

CapDev Agenda in a Nutshell



A Primer on the Formulation of a
Competency-based Capacity
Development Agenda

CapDev Agenda **in a Nutshell**

**A Primer on the Formulation of a
Competency-based Capacity Development Agenda**

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Department of the Interior and Local Government (DILG)

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[message]

It is with great honor and pleasure that the Local Government Academy presents to you ***CapDev Agenda in a Nutshell: A Primer on the Formulation of a Competency-based Capacity Development Agenda*** as part of our continuing efforts for the institutional capacity and performance improvement of LGUs nationwide.

This Primer was designed to significantly help local chief executives to produce a competency-based Capacity Development agenda for their respective local government units using one of the tools of SCALOG (Systems on Competency Assessment for Local Governments)—the LGU Organizational Competency Assessment Tool.

I encourage our LGUs, their local chief executives, as well as the employees to use this material as means to increase awareness on the importance, and skills on the utility of the LGU Organizational Competency Assessment tool and competency-based Capacity Development Agenda.

I would like to commend the team responsible for organizing this Primer. All the hard work, dedication, perseverance, and professionalism that you have shown are much appreciated.

May this Primer be one of the instruments to achieve the vision of the Academy towards the betterment of LGUs nationwide.

MARIVEL C. SACENDONCILLO, CESO III
Executive Director

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*Who will administer the LGU Organizational
Competency Assessment Tool?*

Who are the respondents?

How often is it done?

How is it administered?

*What indicators are present in the LGU Organizational
Competency Assessment Tool?*

What rating scale is used?

How is the rating interpreted?

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[acronyms]

CBMS	Community-Based Monitoring System
CapDev	Capacity Development
CapDev Agenda	Capacity Development Agenda
DILG	Department of the Interior and Local Government
GeRL Ka Ba?	Gender Responsive LGU Ka Ba?
LCE(s)	Local Chief Executive(s)
LGA	Local Government Academy
LGPMS	Local Government Performance Management System
LGU(s)	Local Government Unit(s)
SCALOG	Systems on Competency Assessment for Local Governments

[introduction]

CapDev Agenda in a Nutshell is a primer on the formulation of a competency-based Capacity Development Agenda, more commonly known as the CapDev Agenda. This advocacy material aims to achieve the following:

1. Help local chief executives (LCEs) in producing a competency-based CapDev agenda for their respective local government units (LGUs); and
2. Promote the significance of SCALOG, particularly the **LGU Organizational Competency Assessment Tool**, in the self-assessment of LGUs in terms of their organizational strengths and weaknesses which are significant in formulating the said Agenda.

The primer is divided into four parts, namely: [1] Capacity Development: An Overview; [2] On Competency-based CapDev Agenda; [3] SCALOG as a System of Tools; and [4] The LGU Organizational Competency Assessment Tool. This material approaches the subject comprehensively through the use of simple and easy-to-understand mechanisms such as Q&A (Question and Answer), FAQs (Frequently Asked Questions), illustrations and diagrams, etc.

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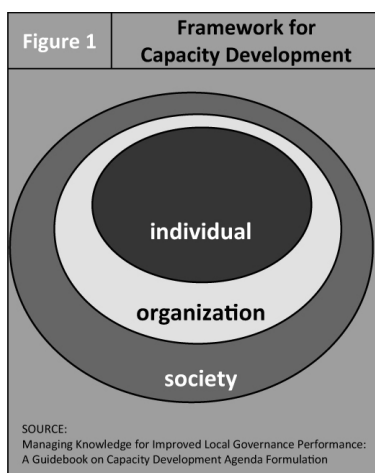
[part 1] Capacity Development: An Overview

This section begins with an introduction on the concept of Capacity Development. Details on the CapDev Environment in the Philippines and an overview of the Integrative Framework on LGU Capacity Development that is adopted by the Department of the Interior and Local Government (DILG) shall serve as the foundation of the succeeding discussions on the formulation of a competency-based CapDev Agenda for LGUs.

Q: What is Capacity Development?

A: In a nutshell, Capacity Development is both a broad concept and a process by which individuals, groups, organizations, institutions, and societies foster: (a) decentralized governance, and (b) convergence towards self-reliant and autonomous local authorities and active partners for national development.

