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PHILIPPINES - AUSTRALIA
HUMAN RESOURCE DEVELOPMENT FACILITY
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Going the Distance:
PAHRDF, your running coach





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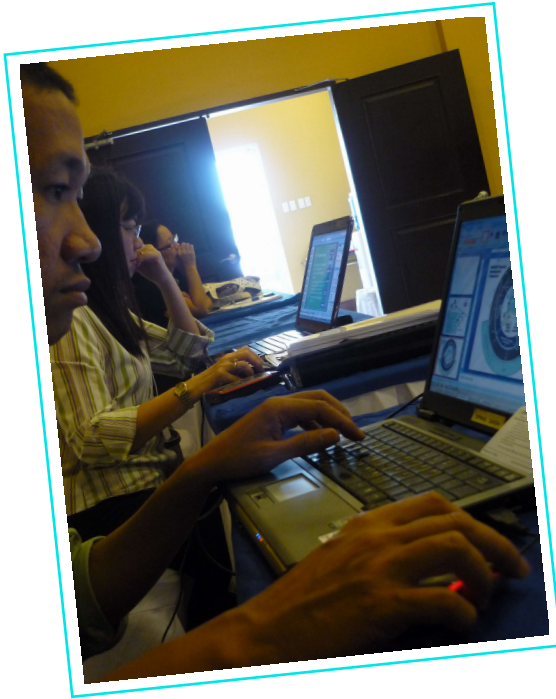
Going the Distance: **PAHRDF, your running coach**



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YOUR RUNNING COACH: PAHRDF



In every long distance run, no runner ever made it alone. The best runners always have help in their preparation because they know that to run in their best condition means to train hard and push themselves beyond their own limits, to challenge themselves to better reach their goal. At every checkpoint of the run, milestones are reached for both the runner and the coach. These points represent the efforts of both individuals as they try to reach the end goal, the finish line. Similarly in the field of capacity development, one can see progress in terms of checkpoints. For PAHRDF, the running coach for its partner organization, the finish line is ultimately a better Philippines where the positive change they initiate is put into motion by each of their partner organizations. PAHRDF is our coach in going the distance.



The Philippines-Australia Human Resource Development Facility (PAHRDF) is an initiative of the Australian government to address the problems of poverty and inadequate sustainable development in the Philippines by aiding in the **systematic improvement** of target organizations' abilities to deliver their services.

Guided by the organization's agenda **for change**, the Facility and its partner organization work hand-in-hand to identify areas which need improvement, develop the appropriate solutions or interventions addressing these needs, and put in place mechanisms to sustain the changes made.

PAHRDF has partnered with a wide variety of organizations, all of whom have a direct impact on Filipino society. These include local government units, large government agencies, schools, NGOs, private companies, and other entities.

The Facility is set on the road towards the longest distance that Philippine Society needs to run, the road to a better future.

THE TRAINING REGIMEN: CAPACITY BUILDING

PAHRDF trains its partners using the **Capacity Development Model**, a dynamic system which covers workers' capacities, the organization's strategic change agendas and other initiatives.

This is the main coaching program that enables the Facility's partners to take their journey to the next level.

Every step taken is in line with the direction the partner organization wants to take - the change agenda or reform and how it benefits Philippine society. By taking into account each organization's unique situation, the Facility can develop a specialized menu of interventions that helps the organization along the way. The Facility places special emphasis on its partner organizations' Human Resource (HR) departments or units. HR is seen not only as an office to organize employees, but as a central point of contact through which beneficial changes may be made.

These changes are primarily sought through HR Solutions or interventions that come in the **form of short term training sessions (STTs) which cover different modes of Human Resource interventions and long term training programs (LTTs), called the scholarship program**. As with any HR program, there are various exercises at the runner's disposal. The Facility uses the most appropriate program at the most opportune time. It recognizes that change is a gradual process that must go through several stages of preparation and implementation.



