

# **Strategic Competency-based Human Resource Development Plan 2017-2019**

**(as of February 9, 2017)**



## Table of Contents

I.	Executive Summary.....	5
II.	Definition of Terms and Acronyms .....	7
III.	Message .....	9
	Endorsement.....	9
IV.	Objectives of the HRD Plan .....	10
	Guiding Vision and Philosophy/Principles of SHRD .....	10
	Purpose and Value of HRD Planning .....	14
	Framework for Human Resource Development (Systems Framework and HRD Process and Flow) .....	14
Chapter 1.	Strategic Directions of the Provincial Government of Davao del Norte .....	17
1.1	Provincial Profile .....	17
1.2	DDN Strategy Map and the CSC Strategic Performance Management System (SPMS) .....	19
1.3	BEST PEOPLE Agenda: The Overarching Development Framework .....	23
1.4	Programs/ Projects/ Activities .....	24
1.5	Legislative Agenda .....	26
Chapter 2.	Agency Human Resource Development (HRD) .....	31
2.1	PGDdN Experience towards transition to Human Resource Excellence.....	31
2.2	In-House Learning and Development Interventions CY 2016.....	33
	Sustainability Strategies.....	37
2.3	Assessment of Required Competencies: PGDDN Competency Development2 .....	37
2.3a	Organisational Anchors .....	37
2.3b	Competency Model Development.....	38
2.3c	Competency Profiling .....	39
2.3d	Competency Profiling Analysis.....	40
2.3e	Competency Assessment Results.....	40
	Profile of Respondents.....	40
	Results of Core Competency Assessment.....	41
	Results of Leadership Competency Assessment.....	41
	Competency Assessment of the Sangguniang Panlalawigan Members .....	43
	Competency Assessment of the Vice- Governor’s Office .....	43
	Competency Assessment of the three (3) Davao del Norte Hospitals .....	44
	Results of the Technical Competency Assessment.....	45
Chapter 3.	HRD Priorities for three (3) Years with more details for CY 2017 .....	47
3.1	Identified Priority Competency Gaps.....	47
3.2	Alignment of Technical Competency Gaps with the Executive and Legislative Agenda and Balance Scorecard .....	52
3.3	Learning and Development Interventions (LDIs) .....	55

3.4 LDI Implementation Schedule Matrix .....	57
3.5 Provincial Offices 3-Year Learning and Development Plan.....	57
Chapter 4. Support Requirements .....	62
4.1 Financial .....	62
4.2 Target Participants .....	64
4.3 Human Resource .....	64
4.4. Logistics .....	65
4.5. Policy Support .....	65
4.6 Executive/Legislative Sponsorship and Others .....	66
Chapter 5. Roles and Responsibilities in Plan Implementation .....	67
5.1. In Designing the Plan: .....	67
5.1a. Core Team .....	67
5.1b. Departments .....	68
5.1c. The Provincial Human Resource Management Office (PHRMO) .....	68
5.1d. Top Management.....	68
5.2. In Executing HRD Plan:.....	69
5.2a. Core Team .....	69
5.2b. Departments .....	69
5.2c. The Provincial Human Resource Management Office (PHRMO) .....	69
5.2d. Top Management.....	69
5.3. In Monitoring Plan implementation: .....	70
5.3a. Core Team .....	70
5.3b. Departments .....	70
5.3c. PHRMO .....	70
5.3d. Top Management.....	70
5.4. In Evaluating Plan implementation:.....	71
5.4a. Core Team .....	71
5.4b. Departments .....	71
5.4c. The Provincial Human Resource Management Office (PHRMO) .....	71
5.4d. Top Management.....	71
Chapter 6. Monitoring and Evaluating the HRD Plan.....	72
6.1 Context and Objective of the HRD Plan M&E .....	72
6.2 Focus of the M&E.....	73
6.3 Reporting and Communicating M&E Results.....	77
Chapter 7. Transition Strategies .....	78
7.1 Change Plan Management.....	78
7.2 Communication Plan.....	79
7.3 Risk Management Plan .....	80
ANNEXES .....	84

1. Assessment Tool for core and Leadership Competencies .....	84
2. Assessment Tool for Technical Competencies.....	84
3. Position Competency Profile Standard: Leadership Competencies .....	84
4. Position Competency Profile Standard: Core Competencies.....	84
5. Result of the Technical Competencies Assessment.....	84
6. Implementation Matrix of the Identified Learning and Development Interventions for CY 2017 .	84
7. Monitoring and Evaluation Table for the LDI for CY 2017 .....	84
8. Monitoring and Implementation of LDI Matrix .....	84
9. M&E Indicators for the Strategic Competency Based Human Resource Development Plan .....	84
10. Provincial Offices 3-Year Learning And Development Plan .....	84



## I. Executive Summary

The main objective of the formulation of the 3-year (2017-2019) Strategic Competency-based Human Resource Development Plan of the Provincial Government of Davao del Norte is to set Learning and Development Strategies that are directed towards Talent Development, Management Development, Technical Training, Scholarship/Special Program, and Health Wellness Program which attempts to address concerns in terms of competency gaps of both women and men employees. A proposed set of measures or Key Performance Indicators (KPIs) were also determined, including the identification of appropriate initiatives, among others. Below are the important highlights of the 3-year Strategic Competency-Based HRD Plan.

- The Competency-Based HRD Plan 2017-2019 is the part of the sustainability mechanism of the lessons learned during the previous SHRD Plan prepared and implemented for CY 2014-2016. It is an initiative that will serve as guide in determining and prioritising an effective Learning and Development intervention for the employees of the Province.
- The Competency-based HRD Planning intervention is important because it:
  - a. *responds and adjusts to the B.E.S.T. P.E.O.P.L.E. Agenda and recently the Executive Legislative Agenda (ELA) of Davao del Norte*
  - b. *serves a basis for annual programming from 2017 onwards (an instrument to mobilize other fund sources such as Official Development Assistance [ODA], etc.)*
  - c. *is aligned with National Performance frameworks set by Admin.Order 25 RBPMS (Results Based Performance Management System) and Civil Service Commission policies, (Strategic Performance Management System)*
  - d. *has a critical role in establishing gender equity and gender equality by institutionalizing more gender -sensitive and gender-fair systems in human resource development and management.*
- The HRD Core Team organized for this purpose through Administrative Order No. 14, s. 2016 conducted the Training Needs Assessment, Designed the learning interventions, Crafted the Implementation Matrix as well as the Monitoring and Evaluation Table of the identified interventions.
- The conduct of document and literature review resulted in the identification of four (4) Core Competencies are Upholding Integrity, Delivering Excellent Service, Demonstrating Commitment and Demonstrating Gender Responsiveness.
- Furthermore, the five (5) Leadership Competencies include Thinking Strategically, Directing and Managing Change, Developing People, Managing Performance and Coaching Results, and Building Collaborative Inclusive Working Relationship.
- The Technical Competencies were also identified by the HRD Core Team which was prioritized according to its relevance and urgency as well as its alignment with the B.E.S.T. P.E.O.P.L.E Agenda and the Agency Balance Score Card. There were 62 Technical Competencies unique or specific only in a department or cluster were identified and prioritized.
- The competency models and the assessment tool for evaluating the competency gaps of the Core and Leadership competencies used four (4) Proficiency Levels of Rating, these are: 1-Basic, 2-Intermediate, 3-Advanced and 4-Superior.

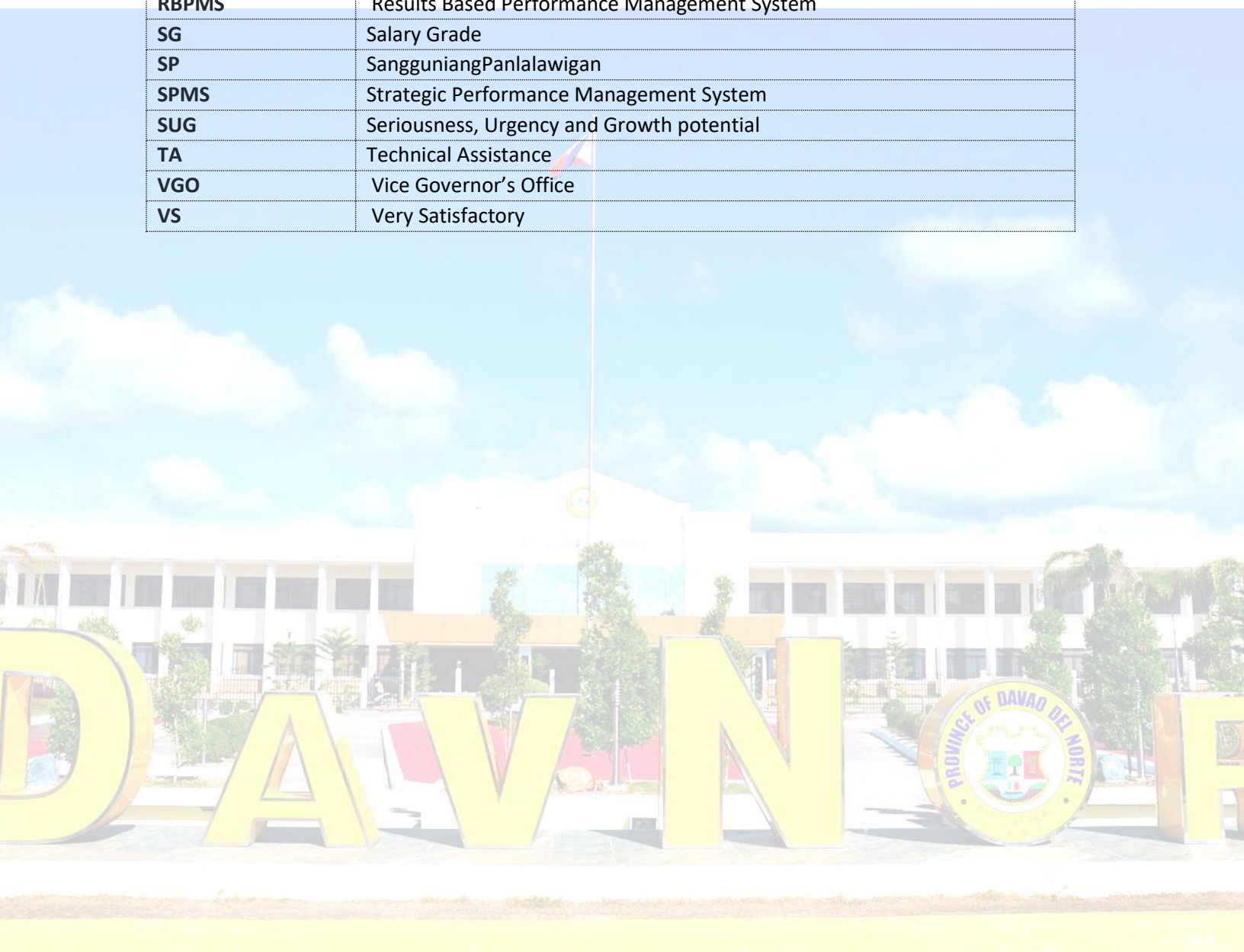
- The proficiency standard that was agreed by the HRDP Core Team and was duly validated by the management is per position.
- The assessment of the Core and Leadership competencies of the position and person profiles were analysed using two methods. One method of analysis was the computation of the competency ratio for each competency (average person profile/position profile).
- The competency assessment analysis of Technical/Functional Competency, the initial prioritization and identification of perceived gaps were done per Office based on the Seriousness, Urgency and Growth (SUG) potential
- The Level 3 (SG 24 up) or the holders of the managerial/leadership positions and other Level 2 with Supervisory Roles were asked to answer the leadership and the core competencies assessment tools/instruments. To assess representatives of level 1 (SG 9 and below) employees, usually the clerical group, they were asked to answer the core competencies.
- A total of 234 employees in all Levels from the 20 Departments were subjected to Core and Leadership Competency Assessment. For this HRD Plan, the three (3) Hospitals, namely DDN Hospital- Kapalong Zone, IGACOS Zone and Carmen Zone were included with a total of 36 respondents from all Levels. All the targeted respondents hold plantilla positions. Overall, the total respondents (which is more than the minimum sampling target of 20%), provide a good representation of the Provincial Government's Human Resource.
- Results of the prioritization led to the identification of 36 corresponding priority learning and development interventions which shall be implemented within the three (3) years duration of the plan. For year 1, there are 26 interventions that will be implemented. It can be noted that there are LDIs that are to be implemented in a single year (either in year 1, year 2 or year 3) but there are also continuing learning events which are for implementation from year 1 to year 3.
- There are 26 prioritized LDIs for CY 2017 amounting to P 2,108,000.00. The identified Sources of funds for the total estimated budgetary cost are from the Human Resource Development Program (HRDP) and the E-Governance Program.
- The total number of participants is 1,041 for the implementation of 26 LDIs for year 1. It should be noted that there is a possibility that one employee is identified as a participant of two to three interventions.
- The Monitoring and Evaluation (M & E) Tool evaluates both the efficiency and effectiveness of the implementation of LDIs as well as it measures the learning of the participants through the Kirkpatrick's 4 level of Evaluation.
- An important process in achieving the objectives of human resource development plan is the implementation of communication and risk management plan which is included in this 3-year Strategic Competency Based HRD Plan.

With this initiative, it shall ensure to enhance the competencies of both the Agency's elective and appointive officers and staff through the development of appropriate learning and development or HRD interventions in order to improve and put the delivery of public service to the "BEST" level.

## II. Definition of Terms and Acronyms

<b>AB</b>	Annual Budget
<b>BSC</b>	Balance Score Card
<b>CSC</b>	Civil Service Commission
<b>CY</b>	Calendar Year
<b>DdN</b>	Davao del Norte
<b>ELA</b>	Executive Legislative Agenda
<b>HR</b>	Human Resource
<b>HRD</b>	Human Resource Development
<b>HRDD</b>	Human Resource Development Division
<b>HRDP</b>	Human Resource Development Planning/Plan
<b>HRIS</b>	Human Resource Information System
<b>HRM</b>	Human Resource Management
<b>IPCR</b>	Individual Performance Commitment and Review
<b>KBI</b>	Key Behavioral Indicator
<b>KPI</b>	Key Performance Indicator
<b>KRA</b>	Key Result Area
<b>LCE</b>	Local Chief Executive
<b>LDI</b>	Learning and Development Intervention
<b>LFC</b>	Local Finance Committee
<b>LGU</b>	Local Government Unit
<b>LNA</b>	Learning Needs Assessment
<b>LSP</b>	Local Service Provider
<b>M&amp;E</b>	Monitoring and Evaluation
<b>ManCom</b>	Management Committee
<b>NGA</b>	National Government Agency
<b>OA</b>	Organisational Assessment
<b>OD</b>	Organisational Development
<b>OPCR</b>	Office Performance Commitment and Review
<b>OSS</b>	Office of the Secretary to the Sanggunian
<b>PACCO</b>	Provincial Accountant's Office
<b>PAdO</b>	Provincial Administrator's Office
<b>PAGRO</b>	Provincial Agrarian Reform Office
<b>PASSO</b>	Provincial Assessor's Office
<b>PBO</b>	Provincial Budget Office
<b>PDC</b>	Provincial Development Council
<b>PDRRMC</b>	Provincial Disaster Risk Reduction Management Council
<b>PEEDO</b>	Provincial Economic Enterprise Development Office
<b>PENRO</b>	Provincial Environment and Natural Resources Office
<b>PEO</b>	Provincial Engineer's Office
<b>PGDdN</b>	Provincial Government of Davao del Norte
<b>PGDH</b>	Provincial Government Department Head
<b>PGO</b>	Provincial Governor's Office
<b>PGO-IAS</b>	Provincial Governor's Office – Internal Audit Service
<b>PGSO</b>	Provincial General Services Office
<b>PHO</b>	Provincial Health Office
<b>PHRMO</b>	Provincial Human Resource Management Office
<b>PIO</b>	Provincial Information Office
<b>PLGU</b>	Provincial Local Government Unit

<b>PLO</b>	Provincial Legal Office
<b>PPA</b>	Programs, Projects and Activities
<b>PPDO</b>	Provincial Planning and Development Office
<b>PPDC</b>	Provincial Planning and Development Council
<b>PVO</b>	Provincial Veterinarian's Office
<b>PRAISE</b>	Program on Rewards, Awards, and Incentives for Service Excellence
<b>PRIME-HRM</b>	Program to Institutionalize Meritocracy and Excellence in Human Resource Management
<b>PSWDO</b>	Provincial Social Welfare and Development Office
<b>PTO</b>	Provincial Treasurer's Office
<b>RBPMS</b>	Results Based Performance Management System
<b>SG</b>	Salary Grade
<b>SP</b>	Sangguniang Panlalawigan
<b>SPMS</b>	Strategic Performance Management System
<b>SUG</b>	Seriousness, Urgency and Growth potential
<b>TA</b>	Technical Assistance
<b>VGO</b>	Vice Governor's Office
<b>VS</b>	Very Satisfactory





### III.Message

#### Endorsement



## IV.Objectives of the HRD Plan

### Guiding Vision and Philosophy/Principles of SHRD

Figure 1.PGDdN strategic HR Vision

#### **DAVAO DEL NORTE HR VISION**

The Provincial Government of Davao del Norte Human Resource (HR)/Talents are **technologically competent, enterprising, gender sensitive, ethical and engaged towards a responsive and efficient public service.**

This year's Strategic competency based HRD Plan utilizes the Guiding Vision and Philosophy/Principles of HRD validated and approved during the previous HRD Planning. The PGDdN HR Vision statement (Fig. 1.PGDdN HR Vision) articulates what the Agency envisioned their HR/talents in the organization. The

desired picture implies key competencies that the workforce (emphasized as "Talents" of the organization) possess towards delivering excellent public services for the constituents of the province.

From PGDdN's strategic HR vision, an HR philosophy and a set of principles (Fig. 2.HR Philosophy and Principles), served as guide in the development of the PHRMO strategic HR directions like the vision, mission and strategic objectives.

Figure 2.HR Philosophy and Principles

#### **HR PHILOSOPHY/PRINCIPLES**

We, the HR/talents are valuable assets, dedicated to perform duties and responsibilities with high ethical standards in sustaining good governance.

We believe....

- .... on the core values of integrity, competence and commitment which will lead to high productivity and public service excellence;
- .... we are strategic partners to organisational change;
- .... in the value of fostering and nurturing an enabling working environment;
- .... in the importance of 60% experience; 30% coaching and 10% classroom type of learning;
- .... in the concept of self-initiated learning to harness our individual competencies towards optimizing opportunities for development.

The Provincial Human Resource Management Office aims to improve its capacity in performing HR functions which is clearly stated in the PHRMO Vision and Mission Statements, (Fig. 3. PHRMO Vision and Mission).

*Figure 3. PHRMO Vision and Mission*

**PHRMO VISION**

**We are highly motivated, technically adept HR practitioners and strategic partners to organisational change, working in a harmonious workplace and managing a fully integrated system for the delivery of quality and prompt HR services.**

**PHRMO MISSION**

**We exist to fulfill our mandates in Human Resource Management and Development through consultation with various stakeholders by providing gender sensitive, effective and efficient program anchored on the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM).**

The HR systems, clustered into two areas: HR development (HRD) and HR management (HRM), are shown in Fig.4 and 4. HRM and HRD Balance Scorecard, respectively. To ensure alignment with the PGDdN Strategy Map (in chapter 1) and its corporate Balance Scorecard (shown in Attachment 1), the PHRMO also formulated their own office level scorecard to map out the strategic intent and deliverables that will contribute to the attainment of the strategic HR vision and mission. Also, supportive of the CSC policies on the SPMS and PRIME, each scorecard contains strategic objectives, (also referred as goals), and its metrics i.e., the corresponding measures or performance indicators and the initiatives to attain each objective. Following the Balance Scorecard terms, the initiatives refer to programs, projects or major activities (PPAs) that will be conducted by the PHRMO to help achieve their strategic objectives and priorities at both office and individual level.

Looking at the office scorecards, the strategic objectives for HRM covered Organisational Planning, Recruitment, Selection and Placement, and Compensation and Benefits Management. The main focus area of this plan is the set of strategic objectives for HRD which are directed on Talent Development, Management Development, Technical Training, Scholarship/Special Program, and Health Wellness Program that attempts to address concerns of both women and men employees. A proposed set of measures or Key Performance Indicators (KPIs) were also determined, including the identification of appropriate initiatives, among others. These metrics are also crucial in the collection of sex-disaggregated data and other gender-related information to be used in the conduct of gender analysis to identify and address gender gaps and gender-related issues in the workplace.