It focuses in the development of the overall competencies of: (1) the individual, (2) the organization, and (3) the society; and their ability to perform their functions towards the achievement of set goals and objectives (*see Figure 1*).



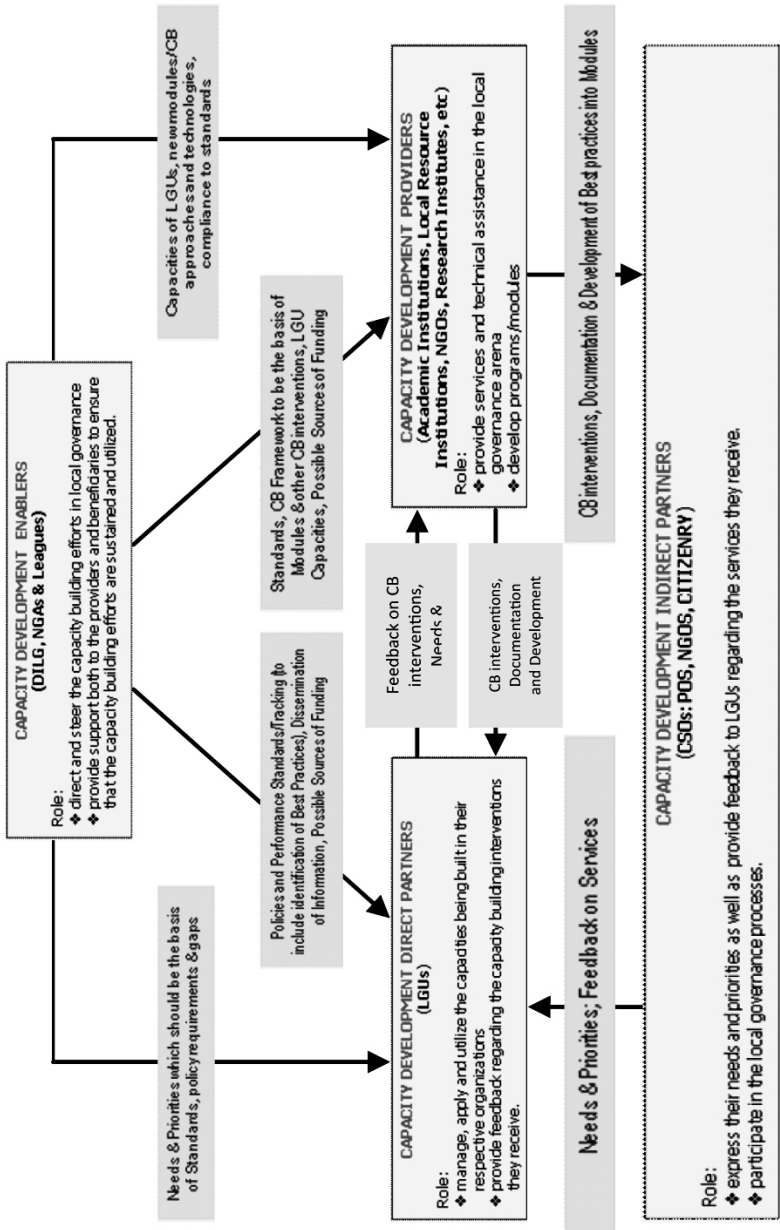
Q: What is the LG CapDev Environment in the Philippines?

A: The CapDev environment in the Philippines is characterized by the interrelationship/s of **CapDev Enablers** (DILG, NGAs, and Leagues), **CapDev Direct Partners** (LGUs), **CapDev Providers** (Academe, LRIs, NGOs, RIs, etc.), and **CapDev Indirect Partners** (CSOs, POs, NGOs, citizenry). **Figure 2** showcases the interrelationships between the mentioned stakeholders and the roles they play in the CapDev environment.

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Figure 2 The CapDev Environment in the Philippines



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For a more comprehensive discussion, the following are the detailed explanation on the roles of the four key players in the Philippine CapDev Environment:

CapDev Enablers. The task of enabling strategically rests with the DILG, NGAs, and the LGU leagues primarily to direct and steer the CapDev efforts in local governance and to provide support to both the providers and beneficiaries to ensure that the capacity building efforts are sustained and utilized. These roles are seen along DILG, NGAs, and other leagues interventions to CapDev Providers like development of capacities for LGUs; new modules/CB approaches and technologies; formulation and compliance to standards; CapDev framework as basis of modules and other interventions; and possible sources of funding; to name a few.