PAHRDF also selects very carefully the **candidates** for training; those who are chosen are responsible for effecting beneficial changes in the organization by applying the skills and knowledge they have gained from the training. With this approach, the Facility teaches the trainee runners that they can become coaches themselves and enable others to follow their lead.

The HR interventions the trainees undergo follow PAHRDF's **Workplace Training Approach**, which makes use of adult learning strategies specifically tailored for employees in the work place. These are deliberately participative, fully engaging the employees of a partner organization in processes like organizational profiling, HR analysis and in producing outputs for **Re-Entry Action Plans (REAPs)** that will utilize the employees' learnings through new programs and policies in their organization.

The Facility follows a 5-step quality process to ensure that their partners run the course correctly. The entire engagement is constantly under a Monitoring and Evaluation process so that developments achieved through the HR interventions are put into action and institutionalized by the organization.



A Runner's Pace: Workplace Training



Every individual has their own style of running. As a good coach, PAHRDF tries its best to adapt to each organization's strengths and weaknesses.

The Facility recognizes the importance of **developing individuals** in the organization. It applies the Workplace Training Approach, a system which itself has changed and evolved over the Facility's various engagements with partner companies. The Approach considers the **worker's context** and supports the use of personally engaging, experiential learning techniques in its STTs and LTTs. It is through developing individual competencies that the enhancement of an institution becomes possible. PAHRDF improves the individual within the context of developing the institution's capacities because they are one integral being. A runner must cover all the basics in order to master himself/herself and temper their attitude in order to reach the goal. Every effort exerted focuses on the bigger picture.

Why the workplace?

The **everyday workplace**, with its routines and challenges, provides the context for the worker's development. PAHRDF believes that the workplace is not only a venue for the individual to do their job, but is their environment **for further learning and development**. An adult in the workplace never stops learning new skills, attitudes and work-related knowledge. Similarly a runner can never be complacent on the road. There are always new things to discover on the way.



Learning by experience

Adults learn by doing, thus PAHRDF's training interventions are deliberately **experiential in nature**, allowing the trainee to learn first-hand how the organization or trainee can be developed. The trainee then undergoes a process of synthesis and generalization, eventually applying new skills and behaviors learned in the workplace.

The trainees' motivations and inclinations, as well as their individual style of learning, are also considered as they go through the intervention to ensure the personal relevance and effectiveness of the engagement. **Self-assessment** also plays a key role in training to further promote participation, confidence and self-empowerment.



Role Models (Coaches and Benchmarking)

The use of coaches or mentors has been effective not only in assisting the trainee during the intervention, but in planning out and **following through an individual's growth** and development map. Coaches and mentors provide the trainee with feedback, as well as motivation and encouragement.

Coaches are sourced from **Training Service Providers** (TSPs) for STT programs while in-house supervisors trained by PAHRDF from within the partner organization itself act as coaches for the LTT programs.

Goal-oriented benchmarking, or providing a **point of comparison**, is another method of engaging trainees. To benchmark, STT trainees visit organizations known to be exemplary in their fields. This enables them to observe the practices or processes that enable an organization to perform well and to view their own organizations through a new perspective.

SAMPLE CASE STUDY 1

Revolutionizing the Water Sector: PAHRDF-NWRB (National Water Resources Board)



The Workplace Training Approach helps employees and employers recognize the importance of the work environment as an essential element of growth within the organization. It helps employees appreciate the situations and opportunities that come with their specific job and field of expertise.