Figure 4. HR Management Scorecard

Strategic Objectives	Metrics	
	Measure	Initiatives (PPAs)
1. Cost efficient and responsive HR business processes	<ul style="list-style-type: none"> <li>• Number of person hours vis-a-vis HR outputs</li> <li>• Number of HR Modules implemented (7 modules: Recruitment &amp; Management, Personnel Management, Attendance Management, Payroll Management, Welfare &amp; Development Management, Mobile &amp; Web Services and Component &amp; Other Requirements)</li> <li>• Office Performance Commitment &amp; Review (OPCR), Individual Performance Commitment &amp; Review (IPCR)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of existing business process</li> <li>• Development of a fully automated and integrated Human Resource Information System (HRIS)</li> </ul>
2. Competency-based HR infrastructure established	<ul style="list-style-type: none"> <li>• Competency models and profiles</li> </ul>	<ul style="list-style-type: none"> <li>• Competency modelling and profiling</li> </ul>
3. Competent people are recruited	<ul style="list-style-type: none"> <li>• Qualification Standard &amp; Competency-based Standard</li> <li>• Merit Promotion Plan</li> </ul>	Competency- based Recruitment, Selection, & Placement with “Equal Opportunity” policy to address sexual division of labor”
4. Highly motivated employees	<ul style="list-style-type: none"> <li>• Number of employees * satisfied with their job</li> <li>• Satisfaction Rating</li> <li>• Presence of Program on Rewards, Awards, &amp; Incentives for Service Excellence (PRAISE)</li> </ul>	<ul style="list-style-type: none"> <li>• Compensation and benefits</li> <li>• Rewards and Recognition Program</li> <li>• Conduct of Job Satisfaction Survey (tool to be used is objective*).</li> </ul>

Figure 5. HR Development Scorecard

Strategic Objectives	Metrics	
	Measure	Initiative
1. Enhanced competency of elective and appointive officials and employees.	<ul style="list-style-type: none"> <li>Percentage of PGDdN employees * meeting their job competency standards</li> <li>No. of Learning &amp; Development packages utilized/activated</li> <li>No of elective/appointive officials and employees benefiting from learning interventions (sex desegregation and by level)</li> </ul>	<ul style="list-style-type: none"> <li>Competency-based learning and development programs (ex., classroom learning/distance learning/OJT/coaching, etc.)</li> <li>Assessment of the existing learning and development programs (Note: specifics can be included in the HRD planning )</li> </ul>
	<ul style="list-style-type: none"> <li>Improvement of Performance Rating</li> </ul>	<ul style="list-style-type: none"> <li>Conduct of mid-year performance evaluation and year-end operations review.</li> </ul>
Officials, department heads and supervisors demonstrating and espousing the core values of integrity, competence and commitment	<ul style="list-style-type: none"> <li>No. of officials, department heads, and supervisors meeting a VS (Very Satisfactory) Rating on customers satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Transformational Leadership Program (Note: specifics can be included in the HRD planning Conduct of the following interventions: Feedback Mechanisms on ARTA, Gender Equality Seminar, etc.)</li> </ul>
2. Succession System Established	<ul style="list-style-type: none"> <li>No. of employees included/covered by the Succession Scheme</li> <li>No. of employees utilizing self-directed learning</li> </ul>	<ul style="list-style-type: none"> <li>Career Management Program</li> <li>Linkage to developmental institutions, e-learning institutions</li> </ul>
	<ul style="list-style-type: none"> <li>No. of employees joining accelerated/ladderized education</li> </ul>	<ul style="list-style-type: none"> <li>Access to DNLI, fellowships, scholarship programs, etc.</li> </ul>
3. Officials and employees practicing and cultivating health and wellness in the workplace.	<ul style="list-style-type: none"> <li>No. of employees* meeting/ and Practicing the health and wellness activities.</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Wellness Program (Note: specifics can be included in the HRD planning - Sportsfest, Zumba Exercise, Spirituality and Moral Recovery activities, etc.)</li> <li>Annual Executive/P.E. Check-up</li> </ul>
	<p>**“ Number of employees with sex-disaggregated data collected per measure/initiative”</p>	

## Purpose and Value of HRD Planning

The Competency-Based HRD Plan 2017-2019 is the part of the sustainability mechanism of the lessons learned during the previous SHRD Plan prepared and implemented for CY 2014-2016. It is an initiative that will serve as guide in determining and prioritising an effective Learning and Development intervention for the employees of the Province. It intended to strengthen the Provincial Human Resource Management Office (PHRMO) as the central human resource office of the Province as it faces new challenges in identifying the human resource interventions related to reform agenda.

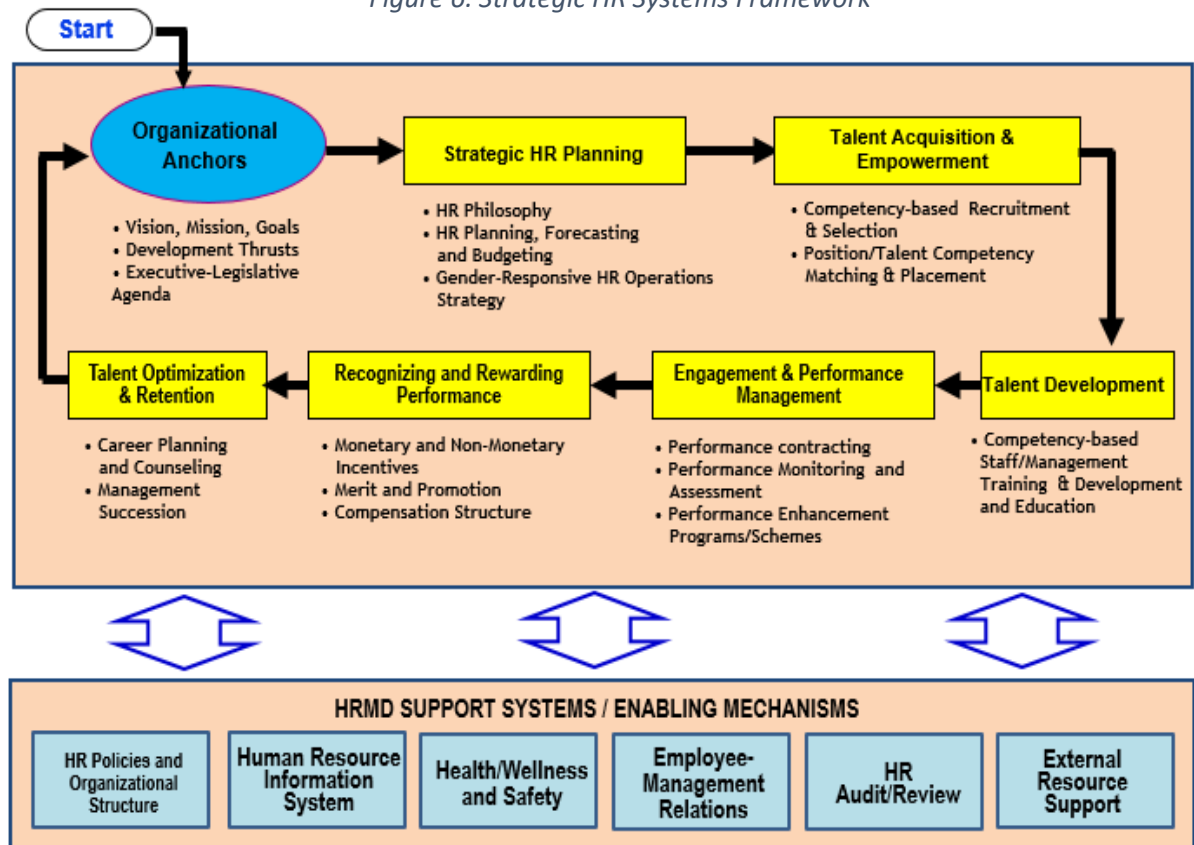
The Competency-based HRD Planning intervention is important because it:

1. responds and adjusts to the B.E.S.T. P.E.O.P.L.E. Agenda and recently the Executive Legislative Agenda (ELA) of Davao del Norte
2. serves a basis for annual programming from 2017 onwards (an instrument to mobilize other fund sources such as Official Development Assistance [ODA], etc.)
3. is aligned with National Performance frameworks set by Admin.Order 25 RBPMS (Results Based Performance Management System) and Civil Service Commission policies, (Strategic Performance Management System)
4. has a critical role in establishing gender equity and gender equality by institutionalizing more gender -sensitive and gender-fair systems in human resource development and management.

## Framework for Human Resource Development (Systems Framework and HRD Process and Flow)

Focusing on the importance of HR Development (HRD) that attempts to align with the strategic HR anchors discussed earlier, a systems framework presented in this section provides the context of the whole HRD planning process. The framework for Human Resource Development is derived from a Strategic Human Resource Systems Framework which vividly depicts the two sub-systems of the HRMD specifically HRM and HRD perspectives. The framework illustrates the sequential flow of HR processes which starts from organisational anchors, then proceeds to the next two perspectives of HRM which includes Strategic HR Planning and Talent Acquisition and Empowerment. The next identified process flow is a component of HRD specifically Talent Development, and other subsystems like Engagement and Performance Management, Recognizing and Rewarding Performance and Talent Optimization and Retention. These are supported with the identified enabling mechanisms of HR Policies and Organisational Structures, HRIS, Health/Wellness and Safety, Employee-Management Relations, HR Audit/Review and External Resource Support.

Figure 6. Strategic HR Systems Framework

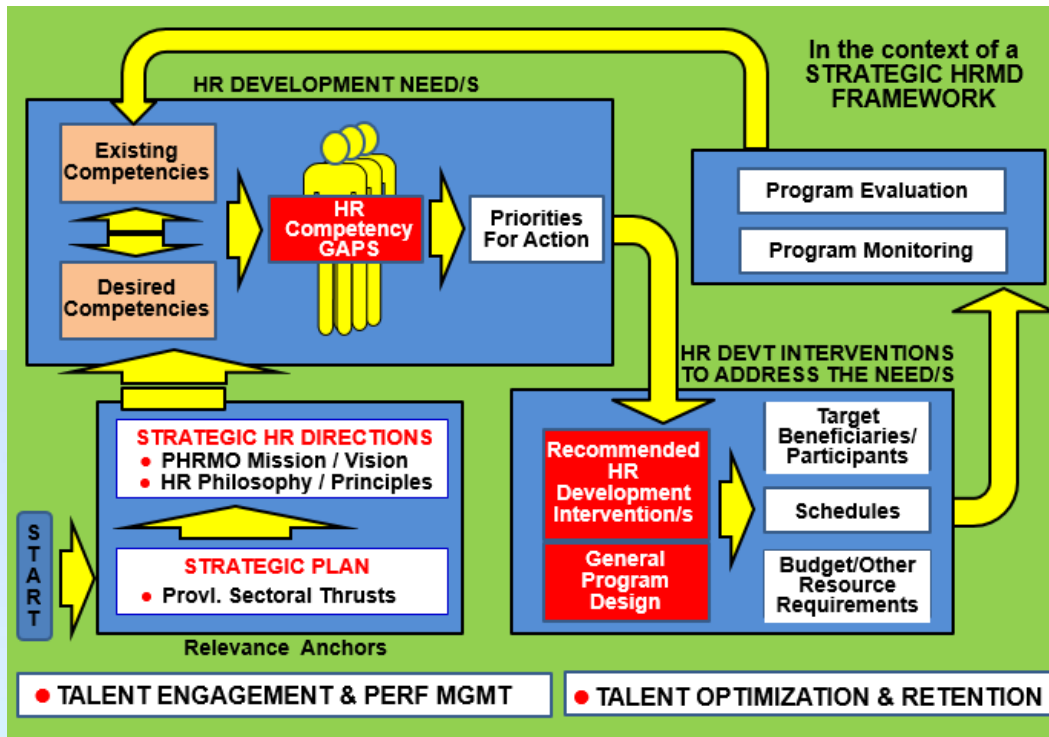


RIL/DAP-2013 (Modified from BRIDGES, Inc.)

Looking at the above HR elements from a systems framework, the CSC HR framework that focuses on PRIME-HRM also emphasizes these elements such as the HRM systems that discusses recruitment (Talent Acquisition), recognizing and rewarding and retention (Talent optimization and Retention). PRIME-HRM is a mechanism to empower government organizations to develop human resource management competencies, systems and practices. There are three steps in achieving strategic HR: Step 1 is *Assess*, where the CSC will assess the Recruitment, Selection and Placement process; Learning and Development; Performance Management; and Rewards and Recognition. Step 2 is *Assist* where CSC will provide technical assistance and development interventions based on the organizations HR needs. Step 3 is *Award* where HR excellence are being recognized and awarded. There is a challenge in shifting from traditional HR to strategic HR to improve public service delivery. This is a change from traditional HRM, process defined HR, integrated HRM to strategic HR.

The key elements and process flow of the HR Development Planning begins with the setting of Strategic HR Directions and proceeds with the identification of HR development needs through competency profiling. This involves person profiling and position profiling. When the competency gaps are determined through using the process of competency assessment, the next phase is the recommended HR development interventions to address the needs and subsequently involves the components of HRD implementation like general program design, target participants, schedules and budget requirements. The last stage is program monitoring and evaluation to ensure that the HRD implementations are successfully implemented and contributes to the strategic directions of the organization. This process flow is geared towards Talent Optimization and Retention, and Engagement and Performance Management.

Figure 7. Process Flow of the HRD Planning Process





# Chapter 1. Strategic Directions of the Provincial Government of Davao del Norte

## 1.1 Provincial Profile

Davao del Norte is a 1st class province strategically located at the southeastern part of Region XI, bounded by Agusan del Sur on the North, Bukidnon on Northwest, Davao City on the West, Davao Gulf on the South and the Province of Compostela Valley on the East. (Refer to Fig. 1.1 DdN Map).

Figure 1.1 DdN Map



The province has 8 municipalities and 3 cities with 222 barangays, and is sub-divided into two congressional districts.

One distinguishing landmark in the province is the provincial government centre located in Mankilam, Tagum City, which accommodates provincial and national offices, particularly the local government unit of Davao del Norte where policies are formulated and enacted into ordinances. These are translated into programs and projects by concerned implementing offices for the benefits of the stakeholders.

**Land Area:** Davao del Norte has a total land area of 346,280 hectares classified as: protected area (80%) and urban and rural settlements and various productive activities (20%). Of the Region's total land area, Davao del Norte occupies about 18.3%.

**Transportation Access:** The major external linkages of the province are mainly land-based, which consist of national roads connecting Davao del Norte to adjacent

provinces of Compostela Valley, Bukidnon and the City of Davao. The major external access routes cover the Agusan-Davao road that extends from Compostela Valley in the north to Davao City in the south, while the Surigao-Davao Coastal road connects the province of Davao Oriental and southern parts of Compostela Valley to the province of Davao del Norte. While other provincial and city roads link the province to Compostela Valley and Davao City, these roads are gravel and earth roads and some portions are badly dilapidated.

**Population:** In the 2015 Census of Population and Housing, the total population of Davao del Norte was 1,016,318, an increase of 70,554 persons (6.94%) from the 2010 total population of 945,764. Between 2010 and 2015, the annual average growth rate was 1.38% or an addition of 14,111 persons per year. The province has a total of 233,232 households with an average household size of 4.3. With a total land area of 3,462.80 square kilometers, Davao del Norte has a population density of 294 persons per square kilometre or an increase of 21 persons in a square kilometre from 2010 population density of 271. Among the five provinces comprising the region, Davao del Norte has the biggest population contributing 20.77% to the regional total.

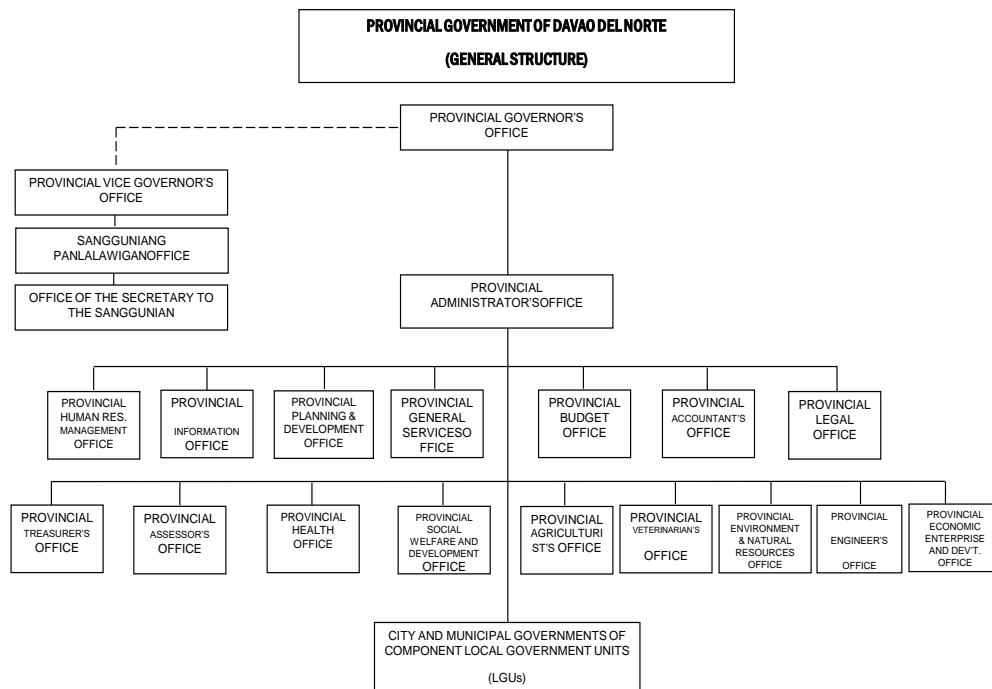
**Economic Structure:** The economy of Davao del Norte is mainly agricultural. About two-thirds of the province's land area are devoted to agricultural production. The means of livelihood mostly in the rural areas are linked or related to promoting agriculture. The province's income is derived from the following major sources: agriculture (63.41%), industries (22.98%), services (5.86%), tourism (5.55%), wood (1.49%) and quarrying (0.71%). About 80% of the agricultural production is for major crops, namely: Cavendish banana (66.08%), coconut (20.91%), rice (8.99%), cardava banana (1.84%), corn (1.22%) and local table banana (.94%). Among the major crops of Davao del Norte, Cavendish banana has the competitive edge in terms of production area and volume. It contributes 56.55% share to Davao Region and 35.09% to the national output. Cavendish banana is the leading fruit grown in the Philippines and a consistent top dollar earner of the country.

Other major sources of income for the province such as industry, services, tourism, wood and quarrying provide support to the growing banana industry and the production of other export agricultural commodities.

The employment statistics of the province are pegged to the regional statistics. As of October 2016, there are 677,000 household population, 15 years old and over in the province where 419,740 or a labor force participation rate (LFPR) of 62%. The employment rate was 96.4%, while unemployment was 3.4%.

**Organisational Structure.** The Provincial Government of Davao del Norte (PGDdN) is composed of 18 Departments. All of the Departments including the three (3) District Hospitals have representatives in the core team for the HRD Planning CY 2017-2019 Project.

Figure 1.2 PGDdN Organisational Structure



## 1.2 DDN Strategy Map and the CSC Strategic Performance Management System (SPMS)

As a springboard and critical anchor to the conceptualization of the Strategic Competency-based HRM Plan in general, the Province's Strategy Map outlines the primary strategic objectives/sectoral goals of the Provincial Government on its route towards realizing the Province's vision and mission.

Figure 1.2 Davao del Norte Vision

### Davao del Norte Vision

**A premier province in producing export-quality agricultural products that are globally competitive, with climate change adaptive and risk-resilient communities, social equity, improved quality of life under a transparent and responsive governance.**

Figure 1.3 Davao del Norte Mission

**Davao del Norte Mission**

**We the officials and employees of the provincial government of Davao del Norte, commit ourselves to uplift the quality of life for all dabaonons through:**

- ***Transparent, effective and gender responsive governance;***
- ***Adopting a science-based policy in agriculture, climate change adaptation and disaster risk reduction and management;***
- ***Providing adequate facilities and services; and***
- ***Providina avenues for people’s participation.***

Figure 1.4 Davao del Norte Core Values

**Davao del Norte Core Values**

**INTEGRITY**

**COMPETENCE**

**COMMITMENT**

The above Provincial Strategic Directions are guided Admin. Order 25- National Results-based Performance Management Framework (RBPMS) which is directly linked to the Executive Order (EO) 43 that identifies five (5) key result areas in his Social Contract with the Filipinos, namely:

1. Good Governance and Anti-corruption;
2. Human Development and Poverty Reduction;
3. Economic Development;
4. Security, Justice and Peace; and
5. Climate Change Adaptation

Under the Administrative Order No. 25, RBPMS, the task force, composed of oversight national agencies, proposes to use a comprehensive performance indicators set, that will cut across societal, sectoral down to organizational and individual performance with reference to the Five KRAs mentioned under Executive Order No. 43: The Results Matrix of the Philippine Development Plan and the Organizational Performance Indicators Framework (OPIF) of the Budget.