For those directed to the LGUs as Direct Partners, the Enablers prepare policies and performance standards/tracking to include identification of best practices, dissemination of information, and likewise the possible sources of funding. It also determines the needs and priorities which should be the basis of standards, policy requirements, and gaps.

CapDev Providers. They may either be an academic institution, local resource institution, an NGO, a research institute, and/or any similar organization/s. They provide services and technical assistance in the local governance arena, as well as develop programs and/or modules. These roles are manifested by CapDev interventions such as documentation and development of best practices modules both for the direct partners, indirect partners, and the civil society consisting of Civil Society Organizations (CSOs)—POs, NGOs, and the citizenry.

CapDev Direct Partners. The roles of direct partners (the LGUs) include managing, applying, and utilizing the capacities being built in their respective organizations; and provide feedback on the capacity building interventions they receive.

CapDev Indirect Partners. Indirect Partners (the CSOs) assume the following roles: express their needs and priorities as well as provide feedback to LGUs regarding the services they receive and participate to in the local governance processes.

Finally, it must be noted that, while the DILG performs certain roles as direct providers, the shift is gradually towards the performance of enabling roles only.

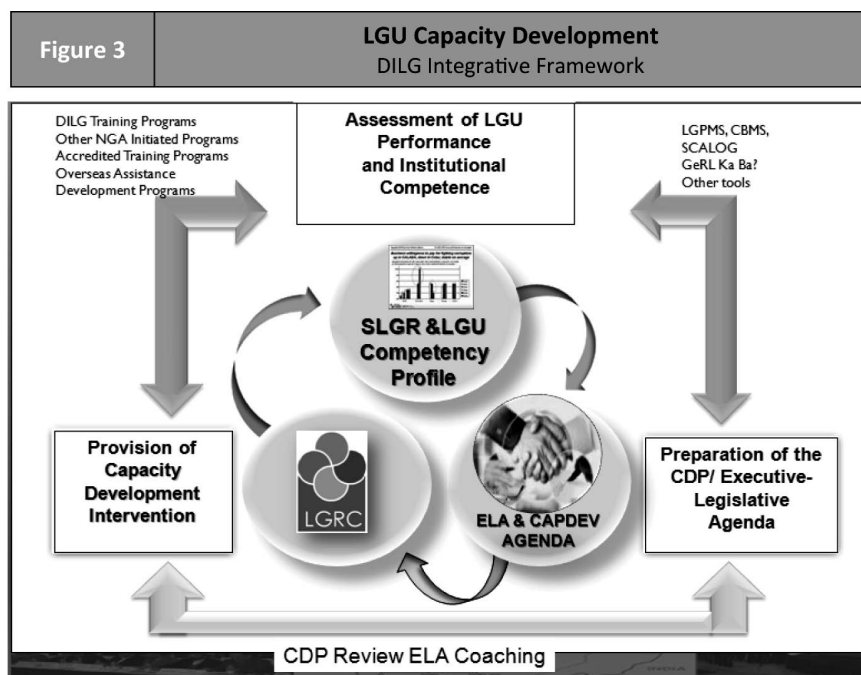
Q: What is the DILG Integrative Strategy on LG Capacity Development?

A: As one of the CapDev Enablers, the integrative framework of the DILG in building LG capacities promotes the establishment of synergy in the implementation of various programs, and in the utilization of the wide range of tools and processes. It encourages the utilization of performance management and institutional competency assessment tools and systematic weaving of the results for a more in-depth and meaningful analysis.

The components of the Integrative Framework are the following main processes: (1) Assessment of LGU Performance and Institutional Competencies through the use of LGPMS, SCALOG, and other existing tools in order to formulate the SLGR and LGU Competency Profile; (2) Crafting of the Legislative-Executive Agenda (ELA) and CapDev Agenda, which leads to the Comprehensive Development Plan (CDP); and (3) the Provision of Capacity Development Initiatives via the DILG Local Governance Resource Centers through training programs, Other NGA initiated programs, accredited training programs, and overseas assistance development programs. This framework may be illustrated as shown in **Figure 3.**

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SOURCE:
Managing Knowledge for Improved Local Governance Performance:
A Guidebook on Capacity Development Agenda Formulation

In the above processes, CDP review and ELA coaching are important to come up with a CapDev intervention and the ELA, respectively. The processes are mutually reinforcing of each other to produce the SLGR and LGU competency profile, ELA and CapDev Agenda. The LGRC in the DILG serves as the interactive venue that facilitates the provision of CapDev for local governments more efficiently and strategically.

