and external audit have different, but complementary, roles. • Approves audit resources consistent with the

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>scope of an audit assignment.</p> <ul style="list-style-type: none"> Alerts superiors to governance, risk and internal control issues identified while carrying out audit work and that have implications for the range and nature of audit services. Assimilates and applies new and amended audit services with commitment and perseverance maximizing the efficiency and effectiveness of their implementation. Actively pursues continuing professional education to maintain modern, up to date, auditing skills. 	<p>training and mentoring of individual audit staff as necessary.</p>	<p>their organizational status and objectivity.</p> <ul style="list-style-type: none"> Arbitrates in cases of disputes concerning the access of auditors to people and records. Fosters a climate of active learning among all audit staff. Ensures that training is disseminated by audit staff to other members of the audit function in order to maximize value for money. Monitors and assesses options for providing audit services and submits appropriate proposals to policy makers. 	<p>expectations of the audit function as expressed in approved operational and training plans.</p>

Supplement: Proficiency Levels & Competency Indicators

ATTITUDE			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Learning new audit techniques and practices while remaining focused upon the need to meet audit objectives. Keen to keep knowledge and skills up to date. 	<ul style="list-style-type: none"> Identifying potential changes in audit services that will improve the effectiveness of the audit function. Believes in being innovative without sacrificing the benefits of traditional audit services 	<p>Believes in providing charismatic leadership to drive changes in audit services and methods.</p>	<p>Believes in being objective and impartial in assessing choices for audit services.</p>

Supplement: Proficiency Levels & Competency Indicators

SKILLS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Learning new audit techniques and practices while remaining focused upon the need to meet audit objectives. Proposing potential changes in audit services that more effectively achieve audit objectives. Keeping up to date with changes in auditing standards, business risks and auditing processes and procedures. Implementing modified 	<ul style="list-style-type: none"> Identifying potential changes in audit services that will improve the effectiveness of the audit function. Drafting proposal for change in audit procedures and practices designed to implement modern audit services. Modifying working practices to implement agreed changes to working practices. Supporting individual 	<ul style="list-style-type: none"> Maintaining a network of audit experience and assimilate examples of modern and best audit practices implemented elsewhere. Envisaging potential changes in audit services that will improve the effectiveness of the audit function. Reviewing and approve proposals for the development of the audit function. Implementing agreed changes to audit processes 	<ul style="list-style-type: none"> Relating corporate developments to changes in audit services. Supporting audit change management arrangements.

working practices within individual audit assignments. <ul style="list-style-type: none"> Supporting junior staff to change working practices as necessary 	members of staff to change working practices as necessary.	and procedures.	
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Supplement: Proficiency Levels & Competency Indicators

KNOWLEDGE			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Changes within entities in their business and audit environments and related processes that may impact upon the future provision of audit objectives. Key changes in the business and audit environments and related processes that may impact upon the future provision of audit services. The impact of proposed changes upon individual junior staff 	<ul style="list-style-type: none"> The steps and capacity building measures necessary to introduce new or revised audit services. The impact of proposed changes upon audit teams 	<ul style="list-style-type: none"> Initiatives adopted by other audit functions to introduce new or revised audit services and their experiences. The steps and capacity building measures necessary to introduce new or revised audit services 	Change management theories and techniques available and the key consideration when choosing an approach to a given situation.

Functional Competency	CONDUCTING AUDIT ASSIGNMENTS
Definition	Using an audit methodology that is consistent with international standards on public sector audit for selecting a process for audit, planning an audit assignment, documenting a process, assessing risks and controls in a process, assessing the performance of processes, identifying control gaps, conducting audit tests, and accurately recording audit work.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Reviews organizational structures, staffing, administrative systems and procedures. Demonstrates experience of implementing key stages of audit assignments. Leads individual audit assignments as required. Assists auditors to carry out audit work applying approved methodologies to meet audit objectives. Interacts cooperatively with stakeholders to collate background information and the evidence necessary to support audit findings and recommendations for corrective action. Discusses research findings with audit team leader. 	<ul style="list-style-type: none"> Applies to organization's audit methodology to meet specific audit assignment objectives. Supervises a range of audit assignments while promoting effective teamwork. Trains new auditors to contribute to the team's success. Discusses audit scope and objectives with auditee prior to the conduct of audit. Discusses audit results with auditees if necessary. Demonstrates experience of a range of audit types. Coaches audit staff in the stages of audits and 	<ul style="list-style-type: none"> Implements approved auditing standards, guidelines and procedures. Discusses audit scope and objectives with auditee prior to the conduct of audit if necessary. Ensures support of senior management in the conduct of audit work. 	<p>Supports the relevant audit function to resolve conflicts undermining the achievement of audit and organizational objectives</p>

<ul style="list-style-type: none"> • Applies understanding of the audit environment in all audit work. 	the most appropriate tools and techniques.		
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ATTITUDE			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Keen to develop the capabilities of junior members of staff. Considers it necessary to be mature and confident when dealing with more senior staff in order to promote audit credibility and facilitate the collection of audit evidence. • Enjoys focusing upon the achievement of assignment objectives. • Believes in forming audit conclusions on relevant and adequate evidence. • Regards it as important to be efficient and persistent where the achievement of audit objectives is threatened • Believes in maintaining objectivity throughout audit engagements. • Considers it necessary to be mature and confident when dealing with more 	<ul style="list-style-type: none"> • Believes in being well-organized to facilitate the supervisor of multiple audit teams and assignments. • Considers it important to delegate the planning and conduct of audit assignments while maintaining effective oversight. • Enjoys supporting more junior staff seeking advice about the selection and operation of specific audit procedures and tools 	<p>Regards it as essential to focus upon the achievement of the entire operational plan of the audit function.</p>	<p>Believes in facilitating the resolution of issues that prevent or distract the audit function from achieving assignment objectives.</p>

senior staff in order to promote audit credibility and facilitate the collection of audit evidence. • Keen to develop the capabilities of junior members of staff			
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Supplement: Proficiency Levels & Competency Indicators

SKILLS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
Assisting other audit staff to: Identify and collect evidence relevant to the planning and conduct of individual audit assignments Apply relevant audit procedures, tools and techniques Applying approved procedures for managing audit files Planning and conducting a variety of audit types including: Financial Management Operational Compliance Forensic and Special Investigations	Planning and conducting special investigations as required. Approving audit work programs, audit test plans as necessary. Advising other audit staff as necessary on the most appropriate selection and operation of audit techniques and tools to achieve audit objectives. Identifying options to resolve resource limitations for audit engagements.	Overseeing the planning and conduct of special investigations as required. Resolving resource limitations for audit engagements. Identifying and escalating the strategic implications to the organization of audit engagement findings.	Providing information from a wider policy perspective useful to the planning and conduct of individual audit assignments. Promoting the resolution of the strategic implications arising from audit engagements statements, that are governed by law and accounting standards. Ensuring that all audit files are complete. Managing own and others' workloads.

<p>Applying generally accepted audit procedures for assignment planning</p> <p>Drafting engagement letters and audit planning memoranda based upon an assessment of risks faced by the relevant entity</p> <p>Drafting an assignment work program appropriate to the achievement of audit assignment objectives</p> <p>Conducting audit assignments in accordance with approved methods</p> <p>Selecting and applying appropriate audit techniques and tools to achieve audit objectives.</p> <p>Interpreting statutory public reports</p>			
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KNOWLEDGE			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> The organization's audit methodology and procedures to meet specific audit engagement objectives. The benefits and limitations of specific audit techniques and tools. Methods and standardizing the organization's audit methodology and procedures across audit assignments and teams. 	<ul style="list-style-type: none"> The importance to the entities and processes of completing audit assignments in a professional timely manner A wide range of audit assignment procedures and practices. Techniques for managing resource constraints. 	<p>A wide range of procedures and best practices conducive to the successful completion of audit assignments.</p>	<p>Policies and organizational arrangements conducive to ensuring the successful completion of audit assignments.</p>

Functional Competency	COMMUNICATING THE RESULTS OF AUDIT WORK TO STAKEHOLDERS
Definition	Summarizing findings and formulating audit recommendations; preparing the draft audit assignment report; reviewing findings and recommendations internally; servicing audit exit meetings; issuing final audit reports; and checking the implementation by the auditee of corrective actions.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Contributes audit findings, evidence and potential audit recommendations for inclusion in audit reports and memoranda. Discusses audit findings with stakeholders as they arise and promotes dialogue with them to identify and agree appropriate and practical corrective actions. Assists other audit staff to monitor the implementation of audit recommendations for corrective actions. Ensures that critical findings are reported immediately to audit superiors and with, approval, to stakeholders. Maintains an environment 	<ul style="list-style-type: none"> Ensures that the multiple audit teams operate procedures to communicate audit results and recommendations that are consistent with approved audit procedures. Reviews draft audit communications as necessary, and issues instructions for revisions where necessary. Analyzes audit communications and alerts other members of the audit function to trends in the effectiveness of risk, control and governance processes. Contributes directly to the audit opinions contained in individual audits based upon the wider perspective afforded by the supervision 	<ul style="list-style-type: none"> Reviews and, if appropriate, approves audit communication for wider issuance. Re-formats recommendations for corrective actions if necessary. Discusses audit conclusions and recommendations with appropriate stakeholders as necessary Ensure that procedures and instructions for the distribution of audit communications promote beneficial change Ensures that robust procedures for checking the implementation of audit recommendations are implemented. 	<ul style="list-style-type: none"> Contributes material for inclusion in audit communications where relevant from a wider policy perspective. Champions the implementation of audit recommendations by other senior staff and policy makers.

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>conductive to the implementation of audit recommendations by consulting stakeholders when drawing up audit recommendations for corrective actions.</p> <ul style="list-style-type: none"> Increases the likelihood that corrective actions will be implemented by ensuring that they relate clearly to audit objectives, are based upon fully evidenced findings, are practical, and written in SMART format. Prepares draft communications to relevant stakeholders in the approved format. Maintains robust processes to monitor whether audit recommendations have been implemented. Escalates non-implementation of corrective actions when necessary 	<p>of multiple audits.</p>	<ul style="list-style-type: none"> Promotes the implementation by management of corrective actions. 	

Supplement: Proficiency Levels & Competency Indicators

ATTITUDE			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Believes in a non-confrontational approach to audit work. • Believes in being diplomatic yet assertive where necessary. • Regards it as important to achieve a desired level of control rather than introduce or maintain a specific control activity allowing for innovative control solutions. • Believes in advocating the dangers of over-controlling business processes • Believes in proposing the strengthening of existing controls or creating additional ones only if and when justified to mitigate genuine risk to the agency's operations / functions. • Believes in respecting stakeholders' work pressures and resource constraints while never losing sight of audit objectives. • Considers it important to be a good listener to promote good two-way communication with auditees. Keen to develop the capabilities of junior members of staff 	<p>Believes in focusing upon achieving improvements across a wide range of entities and processes</p>	<p>Interested in minimizing the workload of stakeholders commensurate with achieving audit objectives.</p>	<ul style="list-style-type: none"> • Feels committed to improving risk, internal control, governance, and reporting processes. • Believes in supporting the reporting processes of the audit function. • Believes in supporting the reporting processes of the audit function

Supplement: Proficiency Levels & Competency Indicators

KNOWLEDGE			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none">• The approved process for the preparation and distribution of audit communications.• The approved process for the checking the implementation status of audit recommendations. The importance of logging and monitoring the results of audit assignments to enable the follow up of significant issues within an appropriate timescale.	The use of summary reporting procedures including annual reporting.	Tools and techniques for ensuring the effectiveness of communications.	Techniques for mediation and dispute resolution, their strengths, and weaknesses.