## Harmonized Results-based Performance Management System (RBPMS)

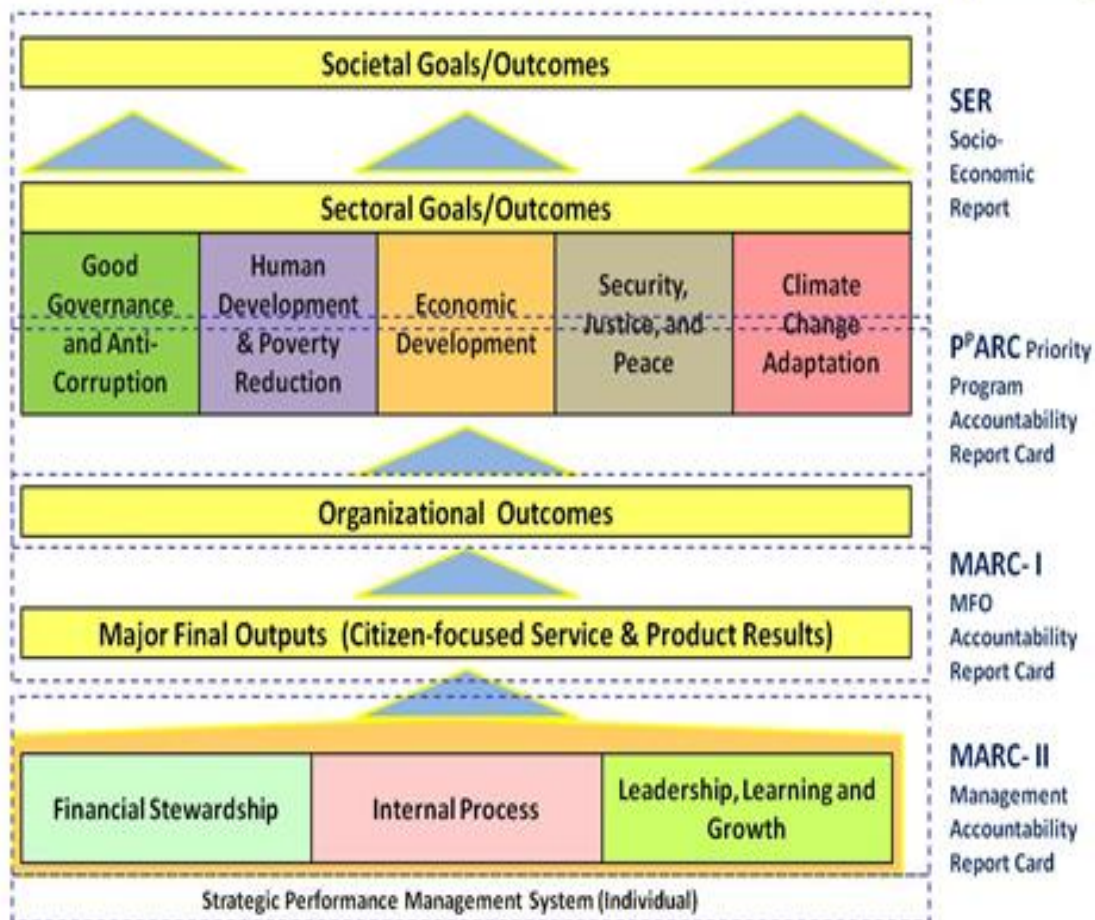


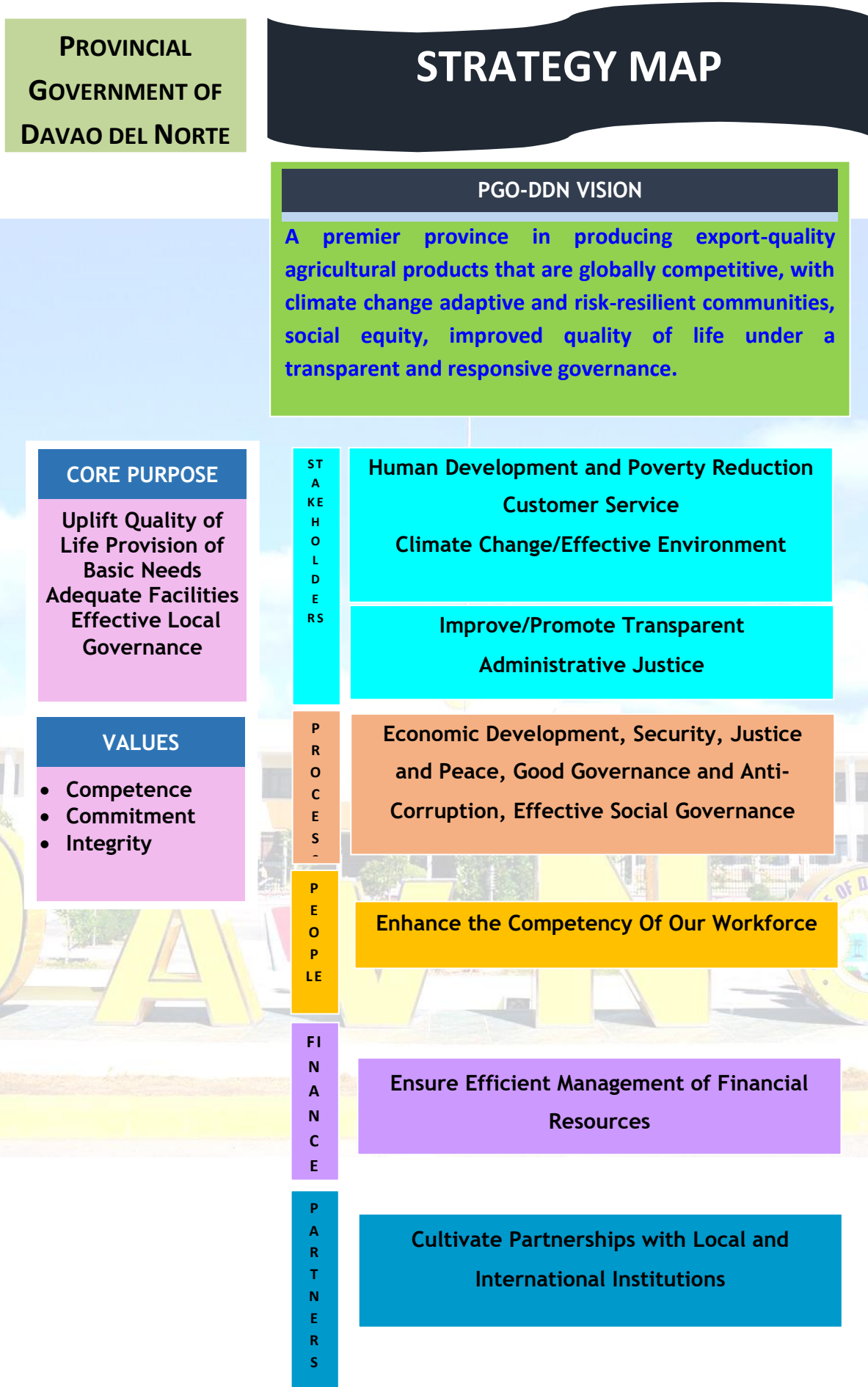
Figure 1.5 Harmonized Results-Based Performance Management System

This result driven, logical framework attempts to highlight citizen-focus outputs and links the drivers of organizational performance, namely: financial stewardship; internal process efficiency; and leadership, learning and growth, to the higher level sectoral goals and desired outcomes.

From the above RBPMS, all government organizations and entities, prepare their strategic directions, including a strategy map to illustrate their objectives in contributing to the National overall sectoral goals and outcomes.

In crafting the Agency's Balance Scorecard, provided the Provincial Government of Davao del Norte to revisit and review the PGO-DdN strategy map, (PGO) Vision, Mission, Values and several strategic goals/objectives that are grouped in accordance with the RBPMS scorecard, labelled as perspectives, namely: (1) Stakeholders, (2) Processes, (3) People, (4) Finance, and (5) Partners.

Figure 1.6 Davao del Norte Strategy Map

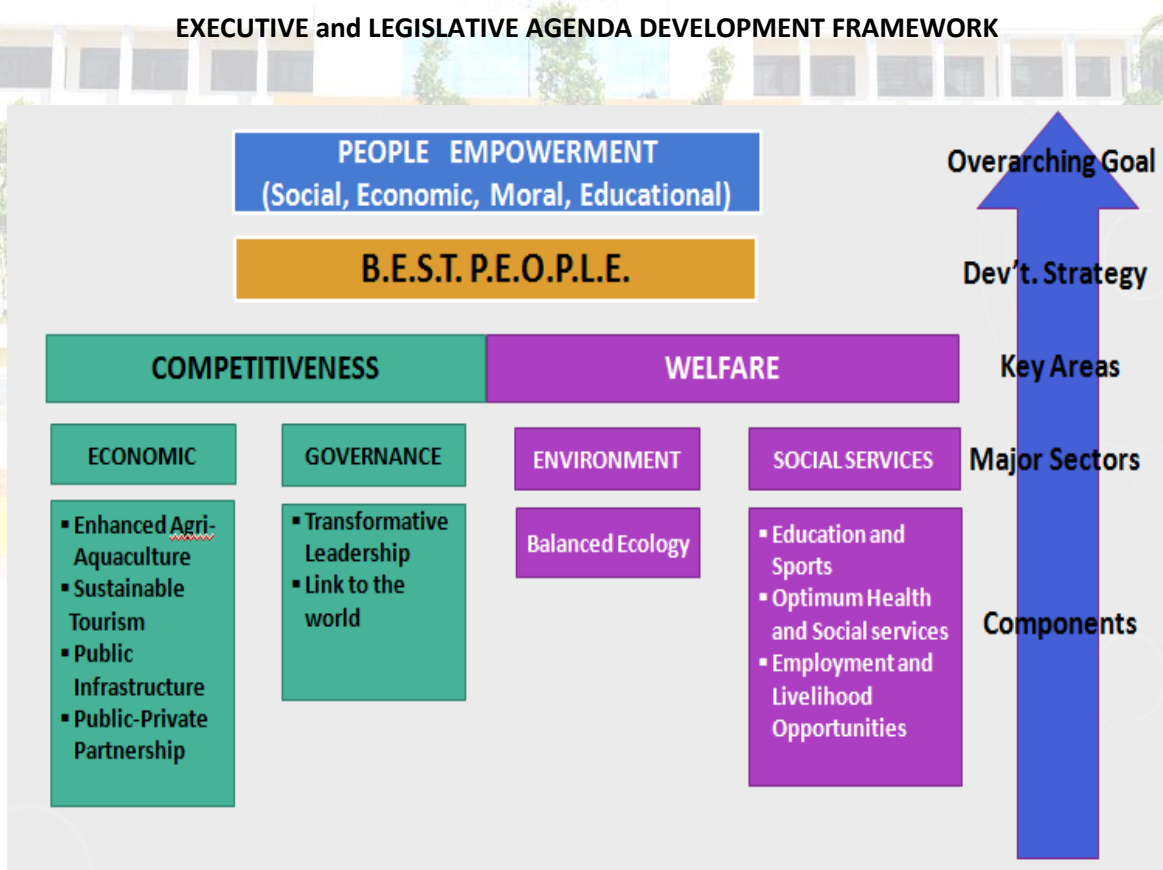


The strategy map puts coherence to the vital elements of the people-centered development thrusts of Governor Antonio Rafael G. Del Rosario, enshrined in his B.E.S.T. P.E.O.P.L.E. Development Agenda. The crafting of the Balance Scorecard is based on the five perspectives in the strategy map and the Department of the Interior and Local Governance- Seal of Good Local Governance.

### 1.3 BEST PEOPLE Agenda: The Overarching Development Framework

The B.E.S.T. P.E.O.P.L.E. Development Agenda of Governor Antonio Rafael G. del Rosario desires to enhance and expand the development directions that was started by the previous administration of Governor Rodolfo P. del Rosario. BEST PEOPLE aims to attain a culture of excellence among our people, not only to empower them, but also to make them correspondingly more competitive and better prepared in the face of impending globalization and climate change. The strategies, programs and projects under BEST PEOPLE are aligned with the development thrusts and priority directions of the national government under the administration of President Rodrigo R. Duterte. The acronym stands for Balanced Ecology; Enhanced Agri-Aquaculture; Sustainable Tourism; Transformative Leadership; Public Infrastructure; Education and Sports; Optimum Health and Social Services; Private-Public Partnership; Link to the World; and Employment and Livelihood Opportunities. These development directions are also spelled out in the Executive-Legislative Agenda (ELA) of the Province, which was jointly undertaken by the said branches of the government.

Figure 1.7 P.E.O.P.L.E Agenda



The new administration in the Provincial Government of Davao del Norte ushered in a new centerpiece of the development agenda, which is reflected in the latest Executive-

Legislative Agenda of the province covering the period 2016-2019. The successor ELA aspires to enhance and strengthen the development agenda of its predecessor ELA, while it also pushes for more reforms and clearer policy directions to better deliver services and opportunities to the Dabaonons.

The new ELA is aiming towards building the “Abilidad at Malasakit” (AMA) brand of governance. “Abilidad” stands for Competitiveness Cluster, which subsumes Economic and Governance Sector. On the other hand, “Malasakit” represents the Welfare Group that covers the Environment and Social Sectors. Moreover, these strategies further intend to foster a close-knit and concerned community that can address the needs of poor constituents, allowing them access to resources that can uplift their lives.

## **1.4 Programs/ Projects/ Activities**

### **1.4.1 Competitiveness Cluster**

#### **a. Economic Sector**

1. Enhanced Agri-Aquaculture- agriculture will continue to be a key player of our economy. The challenge of globalization necessitates an increased competitiveness in all backward and forward linkages in the value chain of high valued agricultural products.
2. Sustainable Tourism -to capitalize on our world-class natural attractions, historical ad cultural sites and agri-related destinations by taking the following measures:
3. Employment and Livelihood Opportunities-strengthen livelihood programs and to push MSME development and provide access to financing and product, skills development and investment promotion.
4. Public Infrastructure-build a better physical and digital infrastructure, as well as inter and intra linkages and accessibility.

#### **Major development programs:**

1. Infrastructure Development Program
2. Agri-aquaculture Enhancement Program
3. Livestock Development Program
4. Trade and Investment Promotion Development Program
5. Tourism Development Program
6. Livelihood and Skills Development

#### **b. Governance Sector**



1. Transformative Leadership- foster good governance. The kind that capacitates the LGU to efficiently and effectively address the needs and deliver better services to its constituents. To adopt best practices and implement needed reforms.
2. Link to the World-advancement of required technologies that can link the province to the world, i.e. information technology, data bases and systems that will enhance work competencies and provide updated information.

### **Major Development Programs**

1. Peace and Order Program
2. Human Capital Enhancement Program
3. Human Resource Development Program
4. E-governance Program
5. Knowledge Management Development Program
6. Government Facilities Upgrading Program
7. Financial Resources Management Program
8. Public Fiscal Management Program
9. Legislative Program

#### 1.4.2 Welfare Cluster (Malasakit)

##### a. Social Sector

1. Optimum Health and Services
2. Education and Sports

To ensure an effective provision of quality health care, education and other social services so as to be able to promote equity and human resource development. The province has an abundant supply of human resource, which is an important capital for economic development and nation-building.

3. Public-Private Partnership-enjoin active participation and support of the public sector in various development undertakings of the province.

### **Major Development Programs**

1. Health governance Program
2. Family Health Care Program
3. Environmental Health Program
4. Disease Prevention and Control Program
5. Health Care Services Program
6. Social Protection and Intervention Program
7. Sports Development Program
8. Education Assistance Program

##### b. Environment Sector

1. Balanced Ecology-implement significant interventions that will ensure sustainable development, the preservation and conservation of natural resources and provide initiatives for both lowland and upland communities as custodians of our natural and endemic resources. To prepare communities to be more adoptive to climate change and more resilient to the wrath of calamities.

#### **Major Development Programs:**

1. Integrated Watershed Development Program
2. Natural Resources Management and Protection Program

### **1.5 Legislative Agenda**

The Sangguniang Panlalawigan (SP) has three (3) core functions in the discharge of its authority in local legislation. The Legislative function is the power of the SP to legislate measures and policies as provided in Republic Act 7160. It is for this reason that the executive and legislative departments of the LGU should coordinate their priorities and thrusts and guarantee that their actions are mutually or conjointly supportive of each other's shared and common goals.

On the other hand, the Quasi-Judicial Function of the Sanggunian is its authority to conduct administrative investigations to some erring component City and Municipal Officials and provide penalties as a result of their administrative offense. It also hears appeals of the barangay officials that were proven guilty by their respective city and municipal councils. On the other hand, the Oversight function is the jurisdiction of the SP to monitor, assess and evaluate the legislations it enacted or approved as to whether or not it is properly implemented.

Legislative Agenda has been defined as the package of priority policies and legislative measures designed to support local government priorities, particularly those contained in the Executive Agenda. The Legislative Agenda will also function as work compass for the SP in setting its direction towards the achievement of its targeted legislative goals. Its focus will be concentrated or directed to the provisions of the Legislative Agenda so as to synchronize and put together legislative actions with Executive Agenda's stipulations.

As such, the SP's tasks and responsibilities were grouped and clustered by areas of legislation. This approach that has authoritative permission and sanction by the DILG was proven effective and compendary in categorizing the level or degree of action that the SP has to undertake. In fact, the performance outputs being submitted by the SP to the concerned agencies and the State were classified based on said approach or development themes.

Governance area of legislation has been defined as those measure that are closely limited to the effective performance of public administration and its relationship to the private sector and civil society, characterized by the norms of accountability, transparency, equity and citizen participation while Administration area of legislation

refers to the performance of executive duties for the effective delivery of public services. On the other hand, Social Services area of legislation focuses on peace and order, man-made and natural disasters and calamities, moral ascendancy, education, health, sectoral denominations, vulnerable groups in the community, culture and the arts, among others. In other words, the legislations are focused in the promotion of social well-being of the Province. Economic Development area of legislation refers to legislative activities that focus on the enhancement of local economy by revenue generation, investment promotions, supply and demand cycle and economic standards of the constituency. Environmental Management area of legislation aims for the passage of measures necessary for the protection of the environment and natural resources specifically against pollution and preservation of the natural ecosystem in the province in consonance with approved standards in human settlements and environmental sanitation.

Under the **GOVERNANCE AREA OF LEGISLATION**, the SP is bound to ensure that fitting legislations shall be addressed to financial accountability, transparency, citizen participation, equity and local legislation. Through structured approach, the SP may adopt an Open-Door Policy type of governance to ensure people's accessibility to the transactions being undertaken in the Provincial Government Center.

- Legislation separating and improving the present Legislative Information Management System by providing direct access to legislative documents and information to all component LGUs.
- Expanding the composition of persons in authority of Local Special Bodies subject to the limitation of existing National law for the purpose.
- Inclusion of SP Members to participate in the planning and implementation phases of programs and projects by the Executive Department's frontline departments in reference to SP Member/s assigned standing committee subject to the limitation of inter-department courtesy and relations
- Purchase of vehicles that can readily access the remotest barangays of the Province especially during hearings and consultations
- Legislate BPATs Training and Professionalism Program Operationalization of TASK FORCE DAVNOR
- Documentation of the Indigenous Political Structure in the Province
- Comprehensive Capability Building for IPMR in all LGU levels
- Pursuing the already approved establishment of the Youth and Sports Development Center in two (2) Congressional districts of Davao del Norte
- Other legislations relative to Governance

Under the **ADMINISTRATIVE AREA OF LEGISLATION**, the SP shall prepare legislation for the implementation of structured development planning, revenue generation, relevance allocation and utilization, Human Resource Management and Development including Customer Services.

- Subject to consultations with the Provincial Human Resource Management Office, the SP shall institutionalize the Human Resource Development Plan to produce effective and inspired DDN workforce.
- Strengthen Electronic Data Processing Service with website or develop own site and provide relevant online information

- Implement the call of Pres. Rodrigo R. Duterte through legislation the operation of One-Stop-Shop in payment of revenue, licensing and other tax impositions of the Province
- Construction of New Legislative Building
- Construction of PCL, FABC and IPMR Multi-Purpose Building
- Construction of two (2) Congressional Building for Legislative District I and II
- Pursue Transformative Leadership through empowerment of persons in authority by implementing Continuing Legal Education Program (CLEP) to eleven (11)
- Pursue Transformative Leadership through the promotion of public safety and security by implementing the existing ordinance for peacekeepers organizations of the Province
- Possible distribution of IT Equipment to qualified public schools both elementary and secondary
- Institutionalize the existing shelter assistance program of the Province for the homeless poor
- Provide mechanism through legislation the possible shortening or streamlining of in-house transactions in financial offices of the Provincial Government
- Other legislations in relation to Administration

Under the **SOCIAL SERVICES AREA OF LEGISLATION**, the SP shall propose legislations for the improvement of health/nutrition, education, basic utilities, peace and security, disaster preparedness, among others:

- Adoption of Provincial Declaration of Commitment to Food Security
- Propose to the Local Chief Executive the formulation of Implementing Rules and Regulations (IRR) relative to the ordinance providing measures on domestic violence.
- Passage of legislation regarding sustainable development for Senior Citizens
- Provision of medicines and Hospitalization Assistance for Senior Citizens
- Sustainable livelihood for KABALIKAT CIVICOM
- Provision of Packaged accident, health insurance, Burial and Hospital Assistance to PCL Members
- Establishment of world wide Social and Policy web Portal
- Regular provisions of reading materials and school supplies and materials including IT equipment and software to Public School, both elementary and secondary levels
- Regular conduct of Supplemental Feeding to Public Schools, both elementary and secondary levels
- Support through provincial financial allocation to BrigadaEskwela Program of DepEd
- Legislate measures that shall provide cash incentives to DavNor PRC National Board/Bar Topnotchers
- Provide legislations for all-inclusive scholarship program
- Legislation pertaining to Medical and Burial Assistance to all Barangay Officials
- Provision of PhilHealth Coverage for IP Families including medical and burial assistance for them
- Implement LibrengGupit Program Province-wide

- Allocation of funding to each SP Member for the sustenance of the proposed Medical and Burial Assistance of SP Davao
- Possible donations of bicycles to BHW s of the Province
- Conduct of regular seminar/symposia on gender-sensitivity and family
- Other legislations in relation to Social Service

### **ECONOMIC DEVELOPMENT (Structured)**

- For Economic Development Area of Legislation, the SP is bent on dispensing legislation for agriculture and fisheries development as well as business or commerce, enterprise and industrial promotion
- Comprehensive loan program to all accredited cooperatives in the Province
- Institutionalizing the Annual Farmers' Training Program
- Enhancement of the Ancestral Domain Sustainable Economic Development and Protection Plan by legislating the same
- Establishing the Livelihood Assistance Program for tricycle drivers, market vendors, women workers, farmers, unemployed parents, fashion handcrafters and Food Processors
- Possible adoption of the Local Economic Transformation Program for Local Government
- Initiate advocacy, promotion and development of Small and Medium Enterprises
- Legislate regulations that shall provide opportunity to the unemployed residents of the province to be hired in public works projects, either locally, nationally or foreign-funded
- Establishing mechanism through legislating the provisions of equipment for Meat Processing Plants
- Provide assistance to market vendors for the construction of LARAYAN ROOFING
- Advocate the prioritization of cooperatives, NGOs and other legitimate sectoral groups for livelihood funding assistance/soft loans from the Province
- Enforcement through IRR, the legislated creation of Davao del Norte Consumer Welfare and Price Coordinating Council
- Other legislations in response to Economic Development

### **ENVIRONMENTAL MANAGEMENT (Structured)**

As to the ENVIRONMENTAL MANAGEMENT Area of Legislation, the SP will ensure that Natural Resource Management, waste management and Pollution Control shall be one of its priorities.

- Operationalizing the observance of ECOTOURISM MONTH every month of June so as to showcase ecotourism programs of the Province
- Pushing for the regular Tree Planting Program of the Province through appropriate legislation
- Propose for sufficient fund in implementing the flood control program of the Province

- Possible legislation for the demolition of alleged structures along LGU water subject to the limitation provided by existing laws
- Legislate fisheries and aquatic management as inclusions in the local development plan
- Pass legislations to deter the possible outbreak of air, water and food-borne diseases in the Province.
- Inclusion of environmental management programs as topic in all fora, symposia and seminars sponsored by the Provincial Government
- Other legislations concerning environmental management

### **SP STRATEGIES/ ACTION AGENDA**

To implement the Legislative Agenda and its subsequent integration to ELA, the SP shall mobilize its twenty-seven (27) Standing Committees to conduct legislation activities and subsequently determine the appropriate legislative requirements to realize the objectives of the ELA through the following:

- a) Committee Meeting
- b) Committee Hearing
- c) Public Hearing
- d) Inquiry in aid of legislation
- e) Inter-Department Consultations
- f) Conduct of Backstopping and Research by the SP Support Service Office

These standing Committees may be supported by Ad Hoc or Special Committees by operation of SP's Internal Rules of Procedure (IRP) to take –up distinctive matters or issues affecting the implementation.

Given the B.E.S.T. P.E.O.P.L.E. Development Strategy of the present administration, all the key areas and its major sectors including components shall undergo the usual and accepted procedural steps or domains in local legislation with the mutually adopted ELA as its groundwork.