Moreover, in commitment to its role as one of the enablers of Capacity Development, the DILG issued M.C. No. 2007-71 which mandates all LGUs, through the leadership of their respective LCEs, to formulate an LGU Capacity Development Agenda.

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Q: What is an LG CapDev Agenda?

A: Otherwise known as the CapDev Agenda or simply CapDev, Capacity Development Agenda outlines the capacity development strategies, programs, and initiatives that need to be undertaken by local governments to address identified organizational competency gaps, indicated target groups, specified recommended approaches, required resources, and timeline.

[part 2] On Competency-based CapDev Agenda

This part of the primer provides a discussion on a Competency-based CapDev Agenda. Moreover, questions on why and how such a CapDev agenda is formulated will also be explained.

Q: What is a Competency-based CapDev Agenda?

A: A Competency-based CapDev Agenda outlines the capacity development strategies, programs, and initiatives that need to be undertaken, based on the organizational competencies of an organization.

Q: What do you exactly mean when you say “organizational competencies”? What are “competency gaps” then?

A: Organizational Competencies are an integrated set of work processes, structures, systems and technologies that an LGU must have to render and sustain superior performance. **Competency Gaps**, on the other hand, refers to specific points of weaknesses and areas for improvements in an organization’s competency.

Q: What areas of organizational competencies are being assessed?

A: The following are the organizational competencies being assessed: (1) Organization and Staffing, (2) Legislative Support and other Enabling Mechanisms, (3) Transparency, (4) Management Systems, (5) Participation, (6) Continuous Improvement/Innovations, and (7) Customer Service.

Q: Why a Competency-based CapDev Agenda?

A: It is known that a competency-based CapDev Agenda outlines the capacity development strategies, programs, and initiatives that need to be undertaken to address identified organizational competency gaps, indicated target groups, specified recommended

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approaches, requires resources, and timeline. Clearly, a competency-based CapDev Agenda (formulated using the results of SCALOG) is intended to address specific competency gaps with more focus and freedom from hit-and-miss strategy which are usually acquired when there are no studies made.

Q: How do we formulate a competency-based CapDev Agenda?

A: Before you start the planning process:

- The LGU should have completed their
 - o State of Local Governance Report (SLGR) as an output of the Local Governance Performance Management System (LGPMS) tool.
 - o SCALOG: LGU Organizational Competency Assessment result with the LGU Organizational Competency Profile as an output.
- It may also help to make readily on hand results of other performance assessment tools (e.g. CBMS, GeRL Ka ba?) as the information they offer may be crucial in successfully completing the process.
- An LGU Technical Working Group (TWG) has been organized and oriented with the new ways of thinking on Capacity Development. Together with the MLGOO, they should also have with a solid grasp of the results of these assessment tools.
- The Comprehensive Development Plan (CDP) – Executive and Legislative Agenda (ELA) must also be reviewed as the CapDev Agenda represents the Institutional Capacity Sector of the CDP-ELA.

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Step 1

- ***Determine the Current Situation***

Closely review the LGU Organizational Competency Profile (Appendix B of SCALOG) and compare results with the indicators for consistency. It is important that the data entered herein is validated.

Focus on the list of competency strengths and gaps as summarized in the LGU Organizational Competency Profile.

Step 2

- ***Validate LGU Competency gaps with reference to other tools that generate LGU data and information.***

The intention in undertaking this step is to establish the consistency of SCALOG results with other analysis.

Step 3

- ***Undertake an analysis of the identified problems.***

Use one or a combination of tools and processes in analyzing the problem/s. The suggested tools are Problem Tree Analysis, Fishbone Analysis, Strength, Weaknesses, Opportunities and Threat (SWOT) Analysis, Alternative Analysis Approach, Participatory Issue Identification, Pairwise Ranking and Forcefield Analysis.

