

OVERVIEW

The **COMPETENCY DICTIONARY** has been designed as a reference tool for DSWD employees. Its primary purpose is to bring more detailed definition to the behaviors that are important for DSWD to achieve its strategic goals, and to create a common, objective language for discussing behavioral skills. This can also be used for human resource management functions including recruitment and staffing, learning, career development and performance management.

The Competency Dictionary consists of two major sections: **SECTION 1** provides information about competencies; **SECTION 2** contains the Competency Dictionary.

SECTION 1 discusses the following:

Understanding Competencies

- Definition of Competencies
- Types of Job Competency

The Competency Dictionary

- Definition of Competency Dictionary
- DSWD Competency Framework
- Understanding Competency Levels
- Guidelines in Rating Competencies
- Guidelines on how to use the Competency Dictionary

SECTION 2 discusses the competencies in detail. It contains the definition of each competency and behavioral indicators per level of each competency. The competencies were developed through a variety of processes, i.e. behavior-based interviews, thematic analysis, competency modeling, and validation with Subject Matter Experts in the institution.

The DSWD competencies are classified into the following:

- Core Competencies
- Managerial / Leadership Competencies
- Functional Competencies (Job-specific)

UNDERSTANDING COMPETENCIES

COMPETENCY DEFINED

A competency is a combination of motives, traits, self-concepts, attitudes or values, content knowledge, cognitive and behavioral skills. It refers to any individual characteristic that can be reliably measured or counted and that can be shown to differentiate superior from average performers (Spencer, et al, 1994). It also refers to demonstrable characteristics of a person that enable him to do a job very well.

The two major components of a competency are:

1. The overall definition of the competency that is considered to be critical to successful performance on the job. The definition explains what the competency means in general terms. The definition also provides a common way of looking at a particular behavior and will help everyone in an institution to understand the term in the same way.
2. Each competency is divided into a series of levels of proficiency known as a competency scale. The levels describe the noticeable differences in performance that can be observed and measured for a particular competency.

TYPES OF JOB COMPETENCY

There are three types of competency covered in this Competency Dictionary: **Core Competency**, **Managerial/Leadership Competency** and **Functional Competency**.

Core Competency relates to the institution's values, mission and culture; these are competencies that reflect organizational core capabilities and should be possessed by all employees regardless of function.

Managerial/Leadership Competency relates to skills, knowledge and behaviors needed to perform managerial work and processes; it deals with interactions between individuals or groups of people.

Functional Competency pertains to specific bodies of knowledge and skills required to perform the defined activities in a function or job. It includes the abilities to use the procedures, techniques and knowledge of a specialized field.

THE COMPETENCY DICTIONARY

COMPETENCY DICTIONARY DEFINED

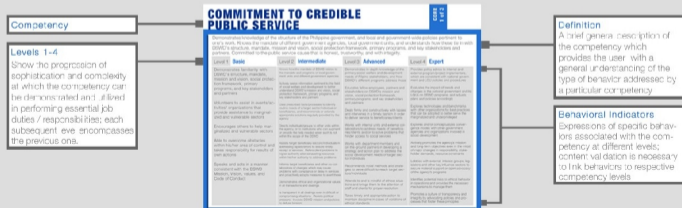
A Competency Dictionary is a reference tool that contains information on all of the competencies and the target levels for the various types of jobs in the institution.

Through the Competency Dictionary, one can identify the following:

- Definitions for Core, Managerial/Leadership and Functional Competencies
- Various levels of performance for each competency with a brief general description of the level
- Behavioral indicators which are expressions of specific behaviors associated with the competency at different levels.

DSWD COMPETENCY FRAMEWORK

The content of the Competency Dictionary is further explained in the following DSWD Competency Framework:



THE COMPETENCY DICTIONARY

UNDERSTANDING COMPETENCY LEVELS – PROGRESSION OF PROFICIENCY OR COMPETENCE

The different competencies in this Competency Dictionary are categorized based on a progression of the degree of scope, context, complexity and autonomy and responsibility from Level 1 to Level 4, where Level 1 shows the most basic, rudimentary and supervised level while Level 4 shows the most complex, expert and autonomous level.

Level	Level 1 BASIC	Level 2 INTERMEDIATE	Level 3 ADVANCED	Level 4 EXPERT
Scope/Context	Limited to own tasks and usually requires supervision and further training, competency is at a level where specific procedures are observed	Generally confined in own set of tasks, but has tasks that require working with others, with some activities not necessarily covered by procedures	Covers/integrates work of different individuals/ work groups, multiple tasks, diverse work units, varied situations	Involves work of different units, operational systems and processes in a dynamic environment
Complexity	Basic, rudimentary and routine tasks requiring less analysis and needed information is almost always given	Less information is present, requires resourcefulness and some degree of analysis, related to other tasks, less routine	Requires moderate degree of analysis and evaluation of routine and non-routine tasks, interdependence of tasks and own and others' performance	Requires high degree of analysis of systems and processes, results and performance and environmental and institutional variables
Autonomy and responsibility	Completely supervised, consults, no decision-making authority	Most tasks / activities can be done independently given clear directions, standards and procedures of work, requires consultation for non-familiar, non-routine tasks/situations	Independent work covering responsibility for others' work	Independent work and covers responsibility and accountability over various units' (operational / organizational) performance

THE COMPETENCY DICTIONARY

Level 1 BASIC	Level 2 INTERMEDIATE	Level 3 ADVANCED	Level 4 EXPERT
<p>You may understand and can discuss terminology, concepts, principles, and issues related to this competency</p> <p>You have applied this competency to situations occasionally while needing guidance to perform successfully</p>	<p>You are able to successfully complete tasks in this competency</p> <p>You can perform the skill independently</p> <p>You utilize the full range of reference and resource materials in this competency</p> <p>You understand and can discuss the application and implications of changes to processes</p>	<p>You are recognized within the organization as "a person to ask" when difficult questions arise regarding this skill</p> <p>You are capable of coaching others in the application of this competency by translating complex nuances relating to this competency into easy to understand terms</p> <p>Focus is on broad organizational/professional issues</p> <p>You provide practical ideas and perspectives on process or practice improvements</p> <p>You participate in senior level discussions regarding this competency</p>	<p>Focus is strategic</p> <p>You have demonstrated consistently excellence in applying this competency across multiple projects and/or organizations</p> <p>You create new applications for and/or lead the development of reference and resource materials for this competency</p> <p>You are able to explain the relevant process elements and issues in relation to organizational issues and trends to internal and external colleagues and constituents</p>

THE COMPETENCY DICTIONARY

UNDERSTANDING COMPETENCY LEVELS – PROGRESSION OF PROFICIENCY OR COMPETENCE

In using the Competency Dictionary, begin by reviewing the definition of each competency. The definition provides a common language that enables everyone in the institution to understand competency the same way.

Aside from understanding the competency definitions, one must also familiarize himself / herself with the competency scale, which consists of four levels. Each level includes a set of behavioral indicators that are observable. Employees use these behaviors when they demonstrate a particular competency. The competency scale provides users with a target level of performance needed for a particular job.

The competencies for each position are included in the position's job description that contains a set of "key" core, managerial / leadership and functional competencies, and proficiency levels required to perform successfully in a specific job. This is helpful whether one is using the competencies for appraising performance of employees (competencies as performance expectations) or selecting an applicant for a position in the institution (competencies as job requirements).