Supplement: Proficiency Levels & Competency Indicators

SKILLS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Contributing findings and proposing recommendations for inclusion in audit communications Identifying and collecting evidence about the implementation status of corrective actions. Reviewing audit work and determine which findings are to be communicated to stakeholders. Developing audit recommendations that improve relevant risk, internal control, reporting and governance processes. Organizing findings and recommendations so they can be easily communicated. Developing audit 	<ul style="list-style-type: none"> Identifying the format and type of reporting medium most appropriate for each audit assignment Reviewing draft audit communications to ensure that they are of an appropriate quality. Contextualizing findings and recommendations in relation to wider related risk, control and governance issues. Where required conducting an exit meeting with stakeholders in order to: Communicate the results of the audit. Demonstrate the value added by the audit team. Confirm corrective actions if possible. Arranging for the audit report to incorporate formal 	<ul style="list-style-type: none"> Providing information and analysis, contributing to the annual audit opinion. Incorporating the conclusions of individual audits, according to their significance and materiality, into an evidenced and sustainable opinion on the whole system of risk, control and governance. If mandated, producing an Annual Audit report stating an opinion on the organization risk, control and governance to the Accounting Officer and Audit Committee. Establishing standards and procedures for reporting audit findings. Presenting audit reports and findings to relevant oversight bodies. Ensuring that critical findings, and those of general application, are promptly to relevant senior 	<p>Mediating to resolve disputes.</p>

<p>recommendations that improve risk, governance, internal control or reporting processes</p> <ul style="list-style-type: none"> • Drafting audit communications to approved standards including format, style, and timeliness that need minimal revision. • Cross-referring recommendations and audit opinions to working papers containing clear and sufficient evidence to support them. • Quantifying the risks of failure to implement corrective actions and the residual risk after implementation wherever possible. • Achieving buy-in from stakeholders for the implementation of corrective actions. • Operating approved procedures for monitoring the implementation of audit recommendations. 	<p>responses from relevant stakeholders.</p> <ul style="list-style-type: none"> • Drafting audit communications for approval before issuance. • Implementing follow-ups actions designed to check the implementation of corrective actions. 	<p>staff.</p> <ul style="list-style-type: none"> • Signing off audit communications as required. 	
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Functional Competency	EFFECTIVE COLLABORATION AND RELATIONSHIP MANAGEMENT
Definition	The ability to identify, analyze, evaluate, and deal with risks relative to achievement of goals and targets of the organization through effective collaboration and relationship management.
KEY BEHAVIOR	Promotes a friendly and cooperative climate in groups - contributes to building a positive team spirit
	Exhibits objectivity and openness to others' views - listens and participates in team decisions and actions, gives and welcomes feedback, informs team members by sharing important or relevant information
	Communicates Clearly - uses sound rationale to explain value of actions
	Demonstrates person commitment to the team by adhering to the team's expectations, guidelines and fulfilling team responsibilities, balances team and individual responsibilities and puts the team success above own interests
	Establishes and maintains cooperative working relationships across functions and teams to facilitate the accomplishment of work goals
KEY ATTITUDES	Organizational Support - supports organization's goals and values, aligns work with strategic goals
	Customer Oriented - asks for and applies customer feedback (internal and external)
	Quality Oriented - applies feedback to improve own performance, fosters quality focus in others and improves processes and services
KEY SKILLS	Interpersonal Skills - establishes effective working relationships with colleagues by maintaining confidentiality, listening to others without interrupting, keeping emotions under control, remaining open to others' ideas and willing to try new ideas
KEY KNOWLEDGE	Motivational Theory - understands the different values and cultures of others and how those affect the way people act and behave
	Keys to Effective Communication - good interpersonal relationships depend upon helping people feel valued, appreciated, and included in discussions (enhances self-esteem, empathizes, involves, discloses, supports)
	Facilitating and negotiating agreements - how to reach agreements with partners to support ideas or take partnership-oriented actions
	Relevant legislation and department strategy, policies and procedures

Proficiency Levels & Competency Indicators

DEFINITION OF DESCRIPTOR DIMENSIONS (BEHAVIORS)			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Is able to apply the competency characteristics in routine Requires frequent guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in complex situations Requires occasional guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in considerably complex situations Requires little or no guidance or supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in considerably difficult situations Serves as a key resource and advises others

Functional Competency	RISK ASSESSMENT AND MANAGEMENT
Definition	The ability to identify, analyze, evaluate, and deal with risks relative to the achievement of goals and targets of the Region in general and of the provincial S&T center in particular. Also includes the ability to mitigate risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Mitigates risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal. Identifies hazards that may affect phases or certain operations of projects and programs; and is able to 	<ul style="list-style-type: none"> Lowers risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal Applies various approaches in determining, evaluating 	<ul style="list-style-type: none"> Ensures a risk-free environment by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal Interprets different types of data relevant to risk elimination, reduction, or 	<ul style="list-style-type: none"> Develops and implements policies towards ensuring a risk-free environment by mandating strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal Interprets and analyzes reports for decision-making and management use and renders direction to the team for courses of action for risk

<p>provide insights and create a plan of action to address these risks</p> <ul style="list-style-type: none"> • Gathers data available and evidence- based facts needed for risk assessment (variation in the process, trends, public comments / opinions, and others) • Alerts the team on potential risk factors encountered 'on the ground' in a timely manner 	<p>and mitigating risks</p> <ul style="list-style-type: none"> • Prepares documentation on risk assessment, including useful information for analysis of the findings and identifies prioritization based on these • Validates reports on potential risk factors encountered 'on the ground' which may impact decision-making 	<p>mitigation and translates these into realistic action</p> <ul style="list-style-type: none"> • Recommends action plans to check and mitigate identified risks and hazards • Establishes parameters for the designation of duties and responsibilities in order to assess and manage risks 	<p>management</p> <ul style="list-style-type: none"> • Sets directions to improve the process of identification, analysis and management of risks, towards risk-mitigation strategies and activities • Ensures the prevalence of risk-based thinking translated into action in one's team as well as the greater organization
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REGIONAL STANDARDS AND TESTING LABORATORY



REGIONAL STANDARDS AND TECTING LABORATORY (RSTL)

FUNCTIONAL COMPETENCIES	ORGANIZATION AND PROJECT PLANNING SKILLS
	PROCESS ORIENTATION
	MANAGING KNOWLEDGE AND INFORMATION
	RESEARCH AND ANALYSIS
	TECHNICAL PROFICIENCY / FIELD EXPERTISE
	EFFECTIVE COLLABORATION AND RELATIONSHIP MANAGEMENT
	PROVISION OF PUBLIC ASSISTANCE AND HANDLING OF COMPLAINTS
	RISK ASSESSMENT AND MANAGEMENT

<i>Functional Competency</i>	ORGANIZATION AND PROJECT PLANNING SKILLS
<i>Definition</i>	<p>- Ability to understand and execute DOST objectives across various resource and situations, e.g. budget, time, other relevant circumstances, and scenarios, with the capability of setting and defending reasonable deliverables and deadlines across these scenarios. This ability includes the willingness to recognize undeliverable targets and properly justify these in a timely and relevant manner</p> <p>- Appropriately allocate resources to meet individual, team, organization targets and objectives, including effective project management from planning through completion within a reasonable timeframe and budget, while ensuring quality of deliverables. This includes establishing a clearly-defined work plan with appropriate milestones and priorities, while managing interdependencies, project team members, and risks that impact the timing and completion of projects.</p> <p>The ability to create an enabling environment that will nurture and sustain a performance-based, coaching culture. Effectiveness in this competency area also includes a strong focus on developing people for current and future needs, managing talent, and promoting the value of continuous learning and improvement.</p>

Proficiency Levels and Competency Indicators

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Sets priorities, identifies scope, and allocates resources to meet individual, team, or organization targets and objectives in one's own area of responsibility Charts key project milestones, tasks, priorities, and objectives. Escalates time management, budget overruns, and prioritization issues as necessary. Prioritizes effectively, and schedules own or division goals and targets, based on cascaded goals and strategies of the team Effectively implements plans, and corrects deviations immediately; able to monitor and check the progress of the work against 	<ul style="list-style-type: none"> Identifies and negotiates directions with stakeholders, with the intent of prioritizing, sequencing, and scheduling goals based on the cascaded strategies of the organization Drafts and creates goals, measures, and targets, and determines the work involved to accomplish them - identifying the resources needed and ways to monitor or control progress of plans Creates or enhances tools, and improves work-planning and delivery methods and processes, to ensure effective and efficient execution of goals and strategies 	<ul style="list-style-type: none"> Demonstrates ability to distribute and assign work or goals to individuals, based on their capability, prioritization skills, sequencing, and scheduling efficiency Reviews and analyzes project proposals and plans of different units, ensuring their alignment with the vision and mission of the organization, and mitigating risks or conflicts in resources, schedules, and implementation Develops and improvises project management approaches, methods, and techniques in order to adhere to commitments made to stakeholders 	<ul style="list-style-type: none"> Charts and promotes key priorities and goals to stakeholders, with the intent of prioritizing, sequencing, and scheduling goals Creates strategic alliances to ensure that goals and plans are aligned and relevant to the interests of other groups and their respective organizational strategies. Distinguishes between tactical and operational goals and strategies; redirecting or balancing resources so that more relevant plans take priority in execution, without foregoing other plans Validates appropriateness of projects being designed and implemented, establishing an

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>proposed timelines, and use available tools to address deliverables</p> <ul style="list-style-type: none"> • Uses simple tools and methods to accomplish tasks within one's assigned area of responsibility 	<ul style="list-style-type: none"> • Validates decisions and actions made against proposed timelines. Suggests more facilitated directions for achieving deliverables. • Uses simple tools or methods to delineate project tasks, identify responsible staff, schedule, resources, and the timeframe based on the project plan Identifies project interdependencies risks, etc., and escalates to management as appropriate 	<ul style="list-style-type: none"> • Creates a structure for communicating and keeping abreast of project developments, to ensure that stakeholders are informed, and the entire organization is updated • Handles multiple complex projects under pressure and meets deadlines • Monitors and evaluates progress based on project plan, and manages required corrective actions accordingly. • Directs questions appropriately and creates opportunities for learners to contribute to the discussion 	<p>alignment to the overall strategic directions of the organization and other concerned units</p> <ul style="list-style-type: none"> • Aligns implementation progress in one's area of responsibility with the 'big picture' of the organization's overall goals

<i>Functional Competency</i>	PROCESS ORIENTATION
<i>Definition</i>	Ability to effectively work within structures - following step-by-step processes and procedures, taking note of even minor details

Proficiency Levels and Competency Indicators

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Keeps a checklist of all the items that need to be covered when performing tasks Cites (can cite) details that might be overlooked and possible errors that might be committed Follows processes and procedures to make sure all parts of a task are completed Gathers information and feedback from different sources on the usefulness of processes and procedures 	<ul style="list-style-type: none"> Checks and re-checks work output for completeness before sending final output Takes note of errors (writes them down) when checking and re-checking work/output based on standard processes and procedures Performs repetitious tasks (such as e.g., data encoding voucher preparation, collating of documents etc.) with care and attention following standard processes and procedures Prepares draft memorandum, guidelines and policies to ensure administrative services and programs are delivered in compliance to standard processes and procedures and relevant laws Prepares letters, position, papers, and proposals on administrative services and employee welfare related issues 	<ul style="list-style-type: none"> Compares finished work/output to expected work/output following checklist of requirements/standard processes and procedures Seeks feedback regarding overlooked details to determine when and understands why errors are usually committed Reviews work carefully for accuracy, following directions stated in process related documents and ensuring compliance to policies and relevant laws Reviews and provide additional inputs on the draft documents for the effective implementation of administrative services and programs 	<ul style="list-style-type: none"> Designs a standard of performing the task to ensure that all details are checked and repeated mistakes are avoided Devises innovative ways in performing the tasks to ensure errors are minimized or totally eradicated (find the best way/ease & efficiency) <ul style="list-style-type: none"> Recommendations/endorses changes in organizational policies, procedures, and security measures for top management consideration Recommends /endorses changes in organizational policies, procedures, and security measures for top management consideration.

<i>Functional Competency</i>	MANAGING KNOWLEDGE AND INFORMATION
<i>Definition</i>	Ability to manage accessible and functional systems which facilitate the gathering, developing, and sharing of knowledge and information across the organization to aid the actions and decision-making of stakeholders.

Proficiency Levels and Competency Indicators

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Collects and consolidates information (from research, regular forms, and reports) useful for the implementation of programs and delivery of services Encodes/deposits information according to pre-set categories and current systems in place Uses IT based tools in arranging and managing information for stakeholders to access and use Retrieves information from database to provide to stakeholders in a timely manner Verifies the accuracy of data before they are transmitted 	<ul style="list-style-type: none"> Identifies and gathers additional information which might not be readily available but are crucial in ensuring deliverables and achieving specific outcomes Organizes information in a way that would be most useful in delivering specific activities and results Regularly checks and updates stored information (files, records, documentation, etc.) for accuracy and relevance Uses available information to support program implementation and delivery of services Utilizes available information to create 	<ul style="list-style-type: none"> Designs processes and systems which can facilitate the collection of information coming from different sources Creates a system for organizing information that would be accessible to stakeholders Seeks out new technologies that may be used by the DOST R8 to streamline the information management processes Analyzes available information to establish patterns and trends in program implementation and service delivery as basis for process and systems improvement 	<ul style="list-style-type: none"> Installs process and systems improvement to ensure effective and efficient information collection Supports ways to improve how information is stored and organized within a database Keeps abreast of trends in information and knowledge management in both public and private sectors Develops innovative programs and process improvements from analysis of available relevant information Champions effective information and knowledge management within the DOST R8

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
to stakeholders <ul style="list-style-type: none"> Complies with the DOST R8 policies and standards pertaining to information and knowledge management. 	knowledge products and materials relevant to the DOST R8 <ul style="list-style-type: none"> Effectively applies existing information and knowledge management practices or processes to new work situations that result in higher quality outputs 	<ul style="list-style-type: none"> Refers to stored and managed information when making recommendations and decisions Ensures that one's assigned team follows a unified information and knowledge management process 	

<i>Functional Competency</i>	RESEARCH AND ANALYSIS
<i>Definition</i>	Gathering, analyzing and interpreting data and information using appropriate tools and methodologies, to arrive at a meaningful and valid conclusion, goal or judgement.

Proficiency Levels and Competency Indicators

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Collects/gathers data/information from readily available sources such as accessible data bases, reports and publications Taps counterparts in other agencies or with relevant private sector institutions to gather data/information 	<ul style="list-style-type: none"> Recognizes when information provided is adequate or insufficient to meet the objectives of the research Taps network to access difficult sources of information Develops field validation methodology to supplement inadequate information or to 	<ul style="list-style-type: none"> Identifies research needs and prepares research design/plan and specifications Evaluates competing sources of data and identifies a clear direction for analysis and interpretation Identifies salient points and trends from research or 	<ul style="list-style-type: none"> Evaluates and approves research goals, objectives and design that support data/information needs of the organization Evaluates research findings and checks for complex and conflicting information, isolating key facts, establishing trends and patterns and draws out

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Recognizes inconsistencies in initial data/info gathered and initiates action to verify/validate Undertakes field validation through interviews under supervision of a more senior staff. Interprets the data/information on hand by performing simple analysis (historical comparison, variance analysis, trend analysis etc.) 	<p>verify suspected inaccuracies</p> <ul style="list-style-type: none"> Interprets data (verbal and numerical) and research papers, summarizes research information verbally and numerically Interprets the key findings by interpolating data Cross checks/validates data and information received 	<p>other information and draws out sound, logical inferences / conclusions</p> <ul style="list-style-type: none"> Evaluates and integrates research information from a variety of sources to come to logical conclusions Guides less experienced staff in interpreting/analyzing complex statistical data 	<p>conclusions</p> <ul style="list-style-type: none"> Uses data analytics techniques to discover new perspectives /conclusions

<i>Functional Competency</i>	TECHNICAL PROFICIENCY / FIELD EXPERTISE
<i>Definition</i>	Ability to demonstrate depth of knowledge and a set of skills that is unique to one's field of work, and accordingly utilize such expertise in the furtherance of the goals and mandate of the DOST.