Step 4

- ***Formulate the Competency Objectives .***

When sitting down to formulate your objectives, it would help to have a very clear idea of what you want to be in the future and what you are going to do to get there. Your objectives therefore should be SMART!

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The objective tree analysis will facilitate the identification of the core competency objective for the Capacity Development. Hence, it is strongly suggested that the use of Problem Tree Analysis be undertaken to identify the problems as suggested under **Step 3**.

Step 5

- ***Prioritize gaps for Capacity Development intervention.***

The prioritization may indicate which one should be implemented first.

Step 6

- ***Develop the Capacity Development Agenda.***

Remember, capacity development is NOT just about training or staff development and may involve a whole range of strategies and approaches e.g. learning by doing, peer to peer mentoring, work place learning, on-site coaching among others.

This is how a CapDev Agenda Looks like:

Performance Areas / Service Areas	Competency Objectives	Capacity Development Responses (Strategies/ Approaches/ P/P/As)	EXPECTED OUTPUT	TARGET BENEFICIARIES		Level of Priority	Time Frame	Funding Requirement			Office Responsible	Source of Support/ Technical Assistance
				No.	Type			2010	2011	2012		

Step 7

- ***Monitor Capacity Development Agenda implementation.***

[part 3] SCALOG as a System of Tools

This part discusses the details of SCALOG as a set of self-assessment tools for LGUs. It aims to promote the significance of the tools in identifying organizational competencies and gaps which are relevant in formulating a competency-based CapDev Agenda.

SCALOG is devised as part of the Local Government Academy's (LGA) efforts for the improvement of institutional capacity and performance of LGUs nationwide.

Q: What is the meaning of SCALOG?

A: The acronym *SCALOG* stands for Systems on Competency Assessment for Local Governments.

Q: What is it for?

A: SCALOG utilizes two tools, namely: [1] the LGU Organizational Competency Assessment Tool, and [2] the Gender Responsive LGU (GeRL) Self-Assessment Tool. These tools identify the organization's competency strengths to be maintained and weaknesses to be addressed through capacity building efforts.

This Primer aims to elaborate on the *LGU Organizational Competency Assessment Tool* part of the SCALOG which measures the level of organizational competencies of LGUs relevant to the formulation of a competency-based CapDev Agenda.

Q: How is SCALOG related to the LGPMS?

A: The Local Government Performance Management System, otherwise known as the LGPMS, and SCALOG both use 5 performance areas (GASEE) and 14 service areas as indicators (*see Figure 4*).

Figure 4

PERFORMANCE INDICATORS and SERVICE AREAS				
<u>G</u> overnance	<u>A</u> dministration	<u>S</u> ocial Services	<u>E</u> conomic Development	<u>E</u> nvironmental Management
Financial Accountability Local Legislation	Development Planning Revenue Generation Resource Allocation and Utilization Human Resource Development and Management	Health and Nutrition Education Housing and Basic Utilities Peace Security and Disaster Preparedness	Agriculture and Fisheries Development Enterprise, Business and Industrial Promotion	Natural Resources Management Waste Management and Pollution Control

However, the two differ in terms of what they measure. LGPMS measures the inputs and outputs/outcomes of LGU performance. The SCALOG, on the other hand, measures the “throughput” or the capacity of the LGU to transform inputs into outputs and outcomes (*see Figure 5*). Simply put, the LGPMS answers the question: “What results does the LGU can produce?” while SCALOG answers: “What is the capacity of the LGU to produce the results?”

Figure 5

INPUTS	THROUGHPUT (Organizational Competencies)	OUTPUTS
LGPMS	Organizational Competency Assessment	LGPMS

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Q: Are LGUs mandated to use/conduct SCALOG?

A: SCALOG is a relatively new concept/tool which, as of the moment, has not yet been mandated by any law, MC, etc. It is noteworthy, though, that using it is highly advised as it is advantageous for LGUs to formulate a competency-based CapDev Agenda.

Q: Aside from SCALOG, are there any tools which the Department is advocating to help in formulating a competency-based CapDev Agenda?

A: There are other tools which may be used to produce a CapDev Agenda. However, as of the moment, the LGU Competency Assessment Tool of SCALOG is the only tool that is advocated by the DILG in formulating a competency-based CapDev Agenda as an output.