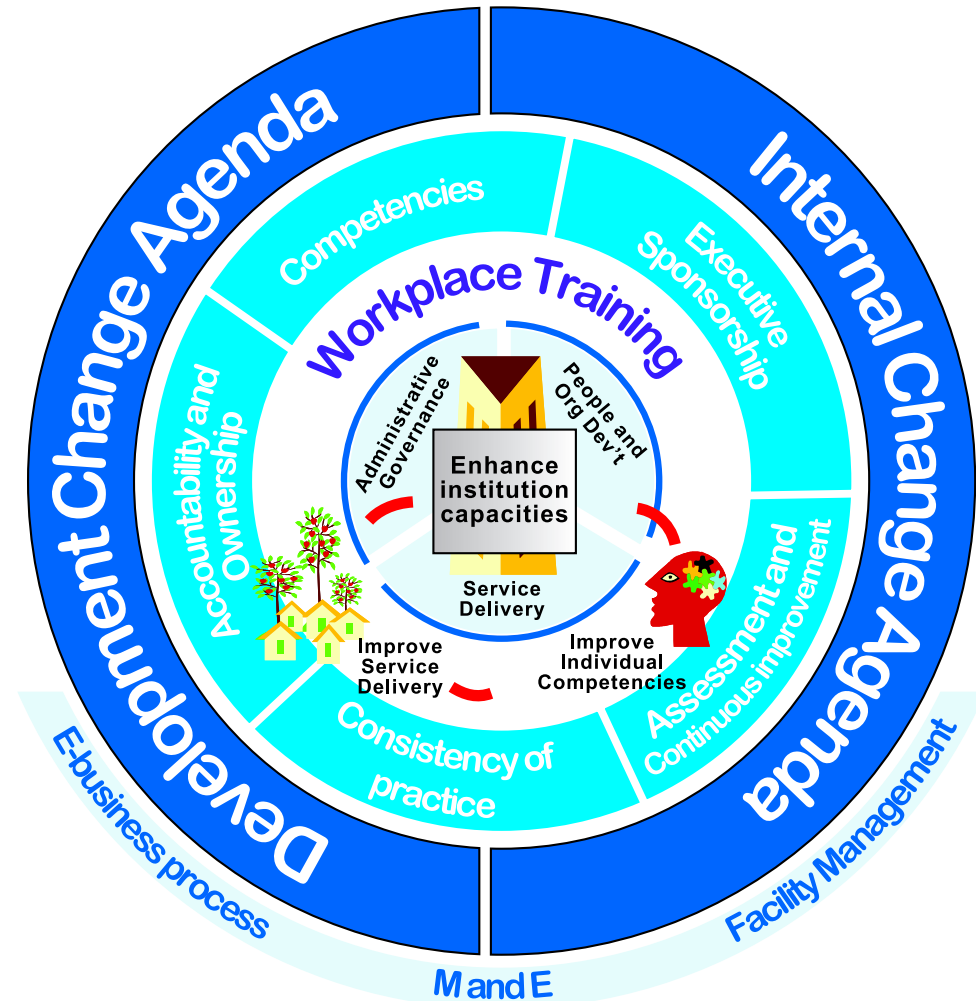
PAHRDF's partnership with the NWRB - the country's leading authority in the water sector - came about because many of its employees were unaware of what their jobs entailed. They were vague about concepts like **Integrated Water Resources Management** and simply considered themselves as “water permit processors.” The employees were not aware of the bigger picture. Their vision was obscured because their path was not made clear to them. PAHRDF as their partner and coach helped them realize what their work meant.

PAHRDF launched an HR intervention named the Institutional Strengthening for the Adoption of IWRM, which served to clarify what the IWRM was. This enabled employees to understand their roles as “regulators” or “resource managers,” and gave them a deeper appreciation of their responsibilities and functions. This also translated into a more committed attitude towards the goals of the NWRB. In contrast to the previous situation, some employees now conduct workshops on IWRM around the country, and serve as resource people on IWRM in both local and international fora.

This partnership resulted in the creation of Economic Regulation Guidelines (ERG), an output which aids the board in regulating private **Water Service Providers (WSP)**, and in developing a customer-friendly approach to regulating WSPs.

PAHRDF'S CAPACITY DEVELOPMENT MODEL: THE WINNING CHANGE

The Capacity Development Model is the dynamic system of processes utilized by PAHRDF to address the change agendas of its partner organizations. It rests on the principle of establishing a **firm partnership** between both groups, and commits them to work towards sustainable change. This is what makes the Facility different; this is what they do to help create winners.