Proficiency Levels & Competency Indicators

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Explains the functions, projects/programs and services to customers and stakeholders Discusses the necessary procedures and guidelines in the implementation of programs and services Recognizes the technical components (DOST R2 context /theme/area-specific requirements) of the job Uses and understands the technical language of the job Applies appropriate technical knowledge and related skills to complete tasks Demonstrates willingness to try IT based or technology assisted approaches to complete tasks 	<ul style="list-style-type: none"> Plots implementable actions to ensure delivery of outputs Identifies appropriate methods and tools in performing tasks Adjusts to the context of the (including set- up, personalities, culture) in doing work Uses technical knowledge or skills not easily or quickly learned on the job Accomplishes complex tasks without asking for guidance or instruction Adapts the use of IT based tools or technology assisted programs to deliver outputs more efficiently 	<ul style="list-style-type: none"> Liaises with internal and external stakeholders to level-off on implications of current/new of future programs and services Implements relevant laws, policies, rules and regulations for effective control and coordination Utilizes knowledge to distribute and monitor work within groups Keeps track of trends and developments in theory and practice of one's own area and effectively prepares for anticipated changes. Streamlines work systems and finds appropriate solutions using available IT based tools or technology assisted programs 	<ul style="list-style-type: none"> Serve as resource person to help others address professional and technical problems or issues Confidently addresses questions on the basis for programs and services implemented Utilizes technical knowledge to oversee and monitor Proposes new strategies to improve ways of working within the technical field/area of expertise Publicly supports IT based systems which can be improve established ways of operating and anticipates possible charges during a transition period

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
	<ul style="list-style-type: none"> Invests time and effort in learning new technologies systems and techniques to enhance work 		

<i>Functional Competency</i>	EFFECTIVE COLLABORATION AND RELATIONSHIP MANAGEMENT
<i>Definition</i>	The ability to identify, analyze, evaluate, and deal with risks relative to achievement of goals and targets of the organization through effective collaboration and relationship management.

KEY BEHAVIOR	Promotes a friendly and cooperative climate in groups - contributes to building a positive team spirit
	Exhibits objectivity and openness to others' views - listens and participates in team decisions and actions, gives and welcomes feedback, informs team members by sharing important or relevant information
	Communicates Clearly - uses sound rationale to explain value of actions
	Demonstrates person commitment to the team by adhering to the team's expectations, guidelines and fulfilling team responsibilities, balances team and individual responsibilities and puts the team success above own interests
	Establishes and maintains cooperative working relationships across functions and teams to facilitate the accomplishment of work goals
KEY ATTITUDES	Organizational Support - supports organization's goals and values, aligns work with strategic goals
	Customer Oriented - asks for and applies customer feedback (internal and external)
	Quality Oriented - applies feedback to improve own performance, fosters quality focus in others and improves processes and services
KEY SKILLS	Interpersonal Skills - establishes effective working relationships with colleagues by maintaining confidentiality, listening to others without interrupting, keeping emotions under control, remaining open to others' ideas and willing to try new ideas
	Motivational Theory - understands the different values and cultures of others and how those affect the way people act

KEY KNOWLEDGE	and behave
	Keys to Effective Communication - good interpersonal relationships depend upon helping people feel valued, appreciated, and included in discussions (enhances self- esteem, empathizes, involves, discloses, supports)
	Facilitating and negotiating agreements - how to reach agreements with partners to support ideas or take partnership-oriented actions
	Relevant legislation and department strategy, policies and procedures

Proficiency Levels & Competency Indicators

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Is able to apply the competency characteristics in routine Requires frequent guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in complex situations Requires occasional guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in considerably complex situations Requires little or no guidance or supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in considerably difficult situations Serves as a key resource and advises others

<i>Functional Competency</i>	PROVISION OF PUBLIC ASSISTANCE AND HANDLING OF COMPLAINTS
<i>Definition</i>	Ability to respond and handle complaints and requests for assistance appropriately with the proper knowledge and skills.

Proficiency Levels & Competency Indicators

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Receives and records clients' queries, complaints, and requests for assistance • Answers phone-in clients • Routes approved referrals, endorsements, and response letters to Records Section (or similar unit) • Follows-up status of complaints/assistance from concerned offices • Maintains records and database 	<ul style="list-style-type: none"> • Interviews walk-in clients (where applicable) • Drafts endorsements, referrals, and response letters to clients • Finalizes the endorsements, referrals, and response letters as instructed by the Division Chief or superior officer(s) • Consolidates and prepares monitoring and evaluation reports of the DOST R2 • Prepares the Process Summary Log sheet of DOST R2 accomplishments on a monthly basis 	<ul style="list-style-type: none"> • Conducts an initial review of draft endorsements, referrals and response letters • Verifies accuracy of monitoring and evaluation reports, as well as DOST R2 accomplishments submitted by action officers 	<ul style="list-style-type: none"> • Determines the jurisdiction of clients' queries, complaints, and requests for assistance, including the determination of the appropriate action to address the complaint or request • Assigns the action officer/s to draft the endorsement, referrals, and response letter; and thereafter conducts a final review of the endorsements, referrals, and/or response letters <ul style="list-style-type: none"> ○ Instructs the concerned action officer to finalize the endorsements, referrals, and response letters, if corrections are made ○ Signs the endorsements, referrals, and response letters and instructs action officer concerned to release/forward the same to the Records Section (or similar unit) • Makes the final review of

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
			<p>the monitoring and evaluation reports, as well as accomplishments submitted by action officers</p> <ul style="list-style-type: none"> • Able to make a proper determination if there is immediate need to elevate concerns to Management, attached agencies, or to the DOST central office

<i>Functional Competency</i>	RISK ASSESSMENT AND MANAGEMENT
<i>Definition</i>	The ability to identify, analyze, evaluate, and deal with risks relative to the achievement of goals and targets of the Region in general and of the provincial S&T center in particular. Also includes the ability to mitigate risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal.

Proficiency Levels & Competency Indicators

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Mitigates risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal. • Identifies hazards that may 	<ul style="list-style-type: none"> • Lowers risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal • Applies various approaches in 	<ul style="list-style-type: none"> • Ensures a risk-free environment by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal 	<ul style="list-style-type: none"> • Develops and implements policies towards ensuring a risk-free environment by mandating strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal

BEHAVIOR			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>affect phases or certain operations of projects and programs; and is able to provide insights and create a plan of action to address these risks</p> <ul style="list-style-type: none"> Gathers data available and evidence- based facts needed for risk assessment (variation in the process, trends, public comments / opinions, and others) Alerts the team on potential risk factors encountered 'on the ground' in a timely manner 	<p>determining, evaluating and mitigating risks</p> <ul style="list-style-type: none"> Prepares documentation on risk assessment, including useful information for analysis of the findings and identifies prioritization based on these Validates reports on potential risk factors encountered 'on the ground' which may impact decision-making 	<ul style="list-style-type: none"> Interprets different types of data relevant to risk elimination, reduction, or mitigation and translates these into realistic action Recommends action plans to check and mitigate identified risks and hazards Establishes parameters for the designation of duties and responsibilities in order to assess and manage risks 	<ul style="list-style-type: none"> Interprets and analyzes reports for decision-making and management use and renders direction to the team for courses of action for risk management Sets directions to improve the process of identification, analysis and management of risks, towards risk-mitigation strategies and activities Ensures the prevalence of <i>risk-based thinking</i> translated into action in one's team as well as the greater organization.



FINANCE AND ADMINISTRATIVE SERVICES DIVISION

FINANCE AND ADMINISTRATIVE SERVICES (FAS) DIVISION

FUNCTIONAL COMPETENCIES	INFORMATION / DATA / RECORDS MANAGEMENT
	LOGISTICS SUPPORT ADMINISTRATION
	MANAGEMENT
	ADMINISTRATIVE SERVICES PROFICIENCY
	ACCOUNTING
	APPLYING INTERNAL CONTROL
	CASH MANAGEMENT
	BUDGETING
	ENSURING DESIRABLE BUDGET OUTCOME
	INVENTORY MANAGEMENT AND STOCK CONTROL
	PROCUREMENT MANAGEMENT AND ADMINISTRATION
	RECRUITMENT, SELECTION AND PLACEMENT PROCESS ADMINISTRATION
	LEARNING AND DEVELOPMENT NEEDS ADMINISTRATION
	PERFORMANCE MANAGEMENT
	COMPENSATION BENEFITS AND WELFARE MANAGEMENT
	SERVICE DELIVERY
	PROBLEM SOLVING
	EFFECTIVE COMMUNICATION
	CRITICAL / ANALYTICAL THINKING
	EFFECTIVE COLLABORATION AND RELATIONSHIP MANAGEMENT

		RISK ASSESSMENT AND MANAGEMENT
		GENERAL OFFICE ADMINISTRATION
Functional Competency	INFORMATION / DATA / RECORDS MANAGEMENT	
Definition	Ability to organize, retrieve and ensure the proper use and disposition of records and office documents.	

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Maintains documents and records in a methodical and organized manner using own initiative to facilitate easy retrieval • Quickly retrieves documents and records upon request and willingly and immediately responds to clients (both external and internal) • Applies knowledge of records management software applications and their use 	<ul style="list-style-type: none"> • Keeps updated with current documentation and records management technology, and uses these applications to continuously improve existing systems and practices for efficiency and effectiveness in records management functions • Recognizes emerging requirements and methodologies in records management brought about by the new normal, shifting into a more digital and online-based platform • Applies and adapts record management standards and best practice effectively • Supports others in the development and introduction of new record keeping practices and procedures 	<ul style="list-style-type: none"> • Develops procedures for quick classification, better storage, protection and disposition of records to provide integrity, reliability, efficiency and effectiveness in records management functions, and to respond to internal and external clients' needs and expectations • Interprets best practice standards, following the use of digital and online platforms in records management, retrieval, and dissemination • Provides accurate and effective advice, recommendations and guidance to colleagues with their records management requirements • Assesses current record keeping systems and provides feedback on their strengths and areas for 	<ul style="list-style-type: none"> • Shares expertise, lessons learned and ideas with others for improvement of the records management system for the organization's productivity, efficiency and effectiveness • Develops and implements record management policies, procedure and guidance, and provides advice on record keeping issues – both affecting offline and online platforms • Critically assesses current procedures and provides workable solutions for continuous improvement

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
	<ul style="list-style-type: none"> Displays proactive approaches to improving record keeping practices 	<ul style="list-style-type: none"> improvement <ul style="list-style-type: none"> Recognizes potential issues in relation to records management and communicates these to the relevant staff 	

<i>Functional Competency</i>	LOGISTICS SUPPORT ADMINISTRATION
<i>Definition</i>	Providing timely and appropriate logistical and administrative support to individuals and groups, ensuring alignment with requirements of the new normal, and in deliberate compliance with the most updated health and safety protocols and rules promulgated by the authorities.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Can discuss the most updated health and safety protocols required by the authorities relevant to the operations of the agency Undertakes activities to support individuals and groups in alignment with the demands of the new normal 	<ul style="list-style-type: none"> Checks compliance of all logistical and administrative support activities undertaken with the most updated health and safety protocols required by the authorities Demonstrates responsibility and accountability even for urgent work under challenging conditions in the new normal 	<ul style="list-style-type: none"> Ensures deliberate compliance of all logistical and administrative support activities undertaken with the most updated health and safety protocols required by the authorities. Establishes clear course of action for others and defines measures of excellence even while constrained by the 	<ul style="list-style-type: none"> Observes and studies best practices in operations as well as health and safety protocols from other functional areas as well as outside agencies while constrained by the demands of the new normal and adopts these to improve team and/or DOST performance Develops and implements

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Understands role of providing timely and appropriate logistical and administrative support in the DOST and recognizes the importance and value of efficient work Can effectively balance rendering logistical and administrative support to individuals and groups even while working from home Delivers work promptly that is consistent with office policies and procedures and the demands of the new normal, and feels a sense of accomplishment Tries new approaches/methods to improve performance even under constraints posed by the new normal Validates reliability and accuracy of data and information gathered, and logistical arrangements made through coordination with internal and external parties 	<p>and delivers it promptly</p> <ul style="list-style-type: none"> Monitors own progress on innovations introduced against routine logistical and administrative assignments, identifies cause of own performance gaps and modifies actions accordingly and considers urgent task and delivers results without delays, even under the new normal Explores more effective work processes or methods in own work and adjusts accordingly in order to get the job done quickly and effectively Adjusts thinking and behaviors to be in line with new thrusts or changing priorities of the DOST Handles new tasks and assignment, and adopts new measures without need for formal training and orientation 	<p>demands of the new normal</p> <ul style="list-style-type: none"> Implements metrics even with soft deliverables to track results and measure performance Institutes a process/system for monitoring and tracking team progress against standards Acts to redirect individual and team behavior and actions to put them back on the performance track Takes timely and appropriate action to avert potential problems Recognizes employee performance deserving of rewards and incentives Meets the urgency of task and delivers quick service despite pressure and the challenges of the demands of the new normal. 	<p>policies on strict observance of health and safety protocols, ensuring compliance with the most updated rules promulgated by the authorities under the new normal.</p> <ul style="list-style-type: none"> Identifies opportunities for improving performance both for own area of responsibility and/or agency despite the constraints posed by the new normal Responds to changes/developments within the agency and the external environment with recommendations for structural or operational improvements to adapt to these changes Promotes an agency-wide rewards and recognition system to acknowledge employees, teams and groups who demonstrate excellence Initiates to confer with peers and superior and elicits feedback to improve service delivery under the new normal