## Chapter 2. Agency Human Resource Development (HRD)

### 2.1 PGDdN Experience towards transition to Human Resource Excellence

The partnership of the Provincial Government of Davao del Norte and the Australian Department of Foreign Affairs and Trade through its facilities, the Philippines-Australia Human Resource Organisational Facility (PAHRODF) and the Provincial Road Management Facility (PRMF), paved the way to the emergence of a project which enormously marked the major breakthrough in Human Resource Development processes and systems of the agency. The Province was among the 11 provinces in the entire country assisted by the Australian Government in terms of Human Resource and Organizational Development. As a result of the Organisational Assessment on the last quarter of 2011, several major learning and development interventions were conducted to support the need for HR Reforms and capacity development of PGDdN.

As a prioritized intervention, the Competency-Based HRD Plan CY 2014-2016 of the Provincial Government of Davao del Norte was institutionalized and approved on July 7, 2014 under Resolution No. 379. It was a document that served as a guide in determining and prioritizing an effective Learning and Development Intervention for the employees of the Province. Built in the context of a Strategic HR Systems Framework, the Plan focused on developing competencies of the organization's talents towards contributing to the successful implementation of PGDdN's strategic directions, development priorities and initiatives. With an external funding of P 8 million Pesos for the project, it improved the internal processes of developing the workforce and supported the competency requirements of the Provincial Government.

Through the concerted efforts of the HRD Core Team across the provincial offices and the Executive and Legislative Sponsorship, the HRD Plan was institutionalized and implemented with an approved Provincial budget of P 1.6 million in 2014 including funding from other sources. Several Learning and Development interventions (LDIs) identified in the HRD Plan were already conducted in the past three years namely:

*Table 2.1 Learning and Development Interventions (LDIs) implemented in the HRD Plan*

HRD INTERVENTION/LDI	ACTUAL SCHEDULE	SOURCE OF FUNDS
<b>Training for Encoding of Approved Assessments and Revenue Collection System thru E-TRACS</b>	July 7-18, 2014	PRMF
<b>Effective Communication: Improving Communication Skills</b>	September 23-24, 2014 (1 <sup>st</sup> batch) February 12-13, 2015 (2 <sup>nd</sup> batch)	PLGU
<b>Basic Computer Skills Training</b>	October 21-22, 2014 ( 1 <sup>st</sup> batch) October 23-24, 2014 (2 <sup>nd</sup> batch) August 11-12, 2015 (3 <sup>rd</sup> batch) August 13-14, 2015 ( 4 <sup>th</sup> batch) September 6-7, 2016 (5 <sup>th</sup> batch) September 8-9, 2016 ( 6 <sup>th</sup> batch)	PLGU
<b>Seminar-Workshop on Performance Informed Budgeting System</b>	November 4-6, 2014	PRMF
<b>Strengthening Capacity on Provincial Monitoring and Evaluation</b>	February 9-10, 2015	PRMF

<b>Seminar Workshop on Training Needs Assessment</b>	April 15-16, 2015	PLGU
<b>Seminar on Records Management</b>	April 22-23, 2015	PLGU
<b>Seminar Workshop on the Formulation of HRM Manual of Operations</b>	May 11-13, 2015	PRMF
<b>Seminar on Managing Supply Warehousing</b>	June 19, 2015	PLGU
<b>Seminar-Workshop on Business Process and Flow Chart Documentation and Analysis</b>	July 22-23, 2015	PLGU
<b>Seminar on Upholding Integrity</b>	July 22, 2015 (1 <sup>st</sup> batch) July 23, 2015 ( 2 <sup>nd</sup> batch) June 21, 2016 ( 3 <sup>rd</sup> batch)	PLGU
<b>Seminar on Collection Management</b>	August 19-20, 2015 (1 <sup>st</sup> batch) November 5-6, 2015 ( 2 <sup>nd</sup> batch)	Funding from LGUs
<b>Facilitation Skills Training</b>	September 15-16, 2016	PLGU

The conducted competency-based learning activities contributed to the enhanced competency of the workforce as one of the pillars in the PGDdN Balance Scorecard.

The Strengthening of PGDdN's HRD Learning and Development Services was another assistance provided by the Philippine -Australia Human Resource Organizational Development Facility (PAHRODF) intended to address the need to further improve the HRD processes and to systematise and manage the implementation of the priority learning and development interventions captured in the HRD Plan.

This HR/OD intervention was an integrated approach which entailed the installation of the L & D system, trained a pool of trainers, developed a manual that served as a reference for the HRD practitioners within the LGU in carrying out the tasks. The Pool of Trainers composed of 18 members across the provincial government offices whose L & D competencies were developed in the areas of Training Needs Assessment, Designing learning interventions, Facilitating, Delivering and Managing learning interventions as well as Monitoring and Evaluating Training Programs. The trained Facilitators were taught of the 4As Technology of conducting Trainings. This resulted to an increased in appreciation among participants, making it easy to retain their attention.

To date, members of the Pool of Trainers performed as Learning Facilitators of several In-house Trainings/Seminars such as Induction Program for Newly Hired Employees, Seminar on Upholding Integrity, Seminar-Workshop on Training Needs Assessment, Seminar on Tax Collection Management, Learning Sessions/Focus Group Discussion on PRIME-HRM, Change Management Seminar, Facilitation Skills Training and Strengthening Personal Values in the Workplace. This HR Initiative resulted to the improved capacity of the PGDdN in performing its learning and development functions.

For Leadership Development and Change Management, the HR/OD Intervention responded to the expressed need in building/enhancing leadership competencies among key officials, Department Heads and Supervisors in equipping them with tools that may be helpful as they lead change and pursue together the priority development thrusts of the Province. Because of the improved competencies and collaborative efforts of the executive and legislative departments, the Programs, Plans and Activities (PPAs)



in line with the Development Agenda of the Province were successfully implemented and were evidently manifested through participative approach during conduct of Executive meetings, improved presentations during Operations Review and Planning Session through the adoption of a story-telling technique/movie presentation in presenting reports which gave more significance, approved budget for PPAs, successful staging of the Palarong Pambansa 2015 dubbed as “Best Palaro Ever”, and creation of Planning Committees in all offices of the Provincial Government of Davao del Norte purposely to come up with viable strategic plans in every department as one of the mechanisms under PRIME-HRM.

The development and installation of the Human Resource Information System which capacitated the software programmers of PGDdN in Systems Integration, Business Process Analysis and Improvement was materialized through the assistance of the Provincial Road Management Facility (PRMF) and in partnership with the Provincial Government of Agusan del Sur (PGAS). This radically resulted to the development of HRIS Version 1.5 which is an integrated software solution for Human Resource Management transactions and also a web-based employee self-service system which allows data capture using portable computers, smart phones and other portable internet devices. Other substantial outcomes were the Integration of HRIS in the Financial Management Information System (FMIS), decreased paper use by 60% in payroll processing and time reduction of payroll preparation by 70%.

Out of 24 Australia Awards Scholars of the Provincial Government of Davao del Norte who already graduated from different universities in Australia, there were six scholars who already completed their Re-Entry Action Plan (REAP) which evidently contributed to the dramatic improvements in the governance and service delivery of the Province.

The major breakthrough in the PGDdN HRM systems, competencies and practices conformed to the standards of the Civil Service Commission’s (CSC) Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM). In fact, the Provincial Government of Davao del Norte passed the HR Maturity Level 2 (Process Defined) for Performance Management System (PMS), Learning and Development ( L & D) and Rewards and Recognition ( R & R).

The Provincial Government of Davao del Norte earned prestige in HR systems wherein other local government units like the City Government of Puerto Princesa benchmark for best practices. They particularly look at the Strategic Based- HRD Plan of the Province and the HRIS.

## **2.2 In-House Learning and Development Interventions CY 2016**

There were 53 Learning and Development Interventions (LDIs) including several batches for some learning sessions were implemented for 2016. The table below shows the details of the LDIs conducted.

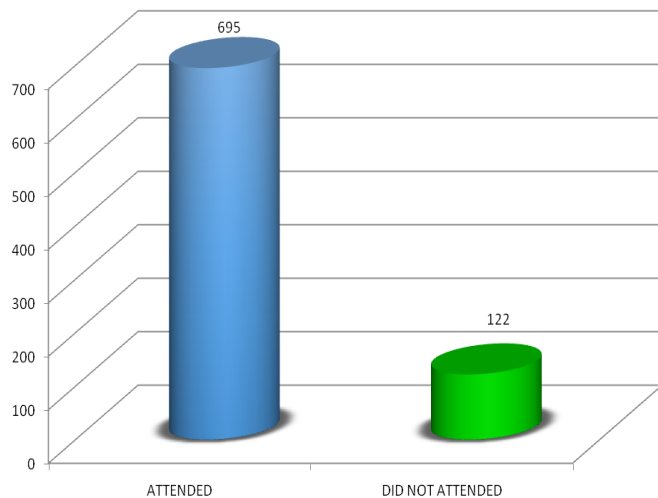
Table 2.2 List of LDIs implemented in CY 2016

Title of HRD Intervention	Date	Venue	No of Participants		Expenses Incurred
			Female	Male	
<b>Induction Program</b>					
1. Induction/Orientation Program for Newly Hired Employees (6 batches)	January 28-29, 2016 August 15-16, 2016 August 18-19, 2016 November 3-4, 2016 November 17-18, 2016	Provincial Training Center, Government Center, Mankilam, Tagum City	119	123	P 129,927.92
<b>Pre-Retirement</b>					
2. Pre-Retirement Seminar (2 batches)	March 17-18, 2016 July 14-15, 2016	Provincial Training Center, Government Center, Mankilam, Tagum City	32	45	P 65,000.00
<b>Executive Development Intervention</b>					
3. Strategic Planning of the Provincial Government of Davao del Norte	July 11-13, 2016	SedaAbreeza Hotel, Davao City	27	25	P 128,888.91
4. ELA Formulation of the Provincial Government of Davao del Norte and Ceremonial Memorandum of Agreement (MOA) signing between and among the Provincial Government of Davao del Norte, City Government of Tagum and National Sports Commission Re: BatangPinoy National Championships	November 10-11, 2016	SedaAbreeza Hotel, Davao City	16	24	P 161,405.00
<b>Middle Management Development Intervention</b>					
5. Change Management Seminar (2 batches)	May 12 & 13, 2016	Provincial Training Center, Government Center, Mankilam, Tagum City	28	24	P 23,000.00
6. Seminar on Upholding Integrity	June 21, 2016	BulwagangLalawigan, Government Center, Mankilam, Tagum City	12	12	P 21,750.00
<b>Employee Development Intervention</b>					
7. Employees' General Assembly (2 batches)	April 10 & 11, 2016	BulwagangLalawigan, Government Center, Mankilam, Tagum City	339	314	P 238,000.00
8. Learning Sessions on the Four Core HRM Systems under PRIME-HRM (6 batches)	June 2, 3, 9, 10, 14 & 15, 2016	BulwagangLalawigan Government Center, Mankilam, Tagum City	260	177	P 169,350.00
9. PHRMO Mid-Year Evaluation and Teambuilding Activity	June 17, 2016	Cavanico IL Ma Re beach Resort, Island Garden City of Samal	23	10	P 64,720.00
10. Technical Assessment and Action Planning for	August 18-19, 2016	Banana Beach, Madaum, Tagum City		15	P 55,036.00

the Formulation of E-Governance (HRIS)					
11. Learning Session on Strengthening Personal Values at the Workplace ( 3 batches)	August 30, 2016 September 1, 2016 September 2, 2016	Provincial Training Center/BulwaganngLalawigan,	19	123	P 56,500.00
12. Basic Computer Literacy Training ( 2 batches)	September 6-7, 2016 September 8-9, 2016	VIP Room Club House, DDN Sports and Tourism Complex, Mankilam, Tagum City	7	12	P 33,300.00
13. Facilitation Skills Training	September 15-16, 2016	Provincial Training Center, Government Center, Mankilam, Tagum City	26	12	P 36,000.00
14. Personality Development for Service Excellence ( 2 batches)	September 28, 2016 October 4, 2016	BulwaganngLalawigan/VIP Room, Clubhouse, DDN Sports and Tourism Complex, Mankilam, Tagum City	57	14	P 86,511.12
15. Half-Day Focus Group Discussion (FGD) on PRIME-HRM ( 14 batches)	September 20, 21, 28 & 30, 2016 October 5, 6 & 7, 2016	PHRMO Conference Room, Capitol Building, Mankilam, Tagum City	136	81	P 8,460.00
16. PHRMO Year-End Performance Evaluation and Planning Session for CY 2017	December 8, 2016	Big 8 Hotel, Tagum City	26	8	P 49,621.60
<b>Competency-Based HRD Planning CY 2017-2019</b>					<b>P 149,311.65</b>
17. HRD Core Team and Pool of Trainers' meeting	April 27, May 5, May 19, June 7, July 19, August 5, August 11, November 16, December 5 2016	PHRMO Conference Room, Big 8 Hotel, Provincial Training Center & BulwaganngLalawigan	28	9	
18. Seminar-Workshop on Competency Profiling and Formulation of Competency Assessment Tool	August 23, 2016	Provincial Training Center, Mankilam, Tagum City	13	18	
19. Gender Refresher Session	December 20, 2016	PHRMO Conference Room, Capitol building, Tagum City	25	3	
<b>Health and Wellness</b>					
20. Values and Spiritual Development Seminar ( 2 batches)	May 20, 2016	BulwaganngLalawigan, Government Center, Mankilam, Tagum City	270	89	P 45,900.00
<b>Other L &amp; D Activities</b>					
21. Exit Meeting/Feedback Session for OJT	March 1, April 6, May 18 & June 22, 2016	Provincial Training Center/BulwaganngLalawigan, Mankilam, Tagum City	30	15	P 67,100.00

Looking at the graphical presentation, it illustrates that 83% of the plantilla employees had attended the in-house trainings/seminars conducted by the Provincial Government of Davao del Norte for CY 2016 through the PHRMO while only 15% of plantilla employees did not participate.

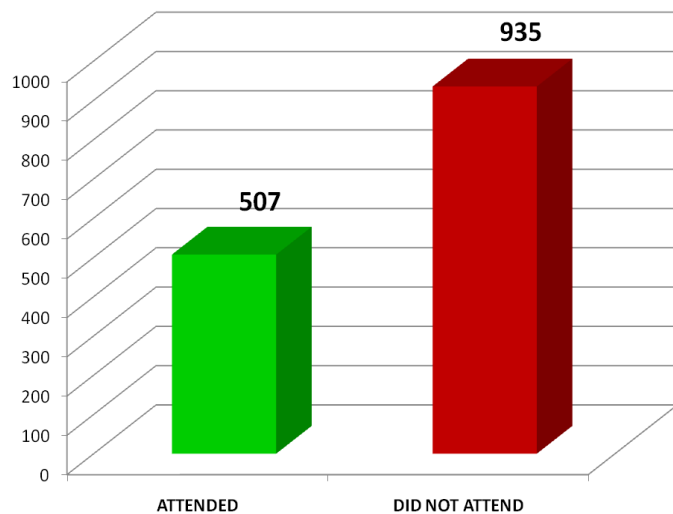
### 3.1 COMPARATIVE GRAPHICAL PRESENTATION OF PLANTILLA EMPLOYEES' ATTENDANCE TO IN-HOUSE TRAININGS/SEMINARS FOR CY 2016



TOTAL NUMBER OF PLANTILLA EMPLOYEES	ATTENDED	DID NOT ATTEND
839 (100%)	695 (83%)	122 (15%)

The Bar Graphical presentation for the non-plantilla employees showed that there are a total of 507 non-plantilla employees attended to the in-house trainings/seminars equivalent to 35% of the total non-plantilla employees. However, there were a total of 935 non-plantilla employees who were not able to participate in the trainings/seminars conducted by the Provincial Government of Davao del Norte.

### 3.3 COMPARATIVE GRAPHICAL PRESENTATION OF NON-PLANTILLA EMPLOYEES' ATTENDANCE TO IN-HOUSE TRAININGS/SEMINARS FOR CY 2016



TOTAL NUMBER OF NON-PLANTILLA EMPLOYEES	ATTENDED	DID NOT ATTEND
1,430 (100%)	507 (35%)	935 (65%)

## Sustainability Strategies

Sustainability is defined as “the continuation, maintenance, building on, adapting or expanding of gains or benefits of a program after the end of the program’s life and supported on an on-going basis with the organisational resources”. As part of the Province strategies for transitioning and organizational sustainability, there are Province specific activities that will sustain the gains after the engagement from the Philippine-Australia Human Resource Organisational Facility (PAHRODF) and the Provincial Road and Management Facility (PRMF). This is reflective of the PGDdN’s desire to further embed or use the systems installed.

One of the identified sustainability mechanisms is the HRD Planning for CY 2017-2019 and the Institutionalization of the PGDdN Pool of Trainers. Administrative Order No. 14, series of 2016 was approved for the Reconstitution of the composition of the Provincial Government of Davao del Norte (PGDdN) Human Resource Development (HRD) Core Team and Pool of Trainers. The re-issuance of the order included representatives from the PEEDO- Davao del Norte Hospitals (Kapalong Zone, Carmen Zone and Island Garden City of Samal for the updating of the HRD Plan and it also articulated the expansion and redefining of roles of the members. Series of planning activities were mobilized and with the support of the top management, an annual budget was already allocated for the HRD Planning, Continuing Capacity Development of the Pool of Trainers and the implementation of the HRD Plan.

The Human Resource Information System (HRIS) has been sustained by the approval of the e-Governance Program under the e-Governance Comprehensive and Strategic Plan. For this year, said program has a total approved budget of 17.8 Million Pesos in which 1.5 Million Pesos is allocated for capacity development for system and hardware development. An amount of 3 Million Pesos has been earmarked for the hiring of additional IT personnel who will be tasked to include the automation of PRIME-HRM critical processes and the conversion of some of its features into mobile applications.

## 2.3 Assessment of Required Competencies: PGDDN Competency Development2

### 2.3a Organisational Anchors

This section of the Human Resource Development (HRD) Plan describes the process and the results of the competency model development, profiling, and assessment. It aims to provide a picture of the careful execution of planned activities and the critical collaboration of the Core Team, key provincial government officials and employees, and external stakeholders in producing reliable and valid competency models, profiles, and assessment that led to the development of a viable, comprehensive and competency-based HRD Plan.

The HRD Core Team revisited the relevance established competencies in the Competency-based HRD Planning for 2014-2016 and its alignment with the organisational anchors as its basis for this 3 year competency-based HRD Plan. There were several documents that were reviewed including the Vision, Mission, and Goals, Strategic Directions, B.E.S.T. P.E.O.P.L.E. Agenda, Agency’s Balance Score Card,

Key Result Areas of the Local Resource Management, Executive-Legislative Agenda, Local Government Code of 1991, Organisational Structures and Staffing Patterns, Functional Statements and Strategic Plans of Departments, Job Descriptions, Profiles of Employees and competency models “borrowed” from CSC and other Agencies.

The review resulted in the identification of relevant competencies subject for assessment for the 3 year competency-based HRD Plan for 20017-2019. The four (4) Core Competencies are Upholding Integrity, Delivering Excellent Service, Demonstrating Commitment and Demonstrating Gender Responsiveness. Furthermore, the five (5) Leadership Competencies include Thinking Strategically, Directing and Managing Change, Developing People, Managing Performance and Coaching Results, and Building Collaborative Inclusive Working Relationship. The technical competencies were also identified by the HRD Core Team which was prioritized according to its relevance and urgency as well as its alignment with the B.E.S.T. P.E.O.P.L.E Agenda and the Agency Balance Score Card. There were 63 Technical Competencies unique or specific only in a department or cluster were identified and prioritized.

The assessment tools used in assessing the Core and Leadership Competencies during the previous HRD Planning were also used to identify the proficiency level and eventual competency gap or ratio (against agreed standard level) of an employee or group of position holders in a department. The proficiency standard that was agreed by the HRDP Core Team and was duly validated by the management is per position. The Level 3 (SG 24 up) or the holders of the managerial/leadership positions and other Level 2 with Supervisory Roles were asked to answer the leadership and the core competencies assessment tools/instruments. To assess representatives of level 1 (SG 9 and below) employees, usually the clerical group, they were asked to answer the core competencies.

### **2.3b Competency Model Development**

Key Behavioural Indicators (KBI) were surfaced and identified for each competency. Through critical analysis of the required competencies using established concepts and tools after which an assessment tool composed of the list of competencies in the Core and Leadership competencies with their corresponding KBIs was drafted. The competency models used four (4) Proficiency Levels of Rating, these are: 1-Basic, 2-Intermediate, 3-Advanced and 4-Superior.

The leadership assessment tool which was adapted from the CSC leadership competency model, was validated by all the department heads in the previous HRD Planning. The proficiency rating scale was also adapted from the CSC model on leadership, and eventually applied in the formulation of the KBIs for the rest of the competencies under both the core and leadership competencies.

The tools technical/functional competencies were developed by the Core Team members during the previous HRD Planning and were based on research related to competencies developed by other institutions. There were also new technical/ functional competencies added and customized from the Philippines- Australia Human Resource and Organizational Development Facility (PAHRODF) Generic Competency Models. These were finalized after a series of consultation, validation and revision by the respective department heads and key employees who assisted the Core Team.

### 2.3c Competency Profiling

Competency profiling is the process of identifying the skills, knowledge, attitudes and behaviours necessary to fulfill a task, job or career. This involves the processes of position profiling and person profiling. The HRD Core Team assessed the Core and Leadership Competencies of the different employees of the provincial government by distributing to a specified number of employees for each department (*refer to Table 2.1*). The HRD core team also developed the different standards or required level of proficiency for each position in the province. These standards were validated by the different department heads (*Annex 3 and 4*).