[part 4] The LGU Organizational Competency Assessment Tool

Having established SCALOG as a system of competency tools, the final section of this Primer shall elaborate on a particular component of the said system—the LGU Organizational Competency Assessment Tool.

Q: Who will administer the LGU Organizational Competency Assessment Tool?

A: The LCE as the head of the LGU shall oversee the administration of the LGU Organizational Competency Assessment Tool. The LCE may delegate this function to a division head; say, the head of the HRMD. The ownership of the tools rests with the LGU as its self-assessment tool.

Q: Who are the respondents?

A: There are two sets of respondents: **the internal respondents** from the LGU itself who are involved in the service area concerned; and the **external respondents** who have transacted business with the LGU within the service area concerned. The suggested respondents per service area are elaborated in the manual of administration.

Q: How often is it done?

A: The LGU Organizational Competency Assessment tool is administered by the LCE once every 3 years during his/her term. However, it may be reviewed annually if there are areas that have significantly improved.

Q: How is it administered?

A: The LGU Organizational Competency Assessment is administered in a participatory process through a focused group discussion (FGD) by the administrator (the LCE himself/herself or his designated representative knowledgeable on the tool itself). The goal is to obtain an objective calibrated score per indicator to avoid subjectivity. Averaging is discouraged throughout the process. Only consensus rating or calibrated score is allowed per indicator. Care must be taken to capture the explanation or narrative in obtaining the consensus or calibrated scores *(for the comprehensive discussion of the steps on how the LGU Organizational Competency Assessment is administered, please refer to the Annex).*

Q: What indicators are present in the LGU Organizational Competency Assessment tool?

A: Indicators are either **compliance indicators** or **best practice indicators** under each of the seven organizational competencies. Compliance indicators are taken from the basic requirements of the Local Government Code and other laws, as well as the rules and regulations and issuances for the LGUs to comply. Best practice indicators are obtained from the model or innovative practices of LGUs that excel along a given service area.

Q: What rating scale is used?

A: Every indicator is rated along a 5-point rating scale where 1 is the lowest and 5 is the highest. 1 also stands for a **No** answer and 5 for a **Yes** answer.

Q: How is the rating interpreted?

A: A rating from 1 to 3 is considered an area for improvement or area with competency gap that needs to be addressed in the LGU capacity development agenda. A rating of 4 to 5 is an area of strength that needs to be sustained.

Q: What are the results of the tool?

A: The result of the LGU Organizational Competency Assessment tool is primarily the list of areas of strengths, and the list of areas for improvement, or the competency gaps that need to be addressed by the LGU to render superior performance. The listings of the areas of strengths and areas for improvement are presented in Appendix A and Appendix B of the SCALOG results.

Q: What about the “SCALOG color wheels”?

A: The set of 7 color wheels represent the results of the LGU Organizational Competency Assessment for each of the 7 organizational competencies under each of the 14 service areas and 5 performance areas or GASEE of the LGPMS. It uses four colors: green for very high, blue for high, yellow for moderate, and red for low competencies. Each color wheel is the visual representation of the competencies of a given service area under GASEE.

Q: Who are the users of the result?

A: All the stakeholders of local governance could be the beneficiaries and users of the result. A stakeholder may refer to their LGU’s competency assessment result to identify what organizational competencies need to be improved in order to produce a competency-based CapDev Agenda which will further address the needs of individuals, organizations, and the society at large.

Q: How important are the results of the assessment?

A: The LGU Organizational Competency Assessment tool determines the current competency levels of LGUs to make their localities organizationally competent in delivering the service to its constituents. The result of the assessments shall give a more concrete picture of the gaps and development areas at the local level. This shall serve as one of the bases for the LGU in determining the status of their competence.

This shall also help the national government agencies and other service providers in developing and conceptualizing technical assistance, capability-building programs, and other interventions for the LGUs.

Moreover, the LGU can also serve as an advocate of exemplary services for replication of other LGUs, and is one good legacy that an LCE may leave behind to the succeeding set of local officials for their guidance on the competency levels of the LGU.

[annex] Administration of the LGU Organizational Competency Assessment Tool (SCALOG)

This section outlines the steps in accomplishing the LGU Organizational Competency Assessment Tool. The following steps are described in terms of: task objectives, tasks and processes, outputs, duration and the materials needed.