<i>Functional Competency</i>	MANAGEMENT
<i>Definition</i>	<ul style="list-style-type: none"> • Ability to develop plans and programs relative to administrative organization and management; and lead, organize, coordinate and control the implementation of these; • Ability to monitor, measure, analyze and evaluate information related to organizational functions, processes, procedures and systems to provide recommendations for improvement

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Gathers data relative to the implementation and operation of department's functions and processes • Consolidates collected data to facilitate analysis and enable the determination of improvement areas • Conducts research and studies of current management trends, approaches or methodologies that may be used in system improvements • Helps in the implementation of new or improved systems including conduct of training on the application of new or improved management systems • As deemed necessary and appropriate, gathers data that 	<ul style="list-style-type: none"> • Verifies and validates data gathered relative to the implementation and operation of the department's functions and processes • Reviews and analyzes consolidated collected data and identifies improvement areas for further validation • Reviews results of research and studies of current management trends, approaches or methodologies and narrows down the output to only those that may be customized for system improvements • Lends support in the implementation of new or improved systems including conduct of training on the application of new or improved management systems. 	<ul style="list-style-type: none"> • Proposes plans and programs for improvements in DOST's management • Maintains and updates as necessary the operations, organizational and division-initiated systems, including the ISO 9001- certified quality management system, of the department • Evaluates outputs of researches and studies as basis for recommendation of management system improvements • Develops new or improved management systems • Develops assistance programs for new or improved management systems 	<ul style="list-style-type: none"> • Develops, reviews and recommends plans and programs relative to management improvement • Reviews and recommends updates and as necessary the operations, organizational and division-initiated systems, including the ISO 9001- certified quality management system, of the department • Examines the administrative organization of the department and recommends improvements • Reviews and endorses recommendations for management system improvements including appropriate training packages for its implementation

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>can be used to review and propose updates in staffing standards and manpower requirements of the department</p> <ul style="list-style-type: none"> • Performs other tasks as assigned • Conducts management surveys of the organizational structure, manpower and operations • Gathers data of existing methods, systems and procedures/processes • Monitors management's reply and actions taken on the audit observations and recommendations • Gathers data and monitors system/process performance (i.e Process/ Performance Monitoring and Measurements, QMS Performance) • Helps relevant to monitoring and evaluation • Gathers data to relevant M&E reports as required • Performs other tasks as 	<ul style="list-style-type: none"> • Verifies and validates data gathered that can be used to review and propose updates in staffing standards and manpower requirements of the department • Leads the physical conduct of surveys of the organizational structure, manpower and operations • Consolidates data gathered relevant to existing methods, systems and procedures/ processes • Reviews and analyzes management's feedback and actions taken on audit observations and recommendations • Verifies and validates data gathered relevant to system/process performance (i.e. Process/ Performance Monitoring and Measurements, QMS performance) • Initiates monitoring and evaluation activities 	<ul style="list-style-type: none"> • Reviews study reports on special assignments • Develops new or improved management systems, provides direction in its implementation including conduct of training on the application of new or improved management systems • Provides updates on the staffing standards and manpower requirements of the department • Validates and verifies management surveys of the organizational structure manpower and operations • Reviews existing methods, systems and procedures/processes and provide recommendations for improvements • Prepares reports on management's reply and actions taken on the audit observations and recommendation • Prepares reports on 	<ul style="list-style-type: none"> • Recommends study of special assignment for appropriate management action • Develops new or improved management systems and recommends policies for its implementation • Reviews and approves training programs on the application of new or improved management systems • Develops and endorses staffing standards and manpower requirements of the department in coordination with the Administrative Services • Performs other tasks as assigned • Reviews and recommends the results of management surveys of the organizational structure, manpower and operations for possible improvements • Reviews existing methods, systems and procedures/ processes and provide recommendations for

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
may be assigned from time to time	<ul style="list-style-type: none"> • Reviews and validates data gathered pertinent to monitoring and evaluation reports as required • Performs other tasks as may be assigned from time to time 	<p>system/process performance (i.e Process/ Performance Monitoring and Measurements, QMS performance</p> <ul style="list-style-type: none"> • Determines assistance relevant to monitoring and evaluation • Prepares relevant M&E reports as required • Determines the tasks to be assigned from time to time 	<p>Improvements</p> <ul style="list-style-type: none"> • Reviews and endorses reports on management reply and actions taken on the audit observations and recommendation • Reviews and endorses reports on system/process performance (i.e. Process/ Performance Monitoring and Measurements, QMS performance • Reviews and approves assistance relevant to monitoring and evaluation • Reviews, approves and submits relevant M&E reports as required

<i>Functional Competency</i>	ADMINISTRATIVE SERVICES PROFICIENCY
<i>Definition</i>	Ability to demonstrate depth of knowledge and skills related to different administration services needed to effectively and efficiently run day-to-day organizational operations while following the most updated health and safety protocols and rules promulgated by the authorities, and even under logistical challenges posed by the <i>new normal</i> , such as work-from-home or remote working arrangements.

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Explains the most updated health and safety protocols of the agency required to be observed by customers and stakeholders Demonstrates a satisfactory level of productivity and proficiency even while on a work-from-home or remote working arrangement Explains the functions projects/programs and services to customers and stakeholders Discusses the necessary procedures and guidelines in the implementation of programs and services Demonstrates willingness to try IT based or technology assisted approaches to complete tasks 	<ul style="list-style-type: none"> Plots implementable actions aligned with health and safety protocols to ensure delivery of outputs even while on a work- from-home or remote working arrangement Uses appropriate methods and tools in performing tasks aligned with the requirements of the new normal Adapts the use of IT based tools or technology assisted programs to deliver outputs more efficiently Invests time and effort in learning new technological systems and techniques to enhance work 	<ul style="list-style-type: none"> Liaises with internal and external stakeholders to level off on implications of current/new or future programs and services even while on a work-from-home or remote working arrangement Monitors and reviews work results for trends and relations in order to make appropriate recommendations Implements relevant laws, policies, rules and regulations for effective control and coordination Streamlines work systems and finds appropriate solutions using available IT based tools or technology assisted programs 	<ul style="list-style-type: none"> Develops and establishes policies on work- from-home or other remote working arrangements that ensure the continuous high quality of service delivery and employees' productivity and performance under the new normal Serves as resource person to help others address professional and technical problems or issues Confidently addresses questions on the basis for programs and services implemented Publicly supports IT based systems which can improve established ways of operating and anticipates possible changes during a transition period

<i>Functional Competency</i>	ACCOUNTING
<i>Definition</i>	The ability to identify, record, measure, classify, verify, summarize, interpret and communicate financial information

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Demonstrates basic understanding but requires assistance to apply technical skills and displays limited knowledge • Ability to implement and apply, with supervision, existing accounting policies and guidelines such as but not limited to: <ul style="list-style-type: none"> ◦ Gather data and update records for payment and deductions for salaries, wages and sundry accounts; ◦ Issue statements of accounts and other data recorded in subsidiary ledgers; ◦ Maintain a systematic and accurate recording of financial transactions. 	<ul style="list-style-type: none"> • Possesses <i>Working Knowledge</i> in accounting • Applies limited technical skills and demonstrates limited knowledge of emerging technology (e.g. IT, processes, methodologies, etc.) • Ability to ensure adherence to procedures, processes, and policies in the performance of activities on accounting • Reviews and processes voucher or claim for payments and prepares journal entries; • Examines and verifies journal entries, abstracts of warrants and other records involving cash advances, accounts receivable, stock accounts, accounts payable, and other accounts. • Able to prepare and ensure timely and accurate monthly 	<ul style="list-style-type: none"> • Possesses extensive experience in accounting • Consistently applies technical skills and adapts to emerging technology. • Ability to monitor and review data from various aspects of accounting and auditing to recommend enhancements and/or changes in procedures, processes and policies. • Analyze, verify and consolidate financial data of all Divisions/Offices of the agency; • Review and audit final reports on financial statements and all related records of the agency for submission to the Management and regulatory agencies; • Study and analyze report on status of appropriations and trends of expenditures and 	<ul style="list-style-type: none"> • Subject matter breadth/depth in accounting • Consistently applies and synthesizes technical skills in authentic situations and extends skills to emerging technologies and problems. • Ability to develop, monitor and evaluate efficiency and compliance of accounting and auditing systems and procedures such as but not limited to: • Develop and maintain an adequate and efficient accounting system for the agency; • Ensure that accounting, budgeting and auditing laws, rules and regulations are observed in the classification of accounts and in the preparation of financial statements and reports.

	remittance of salary deductions of DOST officials and employees to concerned agencies (<i>i.e.</i> BIR, PhilHealth, GSIS, etc.);	other financial reports.	
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<i>Functional Competency</i>	APPLYING INTERNAL CONTROL
<i>Definition</i>	Internal control is a fundamental concept in public financial management (PFM) that underpins the effective design, development and operation of many PFM systems. Although internal control addresses issues related to financial management and operations, its scope is not solely financial. In addition, it safeguards government assets, checks the accuracy and reliability of accounting data, adheres to management policies, complies with laws and regulations that will ensure efficient, ethical and economical operations.
KEY BEHAVIOR	Adheres to the principles of internal control in own role, duties and responsibilities such as routinely reporting on operations, identifying gaps or other deficiencies in internal control practices. Continually improves understanding of internal control good practice, reviewing internal controls to identify deficiencies and developing internal control practices in the wider governance policies and strategies
KEY ATTITUDES	Open Minded - appreciates the opinions of others in relation to identifying potential improvements to practices; and values reflective practice for the benefits it can bring to improving operations
	Organizational Support - understands the need to balance strategic considerations with the operational aspects of internal control
KEY SKILLS	Analytical Thinking - able to learn from reflective practices and identify weaknesses in practices impartially and objectively
	Problem Solving - identifies barriers to adoption of internal control principles, practices and determine ways of reducing or eliminating those barriers
	Planning and Organizing - prioritizes, plans, organizes or schedules work activities, designs and develops effective internal control practices to achieve explicit objectives
	Time Management - manages time and workload to balance the achievement of tasks while contributing to the achievement of team aims and objectives
KEY KNOWLEDGE	The generally accepted principles and concepts of internal control
	The wider implications for internal control of decisions and events related to technical roles and to the technical roles of

	others
	The principles of good governance and how governance is related to internal control

Proficiency Levels & Competency Indicators

DEFINITION OF DESCRIPTOR DIMENSIONS (BEHAVIORS)			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
Is able to apply the competency characteristics in routine	Is able to apply the competency characteristics in complex situations	Is able to apply the competency characteristics in considerably complex situations	Is able to apply the competency characteristics in considerably difficult situations
Requires frequent guidance/supervision	Requires occasional guidance/supervision	Requires little or no guidance or supervision	Serves as a key resource and advises others

<i>Functional Competency</i>	CASH MANAGEMENT
<i>Definition</i>	The ability to ensure the availability and sufficiency of cash to meet current and future liabilities.