Table 2.1 List of Respondents per Office

<b>CORE COMPETENCY</b>	
<b>OFFICE</b>	<b># OF RESPONDENTS</b>
Office of the Secretary to the Sanggunian	6
SangguniangPanlalawigan Office	15
Vice-Governor's Office	4
Provincial Accountant's Office	11
Provincial Administrators Office	14
Provincial Agriculturist Office	15
Provincial Assessor's Office	9
Provincial Budget Office	14
Provincial Environment & Nat. Res. Office	10
Provincial Engineers Office	28
PGO- IAS	6
Provincial General Services Office	18
Provincial Health Office	11
Provincial Human Res. Mgt. Office	21
Provincial Information Office	12
Provincial Legal Office	4
Provincial Planning Dev't Office	9
Prov'l Social Welfare AndDev't Office	10
Provincial Treasurer's Office	8
Provincial Veterinary Office	9
<b>TOTAL RESPONDENTS</b>	<b>234</b>

### LEADERSHIP COMPETENCIES

<b>OFFICES</b>	<b># OF RESPONDENTS</b>
Provincial Governor's Office	7
Provincial Administrator's Office	15
Provincial Human Res. Mgt. Office	9
Provincial Information Office	3
Provincial Planning Dev't Office	10
Provincial General Services Office	9
Provincial Budget Office	6
Provincial Legal Office	4
Provincial Treasurer's Office	6
Provincial Assessor's Office	8
Provincial Health Office	7
Provincial Social Welfare and Dev't Office	5
Provincial Agriculturist's Office	11
Provincial Veterinary Office	3

Provincial Environment & Nat. Res. Office	3
Provincial Engineers Office	12
Office of the Secretary to the Sanggunian	8
<b>TOTAL RESPONDENTS:</b>	<b>126</b>

### 2.3d Competency Profiling Analysis

The assessment of the Core and Leadership competencies of the position and person profiles were analysed using two methods. One method of analysis was the computation of the competency ratio for each competency (average person profile/position profile). The competency ratio is an index of the relative fit of the person to the position. The higher the ratio, the greater the fit; the lower the ratio, the lower the fit. This ratio also provides an indication of the relative gap between the person and the position.

$$\text{Competency Ratio Used in Determining the Gap}$$

$$\text{Overall Rating/ Required Proficiency Level} = \text{Competency Ratio}$$

$$\text{Ex. } 2.38 / 3.00 = 0.79$$

#### **Competency Ratio Gap**

0.3 and below MAJOR Gap

Below 0.7 MINOR Gap

0.7 and above ADEQUATE

The other method of analysis used frequencies and percentages of persons that fall below, within and above the required level of competency for each class of position. This provides an indication of the extent or number of employees that may need interventions on the identified competencies.

Meanwhile, for the competency assessment analysis of Technical/Functional Competency, the initial prioritization and identification of perceived gaps were done per Office based on the seriousness, urgency and growth potential.

### 2.3e Competency Assessment Results

This portion of the HRD Plan presents the summary results of the Core and Leadership competency assessment done in each department. The presentation aims to highlight the gaps in Core, Leadership and Technical Competencies of PGDdN which serve as bases in the identification and prioritization of learning and development interventions for the 2017-2019.

### Profile of Respondents

A total of 234 employees in all Levels from the 20 Departments were subjected to Core and Leadership Competency Assessment. For this HRD Plan, the three (3) Hospitals, namely DDN Hospital- Kapalong Zone, IGACOS Zone and Carmen Zone were included with a total of 36 respondents from all Levels. All the targeted respondents hold plantilla positions. Overall, the total respondents (which is more than the minimum sampling



target of 20%), provide a good representation of the Provincial Government's Human Resource.

The total of 270 respondents from 20 Departments and 3 Provincial Hospitals who participated in the Core Competency Assessment accounts for around 32% of the total human resource complement of the Province holding plantilla positions.

A total of 138 PG Department Heads, PG Asst. Department Heads and employees with Supervisory Positions participated in the assessment of the four (4) approved and validated leadership competencies. The standard or required proficiency level of the leadership and core competencies per position was proposed by the HRDP Core Team and was duly discussed and validated by the PG Department Heads.

### **Results of Core Competency Assessment.**

There were four competencies identified as Core: Demonstrating Commitment, Upholding Integrity, Delivering Excellent Service, and Demonstrating Gender Responsiveness. The result of the competency assessment shows that from all Levels of Position (Levels 1 to 3), Upholding Integrity and Delivering Excellent Service have reported to have minor gaps among most of the offices (*Table 2.2 Summary of Findings*). The matrix of summary of findings in Core Competencies shows the gaps in Core Competencies per concerned office. This suggests that learning and development interventions for the Core Competency should focus on nourishing the value of culture of honesty, sincerity, and transparency that fosters high ethical standards. Furthermore, for the learning and development intervention for the competency gap on Delivering Excellent Service, it focus on developing the ability to provide prompt and quality service in response to the needs of the organization and co-workers.

### **Results of Leadership Competency Assessment.**

There were five competencies identified as Leadership: Thinking Strategically, Directing and Managing Change, Developing People, Managing Performance and Coaching Results, Building Collaboration and Inclusive Working Relationship. Among the identified leadership competencies, most of the Provincial Offices have resulted in a minor gap in Developing People, Managing Performance and Coaching Results, Building Collaboration and Inclusive Working Relationship. This means that the Learning and Development Interventions should focus in this competency gap.

Table 2.2 Summary of Findings

SUMMARY OF FINDINGS GAPS IN CORE COMPETENCIES

Office	PGO	PADO	PHRMO	PIO	PPDO	PGSO	PBO	PACCO	PLO	PTO	PASSO	PHO	PSWDO	PAGRO	PVO	PENRO	PEO	PEEDO	VGO	SPO	OSS	DDNH-KZ	DDNH-CZ	DDNH-IGCS	
<i>Core Competency (LEVEL I)</i>																									
Upholding Integrity					x			X	X		x	X	X	X	X		X		X						
Delivering Excellent Service							X	X		X	x		X	X	X				X				X		
Demonstrating Commitment							X												X			X			
Demonstrating Gender Responsiveness																			X						
<i>Core Competency (LEVEL II)</i>																									
Upholding Integrity	X		X		x		X		X		x		X	X	X	X	X		X					X	
Delivering Excellent Service	X	X	X		x		X			X	x	X	X	X	X	X	X		X						
Demonstrating Commitment																			X						
Demonstrating Gender Responsiveness														X					X			X			
<i>Core Competency (LEVEL III)</i>																									
Upholding Integrity			X					X	X		x				X										
Delivering Excellent Service		X	X			X				X	x				X										
Demonstrating Commitment			X																						
Demonstrating Gender Responsiveness																									
<i>Leadership Competency</i>																									
Thinking Strategically	X					X					x	X													
Directing and Managing Change					x		X				x	X							X			X			
Developing People		X	X		x		X	X	x		x	X	X		X		X		X	X	X				
Managing Performance and Coaching Results	X	X			x	X	X	X	x		x			X	X		X		X	X	X				
Building Collaborative Inclusive Working Relationship	X	X	X		x		X	X	x		x				X		X					X			

## Competency Assessment of the Sangguniang Panlalawigan Members

The Sangguniang Panlalawigan of Davao del Norte for the past decades has been devoted in continuing efforts to enhance the quality of local governance that Davaonon people deserve. Its approach to good governance through legislation in all sectors of the Province always starts with strong, effective and enduring leadership. It sets a clear direction to the executive plans of the Governor and his working departments by legislating measures as operational conduit and in the process foster and build stakeholder participation as well as promote consultation mechanism in the grassroots level.

By operation of Republic Act 7160, the Sangguniang Panlalawigan of Davao del Norte is headed by the Vice-Governor, Regular SP Members from the two (2) Legislative Districts of the Province and three (3) ex-officio members that represent the Ligangmga Barangay, Philippine Councilors League and Indigenous Peoples' Mandatory Representative.

The Leadership Assessment of the randomly selected six (6) SP members presents the leadership strengths and competencies relative to the required leadership competencies of the Agency. The results below show the standard ratio which manifests the appropriateness; however the SP Members are open for any areas for improvements through learning and interventions.

Leadership Competency	Average Rating	Standard Rating	Competency Ratio
1. Thinking Strategically	3.03	4.00	0.757
2. Directing & Managing Change	3.20	4.00	0.80
3. Developing People	2.88	4.00	0.72
4. Managing Performance and Coaching for Results	2.88	4.00	0.72
5. Building Collaborative, Inclusive Working Relationships	3.00	4.00	0.75

For the Core competencies all the respondents show adequate required competencies.

Core Competencies	Average Rating	Standard Rating	Competency Ratio
1. Demonstrating Commitment	3.32	2	1.66
2. Upholding Integrity	2.7	2	1.35
3. Demonstrating gender Responsiveness	3.21	2	1.61
4. Delivering Excellent Service	2.14	2	1.07

## Competency Assessment of the Vice- Governor's Office

The Office of the Vice Governor heads the Legislative Department and takes a lead role in matters pertaining to legislation and all other concerns within the jurisdiction of the SangguniangPanlalawigan. The Office sets its priorities for 2016-2019 in support of the Provincial Government's Executive- Legislative Agenda by providing policy and measures in line with the development priorities for inclusive growth through BEST PEOPLE Agenda.

The Competency Assessment presents the strengths and abilities of VGO personnel relative to the required leadership, core and technical competencies. It also highlights competency gaps which creates an opportunity for learning and improvement.

For Leadership Competencies, overall, the all five (5) leadership competencies are both superior and advanced. The Vice-Governor has the leadership and management capabilities to successfully run the affairs of the Office and the Legislative Department. While the respondent has adequate capabilities in all four areas, his competence in Developing People is still wanting. It should be noted that while leadership capabilities of the respondent are adequate, there are indications of minor gaps vis-à-vis the standard competency ratings. These gaps present an opportunity for continuous learning and scaling up.

The table below shows that the respondent's leadership and management capabilities are more than adequate:

Leadership Competency	Average Rating	Standard Rating	Competency Ratio
1. Thinking Strategically	4.00	4.00	1.00
2. Directing & Managing Change	3.67	4.00	0.92
3. Developing People	3.00	4.00	0.75
4. Managing Performance and Coaching for Results	3.43	4.00	0.86
5. Building Collaborative, Inclusive Working Relationships	4.00	4.00	1.00

For the Core Competencies, results for this assessment show that the respondents have relatively adequate core competencies. They have the highest proficiency in Gender Responsiveness which is reflective of the appreciation an integration of gender concerns in activities undertaken by the Office.

Demonstrating Commitment falls a little below the standard. Even if the rating is already high, the expectation of the organization is superior such that it requires full commitment that will translate into quality performance, contribution to attainment of positive results and resiliency to change.

Upholding Integrity and Delivering Excellent Service also fall short of the standard. While some of the respondents manifested high proficiency, one has exhibited low proficiency which pulled down the overall rating. There are gaps in these areas that need to be addressed through continuous learning and application.

The figure below shows the result of the core competency study for the VGO:

Core Competencies	Competency Ratio
1. Demonstrating Commitment	0.90
2. Upholding Integrity	0.88
3. Demonstrating gender Responsiveness	1.09
4. Delivering Excellent Service	0.74

### Competency Assessment of the three (3) Davao del Norte Hospitals

The result of the Competency Assessments of the District Hospitals and identification of the prioritised learning interventions are reported separately.

## Results of the Technical Competency Assessment

In Technical Competencies, the initial prioritization and identification of perceived gaps were done per Office. The prioritization of identified gaps was done using the S.U.G. Analysis tool which stands for Seriousness, Urgency and Growth potential. Another set of important considerations in the prioritization process, is the purposive attempt of the HR core team to align with anchors of the strategic directions of the province. The Plan ensures alignment with the following:

1. B.E.S.T. P.E.O.P.L.E.
2. Agency's Balance Scorecard

The process of prioritization involved dividing the core team into four (4) groups. Each small group shall discuss among themselves and give ratings per competency gaps based on SUG, among others. The rating scale used per criteria range from 1 to 10, where 1 is the lowest and 10 is the highest score. The ratings per competency gaps shall be added, presented and discussed in plenary to come up with the S.U.G Points and Priority Ranking per competency.

The highest possible rating/score per competency is **120 points**. Results of the prioritization process led to the identification of the prioritized learning and development interventions in terms of Technical/Functional Competencies for the 3 year HRD Plan.

Below is the list of prioritized Technical/Functional Competency with corresponding concerned office:

*Table 2.3 Competency Prioritization Matrix 2. (2017)*

Priority level	IDENTIFIED COMPETENCY GAPS	Grand Total Points	Year of Implementation			OFFICE/S CONCERNED
			Year 1	Year 2	Year 3	
1	MANAGING RECORDS	120	√			all offices
2	SYSTEMS ANALYSIS AND DESIGN	120	√			PAdO-IT
3	DELIVERY QUALITY SERVICE	120	√	√	√	Core Com.
4	MANAGING DISASTER RELIEF OPERATION & PROTECTION	120	√			PENRO, PSWDO, PGO-DRRMD, PEO
5	AGRI-FISHERY PROGRAM/PROJECTS	117	√			PAGRO
6	BUILDING PARTNERSHIP/NETWORK AND COLLABORATION	116	√			all offices (PGDH to Div Heads)
7	BUSINESS PROCESS FLOW PREPARATION	115	√			all offices
8	LEARNING & DEV'T PLANNING	114	√			Pool of Trainers/Core Team
9	RISK MGT. SECURITY AND INFORMATION ASSURANCE	114	√	√		IT & IAS
10	MONITORING AND EVALUATION	110	√			all offices
11	PROMOTING AND MARKETING PRODUCTS AND SERVICES	110	√			PADO-DNIPC, Tourism, LMDD& PEEDO-DDNH,
12	L&D MONITORING AN EVALUATION	109	√			Pool of Trainers/Core Team
13	PEFORMANCE MANAGEMENT	109	√	√	√	all offices
14	COLLECTING AND MANAGING REVENUES	109	√			PTO, PEEDO-DDNH
15	MANAGING FINANCIAL RESOURCES	108		√		PACCO
16	COMMUNICATING EFFECTIVELY	107	√	√	√	all offices
17	PLANNING, ORGANIZING AND IMPLEMENTING	106	√	√	√	all offices
18	DEMONSTRATING TECHNICAL SUPERVISION	106	√	√	√	all offices
19	MANAGING PROGRAMS AND PROJECTS	105	√	√		all offices
20	SOLVING PROBLEMS/MAKING DECISIONS	105	√	√	√	all offices
21	RENDERING LEGAL OPINION	104			√	PLO, PAdO, PHRMO, PBO, PGSO PAIC, PGO-IAS, SPO, PGC
22	INFORMATION, EDUCATION, AND COMMUNICATION (IEC) MATERIALS DEVELOPMENT/LAY OUTING OF IEC MATERIALS FOR PRINTING	103	√			PIO, PAdO, PHRMO, PAGRO, PENRO, Tourism

23	PREPARING PHOTOS/NEWS RELEASE	102	√			PIO, PHRMO, PAGRO, PHO, PENRO, OSS,
24	MONITORING ANIMAL HEALTH AND ITS SURVEILLANCE	101		√		PVO
25	DEVELOPING AND MONITORING COMPENSATION	100		√		PHRMO
26	PROGRAM/COURSE DESIGN DEVELOPMENT	100	√			Pool of Trainers/Core Team
27	DEMONSTRATING ANALYTICAL SKILLS	100		√	√	ALL OFFICES
28	IMPLEMENTING RECRUITMENT, SELECTION AND PLACEMENT	100	√	√		PHRMO, PSB ALL DEPT HEADS
29	ADMINISTERING LEAVE AN BENEFITS	100		√		PHRMO
30	REWARDS AND RECOGNITION	100	√			PRAISE, PHRMO, ALL PGDH
31	RISK ASSESSMENT & MGT.	100	√	√	√	ALL OFFICES
32	GATHERING PUBLISHING AND SHARING INFORMATION	99		√	√	PIO, VGO, SPO, OSS, PPDO
33	PROGRAM/COURSE DELIVERY AND ADMINISTRATION	99		√		Pool of Trainers/Core Team
34	SYSTEMS AND APPLICATION DEVELOPMENT	99	√			PADO-IT
35	CONDUCTING INVESTIGATION ON ADMIN CASES & GRIEVANCES	99		√		PLO,PGSO, PAIC, PGC, CODI, PHRMO, SPO
36	DATABASE AND APPLICATION	99	√			PADO-IT
37	DEMONSTRATING EXTENSION TECHNIQUES	97		√		PAGRO, PVO, PENRO
38	MANAGING ANIMAL HEALTH CARE INTERVENTIONS	97			√	PVO
39	CONDUCTING RESEARCH	96		√		ALL OFFICES
40	MANAGING ACQUISITION OF GOODS AND SERVICES	96		√	√	ALL OFFICES
41	PLANNING AND PROGRAMMING	95			√	PEO, PGSO
42	DEMONSTRATING COMPUTER LITERACY	94	√	√	√	ALL OFFICES
43	ENGINEERING DESIGNS	94		√		PEO
44	MANAGING GIS	93		√		PPDO, PADO-IT, PASSO, PEO, PAGRO, PDDRMD, PVO, PENRO
45	POLICY INTERPRETATION AND IMPLEMENTATION	93		√		VGO, OSS, SPO, PG OFFICES
46	VIDEO EDITING/AVP	92		√		PIO, ALL OFFICES
47	TRANSACTION PROCESSING	92			√	PACCO, PBO, PTO
48	FACILITATING LEARNING	91		√		ALL OFFICES
49	DEMONSTRATING INNOVATION AND IMPROVEMENT	91		√	√	ALL OFFICES
50	DEMONSTRATING CASH/FINANCIAL MGT.	91	√			PTO, PEEDO-DDNH
51	FORMULATING BUDGETS	91	√			ALL OFFICES/PBO
52	MANAGING SUPPLY WAREHOUSING	90			√	PGSO
53	MANAGING & REPORTING BUDGET UTILIZATION	90		√		PBO
54	DEMONSTRATING FINANCIAL ACUMEN	88		√		PACCO, PTO, PBO, PGO-IAS
55	REVIEWING BUDGETS	87	√			PBO, OSS, SPO,VGO
56	SCRIPT WRITING	86			√	PIO, VGO, SPO (OFFICES REUESTING AVP TO PIO)
57	UPLAND COMMUNITY ORGANIZING	86			√	PENRO, PVO, PAGRO, PSWDO,
58	ACCOUNTS RECONCILIATION (MANAGING FINANCIAL RESOURCES)	85			√	PACCO,
59	ACCOUNTING (MANAGING FINC'L RES.)	84			√	PACCO
60	DIGITAL MEDIA VISUALIZATION/ VIDEO GRAPHICS	83		√		PADO-IT, PIO, OSS
61	MICRO FILMING OF RECORDS (MANAGING RECORDS)	80	√			OSS, VGO, PHMO, PADO,
62	STENOGRAPHIC ENCODER/ING	77			√	OSS & VGO
63	VOICE OVERS	72			√	PIO

## Chapter 3. HRD Priorities for three (3) Years with more details for CY 2017

The HRD Core Team, with its direction geared towards competency-based Human Resource Development have identified 63 Technical Competencies, 2 Core Competencies and 3 Leadership Competencies with corresponding key behavioral indicators reflecting an ideal image of efficient government employees of the Province.

As mentioned in the previous chapter, these competencies were categorized into three: Leadership, Core and Technical competencies. The identified five (5) **Leadership Competencies** are: *Thinking Strategically, Directing and Managing Change, Developing People, Managing Performance and Coaching Results and Building Collaborative, Inclusive Working Relationships*. The identified four (4) **Core Competencies** are *Demonstrating Commitment, Upholding Integrity, Demonstrating Gender Responsiveness and Delivering Excellent Service*. The 63 **Technical Competencies** were presented in Table 3. 2.

### 3.1 Identified Priority Competency Gaps

The results of the assessment for the Leadership and core Competencies and the prioritization process for Technical Competencies led to the identification of three (3) Leadership, two (2) Core and 62 Technical competency gaps as shown in Table 3.1 and Table 3.2. These presents the complete list of priority competency gaps that need to be addressed in the next three years. The last column on “possible learning interventions” was the list that could be followed as reference for a variety of modes of learning methodologies to make the LDIs more cost effective.