STEP 1: Planning the accomplishment of the LGU Organizational Competency Assessment Tool

Objectives

- Orient and gain support of the LCE for the conduct of the assessment
- Identify the individuals and their corresponding roles in the accomplishment of the instrument
- Prepare a work plan or timetable for the conduct of activities for the administration of the instrument

Materials

- LGU Organizational Competency Assessment Manual
- Work Plan

Tasks and Procedures

1. Prior to the administration of the instrument to the target LGU respondents, it is important that the Local Chief Executive (LCE) first be oriented on the goals and objectives of the assessment as well as the activities that will be undertaken for the assessment. This will serve as a good opportunity for you to gain the support of the LCE, who in turn could give his/her support through the issuance of a

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memorandum allowing target respondents from the city/municipal sections/units to participate in the activities and/or the provision of financial resources to support the conduct of the activities.

2. Because of the number of small groups that need to be convened, planning ahead is critical. Prepare a work program or action plan for the activities. Use the following templates to come up with a good plan:

- o **Template 1: Respondents' List and Schedule** – use this template to identify internal and external respondents per service area, and specify a date for each focus group.
- o **Template 2: Calendar** – use the calendar to keep track, and to ensure that there are no conflicts in schedule.

Output

- LCE commitment for LGU to undergo assessment in aid of formulating competency-based CapDev Agenda
- List of respondents to be invited
- Plan of activities

STEP 2: Preparing for the Orientation and Workshop

With the activities in a work plan/timetable, you can now begin preparing for the conduct of the Assessment Workshop.

Objectives

- To develop and finalize the program for the LGU Organizational Competency Assessment Orientation and Workshop
- To invite participants to the orientation and the workshop
- To make the logistical requirements for the activities

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Materials

- LGU Organizational Competency Assessment Tool
- Letter/issuance from the LCE

Tasks and Procedures

1. Prepare and finalize the session design of LGU Organizational Competency Assessment Orientation and the Workshop.

Note:

Make sure that the invitation contains the following information:

- Objectives of the assessment
- Importance of the workshop to the attainment of the assessment objectives
- Schedule and venue of the workshop

2. Invite the identified participants to the orientation. Send out invitations (see **Template 3: Sample Invitation**) indicating the purpose, date, time and place of the activity at least three (3) days before the workshop. Include in the invitation the memorandum issued by the LCE, if any. Attach a copy of the instrument so the respondent can review the items.

Make sure to follow up and confirm attendance of participants at least a day before the workshop.

3. Prepare the materials needed, which may include attendance sheet, presentation materials (if there are any), and extra copies of the tool. Make arrangements for the venue, necessary facilities (e.g. OHP) and the snacks and/or lunch for the workshop. You are encouraged to generate support from the LGU to complement your resources for the activity.

Output

- List of confirmed attendees to the orientation
- List of logistical requirements

STEP 3: Orientation of the Participants on the LGU Organizational Competency Assessment

Objectives

- To orient respondents on the purpose of the assessment and realize importance of the workshop
- To give participants better understanding and appreciation of the LGU Organizational Competency Assessment tool

Materials

- Parts I and II of the Manual of Administration as reference for the presentations
- Attendance sheet

Tasks and Procedures

1. Welcome participants to the orientation and let them introduce themselves briefly – stating their names and units/organization they represent. This is particularly important for the NGO representative(s) who may not know the other participants and vice-versa.
2. Present the objectives of the LGU Organizational Competency Assessment. Proceed by explaining the assessment tool – its parts and the steps in accomplishing the tool. Emphasize the importance of the results of the assessment in identifying capacity-building interventions for their LGU.
3. Inform the participants that prior to the Assessment workshop, they would have to individually accomplish the tool, gather data and documents that support their answers. Remind participants that the quality of the LGU's assessment largely depends on the quality and involvement of the participants in the workshop. Hence it is critical

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that they come to the workshop prepared with the necessary data and information.

4. Present to the participants the schedule and venue of the Assessment workshop.
5. Before ending the orientation, check that all questions on the LGU Organizational Competency Assessment and the tool have been addressed.