Proficiency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Basic Skills /Knowledge Basic Understanding 	<ul style="list-style-type: none"> Intermediate Skill Working Knowledge 	<ul style="list-style-type: none"> Advanced Skills Extensive experience 	<ul style="list-style-type: none"> Expert level Subject matter breadth/depth
Requires assistance to apply technical skills and displays limited knowledge	Applies limited technical skills and demonstrates limited knowledge of emerging technology (e.g., IT, processes, methodologies, etc.)	Consistently applies technical skills and adapts to emerging technology.	Consistently applies and synthesizes technical skills in authentic situations and extends skills to emerging technologies and problems.
<p>Ability to implement and apply, with minimum supervision, existing procedures, processes, policies and mechanisms such as but not limited to:</p> <ul style="list-style-type: none"> Receive payments and issue official receipts; Prepare the following financial documents: deposit slips summary of collections checks for payment automatic debit advice list of checks issued documents on availability of funds. Maintain and update official check register 	<p>Ability to supervise adherence to procedures, processes, mechanisms and policies in the performance of activities such as but not limited to:</p> <ul style="list-style-type: none"> Prepare the following financial documents: Statement of Daily Cash Position Statement of cash accountability letters, communications, memos reply to queries and others. 	<p>Ability to monitor and review data from various aspects of tasks and activities to recommend enhancements and/or changes in procedures, processes and policies such as but not limited to:</p> <ul style="list-style-type: none"> Prepare and consolidate Monthly Cash Position Reports of all Funds. Monitor the transfer of funds to Landbank Review, verify and sign checks up to the extent of accountability as authorized by the DOST 	<p>Ability to formulate and champion strategies and policies on cash management such as but not limited to:</p> <ul style="list-style-type: none"> Establish mechanism to monitor compliance with generally accepted Accounting and auditing principles rules and regulations pertaining to: Collections, deposits release of payments Preparation and submission of cash position report to the management

/official cash book. <ul style="list-style-type: none"> • Liaise with the bank and other institutions on payments of remittances and other transactions; • Encode regular payroll of employees for submission to the authorized bank for crediting. 	<ul style="list-style-type: none"> • Hold and liquidate cash advances up to the extent of accountability. • Review the following reports: -Checks Issued -Collection and deposit. 	<ul style="list-style-type: none"> • Hold and liquidate cash advances up to the extent of accountability. • Ability to identify trends and developments in cash management and recommend enhancements of current procedures, processes and policies. 	<ul style="list-style-type: none"> • Handling of cash, official receipts, checkbooks, warrants and other negotiable instruments. • Review, verify and sign checks up to the extent of accountability as authorized by the DOST. • Ability to establish a comprehensive cash management system for the DOST
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<i>Functional Competency</i>	BUDGETING
<i>Definition</i>	Ability to effectively manage the budget process from preparation, authorization, execution to reporting

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>Answers basic questions related to the budget process or operations of the unit</p> <p>Provides administrative support to the other members of the unit in performing financial management tasks</p>	<p>Effectively prepares necessary forms and documents related to the budget process/cycle</p> <p>Maintains budget related records/Encodes data and information into the system</p> <p>Maintains and updates information on status of funds. Monitors monthly status of funds of the different units</p> <p>Processes requests for payments and other similar transactions</p> <p>Gathers monthly financial reports from the different units in the Departments</p>	<p>Analyzes and consolidates budget submissions coming from the different units of the DOST</p> <p>Checks budget documents and available information for accuracy</p> <p>Helps supervisors in discussing consolidated budget and justifying budget items</p> <p>Validates requests for payments and other similar transactions such as salary, performance bonus, obligations, etc.</p> <p>Exercises control in processing payments through assignment of numbers/sub allotment</p> <p>Analyzes and consolidates submitted financial reports from different functional units with corresponding justification of budget utilization</p> <p>Reviews reports of collections</p>	<p>Finalizes and approves consolidated budget for presentation/discussion with Top Management</p> <p>Helps Top Management in discussing DOST budget during budget hearings</p> <p>Reviews and approves requests for payment</p> <p>Exercises accountability for processing of budget and all related transactions</p> <p>Reviews and finalizes consolidated financial reports for packaging and presentation to Top Management</p>

<i>Functional Competency</i>	ENSURING DESIRABLE BUDGET OUTCOME
<i>Definition</i>	Effective cost control and ensuring value for money.

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Produces list of inventories with costs and payables data. • Communicates tactfully with customers or suppliers to obtain latest cost trends. • Prepares the information required for the compilation of cost estimates including evidence-based documentation in a timely and correct manner. • Maintains a good filing system of cost data, and is alert to different factors affecting costs. • Reviews and validates cost data against source documents. • Check outputs for completeness and accuracy • Meets task and output deadlines. • Motivates subordinates to deliver quality outputs 	<ul style="list-style-type: none"> • Reviews and validates cost estimates used in the strategic and annual budgets, having regard to macroeconomic indicators issued by the government. • Questions any costs that appear to significantly differ from prevailing cost norms. • Motivates subordinates to question basis for cost estimates in the budgets. • Alerts and communicates, in an effective manner, to supervisor regarding any cost estimates which cannot be verified. 	<ul style="list-style-type: none"> • Reviews the cost estimates used in the budgeting process to ensure realistic computation have been made with evidence-based documentation. • Applies an enquiring mind to ensure the activities being proposed in the budget actually meet policy objectives with pre- determined outcomes based on appropriate cost-benefit analysis. • Uses FMIS to scrutinize cost data. • Uses FMIS reports to inform managerial decision 	<ul style="list-style-type: none"> • Uses FMIS information to inform decision on budget ceiling for budget entities. • Maintains an inquisitive mind and exercises professional skepticism in monitoring and evaluating budgets, forecasts and performance reports, with particular emphasis on the cost of goods and services within the budget parameters, investing widely fluctuating costs.

<ul style="list-style-type: none"> • Troubleshoots queries or questions on unusual and difficult transactions. • Alerts supervisor to any problems that cannot be solved. • Analyzes budget submissions with regard to value in the current market and with regard to macro-economic data, such as inflation, provided by DBM in the budget circular. 			
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<i>Functional Competency</i>	INVENTORY MANAGEMENT AND STOCK CONTROL
<i>Definition</i>	The recording and management of inventory as part of an overall procurement process. Inventory management covers the receipt and custody of items procured, ensuring just-in-time distribution when needed, and disposal of unnecessary stocks.

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Supports actions to maintain the stock levels integrity of the stores, reports adverse indications and makes corrections with or without supervision as necessary. • Maintains accurate and appropriate electronic and physical records in an efficient way. • Anticipates requirements for common items, and mindful of the periodic and seasonal requirements for common items • Diligently monitors shelf lives of stocks and manages stocks to minimize losses • Designs and operates risk mitigation systems. • Adopts lean supply and just- 	<ul style="list-style-type: none"> • Adopts and develops supply and distributions systems and inventory management systems. • Acts to minimize pilfering and other losses, and, where appropriate, initiates disciplinary action for misappropriation of stocks. • Engages with and informs end users of stock availability, requisitioning requirements, shortages, and difficulties as necessary. • Acts to improve the end- user experience of using stocks. • Periodically inspects the physical condition of stock and promptly addresses problems on site. 	<ul style="list-style-type: none"> • Liaises closely with the accounting function to ensure that the value of stocks and inventories held and that losses of stock are minimized. • Sets challenging, meaningful and achievable performance target for resupply and funding required. • Ensures effective stock rotation. • Develops and implements strategic supply and logistical methodologies seeking to optimize stockholding costs while providing appropriate levels of availability of goods. • Considers risks to stock and the re-supply system and require risk mitigation systems and plans to be prepared. 	<p>Sets the policy framework for stock holding and inventory control.</p>

<p>in- time methodologies where this is practical.</p> <ul style="list-style-type: none"> • Recommends measures to ensure stores are secure, hygienic and clean. • Calculates inward and outward transport requirements. 		<ul style="list-style-type: none"> • Determines what should be held and advises on the financial impact of all stock holdings. • Ever watchful and proactive in predicting changes in market supply conditions, reacting accordingly. • Considers, where practical, non- standard stock holding techniques and payment routines. 	
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<i>Functional Competency</i>	PROCUREMENT MANAGEMENT AND ADMINISTRATION
<i>Definition</i>	Applying, implementing, and administering procurement processes and procedures responsive to the needs of the DOST by understanding various requirements; and offering updated solutions and alternatives, while complying with the legal and regulatory requirements governing the procurement process (includes the regulatory requirements of RA 9184 and related laws/issuances)

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<p>Demonstrable knowledge of RA 9184 and issuances related to procurement procedures</p> <p>Creates and maintains accurate and complete records and a database for effective procurement planning.</p> <p>Anticipates queries and studies; and shares financial, budgetary and administrative guidelines for the preparation of annual procurement plans.</p> <p>Uses ICT effectively in developing systems for the preparation of Annual Procurement Plans and monitoring their implementation.</p> <p>Diligently and pro-actively reviews needs, and proposes new solutions and options for specific requirements and individual specifications.</p>	<p>Identifies and selects the most suitable procurement methodology based on DOST's needs</p> <p>Recommends financial, budgetary and administrative guidelines for procurement planning.</p> <p>Sets the tone and style of relationships with suppliers.</p> <p>Consistently provides technical support and seeks to capture developmental matters that may influence or aid the delivery of target outputs.</p> <p>Cooperates with colleagues to ensure that targets are met.</p> <p>Finds solutions through cross functional activities.</p>	<p>Allocates tasks effectively while actively, and demonstrably supporting staff efforts, offering guidance and praise as required</p> <p>Initiates and suggests actions enabling the process of continuous improvement in procurement planning.</p> <p>Manages within the resources allocated while setting priorities to maximize efficiency and effectiveness.</p> <p>Delegates and empowers staff to make decisions while ensuring that they comply with procedures, particularly during emergency situations that affect procurement processes.</p> <p>Adopts varied tactical approaches to meet the strategic requirements of the organization</p>	<p>Visibly champions the strategic management of procurement and working effectively with others.</p> <p>Identifies and initiates the propagation and flow of data and information required to all concerned in the effective delivery of the procurement plan (the communications strategy).</p> <p>Balances competing priorities to ensure that the overall objectives of the department or unit are met within the overall resources available.</p> <p>Identifies individual staff training needs, promotes development of staff to maximize their potential, allowing them to take greater responsibility and enrich their jobs</p> <p>Establishes an inclusive,</p>

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
Seeks advice from others when required and immediately elevates problems that cannot be solved	<p>Adapts quickly to changes of priority and urgency of needs.</p> <p>Assists technical and administrative staff with difficult aspects of procurement planning.</p>	<p>or agency, including those in relation to ICT solutions.</p> <p>Ensures that staff learning, training and development needs are met, balancing this with achieving a realistic workload</p> <p>Prepares the annual procurement plan in a judicious and punctual manner.</p>	<p>collaborative, and positive team-working style within and external to the discipline.</p> <p>Judiciously and punctually reviews and approves annual procurement plans.</p>

<i>Functional Competency</i>	RECRUITMENT, SELECTION AND PLACEMENT PROCESS ADMINISTRATION
<i>Definition</i>	The ability to search, attract, and assess job candidates; and to guide the appointing authority in choosing the best fit for the job at the right time, in accordance with legal requirements to achieve organizational goals, while observing the most updated health and safety protocols promulgated by the authorities, in alignment with the requirements of the <i>new normal</i> .

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Undertakes recruitment, selection and placement basic activities in compliance with the most updated health and safety protocols and rules promulgated by the authorities. Articulates the organization's strategic goals and objectives, translates these into outputs and key result areas, and determines the quality and quantity of work that must be performed to support the achievement of goals. Discusses the over-all policies that cover recruitment, selection, placement and onboarding Maintains and updates database of vacancies, applicants, and personnel actions. Reviews competency-based job 	<ul style="list-style-type: none"> Ensures that all activities relevant to the recruitment, selection and placement activities are following the most updated health and safety protocols and rules promulgated by the authorities. Provides clarification on the existing over-all policies that cover the RSPO system Reviews the competency-based job descriptions and position profiles of vacant positions and selects and applies recruiting methods likely to reach qualified employment candidates Checks completeness of application documents and reviews paper qualifications of applicants vis-à-vis the qualification standards 	<ul style="list-style-type: none"> Checks that all activities relevant to the recruitment, selection and placement process are following the most updated health and safety protocols and rules promulgated by the authorities. Regularly updates the Position Profiles to serve as bases for recruitment activities. Develops and/or revises competency-based job descriptions that reflect changing workforce requirements Ensures that all policies that cover the RSPO system are adhered to, and proposes changes where necessary to maintain enhanced efficiency Reviews the competency-based job descriptions and position profiles, interviews 	<ul style="list-style-type: none"> Ensures that the policy on adherence to health and safety protocols in the recruitment process is institutionalized; Serves as resource person for development of alternative staffing options such as the incorporation of contingent staffing solutions to the overall Workforce Plan, cross- training of the current workforce (job rotation) and the use of interim staffing tactics to augment the Competency-based RSPO system. Develops and updates policies covering the RSPO system, and ensures that all organizational units are aligned with such policies Evaluates integrity and accuracy of assessment results, and recommends

<p>descriptions and qualification standards of vacant positions, and posts/publishes these vacancies.</p> <ul style="list-style-type: none"> • Coordinates with Human Resource Merit, Promotion and Selection Boards (HRMPSBs) and heads of offices/divisions for meetings and candidate interview schedules • Verifies the authenticity of the applicants' CSC eligibility and checks the veracity of the information/documentation supporting the required qualification standards. • Receives, reviews and processes pre-employment requirements from selected candidates • Writes simple pro-forma communications and sends out rejection letters that also ask for feedback on the recruitment process 	<ul style="list-style-type: none"> • Informs applicants of screening and assessment schedules, administers assessment instruments and prepares assessment results • Conducts relevant background investigation and reports results. • Takes minutes during HRMPSB meetings/deliberations and prepares assessment folders of candidates 	<p>candidates using the behavioral event interview method and prepares reports</p> <ul style="list-style-type: none"> • Reviews and evaluates all assessment results and prepares draft recommendation memo for review and approval by the HRMPSB • Reviews and evaluates all appointment letters issued by the offices, and endorses newly hired staff to the heads of offices/divisions • Develops and enhances assessment tools and forms 	<p>improvements in the RSPO system</p> <ul style="list-style-type: none"> • Develops and maintains a continuous recruitment and sourcing program for pooling of applications • Ensures that placement is made according to qualifications and abilities, enabling all new recruits to get absorbed successfully
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<i>Functional Competency</i>	LEARNING AND DEVELOPMENT NEEDS ADMINISTRATION
<i>Definition</i>	Identifying and implementing learning and development interventions and resources to address individual, unit and organizational performance gaps while in compliance with the most updated health and safety protocols and rules promulgated by the authorities, and in alignment with requirements of the new normal.