*Table 3.1 Results of Assessment and Prioritization Process for Leadership and Core Competencies from Year 1-3 with possible LDIs*

Priority Number/Rank (SUG Point)	COMPETENCIES	Core/Leadership	YEAR			Possible Learning Interventions	Level of Positions
			1	2	3		
1 (120)	Upholding Integrity	Core	√	√	√	Seminar, Focus Group Discussion, Coaching & Mentoring	Level 1
	Delivering Excellent Service	Core	√	√	√	Seminar, Focus Group Discussion, Coaching & Mentoring	Level 1 Level 2
	Developing People	Leadership	√	√	√	Seminar, Focus Group Discussion, Coaching & Mentoring	Level 2 /Supervisory positions
2 (117)	Managing Performance and Coaching Results	Leadership	√	√	√	Seminar, Focus Group Discussion, Coaching & Mentoring	Level 2 /Supervisory positions
3 (116)	Building Partnership/Network and Collaboration	Leadership	√	√		Seminar, Focus Group Discussion, Mentoring, Coaching, Learning Exchange Visit	Executive/Supervisory positions

**Table 3.2 Results of Prioritization for Technical Competencies from Year 1-3 with possible LDIs**

Priority Number/Rank (SUG Points)	COMPETENCIES	YEAR			Possible Learning Interventions
		1	2	3	
1 (120)	Managing Records	√			Seminar, coaching, workplace records assessment
	Systems Analysis & Design	√			External Training, Extensive workshop, special work project
	Managing Disaster Relief Operation and Protection	√			(OJT) and coaching, orientation, field exposure
2 (117)	Agri-Fishery Program/Projects	√			Training, field simulation, conversation on best practices, Special work project, researching
3 (115)	Business Process Flow Preparation	√			Training, Extensive workshop, brainstorming, coaching, mentoring, added responsibilities on technical competencies
4 (114)	Learning and Development Planning	√			training, knowledge sharing, focus group discussion, special work project
	Risk Management Security and Information Insurance	√	√		Training, coaching, focus group discussion, added responsibilities on technical competencies
5 (110)	Monitoring and Evaluation	√	√	√	Combined training and coaching, special work project
	Promoting and Marketing Products and Services	√			Training, learning exchange sessions, coaching, researching
6 (109)	L & D Monitoring and Evaluation	√			training, knowledge sharing, focus group discussion, special work project



	Performance Management	√	√	√	Seminar-workshop, coaching, mentoring, counseling shadowing
	Cash Management	√			Training, coaching, mentoring, added responsibilities on work assignment/technical competencies
7( 108)	Managing Financial Resources	√			Seminar-workshop, coaching, shadowing
9 (107)	Communicating Effectively	√			Training, coaching, added responsibilities on technical competencies, reading books and other publications/journals
10 (106)	Planning, Organizing and Implementing		√		Workplace assessment, coaching, training, conferences, focus group discussion
	Demonstrating Technical Supervision	√	√	√	Training, coaching, shadowing, focus group discussion
11 ( 105)	Managing Programs and Projects	√	√		Training, coaching, added responsibilities on technical competencies or work assignments, meetings, focus group discussion
	Solving Problems/Making Decisions	√	√	√	Training, focus group discussion, workplace assessment, coaching
12 ( 104)	Rendering Legal Opinion			√	Training, reading relevant references, research
13(103)	Information, Education, and Communication (IEC) Materials Development/Lay Outing of IEC materials for printing	√			Training, hands on application, workplace coaching, practicum
14 (102)	Preparing photos/News Release	√			Training, practicum, research
15 (101)	Monitoring Animal Health and its Surveillance		√		Training, field simulation, conversation on best practices, Special work project, researching

16 (100)	Developing and Monitoring Compensation		√		Seminar-workshop, hands-on application, workplace coaching
	Program/Course Design Development	√			Training, practicum, coaching, special work project
	Demonstrating Analytical Skills		√	√	Training, coaching, knowledge sharing, special work project
	Implementing Recruitment, Selection and Placement	√	√		Seminar-workshop, coaching, shadowing, research, reading reference materials, research
	Administering Leave Benefits		√		Seminar, reading reference materials, coaching, shadowing, research
	Rewards and Recognition	√			Seminar, reading manual, coaching, Assembly
	Risk Assessment and Management	√	√	√	Training, workplace coaching, shadowing, focus group discussion
17 (99)	Gathering Publishing and Sharing Information		√	√	Seminar, research, coaching,
	Program/Course Delivery and Administration		√		Training, practicum, coaching, special work project, knowledge sharing
	System and Application Development	√			External training, special work project, coaching
	Conducting Investigation on Administrative Cases and Grievances		√		Training, research, reading reference materials, research, focus group discussion
	Database and Application	√			External training, special work project, coaching
18 (98)	Demonstrating Extension Techniques		√		Training, field simulation, conversation on best practices, Special work project, researching
19 (97)	Managing Animal Health Care Interventions			√	Training, field simulation, conversation on best practices, Special work project,

					researching
20 (96)	Conducting Research		√		Training, focus group discussion, reading publications/journals, research
	Managing Acquisition of goods and Services		√	√	Seminar, focus group discussion, coaching
21 (95)	Planning and Programming	√			Training, focus group discussion, shadowing, research
22 (94)	Demonstrating Computer Literacy	√	√	√	Training, hands-on application, coaching, shadowing
23 (94)	Engineering Designs		√		Training, focus group discussion, research
24 (93)	Managing GIS		√		Training, focus group discussion, coaching, added responsibilities on technical competencies/work assignment
	Policy Interpretation and Implementation		√		Training, research, focus group discussion
25 (92)	Video Editing/AVP		√		Training, coaching, practicum
	Transaction Processing			√	Seminar, coaching, meeting
26 (91)	Facilitating Learning		√		Training, mentoring, practicum
	Demonstrating Innovation and Improvement		√	√	Training, conversation on best practices, coaching, research
	Demonstrating Cash/Financial Management	√			Training, coaching, mentoring, added responsibilities on work assignment/technical competencies
	Formulating Budgets		√		Training, coaching, shadowing
27( 90)	Managing Supply Warehousing			√	Seminar, coaching, area assessment
	Managing and Reporting Budget Utilization		√		Seminar, coaching, focus group discussion

28 (88)	Demonstrating Financial Acumen		√		Seminar, coaching, focus group discussion
29 (87)	Reviewing Budget		√		Focus group discussion, coaching, reading reference materials
30 (86)	Script Writing			√	Training, coaching, mentoring, added responsibilities on work assignment/technical competencies
	Upland Community Organizing			√	Training, field simulation, conversation on best practices, Special work project, researching
31 (85)	Accounts Reconciliation			√	Seminar, coaching, meetings
32 (84)	Accounting			√	Seminar, coaching, meetings
33 (83)	Digital Media Visualization/Video Graphics		√		Training, coaching, practicum
34 (80)	Micro Filming of Records		√		Seminar, coaching, workplace assessment
35 (77)	Stenographic Encoding			√	Seminar, hands-on application, coaching
36 (72)	Voice Over			√	Seminar, coaching, practicum

### 3.2 Alignment of Technical Competency Gaps with the Executive and Legislative Agenda and Balance Scorecard

As mentioned in the previous chapter, the prioritizations of the identified gaps were done using the S.U.G. Analysis Tool and were aligned to the Strategic Directions of the Province and the Balance Scorecard. The tables below show a sample of the alignment of each competency to what particular strategic anchor in the B.E.S.T. P.E.O.P.L.E. Development Thrust of the Province and the Balance Scorecard.

Table 3.3 B.E.S.T P.E.O.P.L.E. DEVELOPMENT THRUST

STRATEGIC ANCHOR	COMPETENCY	OFFICE/S	LEVEL/POSITION
Balance Ecology	Facilitating Learning (91)	All offices	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Managing Programs and Project (105)	All offices	2 <sup>nd</sup> level
	Upland Community Organizing(86)	PENRO, PVO, PAGRO, PSWDO	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Planning, Organizing and Project (106)	All offices	2 <sup>nd</sup> level
	Managing Disaster Relief Operation and Protection (120)	PENRO, PSWDO, PGO-PDRRMD, PEO	1 <sup>st</sup> and 2 <sup>nd</sup> levels
Enhanced Aquaculture	Agri- Agricultural Extension ((61)	PAGRO	1 <sup>st</sup> & 2 <sup>nd</sup> levels
	Agri-Fishery Program and Project Implementation (97)	PAGRO	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Monitoring and Evaluation ((110)	All offices	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Conducting Research (96)	All offices	2 <sup>nd</sup> Level
	Managing animal Health care Interventions ((97)	PVO	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Monitoring Animal Health and its Surveillance (101)	PVO	1 <sup>st</sup> & 2 <sup>nd</sup> levels

Table 3.4 Balance Scorecard

INDICATOR	COMPETENCY	OFFICE/S	LEVEL /POSITION
Good Financial Housekeeping	Managing Records (120)	All offices	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Managing of acquisition of Goods and Services ((96)	All Offices	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Reviewing Budgets (87)	VGO, OSS, SPO, PBO, PACCO, PTO	PBO, VGO, SPO, OSS, PACCO, PTO, PAdO, PBO, PEO, Local Finance Committee, SP Members of Finance, Budget & Appropriations Committee
	Micro Filming of Records (80)	OSS, VGO, PHRMO, PAdO	2 <sup>nd</sup> level
	System Analysis and design (120)	PAdO-IT	Computer programmers
	Monitoring and Evaluation ((110)	All offices	2 <sup>nd</sup> level
	Managing Financial Resources(108)	PACCO	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Managing and Reporting Budget Utilization (90)	PBO	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Formulating Budget ((91)	All offices	2 <sup>nd</sup> level
	Demonstrating Financial Acumen (88)	PACCO	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Accounts Reconciliation (85)	PACCO	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Accounting (84)	PACCO	1 <sup>st</sup> and 2 <sup>nd</sup> levels
	Business Process Flow Preparation (115)	All offices	2 <sup>nd</sup> level
	Demonstrating Cash/Financial Management (91)	PTO, PEEDO (3 DDN Hospitals)	2 <sup>nd</sup> level
	Collecting and Managing Revenues(109)	PTO, PEEDO (3 DDN Hospitals)	2 <sup>nd</sup> level
	Disaster	Assessing and Managing Risk(100)	All offices

Preparedness			
	Managing Programs and Projects (105)	All offices	2 <sup>nd</sup> level
	Monitoring and Evaluation (110)	All offices	2 <sup>nd</sup> level
	Conducting Research (96)	All offices	2 <sup>nd</sup> level

The process of aligning the Technical competency gaps to the Executive and Legislative Agenda and the Balance Scorecard involved dividing the Core team into four groups. In each group, a thorough discussion of the different technical competencies that will align to the criteria of prioritization was done. The rating scale used per criteria range from 1 to 10, where 1 is the lowest and 10 is the highest score. The ratings per competency gaps were added, presented and discussed in plenary to come up with the S.U.G. points and Priority Ranking per competency with the highest possible rating/score per competency of 120 points.

Results of the prioritization process led to the identification of the priority learning and development interventions.

### 3.3 Learning and Development Interventions (LDIs)

Form part of good governance was the setting-up of direction where everyone (male and female, regardless of position and status) could access equal opportunities and benefits of becoming a competent employee.

Results of the prioritization led to the identification of 26 corresponding priority learning and development interventions to be implemented in Year 1. The table below shows the 26 Learning and Development Interventions (LDIs).

*Table 3.5 Learning and Development Interventions for year 1 with Available Funds*

<b>LEARNING AND DEVELOPMENT INTERVENTIONS</b>	<b>TARGET DEPARTMENT/GROUP</b>
<b>1. Seminar-Workshop on Business Process Flows and Procedures</b>	All Offices
<b>2. Enhancement Session on Monitoring and Evaluation</b>	All offices
<b>3. Focus Group Discussion (FGD) on Reviewing Budgets</b>	PBO, VGO, SPO, OSS, PACCO, PTO, PAdO, PBO, PEO, Local Finance Committee, SP Members of Finance, Budget & Appropriations Committee
<b>4. Enhancing Records Management and Strategies</b>	All Offices
<b>5. Seminar on Risk Management</b>	PEEDO (3 DDN Hospitals), BAC,

	PASSO, PSWDO
6. Competency Enhancement on Disaster Relief Operations Management	PSWDO, PDRRMD, PENRO, PEO
7. Agri-Fishery Programs: Component I – Organic Urban Gardening	All offices
8. Building Partnership, Networking and Collaboration: Competency Advancement Session on Strategic Partnership, Network and Collaboration, Learning Exchange Visit	Governor, Vice-Governor, SP Members, PG Dept. heads, PG Asst. Dept. Heads
9. Training on Promoting and Marketing Products and Services	DNIPC, PAdO-Tourism, LMDD, Sports, PEEDO (3 DDN Hospitals), PIO
10. Strengthening of Performance Mentoring and Coaching	All offices/Supervisors
11. Course on Learning and Development Management ( L & D Planning, Monitoring and Evaluation, Program/Course Design Development & Program Delivery and Administration)	HRD Core Team/Pool of Trainers
12. Seminar-Workshop on Cash Management	PTO, PEEDO ( DDN Hospitals)
13. Seminar Workshop on Planning and Programming	PEO
14. Building Capacities for Financial Resources Management	PACCO
15. Competency Building on Recruitment, Selection and Placement Component 1: How to fill up the CSC Personal Data Sheet (PDS) Form 212	All offices
16. Capacity Development on MS SQL Database Administration	PAdO-IT
17. System Analysis and Design	PAdO-IT
18. Advance Computer Literacy: CapDev on Infographics Design	All offices
19. Seminar on Upholding Integrity	All offices
20. Seminar on Delivering Excellent Service	All offices
21. Leadership Development Training	All offices/Supervisors
22. Capacity Development on Technical Supervision	All offices/Supervisors
23. Training on Solving Problems and Making Decisions	All offices/Supervisors
24. Learning Session on Basic Photography and IEC Materials Development	All offices



25. Enhancement Session on Collecting and Managing Resources	PTO, PEEDO (3 DDN Hospitals)
26. Risk Management Security and Information Assurance: Cap Dev on Web Securities and Administration	PAdO – IT

Each of the 26 LDIs for 2017 became part of an HRD Plan Implementation matrix, were a sample is shown (Figure HRD Plan Implementation Matrix) Matrices of all LDIs can be found in *Annex 6*.

The members of the HRD Core Team were given the responsibilities to formulate the HRD Implementation Matrix. The sample LDI Plan Implementation Matrix from the Provincial Human Resource Management Office is presented in Figure 3.1.

### 3.4 LDI Implementation Schedule Matrix

The key strategic objective of the HRD Plan is to “enhance the competencies of both its elective and appointive officers and staff” through the development of appropriate learning and development or HRD interventions. It is also the core team’s desire to accommodate all possible LDIs and ensure that these are implemented properly and successfully. This can be done through proper planning in order to prevent congestion of LDIs implementation in a certain year, prevent overlapping of schedules of the same target participants and hopefully to avoid/minimize corresponding problems in budget. It was planned that implementation of LDIs will cover a 3-year period, starting this year 2017 as year 1 until 2019 as year 3.

It can be noted that there are LDIs that are to be implemented in a single year (either in year 1, year 2 or year 3) but there are also continuing learning events which are for implementation from year 1 to year 3 as shown earlier in Table 3.1 & 3.2. Focusing on year 1, another table presents in greater detail the learning and development interventions (LDIs) including the projected month of implementation from January (J) to December (D). This is shown in Table 3.6 Implementation Schedule of the LDIs.

### 3.5 Provincial Offices 3-Year Learning and Development Plan

Apart from the Learning and Development Interventions cited for the identified competency gaps from the competency assessment conducted for the Leadership, Core and Technical competencies, each of the Provincial Offices have identified other LDIs that are required for employee development that should be included in the Plan. These Employee Development Initiatives include but not limited to those that are mandated by the Civil Service Commission, other National Agencies and the Office Performance Evaluation and Planning Sessions. The Employee Development Initiatives also take account Learning Sessions in response to Gender and Development issues.

The matrix of the 3-year Learning and Development Plan initiated by the respective Provincial Offices and the corresponding details are found in Annex 10 (note: on the process of consolidation).



*Figure 3.1 Sample Implementation Matrix*



Table 3.6 Implementation Schedule of Learning and Development Interventions (LDIs) CY 2017

LEARNING AND DEVELOPMENT INTERVENTIONS	DEPARTMENT/S INVOLVED	J	F	M	A	M	J	J	A	S	O	N	D
1. Seminar-Workshop on Business Process Flows and Procedures	All Offices												
2. Enhancement Session on Monitoring and Evaluation	All Offices												
3. Focus Group Discussion (FGD) on Reviewing Budgets	PBO, VGO, SPO, OSS, PACCO, PTO, PAdO, PEO, Local Finance Committee, SP Members of Finance, Budget & Appropriations												
4. Enhancing Records Management and Strategies	All offices												
5. Seminar on Risk Management	PEEDO (3 DDN Hospitals) BAC, PASSO, PSWDO												
6. Competency Enhancement on Disaster Relief Operations Management	PSWDO, PDRRMD, PENRO, PEO												
7. Agri-Fishery Programs: Component 1:Organic Urban Gardening	PAGRO												
8. Building Partnership, Networking and Collaboration: Competency Advancement Session on Strategic Partnership, Network and Collaboration, Learning Exchange Visit	Governor, Vice-Governor, SP Members, PG Dept. heads, PG Asst. Dept. Heads												
9. Training on Promoting and Marketing Products and Services	DNIPC, Tourism, LMDD, Sports, PEEDO ( 3 DDN Hospitals) PIO												
10. Strengthening of Performance Mentoring and Coaching	All offices/Supervisor												
11. Course on Learning and Development Management ( L & D Planning, Monitoring and Evaluation, Program/Course Design Development & Program Delivery and Administration	HRD Core Team/Pool of Trainers												

LEARNING AND DEVELOPMENT INTERVENTIONS	DEPARTMENT/S INVOLVED	J	F	M	A	M	J	J	A	S	O	N	D
12. Seminar-Workshop on Cash Management	PTO, PEEDO (DDN Hospitals)												
13. Seminar Workshop on Planning and Programming	PEO												
14. Building Capacities for Financial Resources Management	PACCO												
15. Competency Building on Recruitment, Selection and Placement Component 1: Ho to fill up the CSC Personal Data Sheet (PDS) Form 212	All office												
16. Capacity Development on MS SQL Database Administration	PAdO-IT												
17. System Analysis and Design	PAdO - IT												
18. Advance Computer Literacy: Capacity Development on Infographics Design	All offices												
19. Seminar on Upholding Integrity	All offices												
20. Seminar on Delivering Excellent Service	All offices												
21. Leadership Development Training	All offices/supervisors												
22. Capacity Development on Technical Supervision	All offices/supervisors												
23. Training on Solving Problems and Making Decisions	All offices/supervisors												
24. Learning Session Basic Photography and IEC Materials Development	All offices												
25. Enhancement Session on Collecting and Managing Resources	PTO, PEEDO (3 DDN Hospitals)												
26. Risk Management Security and Information Assurance: Cap Dev on Web Securities and Administration	PAdO- IT												

## Chapter 4. Support Requirements

### 4.1 Financial

The financial resources cover only the priority learning and development interventions (LDIs) for the first year (Year 2017) since, the estimated cost for the identified LDIs for years two and three are still to be planned for.

There are 26 prioritized LDIs for CY 2017 amounting to P 2,108,000.00. The identified Sources of funds for the total estimated budgetary cost are from the Human Resource Development Program (HRDP) and the E-Governance Program. Table 4.1 shows the 26 Learning and Development Interventions (LDIs) with the corresponding estimated budget.

Table 4.1 Learning and Development Interventions (LDIs) with estimated Budget and Source of Funds

LEARNING AND DEVELOPMENT INTERVENTIONS	TARGET DEPARTMENTS /GROUP	NO. OF PARTICIPANTS	TOTAL COST	SOURCE OF FUNDS
1. Seminar-Workshop on Business Process Flows and Procedures	All Offices	60	50,000	HRDP
2. Enhancement Session on Monitoring and Evaluation	All offices	60	100,000	HRDP
3. Focus Group Discussion (FGD) on Reviewing Budgets	PBO, VGO, SPO, OSS, PACCO, PTO, PAdO, PEO, Local Finance Committee, SP Members of Finance, Budget & Appropriations Committee	15	10,000	HRDP
4. Enhancing Records Management and Strategies	All offices	50	80,000	HRDP
5. Seminar on Risk Management	PEEDO (3 DDN Hospitals) BAC, PASSO, PSWDO	70	60,000	HRDP
6. Competency Enhancement on Disaster Relief Operations Management	PSWDO, PDRRMD, PENRO, PEO	60	70,000	HRDP
7. Training on Agri-Fishery Programs	PAGRO	50	65,000	HRDP
8. Building Partnership, Networking and Collaboration: Competency Advancement	Governor, Vice-Governor, SP	43	400,000	HRDP

<b>Session on Strategic Partnership, Network and Collaboration, Learning Exchange Visit</b>	Members, PG Dept. heads, PG Asst. Dept. Heads			
<b>8. Training on Promoting and Marketing Products and Services</b>	DNIPC, Tourism, LMDD, Sports, PEEDO ( 3 DDN Hospitals) PIO	40	65,000	HRDP
<b>9. Strengthening of Performance Mentoring and Coaching</b>	All offices/Supervisor	60	55,000	HRDP
<b>10. Course on Learning and Development Management ( L &amp; D Planning, Monitoring and Evaluation, Program/Course Design Development &amp; Program Delivery and Administration</b>	HRD Core Team/Pool of Trainers	36	100,000	HRDP
<b>11. Seminar-Workshop on Cash Management</b>	PTO, PEEDO (DDN Hospitals)	10	50,000	HRDP
<b>13. Seminar Workshop on Planning and Programming</b>	PEO	35	35,000	HRDP
<b>14. Building Capacities for Financial Resources Management</b>	PACCO	30	40,000	HRDP
<b>15. Competency Building on Recruitment, Selection and Placement Component 1: How to fill up the CSC Personal Data Sheet (PDS) Form 212</b>	All offices	40	30,000	HRDP
<b>16. Capacity Development on MS SQL Database Administration</b>	PAdO-IT	4	100,000	E-GOVERNANCE
<b>17. System Analysis and Design</b>	PAdO - IT	4	260,000	E-GOVERNANCE
<b>18. Advance Computer Literacy: Capacity Development on Infographics Design</b>	All offices	40	50,000	HRDP
<b>19. Seminar on Upholding Integrity</b>	All offices	50	40,000	HRDP
<b>20. Seminar on Delivering Excellent Service</b>	All offices	60	50,000	HRDP
<b>21. Leadership Development Training</b>	All offices/supervisors	60	80,000	HRDP
<b>22. Capacity Development on Technical Supervision</b>	All offices/supervisors	40	60,000	HRDP
<b>23. Training on Solving Problems and Making Decisions</b>	All offices/supervisors	60	80,000	HRDP
<b>24. Learning Session Basic Photography and IEC Materials Development</b>		50	40,000	HRDP

	All offices			
<b>25. Enhancement Session on Collecting and Managing Resources</b>	PTO, PEEDO (3 DDN Hospitals)	10	30,000	HRDP
<b>26. Risk Management Security and Information Assurance: Cap Dev on Web Securities and Administration</b>	PAdO- IT	4	108,000	E-GOVERNANCE
<b>TOTAL</b>		<b>1,041</b>	<b>P 2,108,000</b>	

#### 4.2 Target Participants

The total number of participants is 1,041 for the implementation of 26 LDIs for year 1. It should be noted that there is a possibility that one employee is identified as a participant of two to three interventions. Majority of the interventions, then are to be participated in by employees coming from all offices. Equally important is the purposive attempt to get an equal ratio of women and men participants during the conduct of these LDIs, to achieve gender balance.

#### 4.3 Human Resource

Staff required to manage planned HRD programs are necessary to attain the learning objectives and help participants produce the outputs of the priority interventions. The Provincial Human Resource Management Office will lead the overall implementation of the 26 LDIs with the support of a Learning Manager. Other training/learning team members are the Facilitator, Documenter and Secretariat. Resource Persons in the different field of expertise are either from the internal or outside the LGU.

Among the roles and responsibilities of learning/training team members are:

*Table 4. Tasks & Functions of Team Members*

<b>Team Members</b>	<b>Tasks/Functions</b>
Training/Learning Manager	<ul style="list-style-type: none"> <li>• Develops and designs the learning event such as training/workshop/coaching</li> <li>• Manages the technical and financial aspects of the intervention</li> <li>• Ensures that all resource requirements and logistical supports are available</li> <li>• Leads the direction of the learning activity/training proper and supervises the attainment of team members' responsibilities</li> <li>• Co-facilitates during the workshops</li> <li>• Provides updates/feedback to PHRMO and department</li> </ul>



	heads on the status of the training activities
Facilitator	<ul style="list-style-type: none"> <li>• Facilitates the technical requirements of the training in coordination with the training manager/resource person</li> <li>• Takes charge the “question and answer” every after the lecture or inputs</li> </ul>
	<ul style="list-style-type: none"> <li>• Facilitates conduct of workshop in coordination with the resource person</li> </ul>
Documenter	<ul style="list-style-type: none"> <li>• Documents the proceedings of the learning session as to content and process</li> <li>• Assists in the training/Learning Manager in the delivery of training outputs</li> </ul>
Secretariat	<ul style="list-style-type: none"> <li>• Takes charge during registration</li> <li>• Ensures that all administrative concerns are being responded like food, equipment, supplies and materials, and transportation of resource persons</li> </ul>
Resource Person	<ul style="list-style-type: none"> <li>• Provides technical inputs/shares expertise during the course or session</li> <li>• Clarifies issues and concerns of participants on assigned topics</li> <li>• Provides best practice/s related to topics discussed</li> </ul>

#### 4.4. Logistics

Logistics covers the facilities, equipment, and learning materials needed to execute each of the learning interventions in the HRD Plan. It is assumed that each learning session/LDI should be designed to optimize available logistical resources of the Province, in its attempt to be economical and cost efficient. For instance, the PGDdN has several training/learning venues within the government center; thus, it is more appropriate to use any of these facilities especially for non-residential learning sessions. Existing office/IT equipment will also be used during the conduct of the proposed interventions. Among the logistical requirements are training venue, supplies and materials, meals and snacks and equipment.