Note:

- *Remind participants that while they can meet by sector to come up with proposed LGU rates on specific indicators, the sectoral rating does not automatically become the final LGU rating.*
- *LGU rating is reached through calibration, and not through a majority vote.*
- *Workshop can be done with ALL the respondents present for calibration.*

Output

- Prospective respondents provided with knowledge and skills in accomplishing the Organizational Competency Assessment tool

STEP 4: Facilitating the accomplishment of the tool.

Objectives

- To facilitate the accomplishment of the LGU Organizational Competency Assessment tool
- To document the proceedings of the workshop

Materials

- Attendance sheet
- Cassette recorder and tapes
- Meta cards, permanent markers
- Masking tape

Tasks and Procedures

1. Welcome the participants to the workshop. It might be important to emphasize at this point that they have been invited to participate in the workshop for they have the necessary knowledge and information to contribute in assessing the organizational competency of the LGU. Hence, everybody is encouraged to participate actively during the discussions.
2. Proceed by reviewing the steps in accomplishing the tool. Reiterate that the LGU's scores will be generated from their consensus and calibrated scores. Emphasize to the group the importance of having a common understanding of the items in order to come up with an agreed rating. It must also be emphasized that giving an honest rating would be more beneficial to the LGU.
3. Start the accomplishment of the tool. Discuss one item at a time. Ask each respondent for his/her response and the reason behind it. If needed, write them on the board to keep track of whether the answers are similar or not.

Some Tips:

- *If respondents have the same answers to an item, briefly discuss reasons then quickly move on to the next item.*
- *If group really cannot reach consensus on just one answer, get the average rating of their responses. This should be done as a last resort.*
- *Make sure that everybody has a chance to share his/her views and participates actively during the discussion.*
- *Ensure that all explanations, issues and agreements made are recorded. Have the workshop recorded or have someone document the workshop proceedings for you.*

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4. Guide the group in coming up with a calibrated scores for the items. As much as possible, the final rating should be a consensus rather than a simple average.

Note:

A Calibrated Score is an agreed score based on facts and findings of all the respondents, and is independent from the individual ratings made.

5. Encode the calibrated scores into the Excel template. Narrative responses to open-ended questions must be encoded on the Word template. Note issues, agreements and explanations made to derive the calibrated scores.
6. From the calibrated scores, generate the list of Organizational Strengths and Weaknesses. Present these results to the workshop participants.

Output

- Organizational competency profile (List of Strengths and Weaknesses)
- Notes that detail responses, discussions, issues and agreements made during the assessment workshop

STEP 5: Preparing and submitting the report.

Objectives

- To prepare the highlights of the workshop
- To prepare a report of the organizational competency of the LGU

Materials

- Cassette recorder and tapes

Tasks and Procedures

1. Write a report detailing the highlights of the workshop and the results of assessment consisting of the following:
 - Organizational Competency Chart (printout from Excel)
 - Strengths and Opportunities for Improvement (printout from Word Template)
 - Color Wheel representing the ratings obtained in all categories.
2. Submit the report to the LCE and other key LGU stakeholders.

Output

- Proceedings of the assessment workshop

STEP 6: Feedback session with key LGU stakeholders

Objective

- To organize a forum to present and explain to the LCE and other key LGU stakeholders the results of the LGU ORGANIZATIONAL COMPETENCY ASSESSMENT

Materials

- Written report on the LGU Organizational Competitiveness
- Powerpoint presentation/visual presentation summarizing of results of the LGU ORGANIZATIONAL COMPETENCY ASSESSMENT

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Tasks and Procedures

1. Upon submission of the written report on the LGU's Organizational Competitiveness to the LCE and other key stakeholders, prepare the design for a forum to present and explain the results of the assessment. Identify interested individuals and organizations.
2. Send out invitations to identified participants, prepare presentation materials and make logistical arrangements for the activity.
3. During the activity, present the highlights of the LGU Competency Profile per service area in all the organizational competencies, as appropriate. To do this, begin by showing the seven (7) color wheels, followed by List of LGU competency strengths and weaknesses or gaps at the compliance level (optional for the best practice level.)
4. Discuss the consensus/agreements/issues leading to results in notable areas for deeper appreciation by stakeholders.
5. Note down possible recommendations as may be gathered from the stakeholders to address specific competency gaps.
6. Prepare written report on the activity.

Output

- LGU concurrence to the result of the Assessment



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