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Complies with the most updated health and safety rules and protocols promulgated by the authorities in undertaking all activities relevant to the administration of learning and development needs. Identifies and prioritizes training/ learning and development needs through standard methods aligned with the requirements of the new normal Consults with persons in key positions and/or with specific knowledge Conducts behavioral event interviews Reviews relevant literature Reviews records and 	<ul style="list-style-type: none"> Ensures compliance with the most updated health and safety rules and protocols promulgated by the authorities in undertaking all activities relevant to the administration of learning and development needs Identifies and prioritizes training/learning and development needs through direct observation and evaluation of quality (and timeliness) of work samples Identifies and prioritizes training/learning interventions using relevant criteria Sources, selects, and sequences content in accordance with the specified learning objectives 	<ul style="list-style-type: none"> Checks for compliance with the most updated health and safety rules and protocols promulgated by the authorities in undertaking all activities relevant to the administration of learning and development needs Designs and rolls out questionnaires or assessment surveys to determine training/learning and development needs Conducts Focus Group Discussions (FGDs) to acquire information leading to the identification of learning and development gaps Conducts the following analyses to identify learning and development needs: 	<ul style="list-style-type: none"> Develops and implements policies for compliance with the most updated health and safety rules and protocols promulgated by the authorities in undertaking all activities relevant to the administration of learning and development needs Identifies gaps/needs on learning and development on an organizational perspective Develops competency-based assessment surveys, and matches results with competency framework to identify learning and development needs Identifies resource requirements to ensure proper implementation of

<p>report studies</p> <ul style="list-style-type: none"> • Collates data from the conduct of behavioral event interviews, surveys, observation, FGD, etc. 	<ul style="list-style-type: none"> • Documents and prepares own Course Briefs, Training Activity Plan/ Training Design Matrix 	<ul style="list-style-type: none"> • Individual Analysis • Work/Task Analysis • Performance Analysis • Content Analysis • Training Suitability Analysis • Cost Benefit Analysis • Prepares Monitoring and Evaluation Plan for a specific curricular/learning and developmental area • Develops learning objectives (with performance, conditions, and criteria) using the SMART format • Designs training/learning methodologies and activities 	<p>the priority training/learning interventions.</p> <ul style="list-style-type: none"> • Identifies and allocates resource requirements to ensure proper design and development of learning interventions
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<i>Functional Competency</i>	TRAINING ADMINISTRATION
<i>Definition</i>	Implementing and coordinating activities and resources to support the conduct of training activities designed and implemented in alignment with the <i>new normal</i> , while ensuring compliance with the most updated health and safety protocols and rules promulgated by the authorities.

Competency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Can discuss the limited options available for training administration in the new normal, in compliance with the most updated health and safety rules and protocols promulgated by the authorities. Prepares training materials needed in appropriate format Coordinates with participants and creates a system for managing and documenting attendance aligned with requirements of the new normal. Administers pre-designed data gathering instruments in accordance with their accompanying instructions 	<ul style="list-style-type: none"> Demonstrates familiarity with the limited options available for training administration in the new normal, in compliance with the most updated health and safety rules and protocols promulgated by the authorities Selects, recommends, and coordinates with subject matter experts (SMEs) and/or Learning Service providers (LSPs) Facilitates procurement requirements for external service providers Administers Level 1 and 2 Evaluation Instruments as specified in the Evaluation Plan Prepares Training Report in accordance with the ISO 9001 	<ul style="list-style-type: none"> Ensures that training is administered according to the limited options available in the new normal, in compliance with the most updated health and safety rules and protocols promulgated by the authorities Sources and recommends new SMEs and LSPs who can facilitate synchronous or asynchronous training Determines special learning and non-learning needs of DOST stakeholders Prepares comprehensive Training/ Learning and Development Report for In-House Programs or customized training/ L&D programs conducted in alignment with the new normal Uses technology of 	<ul style="list-style-type: none"> Evaluates and analyzes implementation of current Learning and Development Plan to extract inputs for succeeding plans, featuring training design according to the limited options available for training administration in the new normal, in compliance with the most updated health and safety rules and protocols promulgated by the authorities Prepares Monitoring and Evaluation Framework based on four levels of evaluation Identifies resource requirements to ensure proper implementation of the priority training/learning interventions. Reviews and approves Course Brief, Training Activity Plan/Training Design Matrix, Participant's Manual,

<ul style="list-style-type: none"> • Administers pre-designed tests and checks using pre-determined answer keys • Consolidates and preserves workshop outputs in appropriate format as required by the training administrator • Tallies data gathered using specified tally sheets and/or matrices 	<p>template/Competency- Based Learning and Development Management System</p> <ul style="list-style-type: none"> • Introduces program/course by presenting learning objectives, soliciting participants' personal learning objectives, leveling off expectations with the participants and establishing house rules, undertaking these activities in appropriate format in alignment with the new normal • Conducts and processes training/ learning methodologies, activities and simulated learning exercises in appropriate format aligned with the new normal 	<p>participation to engage participants</p> <ul style="list-style-type: none"> • Customizes training/ learning methodologies and activities in alignment with the new normal • Designs and develops data gathering instruments and methodologies taking into consideration their validity and reliability, in alignment with the new normal • Designs and develops tests using the identified learning objectives as the test domain 	<p>Facilitator's Guide and Evaluation Plan, in accordance with the identified needs as specified in Training/Learning Needs/ Competency Assessment Reports and Annual Training/Learning and Development Plan</p> <ul style="list-style-type: none"> • Identifies and allocates resource requirements to ensure proper implementation of learning needs analysis and/or learning evaluation in the new normal
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<i>Functional Competency</i>	PERFORMANCE MANAGEMENT
<i>Definition</i>	The ability to collect, analyze, review, and report performance data; and establish scientific basis for performance targets and measures.

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Monitors submission of Individual Performance Commitment Rating/ Office Performance Commitment Rating (IPCRs/OPCRs) reporting accomplishments viz-a-viz targets to ensure compliance with existing policies on Performance Management Coordinates schedule of attendees to Performance Management Team (PMT) meetings, and takes charge of logistic concerns for PMT meetings. Maintains and updates database on performance ratings of offices/employees including the list of top/outstanding performers and those with below satisfactory ratings Writes simple pro-forma 	<ul style="list-style-type: none"> Reviews submitted IPCRs/OPCRs (targets and accomplishments) and provides feedback to offices Coordinates and communicates with relevant offices/functional units relative to the grant/release of Performance Incentive Bonus (PIB)/ performance-Based Bonus (PBB) and Performance Excellence Incentive (PEI) Takes minutes of PMT Meetings during the review of OPCR and appeals on employee rating. Prepares statistical reports on the top/outstanding performers as well as the poor performers Drafts memorandum per PMT instructions for concerned offices/employees and replies 	<ul style="list-style-type: none"> Conducts information awareness campaigns on the agency's Performance Management System Assesses the level of performance of offices/employees (Office/Individual Performance ratings) and prepares organization-wide reports Consolidates, evaluates and analyzes issues/concerns of offices/employees with respect to targets and accomplishments Conducts performance related studies (e.g. profile of top performers), survey, FGD, research, policy studies on Performance Management System 	<ul style="list-style-type: none"> Develops, establishes, and sustains a comprehensive Performance Management System Reviews and recommends proposals for enhancements and changes on existing processes and systems on performance Formulates operational policies and guidelines on Performance management. Evaluates existing policies and processes on Performance Management and recommends enhancements. Develops communication and implementation plans relevant to the agency's Performance Management system Able to design a monitoring system or methodology

communications such as but not limited to acknowledgment and transmittal letters relative to performance management	to queries on performance management		appropriate to the <i>new normal</i> , following government-issued health and safety guidelines
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<i>Functional Competency</i>	COMPENSATION BENEFITS AND WELFARE MANAGEMENT
<i>Definition</i>	The ability to develop, implement, evaluate, and enhance policies and programs on benefits, compensation, rewards, incentives, health, and wellness to improve employee welfare.

Competency Levels and Competency Indicator

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Collates data/materials from the conduct of organization-wide programs (i.e. health and wellness programs, information campaigns, sports activities, etc.) and evaluates these for relevance Maintains and updates employee records (HRMIS, leaves, absences, tardiness, medical, service records etc.) Prepares certifications such as compensation, service records, leave balance, 	<ul style="list-style-type: none"> Computes leave, salaries, salary adjustments, loans, medical reimbursements/entitlements of employees and prepares vouchers Monitors and reviews office reports to ensure compliance with existing policies, processes and systems of benefits, compensation, rewards and incentives, health and wellness mechanisms of the 	<ul style="list-style-type: none"> Conducts information awareness on benefits, compensation, health and wellness programs to employees Conducts surveys, FGDs, research, policy studies, and benchmarks on benefits, compensation and welfare of employees Prepares organization-wide reports on policy implementation and program administration 	<ul style="list-style-type: none"> Establishes and develops a comprehensive employee benefits and welfare program for the organization Reviews and recommends proposals for enhancements and changes of existing processes and systems on benefits welfare of the organization Formulates operational policies and guidelines on the benefits and welfare of

<p>attendance and other employee welfare transactions</p> <ul style="list-style-type: none"> Writes simple pro forma communications relative to benefits, compensation and welfare of employees 	<p>organization</p> <ul style="list-style-type: none"> Coordinates with the different functional units relative to the implementation and evaluation of programs Prepares replies to queries on benefits, compensation and welfare management 	<ul style="list-style-type: none"> Evaluates existing policies, processes and systems on benefits, compensation, wellness mechanisms and proposes enhancements 	<p>employees</p> <ul style="list-style-type: none"> Develops communication and implementation plan on the benefits and employees' welfare programs of the organization
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<i>Functional Competency</i>	SERVICE DELIVERY
<i>Definition</i>	The ability to provide prompt and quality service in response to the needs of the organization and co-workers.

Competency Levels and Competency Indicator

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Understands one's role in the agency and recognizes the importance and value of efficient work Informs and works with immediate superior when given challenging tasks and assignments Delivers work promptly, and consistent with office policies and procedures, and follows standard operating procedures even in difficult situations Tries new approaches, methods to improve performance Validates reliability and accuracy of data and information gathered Receives, screens, and processes transactions at the front-line counter and provides correct, adequate, and prompt information to the customer Shows a sense of urgency in attending to the needs of the 	<ul style="list-style-type: none"> Demonstrates responsibility and accountability for urgent work, and delivers promptly without delay Monitors progress on innovations introduced against targets, identifies causes of own performance gaps, and modifies actions accordingly Explores more effective work processes or methods in own work, and adjusts accordingly in order to get work done quickly and effectively Adjusts thinking and behaviors to be in line with new thrusts or changing priorities of the agency Handles new tasks and assignments and adopts new measures without need for formal training and orientation Exerts additional effort in providing excellent customer service by consistently exceeding 	<ul style="list-style-type: none"> Establishes clear courses of action for others and able to define specific measures of excellence Implements metrics even with <i>soft</i> deliverables to track results and measure performance Institutes a process or system for monitoring and tracking team progress against standards Takes action to redirect individual and team behavior and actions, to put them back on the performance track Takes timely and appropriate action to avoid potential problems Recognizes employee performance deserving of rewards and incentives Meets the urgency of tasks 	<ul style="list-style-type: none"> Observes and studies best practices from other functional areas and outside agencies; adopts these to improve team and agency performance Identifies opportunities for improving performance, both for own area of responsibility and the entire agency Responds to changes and developments within the agency and the external environment, with recommendations for structural or operational improvements to adapt to these changes Champions an

<p>customer</p> <ul style="list-style-type: none"> Decides on simple queries or concerns within jurisdiction 	<p>expectations established in the service level agreement</p> <ul style="list-style-type: none"> Acts calmly when faced with rude coworkers and customers Validates decisions made on simple queries, and acts on more complex queries 	<p>and delivers quick service despite pressure</p> <ul style="list-style-type: none"> Initiates improvements in service delivery based on stakeholders' feedback 	<p>agency-wide rewards and recognition system to acknowledge employees, teams, and groups who demonstrate excellence</p> <ul style="list-style-type: none"> Confers with peers and superiors, and elicits feedback to improve service delivery Offers additional service to customers as a result of analysis, appreciation, and understanding of the customers' goals, needs, and directions Resolves disputes arising among internal and external customers within one's functional area as well as within the organization Integrates validated feedback, resolutions on queries and other relevant service delivery information into policymaking
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<i>Functional Competency</i>	PROBLEM SOLVING
<i>Definition</i>	The ability to resolve deviations and exercise good judgment by using fact-based analysis, and generating and selecting appropriate courses of action to produce positive results.

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Identifies nature and various aspects of a problem and gathers and analyses information relevant to the problem Follows standards and procedures in solving simple problems to arrive at a decision relative to one's job Distinguishes effectively which problems or issues will require the help or intervention of the immediate superior or appropriate authority Follows defined steps or procedures, or uses past experience together and analyzes information before offering conclusions or making decisions Sources for the requisite data or information that will support or confirm accuracy and/or 	<ul style="list-style-type: none"> Investigates, gathers, and organizes information in order to understand the problem or the decision dilemma Breaks down problems or decision dilemma into small components and examines them using analytical techniques Distinguishes the musts and wants in a decision or choice dilemma and compares and matches these with available alternatives to produce an accurate decision Demonstrates knowledge of the benefits and risks- both actual and potential- of a chosen decision by setting up or recommending plans to mitigate this or strengthen decisions Seeks guidance or support of 	<ul style="list-style-type: none"> Creates and offers alternatives or outright decision to a dilemma based on the broad strokes of the musts- wants criteria and cognizant of the trends, patterns and related factors in the choice and the effects to individuals or groups as well as existing policies and practices of the organization Seeks information from other sources who are not directly involved or who are not routinely consulted for their perspective but may be useful to the study of the deviation Offers several alternatives to solve the problem, providing an analytical framework for weighing the pros and cons of the proposed solutions Involves others in the formulation of clear decision criteria 	<ul style="list-style-type: none"> Identifies and analyses patterns and trends to reveal new dimensions before presenting alternative solutions and arrives at the best and appropriate solution to complex problems Provides information that is not directly involved in the deviation but may be affected with the potential solutions identified to resolve the situation or arrive at a solution Considers the impact of decision on other departments Recommends changes in policies, processes, - or procedures in coming up with the best possible solution to a problem

correctness and validity of one's decision	individuals or appropriate channels in resolving difficult problems or decision dilemmas that are beyond one's jurisdiction	<ul style="list-style-type: none"> Anticipates and assesses the impact of possible outcomes based on identified potential solutions 	
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<i>Functional Competency</i>	EFFECTIVE COMMUNICATION
<i>Definition</i>	<ul style="list-style-type: none"> The ability to clearly convey and receive messages to meet the needs of all persons transacted with. The ability to understand technical / professional information and skillfully process and utilize these in oral and written forms of communication using the medium appropriate for the intended audience.