#### 4.5. Policy Support

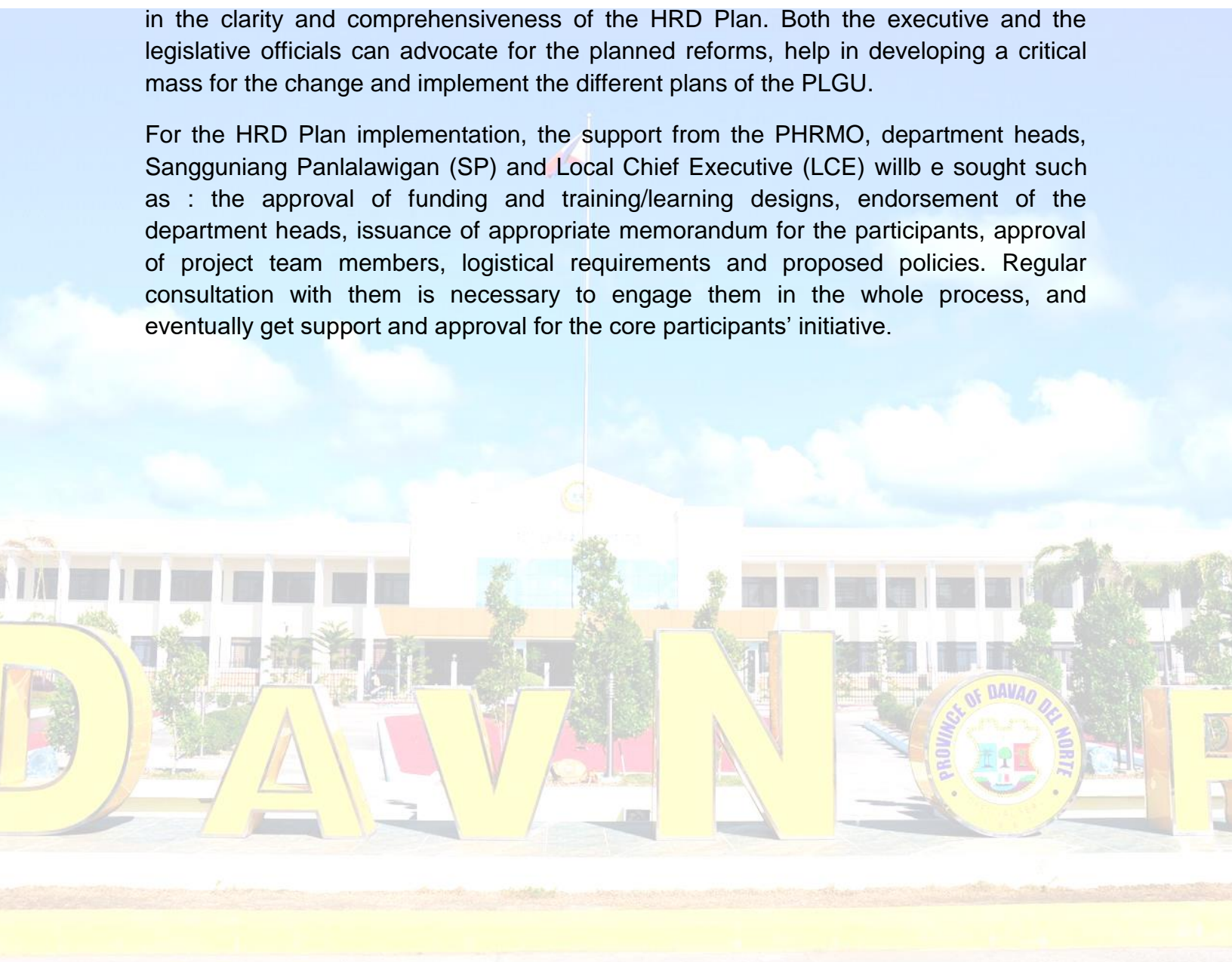
Certain policies pertaining to budgetary/financial requirements, as well as human resource requirements, particularly in the formation of task forces or technical working groups for the preparation of a manual among others, is important. The Reconstitution of the Composition of the PGDdN HRD Core Team and the Pool of Trainers through Administrative Order No. 14, s. 2016 is one mandate that support/sustain the implementation of the HRD Plan.

In particular, resolutions for the approval of the HRD Plan is needed at two levels: the resolution from the Provincial Development Council endorsing the Strategic Competency-Based HRD Plan to the Sangguniang Panlalawigan (SP), and resolution from the Sangguniang Panlalawigan attested by the Vice Governor for its approval then the final approval of the Governor.

#### **4.6 Executive/Legislative Sponsorship and Others**

Executive/Legislative sponsorship refers to the presence of committed leaders, both formal and informal, in various layers of PGDdN. Specifically, the Department Heads inputs and support to the HRD Plan, facilitates the Governor's approval and affirmation in the clarity and comprehensiveness of the HRD Plan. Both the executive and the legislative officials can advocate for the planned reforms, help in developing a critical mass for the change and implement the different plans of the PLGU.

For the HRD Plan implementation, the support from the PHRMO, department heads, Sangguniang Panlalawigan (SP) and Local Chief Executive (LCE) will be sought such as : the approval of funding and training/learning designs, endorsement of the department heads, issuance of appropriate memorandum for the participants, approval of project team members, logistical requirements and proposed policies. Regular consultation with them is necessary to engage them in the whole process, and eventually get support and approval for the core participants' initiative.



## Chapter 5. Roles and Responsibilities in Plan Implementation

The 2014-2016 HRD Plan had clearly outlined the different roles and responsibilities of various stakeholders in the formulation and implementation of a three-year competency-based plan of the Province. With the intent to sustain the plan implementation for another three years, the same roles and responsibilities are being carried out by each major stakeholder involved in every stage of formulating the 2017-2019 HRD Plan.

Hence, this chapter discusses and outlines the respective roles and responsibilities of the different stakeholders involved in the various key stages of the HRD formulation and implementation, namely: Designing the Plan, Execution, Monitoring and Evaluating Plan implementation.

### 5.1. In Designing the Plan:

#### 5.1a. Core Team

Throughout the formulation of HRD Plan, the 36 member core team underwent various capacity-building activities and workshops which eventually led (1) to the identification of the competency gaps of every department; and (2) to the prioritization of various Learning Development Interventions (LDIs) to address the gaps within a three-year timetable. Both of which are the very bread and butter of the 2017-2019 HRD Plan.

It was in the 2014-2016 HRD Plan journey that the formulation of the HR Vision of the Province; the PHRMO Vision and Mission; and the HR Philosophy and Principles took place and which served as the very cornerstone for the 2017-2019 HRD Plan and for other future HR initiatives.

With the new administration, new leadership perspectives to development were already expected. Hence, the need to review the old HRD Plan was necessitated to see if the relevance of the 2014-2016 HRD Plan responds well to the development perspectives and strategic directions of the current administration; and of course, for the desire to sustain the accomplishments of the old HRD Plan.

Through the issuance of Memorandum Order No.14, s. 2016 signed by Governor Antonio Rafael G. del Rosario, the HRD Core Team was reconstituted along with Pool of Trainers of the Province to help in the review of the 2014-2016 HRD Plan and formulation of another three-year competency-based plan in the 2017-2019 HRD Plan.

Bringing to the fore the 2014-2016 HRD Plan experience as guideline, the joint HRD Core Team and Pool of Trainers first took off with series of meetings and consultations to review the old plan and finalize the succeeding steps in the formulation of the 2017-2019 HRD Plan. This includes redefining and refining the existing competency requirements and identifying other competencies missing from the old plan to be included in the formulation of the assessment tool/questionnaire. Using a sampling technique to get the required number of population, the assessment tool were distributed to all departments during the survey activities.

The Core Team also took charge of processing and interpreting the data culled from the survey putting them into a well-elucidated report. After these activities, the Core Team convened once again for a workshop to process the results of the survey with the objective of coming up with a list of competency gaps and priority LDIs for the next three years based on qualifiers (Seriousness, Urgency, and Growth Potential) vis-à-vis the strategic directions of the Provincial Government or best known as the B.E.S.T. P.E.O.P.L.E. Agenda of the Governor.

#### **5.1b. Departments**

With the assistance of the assigned Core Team Member of the office, the Head of the Department identifies the competencies and the strategic objectives and goals of the office in accordance with their own thrusts and mandates.

The Head also recommends the appropriate LDI for any competency gaps of the office; and identifies the resources and funding in order to carry out the proposed LDI.

#### **5.1c. The Provincial Human Resource Management Office (PHRMO)**

The PHRMO is the Lead Department of the HRD Plan project who initiated the institutionalization of the HRD Core Team and the Pool of Trainers. The Department also took charge of planning and scheduling the calendar of activities of the group in view of formulating the 2017-2019 HRD Plan. The Department was also responsible for the issuances of memos, travel orders, and other needed support to facilitate the activities of the Core Team. It also took charge of reproducing the assessment tool used in the survey activities done in all departments.

Throughout the process of the HRD Plan formulation, PHRMO ensures that all departments have identified their respective competency requirements and competency gaps; and assists in assessing and evaluating them based on the thrusts and mandates of the office.

#### **5.1d. Top Management**

The Top Management takes a very crucial role in the inception and implementation of the HRD Plan of the Province. Foremost, the Governor approves the recommendation to undertake the HRD Plan project. Even throughout the formulation stages of the HRD Plan, all activities of the Core Team comes with the approval of the Governor and the Department Heads.

After the Core Team has come up with the draft HRD Plan, it is then presented to the Department Heads for their comments and recommendation. Importantly, a presentation to the Governor and the SangguniangPanlalawigan Members is also arranged for their review and comments. The draft HRD Plan also goes under the review and evaluation of the Provincial Development Council (PDC) where the Governor heads. The PDC endorses the draft HRD Plan through a Resolution formally recommending to the SangguniangPanlalawigan for their legislative adoption and approval.

## 5.2. In Executing HRD Plan:

### 5.2a. Core Team

Fortunately, the existing Provincial Core Team adopts the same members who were involved in the formulation of the old HRD Plan only this time, in collaboration with the Pool of Trainers. In order to effectively implement the HRD Plan, the Core Team Member who belonged to a certain department takes charge in the implementation of the identified priority LDIs in his/her respective office, including the monitoring and evaluation of the learning progress of the employees who underwent the LDIs.

### 5.2b. Departments

With the approval given by the Governor, the Department Heads are expected to give full support to the implementation of the 2017-2019 HRD Plan.

Specifically in the conduct of LDIs, the Department Head, with the assistance of the assigned HRD Core Team Member, recommends the names of employees who will undergo the LDI with the objective of addressing competency gaps in the office or enhancing the competency of their employees.

### 5.2c. The Provincial Human Resource Management Office (PHRMO)

As the Lead Office of the HRD Plan project, the PHRMO is expected to coordinate with the Core Team Members as to the schedule of LDI implementation and to extend full logistical support during the pre-implementation, implementation, and post-implementation of the activities.

### 5.2d. Top Management

The Provincial Administrator is expected to ensure that the implementation of the approved HRD Plan conforms to the approved design including the budgetary requirements of all the learning and development interventions. The Provincial Governor and members of the PDC shall approve all issuances of appropriate Executive Orders/resolutions in the implementation of HRD Plan to all concerned departments.

The SangguniangPanlalawigan members shall cause for the passage and posting of the appropriate legislations needed to support the HRD Plan implementation and submit final copies to the Provincial Governor for his signature.

### **5.3. In Monitoring Plan implementation:**

#### **5.3a. Core Team**

Prior to the implementation of the 2017-2019 HRD Plan, it is worthy to note that the monitoring activities for the 2014-2016 HRD Plan implementation continue to the present day for learning development interventions prioritized in the 3<sup>rd</sup> year of the plan implementation.

Based on the Monitoring and Evaluation (M & E) Plan prepared by the Core Team Members, all learning development interventions being conducted undergo monitoring to know the efficiency and effectiveness of its implementation to the participants. Gathering the right information and data in the course of the implementation will help document the accomplishment of the LDIs and provide feedback report to the PG Department Head concerned and PHRMO. To ensure effective and efficient LDIs, revisiting the plan will also be done to help achieve its objectives.

#### **5.3b. Departments**

With the monitoring and evaluation plan prepared by every core team member of each department, it is the responsibility of the department head and the core team to follow through these learning and development interventions to ensure that they are implemented in accordance to the approved M&E design and conduct periodic follow up/monitoring in every LDIs identified.

#### **5.3c. PHRMO**

They will ensure that all prioritized LDIs are periodically followed-through and within the context of the approved M&E Plan in coordination with the implementers and lead departments. They are responsible in the conduct of surveys in relation to the outcome/impact of the LDIs among the targeted employees as well as submission of reports of the LDIs conducted to the Provincial Administrator and Provincial Governor.

#### **5.3d. Top Management**

The Provincial Administrator will review, supervise and provide support in the implementation of the prioritized learning and development interventions (LDIs). This is done in close coordination with the PHRMO; the administrator is also expected to appraise the Provincial Governor on the progress of the implementation. The Provincial Governor will review the implementation of the LDIs based on the reviewed reports from the Provincial Administrator and give inputs and recommendations as to the implementation of HRD plan.

## **5.4. In Evaluating Plan implementation:**

### **5.4a. Core Team**

Based on the formulated M & E Plan for each LDI, the Core Team evaluates the impact of the LDI implementation on different levels (Reaction, Learning, Behavior, and Results) using different methods and tools to measure various indicators. Whatever results culled from the evaluation will be used by the Core Team Members to determine the necessity to modify approaches and processes in the implementation of the plan.

A periodic review and evaluation of the plan for that matter will be conducted with the Core Team Members to solicit feedback and recommendations for succeeding activities based on the results of documentation, review, evaluation and impact of plan implementation.

### **5.4b. Departments**

Heads of Departments are also expected to play their part in the evaluation of the LDI implementation, particularly among their employees who were selected to undergo the intervention, viz. to take into consideration the impact and outcome of LDIs towards the achievement of the office mandates.

### **5.4c. The Provincial Human Resource Management Office (PHRMO)**

The PHRMO takes the lead in the conduct of evaluation of the plan implementation to determine whether or not the LDIs being funded and conducted have significant impact to the attainment of the strategic functions of the entire organization and what can be done to improve future implementation of HRD activities, if there are any inadequacies.

### **5.4d. Top Management**

The Provincial Administrator will review and assess the terminal reports submitted by PHRMO. While the Provincial Governor shall issue Memorandum to all concerned departments on the submission of periodic reports on the implementation of LDIs. This will assure that the impact of the LDIs address the enhancement of employees' competencies towards excellence in public service.

## Chapter 6. Monitoring and Evaluating the HRD Plan

### 6.1 Context and Objective of the HRD Plan M&E

The context and objectives of the Monitoring and Evaluation of this year's 2017-2019 Strategic Competency-based HRD Plan is based on the established M&E mechanism in the previous HRD Plan. It also considered the Results- Based Monitoring and Evaluation Framework for the Strategic Competency-Based Human Resource as a tool to measure the success of the overall implementation and execution of the plan. The plan uses hierarchy of objectives or the results chain which focuses from the inputs/ activities to the impact level. In a Results-based M&E it establishes quantifiable indicators for each objective and measures its results. Furthermore, it also considers the dimensions of change namely, Personal, Relational, Cultural and Structural. The general objectives of the HRD Plan M&E and its guiding principles are in alignment with the overall Provincial Monitoring and Evaluation Framework. There are three domains of analysis considered in the M&E. The domain of analysis includes HRD Programs, HRM Systems and Health, Safety and Wellness.

The M & E system will also check if the HRD initiatives are delivered in a timely and efficient manner and if the recipients of these interventions are making impact on their respective offices by increased productivity and improved performance of functions. The result of the M&E will also help the organization as basis for programmatic fine tuning and planning of learning and development interventions for officials and employees.

Moreover, the M&E of the HRD Plan of the PGDdN will aid in tracing the progress of the HRD interventions in terms of the schedules and the various components of the plan. Overall, the M&E for the HRD plan will ensure that the interventions' inputs, activities, outputs and outcomes are delivered as planned. At a more detailed level, the M&E plan for a specific LDI will also serve as a guide to assess the extent that the HRD program has achieved the objectives set in the M & E documents. It will guide the conduct of activities to track and assess HRD interventions and the overall HRD Plan execution. The Plan's M & E shall include the collection of sex-disaggregated data and other gender related information and indicators to measure gender equality outputs and outcomes.



## 6.2 Focus of the M&E

The focus of this M&E system covers: a) the M&E for the overall execution and implementation of the HRD Plan and b) the M&E for the HRD Interventions or the LDIs. The first focus of the M&E system which covers the overall implementation is aligned with the overall Provincial Monitoring and Evaluation Framework. The M&E Framework outlines the three subsystems namely, the management of learning interventions, systems review, and enhancement and sustainability. Each of the subsystems is governed by questions that will serve as a guide in the monitoring and evaluation process. There are three domains of analysis considered in the M&E. The domain of analysis includes HRD Programs, HRM Systems and Health, Safety and Wellness. The framework will show how each component are inter-related with the subsystems as shown in *Figure 6. 1. SHRD M& E Framework*. The measurable indicators for the hierarchy of objectives for each of the domain of analysis were identified and validated (*Annex 7*).

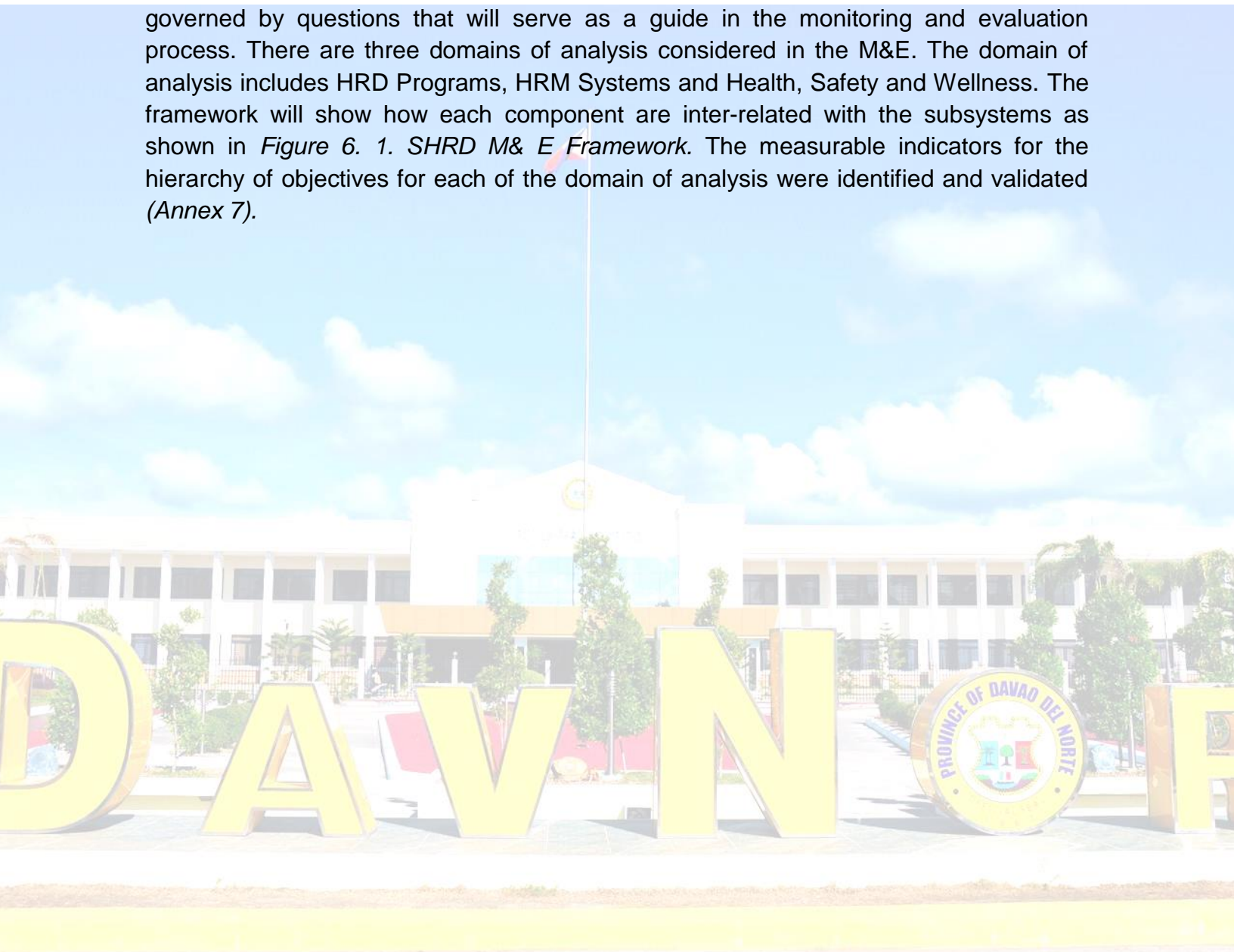
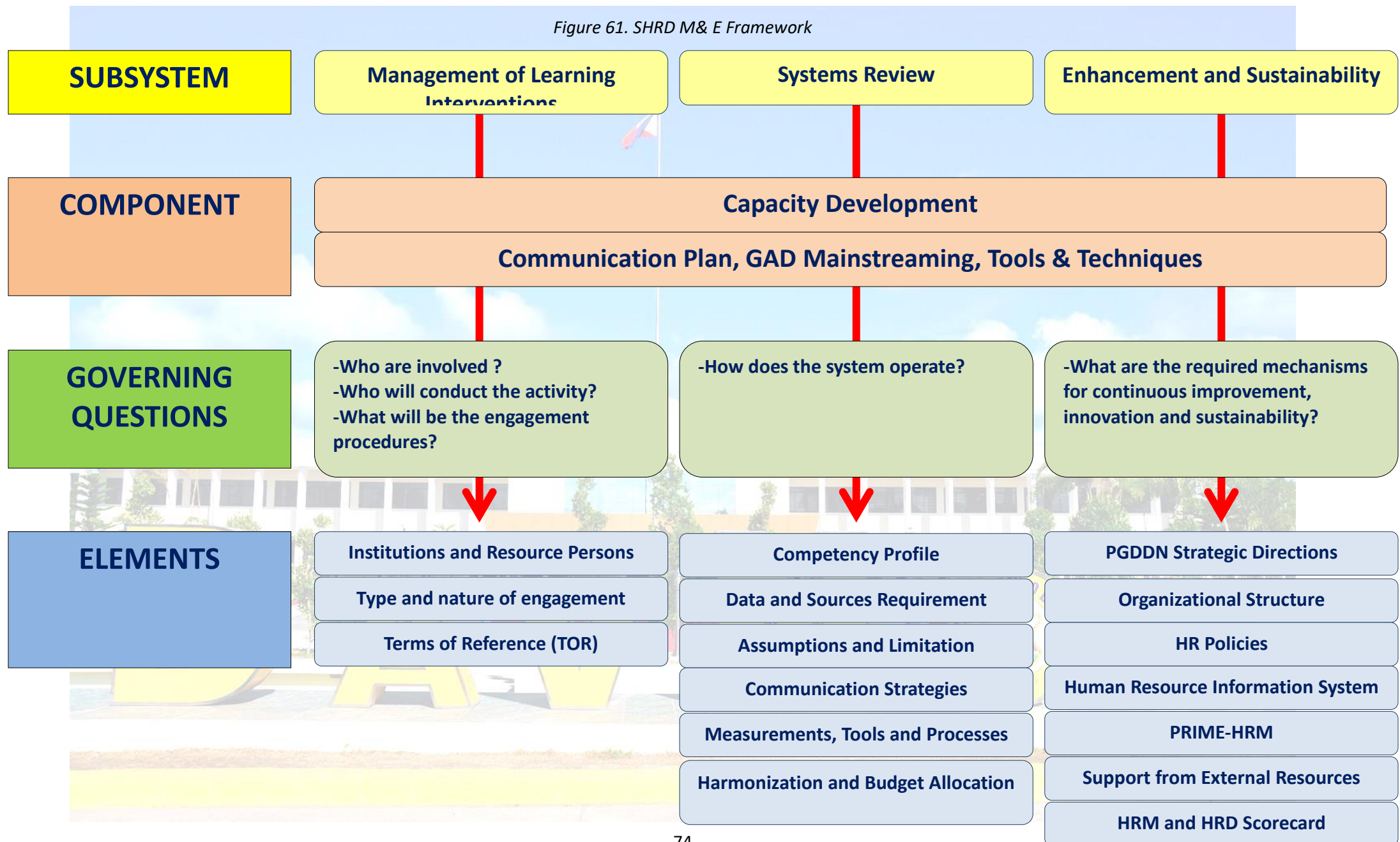