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Uses current and relevant information when communicating with customers and stakeholders Identifies sources and references of information for written documents and presentations Organizes an outline or a summary of important points to guide actual writing or preparation of presentation 	<ul style="list-style-type: none"> Thinks through what has to be communicated (idea or message) to organize thoughts and ideas effectively Presents current and relevant information in a way that would support message, conclusions and recommendations being communicated Adjusts content and style of documents and presentations according to the subject matter and purpose 	<ul style="list-style-type: none"> Reviews other people's work staff and peers and provides recommendations on the kind of information necessary to support specific messages Adjusts words and format of presentation and/or written documents to achieve desired results Refers previous documents and presentation produced to decide on more effective ways 	<ul style="list-style-type: none"> Promotes policies and processes which ensures use of relevant, accurate and updated information in different forms of communication Shares tips and techniques for preparing documents and presentations with purpose and outcome in mind Supports the establishment of a style guide for formatting technical documents

<ul style="list-style-type: none"> • Keeps written and/or presentation materials concise and relevant • Reviews documents and presentation for correct grammar punctuation, style, and spelling • Expresses ideas clearly and effectively when communicating with customers and stakeholders • Uses appropriate non-verbal communication (eye contact, gestures, body language, posture) • Catches/holds audience's attention when making presentations during meetings, events, and other activities 	<ul style="list-style-type: none"> • Translates highly technical information into simple terms to facilitate understanding of target readers/audience • Uses graphics and other aids to clarify complex or technical information • Explain complex ideas in a step-by-step manner, logical sequence to facilitate ease of understanding • Asks open ended questions that encourages others to give their points of view and clarifies the message being delivered 	<p>of writing and/or presenting</p> <ul style="list-style-type: none"> • Adapts means and ways of communication to the context of customer and stakeholders from a variety of social, economic, educational and cultural backgrounds • Actively listens and puts oneself in the others position to gain a better understanding of customers and stakeholders are responding to message being delivered 	<ul style="list-style-type: none"> • Provides advice on communicating with managing addressing concerns of specific customers and stakeholders • Facilitates understanding of issues and delivery of messages within various stakeholders and modifies own behavior to reflect an openness to do so
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<i>Functional Competency</i>	CRITICAL / ANALYTICAL THINKING
<i>Definition</i>	Ability to interpret, link, and process information, in order to understand issues and identify alternative solutions.

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Identifies various sources of relevant and credible information Secures information and inputs from internal and external contacts (individuals and work groups) Identifies the links between situations and information Acknowledges when one does not know how to do a task and takes steps to find out more about it 	<ul style="list-style-type: none"> Sees the connections, patterns, or trends in available information Seeks additional information from other sources including experts, to understand issues completely Draws logical conclusions, options, and recommendations from processed information Thinks of several possible explanations for a situation given a set of information Breaks down complex tasks into manageable parts in a systematic way to work on them 	<ul style="list-style-type: none"> Identifies the results and possible consequences of using or interpreting available information in a specific manner Determines issues or difficulties that may arise if data and information will be used and interpreted in a specific way Identifies multiple relationships and disconnect in processes in order to identify options and reach conclusions Identifies connections between situations that are not obviously related Anticipates potential obstacles in performing complex tasks and develops to overcome them 	<ul style="list-style-type: none"> Develops a framework for understanding information based on further evaluation of patterns and trends Adopts a system perspective in assessing issues when setting direction or reaching conclusions Recommends steps and strategies in completing complex tasks

<i>Functional Competency</i>	EFFECTIVE COLLABORATION AND RELATIONSHIP MANAGEMENT
<i>Definition</i>	The ability to identify, analyze, evaluate, and deal with risks relative to achievement of goals and targets of the organization through effective collaboration and relationship management.
KEY BEHAVIOR	Promotes a friendly and cooperative climate in groups - contributes to building a positive team spirit
	Exhibits objectivity and openness to others' views - listens and participates in team decisions and actions, gives and welcomes feedback, informs team members by sharing important or relevant information
	Communicates Clearly - uses sound rationale to explain value of actions
	Demonstrates person commitment to the team by adhering to the team's expectations, guidelines and fulfilling team responsibilities, balances team and individual responsibilities and puts the team success above own interests
	Establishes and maintains cooperative working relationships across functions and teams to facilitate the accomplishment of work goals
KEY ATTITUDES	Organizational Support - supports organization's goals and values, aligns work with strategic goals
	Customer Oriented - asks for and applies customer feedback (internal and external)
	Quality Oriented - applies feedback to improve own performance, fosters quality focus in others and improves processes and services
KEY SKILLS	Interpersonal Skills - establishes effective working relationships with colleagues by maintaining confidentiality, listening to others without interrupting, keeping emotions under control, remaining open to others' ideas and willing to try new ideas
KEY KNOWLEDGE	Motivational Theory - understands the different values and cultures of others and how those affect the way people act and behave
	Keys to Effective Communication - good interpersonal relationships depend upon helping people feel valued, appreciated, and included in discussions (enhances self- esteem, empathizes, involves, discloses, supports)
	Facilitating and negotiating agreements - how to reach agreements with partners to support ideas or take partnership-oriented actions
	Relevant legislation and department strategy, policies and procedures

Proficiency Levels and Competency Indicators

DEFINITION OF DESCRIPTOR DIMENSIONS (BEHAVIORS)			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Is able to apply the competency characteristics in routine Requires frequent guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in complex situations Requires occasional guidance/supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in considerably complex situations Requires little or no guidance or supervision 	<ul style="list-style-type: none"> Is able to apply the competency characteristics in considerably difficult situations Serves as a key resource and advises others

<i>Functional Competency</i>	RISK ASSESSMENT AND MANAGEMENT
<i>Definition</i>	The ability to identify, analyze, evaluate, and deal with risks relative to the achievement of goals and targets of the Region in general and of the provincial S&T center in particular. Also includes the ability to mitigate risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal.

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Mitigates risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new 	<ul style="list-style-type: none"> Lowers risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment 	<ul style="list-style-type: none"> Ensures a risk-free environment by ensuring strict compliance with the most updated health and safety protocols promulgated by the 	<ul style="list-style-type: none"> Develops and implements policies towards ensuring a risk-free environment by mandating strict compliance with the most updated health and safety protocols

<p>normal.</p> <ul style="list-style-type: none"> Identifies hazards that may affect phases or certain operations of projects and programs; and is able to provide insights and create a plan of action to address these risks Gathers data available and evidence- based facts needed for risk assessment (variation in the process, trends, public comments / opinions, and others) Alerts the team on potential risk factors encountered 'on the ground' in a timely manner 	<p>with the new normal</p> <ul style="list-style-type: none"> Applies various approaches in determining, evaluating and mitigating risks Prepares documentation on risk assessment, including useful information for analysis of the findings and identifies prioritization based on these Validates reports on potential risk factors encountered 'on the ground' which may impact decision-making 	<p>authorities, in alignment with the new normal</p> <ul style="list-style-type: none"> Interprets different types of data relevant to risk elimination, reduction, or mitigation and translates these into realistic action Recommends action plans to check and mitigate identified risks and hazards Establishes parameters for the designation of duties and responsibilities in order to assess and manage risks 	<p>promulgated by the authorities, in alignment with the new normal</p> <ul style="list-style-type: none"> Interprets and analyzes reports for decision-making and management use and renders direction to the team for courses of action for risk management Sets directions to improve the process of identification, analysis and management of risks, towards risk-mitigation strategies and activities Ensures the prevalence of <i>risk-based thinking</i> translated into action in one's team as well as the greater organization
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<i>Functional Competency</i>	GENERAL OFFICE ADMINISTRATION
<i>Definition</i>	<ul style="list-style-type: none"> • The ability to effectively manage and maintain general office facilities, equipment, and assets, ensuring their accountability and upkeep for efficient and smooth operations. • The ability to ensure proper maintenance and general housekeeping - the work environment is generally safe, promotes the health and well-being of the employees, customers, and visitors. • The ability to undertake and perform various general services while in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal.

Proficiency Levels and Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Undertakes and performs various general services while in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal. • Demonstrates satisfactory quality of productivity and performance even while on a work-from-home or remote work arrangement. • Maintains and manages general office facilities, equipment and assets. Implements proper 	<ul style="list-style-type: none"> • Ensures that various general services are performed while in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal. • Demonstrates above average quality of productivity and performance even while on a work-from-home or remote work arrangement • Ensures that proper maintenance and management of general office facilities, equipment and assets are undertaken, and that general housekeeping is implemented. 	<ul style="list-style-type: none"> • Checks that the various general services are performed while in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal. • Demonstrates excellent quality of productivity and performance even while on a work-from-home or remote work arrangement • Implements solutions to problems and difficulties encountered in the maintenance and management of general office facilities, equipment and in the 	<ul style="list-style-type: none"> • Creates policy guidelines on the maintenance and management of general office facilities and general housekeeping to ensure a generally safe work environment for the DOST R2 while in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal. • Serves as the role model for demonstrating outstanding quality of productivity and performance even while on a work-from-home or remote work arrangement • Approves plans and budget for

<p>maintenance and general housekeeping to ensure that the work environment is generally safe.</p> <ul style="list-style-type: none"> • Ensures the accountability and upkeep of general office facilities, equipment and assets for efficient support to the DOST R2 workforce • Promotes the health and well-being of the employees, customers and company visitors of the DOST R2. Undertakes and perform various general services for a conducive work environment 	<ul style="list-style-type: none"> • Creates a system for monitoring and evaluating accountability and upkeep of general office facilities, equipment and assets for efficient support to the DOST R2 workforce • Develops programs for the health and well-being of employees and safety of customers, and company visitors while within the company premises. 	<p>implementation of general housekeeping.</p> <ul style="list-style-type: none"> • Coordinates and communicates with the different functional units in the assessment and delivery of their general office administration needs • Implements programs for the health and well-being of employees and safety of customers, and company visitors while within the company premises 	<p>the maintenance, procurement and disposal of general office facilities, equipment and assets</p> <ul style="list-style-type: none"> • Creates and establishes plans for programs, activities and projects for the health and well-being of employees and safety of customers, and company visitors while within the company premises
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PROVINCIAL SCIENCE AND TECHNOLOGY OFFICES



PROVINCIAL SCIENCE AND TECHNOLOGY OFFICE

FUNCTIONAL COMPETENCIES	1. Orchestrating Activities and Outcomes
	2. Organization and Project Management Skills
	3. Risk Assessment and Management
	4. Results-based Planning, Monitoring and Evaluation
	5. Information / Data / Records Management
	6. General Office Administration

<i>Functional Competency</i>	ORCHESTRATING ACTIVITIES AND OUTCOMES
<i>Definition</i>	<ul style="list-style-type: none"> • High level of coordination and understanding of the contributions of the provincial S&T Center in relation to <i>Regional</i> deliverables (within the context of the DOST mandate). • Communicating and coordinating with individuals and teams in order to synchronize efforts towards shared activities and results. • Ensuring that activities are conducted in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the <i>new normal</i>.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Undertakes activities in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal. • Distributes organizational information to appropriate parties as required • Leverages on available technology to send materials and to check receipt by the other party • Calls out to concerned parties and sends reminders about attendance to meetings/events. Confirms attendance 	<ul style="list-style-type: none"> • Ensures that activities are in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal • Checks on the availability of all concerned parties when planning meetings/events and seeks consensus on schedule • Requests for confirmation when sending invites and follows up until a response is received • Reminds concerned parties of what they need to bring to such meetings/events 	<ul style="list-style-type: none"> • Checks that activities are in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal • Follows up on individual commitments • Updates everyone on the progress of deliverables, difficulties and issues encountered • Brings the team together to address issues/problems and agree on solutions • Seeks additional resources when it is evident the team is falling behind. 	<ul style="list-style-type: none"> • Develops and implements policies that ensure that activities are in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal • Defines the objectives of the team, deliverables, and timelines • Identifies interdependencies among members and establishes timelines for delivery of commitments • Explains to all concerned how their outputs and performance are linked and seeks their commitment to delivery dates

			<ul style="list-style-type: none"> Reaches out to a party that is falling behind and helps facilitate a solution to get him/her back on track
<ul style="list-style-type: none"> Undertakes activities in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal. Distributes organizational information to appropriate parties as required Leverages on available technology to send materials and to check receipt by the other party Calls out to concerned parties and sends reminders about attendance to meetings/events. Confirms attendance 	<ul style="list-style-type: none"> Ensures that activities are in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal Checks on the availability of all concerned parties when planning meetings/events and seeks consensus on schedule Requests for confirmation when sending invites and follows up until a response is received Reminds concerned parties of what they need to bring to such meetings/events 	<ul style="list-style-type: none"> Checks that activities are in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal Follows up on individual commitments Updates everyone on the progress of deliverables, difficulties and issues encountered Brings the team together to address issues/problems and agree on solutions Seeks additional resources when it is evident the team is falling behind. 	<ul style="list-style-type: none"> Develops and implements policies that ensure that activities are in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal Defines the objectives of the team, deliverables, and timelines Identifies interdependencies among members and establishes timelines for delivery of commitments Explains to all concerned how their outputs and performance are linked and seeks their commitment to delivery dates Reaches out to a party that is falling behind and helps facilitate a solution to get him/her back on track

<i>Functional Competency</i>	ORGANIZATION AND PROJECT MANAGEMENT SKILLS
<i>Definition</i>	<ul style="list-style-type: none"> • Ability to understand and execute DOST objectives across various resource and situations, e.g. budget, time, other relevant circumstances, and scenarios, with the capability of setting and defending reasonable deliverables and deadlines across these scenarios. This ability includes the willingness to recognize undeliverable targets and properly justify these in a timely and relevant manner • Appropriately allocate resources to meet individual, team, organization targets and objectives, including effective project management from planning through completion within a reasonable timeframe and budget, while ensuring quality of deliverables. This includes establishing a clearly-defined work plan with appropriate milestones and priorities, while managing interdependencies, project team members, and risks that impact the timing and completion of projects.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	
<ul style="list-style-type: none"> • Sets priorities, identifies scope, and allocates resources to meet individual, team, or organization targets and objectives in one's own area of responsibility • Charts key project milestones, tasks, priorities, and objectives. Escalates time management, budget overruns, and prioritization issues as necessary • Prioritizes effectively, and schedules own or division goals and targets, based on cascaded goals and 	<ul style="list-style-type: none"> • Identifies and negotiates directions with stakeholders, with the intent of prioritizing, sequencing, and scheduling goals based on the cascaded strategies of the organization • Drafts and creates goals, measures, and targets, and determines the work involved to accomplish them - identifying the resources needed and ways to monitor or control progress of plans • Creates or enhances tools, and improves work-planning and delivery methods and 	<ul style="list-style-type: none"> • Demonstrates ability to distribute and assign work or goals to individuals, based on their capability, prioritization skills, sequencing, and scheduling efficiency • Reviews and analyzes project proposals and plans of different units, ensuring their alignment with the vision and mission of the organization, and mitigating risks or conflicts in resources, schedules, and implementation • Develops and improvises project management approaches, methods, and techniques in order to adhere to commitments made to stakeholders 	<ul style="list-style-type: none"> • Charts and promotes key priorities and goals to stakeholders, with the intent of prioritizing, sequencing, and scheduling goals • Creates strategic alliances to ensure that goals and plans are aligned and relevant to the interests of other groups and their respective organizational strategies. • Distinguishes between tactical and operational goals and strategies; redirecting or balancing resources so that more

<p>strategies of the team</p> <ul style="list-style-type: none"> Effectively implements plans, and corrects deviations immediately; able to monitor and check the progress of the work against proposed timelines, and use available tools to address deliverables Uses simple tools and methods to accomplish tasks within one's assigned area of responsibility. 	<p>processes, to ensure effective and efficient execution of goals and strategies</p> <ul style="list-style-type: none"> Validates decisions and actions made against proposed timelines. Suggests more facilitated directions for achieving deliverables. 	<ul style="list-style-type: none"> Creates a structure for communicating and keeping abreast of project developments, to ensure that stakeholders are informed, and the entire organization is updated Handles multiple complex projects under pressure and meets deadlines 	<p>relevant plans take priority in execution, without foregoing other plans</p> <ul style="list-style-type: none"> Validates appropriateness of projects being designed and implemented, establishing an alignment to the overall strategic directions of the organization and other concerned units
	<ul style="list-style-type: none"> Uses simple tools or methods to delineate project tasks, identify responsible staff, schedule, resources, and the timeframe based on the project plan Identifies project interdependencies risks, etc., and escalates to management as appropriate 	<ul style="list-style-type: none"> Monitors and evaluates progress based on project plan, and manages required corrective actions accordingly. Directs questions appropriately and creates opportunities for learners to contribute to the discussion 	<ul style="list-style-type: none"> Aligns implementation progress in one's area of responsibility with the 'big picture' of the organization's overall goals

<i>Functional Competency</i>	RISK ASSESSMENT AND MANAGEMENT
<i>Definition</i>	The ability to identify, analyze, evaluate, and deal with risks relative to the achievement of goals and targets of the Region in general and of the provincial S&T center in particular. Also includes the ability to mitigate risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	
<ul style="list-style-type: none"> Mitigates risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal. Identifies hazards that may affect phases or certain operations of projects and programs; and is able to provide insights and create a plan of action to address these risks Gathers data available and evidence- based facts needed for risk assessment (variation in the process, trends, public comments / opinions, and others) Alerts the team on potential risk factors encountered 'on 	<ul style="list-style-type: none"> Lowers risks by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal Applies various approaches in determining, evaluating and mitigating risks Prepares documentation on risk assessment, including useful information for analysis of the findings and identifies prioritization based on these Validates reports on potential risk factors encountered 'on the 	<ul style="list-style-type: none"> Ensures a risk-free environment by ensuring strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal Interprets different types of data relevant to risk elimination, reduction, or mitigation and translates these into realistic action Recommends action plans to check and mitigate identified risks and hazards Establishes parameters for the designation of duties and responsibilities in order to assess and manage risks 	<ul style="list-style-type: none"> Develops and implements policies towards ensuring a risk-free environment by mandating strict compliance with the most updated health and safety protocols promulgated by the authorities, in alignment with the new normal Interprets and analyzes reports for decision-making and management use and renders direction to the team for courses of action for risk management Sets directions to improve the process of identification, analysis and management of risks, towards risk-mitigation strategies and activities Ensures the prevalence of <i>risk-based thinking</i> translated into action in one's

the ground' in a timely manner	ground' which may impact decision-making		team as well as the greater organization
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<i>Functional Competency</i>	RESULTS-BASED PLANNING, MONITORING AND EVALUATION
<i>Definition</i>	Ability to facilitate effective planning, monitoring and evaluation of programs, projects and activities of the Regional Office, in alignment with a provincial S&T center- wide perspective.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> Oversees implementation of programs, activities and projects according to the updated strategy map based on the Balanced Scorecard methodology and is on- hand to address issues / concerns; In collaboration with executives of the DOST R2, analyzes accomplishment / progress reports to identify gaps and discrepancies vis-à-vis the DOST R2 Work and Financial Plan; Addresses gaps and prescribes adequate remedies; Meets with functional unit 	<ul style="list-style-type: none"> Through the Management Committee and the unit heads, sets up a visible monitoring system to track progress against specific program/project performance metrics and other measures; Conducts regular meetings with functional unit heads and/or on-the- ground employees and partner institutions to discuss program/project status, and to surface issues that have to be managed; Adopts ways to cope with inadequacies on resources to ensure quality services are still delivered on time; recommends ways to augment resources 	<ul style="list-style-type: none"> Monitors compliance with the DOST R2 Strategic Plan aligned with the Balanced Scorecard by requiring stakeholders to provide regular update on the status of resources and activities conducted; Regularly meets functional unit heads to discuss accomplishments against program/project performance metrics and to facilitate action planning for keeping performance on track; Evaluates the impact of the activities by conducting 	<ul style="list-style-type: none"> Develops the overall policy framework based on the methodology of the Balanced Scorecard for the integration of its implementation with other existing programs, activities, projects of the DOST R2; Stands ready to update plans and implementation mechanisms to align with new government policy direction, sponsor requirements and lessons learned; Sets up high-level project monitoring system that compares progress against baseline breakthrough goals

<p>heads and/or relevant employees to secure feedback on issues and concerns in the implementation of activities;</p> <ul style="list-style-type: none"> • Through functional unit heads, secures/organizes resources and/or disseminates information needed by on-the- ground employees and partners following established procedures 		<p>spot checks with relevant groups;</p> <ul style="list-style-type: none"> • Checks functionality of other units that plays significant roles in program implementation; dialogues with them to clarify expected deliverables, assess performance and agree on action plans for moving forward; 	<p>and performance targets;</p> <ul style="list-style-type: none"> • Adopts a regular review mechanism to assess the overall performance of DOST R2 programs/projects against service delivery targets and identifies mechanisms and strategies to keep performance on track
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<i>Functional Competency</i>	INFORMATION / DATA / RECORDS MANAGEMENT
<i>Definition</i>	Ability to organize, retrieve and ensure the proper use and disposition of records and office documents.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	
<ul style="list-style-type: none"> • Maintains documents and records in a methodical and organized manner using own initiative to facilitate easy retrieval • Quickly retrieves documents and records upon request and willingly and immediately responds to clients (both external and internal) • Applies knowledge of records management software applications and their use 	<ul style="list-style-type: none"> • Keeps updated with current documentation and records management technology, and uses these applications to continuously improve existing systems and practices for efficiency and effectiveness in records management functions • Recognizes emerging requirements and methodologies in records management brought about by the new normal, shifting into a more digital and online-based platform • Applies and adapts record management standards and best practice effectively • Supports others in the development and introduction of new record keeping practices and procedures • Displays proactive approaches to improving record keeping 	<ul style="list-style-type: none"> • Develops procedures for quick classification, better storage, protection and disposition of records to provide integrity, reliability, efficiency and effectiveness in records management functions, and to respond to internal and external clients' needs and expectations • Interprets best practice standards, following the use of digital and online platforms in records management, retrieval, and dissemination • Provides accurate and effective advice, recommendations and guidance to colleagues with their records management requirements • Assesses current record keeping systems and provides feedback on their 	<ul style="list-style-type: none"> • Shares expertise, lessons learned and ideas with others for improvement of the records management system for the organization's productivity, efficiency and effectiveness • Develops and implements record management policies, procedure and guidance, and provides advice on record keeping issues – both affecting offline and online platforms • Critically assesses current procedures and provides workable solutions for continuous improvement

	practices	<p>strengths and areas for improvement</p> <ul style="list-style-type: none"> • Recognizes potential issues in relation to records management and communicates these to the relevant staff 	
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<i>Functional Competency</i>	GENERAL OFFICE ADMINISTRATION
<i>Definition</i>	<ul style="list-style-type: none"> • The ability to effectively manage and maintain general office facilities, equipment, and assets, ensuring their accountability and upkeep for efficient and smooth operations. • The ability to ensure proper maintenance and general housekeeping - the work environment is generally safe, promotes the health and well-being of the employees, customers, and visitors. • The ability to undertake and perform various general services while in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal.

Proficiency Levels & Competency Indicators

BEHAVIORS			
BASIC (Level 1)	INTERMEDIATE (Level 2)	ADVANCED (Level 3)	SUPERIOR (Level 4)
<ul style="list-style-type: none"> • Undertakes and performs various general services while in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal. • Demonstrates satisfactory quality of productivity and performance even while on a work-from-home or remote work arrangement. • Maintains and manages general office facilities, equipment and assets. Implements proper maintenance and general housekeeping to ensure that the work environment is generally safe. 	<ul style="list-style-type: none"> • Ensures that various general services are performed while in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal. • Demonstrates above average quality of productivity and performance even while on a work-from-home or remote work arrangement • Ensures that proper maintenance and management of general office facilities, equipment and assets are undertaken, and that general housekeeping is implemented. • Creates a system for monitoring and evaluating accountability and 	<ul style="list-style-type: none"> • Checks that the various general services are performed while in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal. • Demonstrates excellent quality of productivity and performance even while on a work-from-home or remote work arrangement • Implements solutions to problems and difficulties encountered in the maintenance and management of general 	<ul style="list-style-type: none"> • Creates policy guidelines on the maintenance and management of general office facilities and general housekeeping to ensure a generally safe work environment for the DOST R2 while in compliance with the most updated health and safety rules and protocols promulgated by the authorities, in alignment with the new normal. • Serves as the role model for demonstrating outstanding quality of productivity and performance even while on a work-from-home or remote work arrangement

<ul style="list-style-type: none"> Ensures the accountability and upkeep of general office facilities, equipment and assets for efficient support to the DOST R2 workforce 	<p>upkeep of general office facilities, equipment and assets for efficient support to the DOST R2 workforce</p>	<p>office facilities, equipment and in the implementation of general housekeeping.</p> <ul style="list-style-type: none"> Coordinates and communicates with the different functional units in the assessment and delivery of their general office administration needs 	<ul style="list-style-type: none"> Approves plans and budget for the maintenance, procurement and disposal of general office facilities, equipment and assets
<ul style="list-style-type: none"> Promotes the health and well-being of the employees, customers and company visitors of the DOST R2. Undertakes and perform various general services for a conducive work environment 	<ul style="list-style-type: none"> Develops programs for the health and well-being of employees and safety of customers, and company visitors while within the company premises. 	<ul style="list-style-type: none"> Implements programs for the health and well-being of employees and safety of customers, and company visitors while within the company premises 	<ul style="list-style-type: none"> Creates and establishes plans for programs, activities and projects for the health and well-being of employees and safety of customers, and company visitors while within the company premises



DEPARTMENT OF SCIENCE AND TECHNOLOGY
Regional Office No. VIII

COMPETENCY FRAMEWORK