Figure 61. SHRD M& E Framework



In the second focus which involves the implementation of the specific individual Learning and Development Intervention (LDI), it is anchored on Kirkpatrick's Four (4) Levels of Evaluation:

- **Level 1 (Reaction)** refers to what the participants think or feel about the program including materials, instructors, facilities, methodology, content, among others.
- **Level 2 (Learning)** refers to the extent the participants are able to acquire the principles, facts, techniques, and skills on the subject matter at hand.
- **Level 3 (Behaviour)** refers to the extent by which skills and knowledge learned in the program are translated into improved behaviour on the job.
- **Level 4 (Results)** refers to the organisational/office improvements resulting from the intervention such as cost savings, changes in work output and quality of services.

Consistent with the Kirkpatrick framework, the PGDdN HRD M & E Plan aims to measure the contribution of HRD interventions to the organization's strategic directions in terms of improved processes/systems, improved service delivery, and development impact. At the learning and application levels, it is also important to monitor if the learning objectives are attained by the targeted learners and eventually applied on the job after the intervention. The reaction level will determine if the learning intervention/program components are effective and this allows process owners to make the necessary improvements on the LDI or program after the participants' evaluation.

The overall M & E HRD Plan Execution takes into account several components including the department/s who will oversee the implementation of the intervention, the identified learning and development interventions, number of targeted participants, duration and the actual schedule of the conduct. It also specifies the budgetary requirements for each intervention and the actual expenditure.

The matrix below will show, in summary, the list of LDIs and the critical elements of the plan which will be monitored. The matrix captures the department(s) involved in the implementation, features of the LDI such as number of target participants, schedule and budget, including additional columns that can track possible deviations from the actual targets. The M&E Implementation Matrix is for CY2017 is shown in Annex 7.

Table 61. SHRD M& E of Implementation Matrix

<i>Department</i>	<i>HRD Intervention or LDI</i>	<i>No. of Participants</i>	<i>Duration/ Start-End Date</i>	<i>Actual Schedule</i>	<i>Budget</i>	<i>Actual Expenditure</i>	<i>Over/ Under-Budget</i>

The intervention level M & E plan contains the different elements that will guide the monitoring and evaluation of each intervention identified. These elements are the levels of M&E, the indicators for each level, the methodology and tools to be used to verify the measures, sources of information/data, frequency or schedule and the person responsible for the M&E.

Each of the intervention shall be complied with the M&E Matrix. The matrix shows the various elements or factors that will be measured or check during M&E implementation of a specific HRD intervention or LDI. A sample of a completed form / matrix is shown in Annex 8.

<b>Intervention Title:</b>					
<b>Duration/ Date of Implementation:</b>					
<b>Target Participants (Positions):</b>					
<b>Number of Participants:</b>					
<b>Budget:</b>					
<b>Budget Source/s:</b>					
<b>Department:</b>			<b>Division:</b>		
<b>Department Head:</b>			<b>Division Head:</b>		
<b>Levels of Evaluation</b>	<b>Indicators (What will you measure?)</b>	<b>Methods/ Tools</b>	<b>Data Sources</b>	<b>Frequency</b>	<b>Person/s Responsible</b>
<b>Level 4: Results</b>					
<b>Level 3: Behavior</b>					
<b>Level 2: Learning</b>					
<b>Level 1: Reaction</b>					

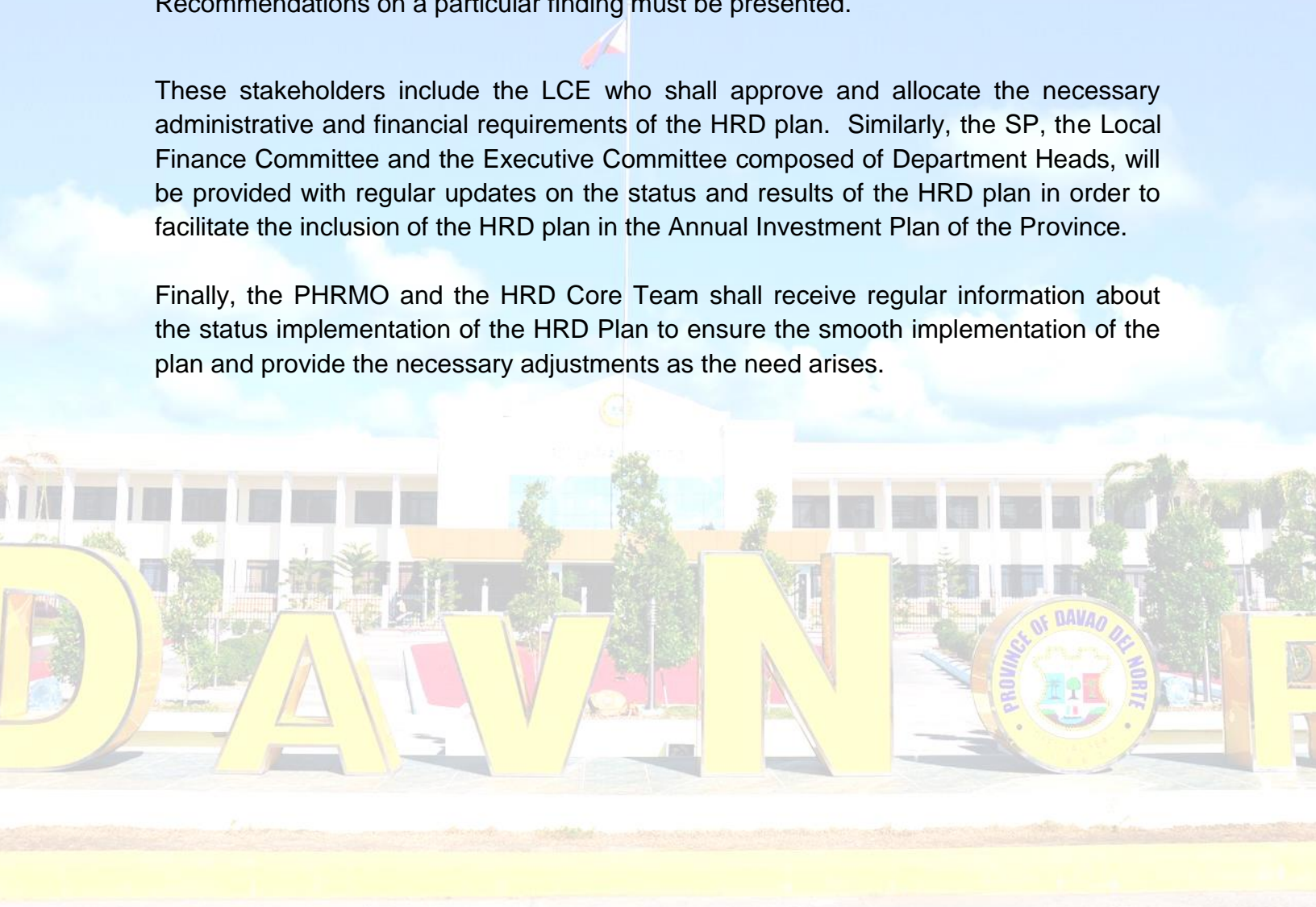
### 6.3 Reporting and Communicating M&E Results

Reporting the M&E Findings is essential to assess and account progress towards the achieving the HRD Plan implementation's outputs, outcomes and impact. The result will also look at the evaluation processes and progress findings in comparison with the M & E Plan, the causes of what hinders and facilitates the implementation and the set of recommendations to address the issues.

The M&E findings are performance measurement system; which requires a clear presentation for stakeholders to appreciate and understand. In packaging a report, introduction and description of evaluation must be present. The data on findings should be in an understandable manner and are organize around the hierarchy of objectives. Recommendations on a particular finding must be presented.

These stakeholders include the LCE who shall approve and allocate the necessary administrative and financial requirements of the HRD plan. Similarly, the SP, the Local Finance Committee and the Executive Committee composed of Department Heads, will be provided with regular updates on the status and results of the HRD plan in order to facilitate the inclusion of the HRD plan in the Annual Investment Plan of the Province.

Finally, the PHRMO and the HRD Core Team shall receive regular information about the status implementation of the HRD Plan to ensure the smooth implementation of the plan and provide the necessary adjustments as the need arises.



## Chapter 7. Transition Strategies

### 7.1 Change Plan Management

The pressing need for change in this modern time has been considered very crucial in any organization. Systems, processes or procedures and most importantly the Human Resources must be truly competent to address the intricacies of this fast changing environment as well as to the demands of the present governance.

Cognizant of these realities, the PGDdN, has come up with the formulation of the strategic Human Resource Development Plan as a tool and/or guidelines to develop and retain talents. This HRD Plan is a competency-based program which would equip the HR/Talents with the necessary competencies to carry out their respective tasks and functions with utmost quality and client satisfaction and which would ultimately lead to the attainment of the development thrust, vision, mission and goals of the province.

The institutionalization of the competency-based human resource development program was materialized in year 2014 which signaled the stability of the development initiatives of PGDdN for its most valuable assets, the Human Resources.

Now the province is on its way of sustaining the gains of having an established competency-based human resource development plan. The sustainability level requires several strategies and techniques for its attainment.

Figure 7.7 Transition Strategy

<b>CURRENT</b>	<b>TRANSITION</b>	<b>FUTURE</b>
<p>1. Human resource development program is competency-based.</p> <ul style="list-style-type: none"> <li>All departments are involved in the human resource development activities.</li> <li>Learning and Development Interventions (LDI) are prioritized based on competency gap.</li> <li>Strategic Objectives formulated for both HRD and HRM are anchored/aligned to the PLGU's</li> </ul> <p>VMG and are linked to the new ELA</p> <ul style="list-style-type: none"> <li>Climate Change adaptive and gender responsive HRD Plan</li> <li>HR Philosophy and principles linked to the PLGU Strategic directions and balanced</li> </ul>	<p><b>CHANGE OBJECTIVE:</b></p> <p>Sustainability Level of the competency-based HRD Plan</p> <p>HRD Core Team and Pool of Trainers continuing capacity development activities and regular meetings to sustain the flow</p>	<ol style="list-style-type: none"> <li>Officials and Employees' consciousness of the presence of the competency-based HRD Program.</li> <li>Stability of the program which ensures people development and management.</li> <li>Fully documented outputs and impacts of the various LDI's conducted.</li> <li>Able to maintain competent core team and pool of trainers- to handle the various implementation phases of LDIs.</li> <li>A one of a kind HRDP</li> </ol>

scorecard  • Supported by policies and resolutions ( from PDC and the SP)  • Model HRD Plan which can be cascaded down to other LGUs	of benefits of the program.	worthy of emulation by other LGUs.
--------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------	------------------------------------

The transition strategies to sustain the strategic competency based HRD plan which will eventually bridge the gap between the current state into the desired future state, are the following training and series of learning interventions, namely: Strategic HR Planning, Competency-based HRD Planning, Benchmarking activities and coaching. Interspersed these learning events are series of orientation and validation sessions with the department heads, Governor, DILG, CSC, SP members and the PDC to engage these stakeholders

Equally important transition strategies, to pave the way to its journey towards sustainability of this Competency-based HRD Plan” are the communication plans and RM plans that are presented below. These plans can serve as mechanisms to help support and address issues that will emerge during implementation of this change effort.

## 7.2 Communication Plan

An important process in achieving the objectives of human resource development plan is the implementation of communication plan. Communication plan serves as the basis to which the concerned individuals will notify target stakeholders and anticipate response and acceptance. It allows the key audience and stakeholders know their roles in achieving the plan and the impact of the implementation of the plan in the organization.

Communication plan also keeps the HRD Plan message on track. It eliminates the element of surprise and can manage the expectations of everyone in the organization. It also clarifies deliverables, due dates and methods to be used.

Below is the table of stakeholders’ analysis showing their level of influence and impact as well as the support/ action needed in the implementation of HRD Plan.

*Table 7.1 Stakeholder Analysis*

Stakeholder	Impact	Possible Reactions	Level of Influence	Support/Action Needed
Department Head	H	Additional workload/busy staff	H	Provide guidelines/matrix Facilitation orientation, workshops/ meetings
LCE	H	Can you do it?	H	Approval of the plan.
Legislative	L	Is this important?	H	SP Resolution supporting HRD Plan
NGA	L	Comply	L	Provide copies of manuals/reports to comply with requested reports, documents.

LGUs	L	What's new	L	Duplication of best practices
------	---	------------	---	-------------------------------

Table 7.2 .Communication Plan

Key Audience/ Stakeholder	Key Messages	Method/ channel	When	Who (Responsible)
PDC and DILG	Inform them on what the HRD plan is all about, e.g. rationale, objective, impacts, benefits, updates, progress for their recommendation to the SP	Through Power Point Presentation during the PDC meeting	Before the approval of the SP (February or March, 2017)	PHRMO, PPDO
LGU and PCPO	To make them aware of the information on HRD... for inclusion in their regular meeting's agenda.	Distribution of a briefer (printed material) during PCPO meeting	PCPO meeting	PHRMO
Governor and Department Heads	To inform them about the plan, objectives, impact and the corresponding budget of the plan	Through Power Point Presentation during the Executive Meeting	First Monday of the month (as soon as the final stage of HRD writing has been finished)	PHRMO HRDP Core Team
Vice-Governor and SP (updating them to sustain their interest and continue their support)	To inform them about the plan, objectives, impact and the corresponding budget of the plan, and for their adoption.	Through Power Point Presentation during Committee Hearing and Legislative Session	Monday- regular session	HRDP core team, PA, PPDO
PLGU Employees	Inform PLGU employees on the HRD plan, giving them assurance and bigger impact	Distribution of a briefer (fliers-printed material) during assemblies, calendar of LDIs		PHRMO and HRDP Core Team

### 7.3 Risk Management Plan

Risk management plan serves as the basis on what, how and when to do to mitigate or manage the identified risks. It provides the plan of action for the management of risks.

Risk refers to the possibility of the occurrence of a potential threat that may have an adverse impact to the achievement of human resource development plan objective.

To be able to achieve the HRDP objective, risk mitigation and planning is a must to explore risk response strategies or key controls for the identified risks. Through this risk management plan, the concerned individuals or offices will be guided on what to do, should the risks persist or happen.

Risks were measured in terms of likelihood and impact using the qualitative scales, namely: low, moderate and high.



Below are the tables of likelihood and impact ratings and their respective qualitative description.

Table 7.3 Likelihood Rating

Rating	Historical	Control Environment	Complexity of the Process
High	Daily	Weak	Very complex
Moderate	Monthly	Moderate	Moderate
Low	Annually	Strong	Simple

Table 7.4 Impact Rating

Rating	Scale Description
Low	Insignificant and negligible
Moderate	Noticeable challenges to achieving strategic targets
High	Catastrophic or may threaten to the success of the projects

The table below shows the identified risk items, the likelihood and impact ratings, their respective mitigation measures and the responsible individuals and offices who will implement the measures.

7.5 Risk Management Plan

Risk Items	Likelihood	Impact	Mitigating Measures	Responsible
<b>INPUTS</b>				
Lack of funding	Moderate	High	Identification of funding sources	PHRMO PBO/LFC Core Team/ Pool of Trainers
Lack of commitment in the HRD Plan within 3 years	Low	High	Seek executive and legislative support	PHRMO
Absence of policy and system guidelines	Moderate	High	Executive support in terms of memo issuances and circulars	PAdO PHRMO
Insufficient workforce to conduct the possible LDI	Moderate	High	Allocation of human resource for the implementation of possible LDIs, Invite Resource Person/LSP to train	PGO, PBO,PTO, and PHRMO
Lack of technical specialization	Moderate	Moderate	Train enough personnel for a specialized technical competency	PHRMO Concerned DH
<b>LDIs</b>				
Non-responsive participants	Moderate	Moderate	Issuance of memorandum, proper	PGO Core Team Pool of

			communication	Trainers PHRMO
Unwillingness of target participants due to health concern and family situation	Moderate	Moderate	Discuss with the participants how to address this concern	Department Head HRDP Core Team/ Pool of Trainers
Overlapping and conflict of schedule of participants	Moderate	Moderate	Consult the immediate supervisor; synchronize schedule of activities; discuss with the participants how to address this concern	HRDP Head HRDP Core Team/Pool of Trainers
Natural and other disturbances (from floods to power interruption and RP's availability)	Moderate	High	Coordinate with PDRMMC and PGSO	PHRMO PGSO HRDP Core Team/ Pool of Trainers
<b>OUTPUTS/PERFORMANCE</b>				
Insufficient funds for follow through activities (performance outcome levels, evaluation of learners)	High	High	Budget pooling of training account of all offices; pre-planning and budgeting	PHRMO LFC PG Heads
Lack of support in the workplace (from peers and supervisors)	Moderate	High	Learning sessions; communication, i.e FGD, re-echo, Memo (dept and gov), dialogues	PG Heads Core Team/Pool of Trainers
Lack of motivation to apply learning in the workplace	Moderate	Moderate	Recognition/promotion, follow-through of action plans	PG Head
Overlapping/conflict of schedules	High	High	Consultation with concerned officials, prioritization and review of tasks and functions, sending an alternate	PHRMO PG Heads
High turnover of trained staff/talents	Low	High	Promotions, giving of awards and incentives; Sessions to share acquired learning (multiplier effect), job rotation/interesting job assignments	PHRMO PG Heads
<b>OUTCOME</b>				
Unavailability of funds especially during plan implementation, schedule	Moderate	High	Identification of funding sources; convince and lobby	PHRMO, PPDO,PB O,

of operations and outcome reporting.			for the request of funding	PDC,LFC
Unsatisfactory OPCR, IPCR standards (results will support the interventions on HRD Plan, unfavorable ratings emphasizes the need for implementation)	Low	High	Coaching and mentoring	PHRMO, PG Heads and Supervisor s
Change of guards (change of leadership)	High	High	Presence of Executive Order, SP Resolution to support continuity of HRD Plan Implementation	PADO-Admin SP PHRMO



## **ANNEXES**

- 1. Assessment Tool for core and Leadership Competencies**
- 2. Assessment Tool for Technical Competencies**
- 3. Position Competency Profile Standard: Leadership Competencies**
- 4. Position Competency Profile Standard: Core Competencies**
- 5. Result of the Technical Competencies Assessment**
- 6. Implementation Matrix of the Identified Learning and Development Interventions for CY 2017**
- 7. Monitoring and Evaluation Table for the LDI for CY 2017**
- 8. Monitoring and Implementation of LDI Matrix**
- 9. M&E Indicators for the Strategic Competency Based Human Resource Development Plan**
- 10. Provincial Offices 3-Year Learning And Development Plan**



# Assessment Tool for Core and Leadership Competencies



# Assessment Tool for Technical Competencies



# Position Competency Profile

## Standard: Leadership

### Competencies



# Position Competency Profile Standard: Core Competencies





# Result of the Technical Competencies Assessment



# Implementation Matrix of the Identified Learning and Development Interventions for CY 2017



# Monitoring and Evaluation Table for the LDI for CY 2017



# Monitoring and Implementation of LDI Matrix



# M&E Indicators for the Strategic Competency Based Human Resource Development Plan



# Provincial Offices 3-Year Learning and Development Plan