Unfolding The Capdev Model

The objective of PAHRDF is to enhance the institutional capacities of its partner organizations and it focuses on three areas:

Service Delivery - refers to all aspects of the core business and operational purpose of the organization. This covers service delivery systems and procedures, and partnership building. The coach makes sure to give the trainees the ability to make good on their promises, to be able to make it to each check point at the appointed time.

Administrative Governance - refers to the set of broad organizational functions intrinsic to any private or public agency regardless of its mandate or specific service delivery objectives. The coach enhances the ability of the trainees to be self-driven according to their own principles and running style. This includes planning and policy development, project development and management, administrative service systems and procedures, information technology, and revenue generation.

People and Organization Development - refers to a set of broad functions that pertains to the human side of the organization. This is where the coach really drills the trainees by helping them become aware of their impact on the entire organization and their clientele. This covers leadership and teamwork, human resource management, and human resource development. The objectives of the specific interventions are accomplished through the workplace training approach that is expected to result in improved service delivery, improved individual competencies, and the over-all enhancement of the institution's capacities.

The coach uses the **Workplace Training Approach** to drive planned organizational change and reinforce strategic capacity enhancement from the individual to the organizational level. It's the Facility's way to successfully bridge the gap between an organization's mandate and its capacity to push their agenda towards completion.

Two major principles underlie the PAHRDF Workplace Training Approach:

- 1. Strategic Alignment** - refers to the tight, clear, and logical relationship between the partner organization's change agenda and PAHRDF's training interventions. It is important for the runner to have a clear direction.
- 2. Adult Learning** - involves the use of appropriate inductive methodologies that move the learner through a cycle of experience, processing, generalization, and application. It considers the adult participant's contexts, inclinations and motivations to ensure the relevance and effectiveness of PAHRDF's training interventions.

The Model uses 5 attributes as benchmarks to determine if any change made is institutionalized and sustained. These are the questions that the coach wishes to help the trainees answer through their engagement.

- 1. Competencies** - do your people have the right knowledge, skills and attitudes to do the job well? What competencies does the organization need to improve?
- 2. Accountability and Ownership** - are roles and responsibilities of people and offices clear? What mechanisms need to be strengthened to ensure people and offices are made accountable for deliverables?
- 3. Consistency of Practice** - are your processes, systems and tools responsive to your clients'. What needs to be improved?
- 4. Executive Sponsorship** - does management provide visible support and the necessary resources for your office to do well? What other management support is needed for your change initiatives to succeed?
- 5. Continuous Improvement** - are the processes, systems and tools regularly reviewed and improved as necessary? What mechanisms can be established or improved to ensure that these processes always remain responsive to clients' needs?

After PAHRDF checks the benchmarks, the coach then uses specific mechanisms to develop and maintain the sustainability of the change: E-Business processes, Monitoring and Evaluation, and through constantly improving the Management of the Facility.

- 1. E-Business Process** - facility operations are supported by a comprehensive web-based database system that serves as business platform across the Manila and Davao offices. The system is accessible to all stakeholders and the information is in real time, allowing Facility staff to attend to tasks using the website even when on-field, and to maintain quality standards in the development of Organizational Profiles, HR Analysis and HR Activity Specifications for STT activities. Monitoring and evaluation of REAPs, and evaluation of HR activities are also web-based.
- 2. Monitoring and Evaluation** - it is a comprehensive framework used by the coach to collect data that will form the basis of a good impact assessment over time. The system includes gathering baseline information and conducting periodic monitoring to assemble performance. This is the main tool that the Facility uses to gather information during and after the intervention.

3. Facility Management - PAHRDF's facility management is based on a culture and practice of continuous improvements and innovative approaches to managing a development project. Team members, stakeholders, partners, and clients are regularly engaged in idea and information exchange to generate valuable feedback on how operations and management systems can best support the delivery of STT and LTT activities. The Facility has also endeavored to be flexible in its work processes so that emerging priorities can be addressed effectively.

The entire development assistance is undertaken in order to address the internal change agendas of PAHRDF's partner organizations through its interventions and to align these endeavors with the national development change agenda that is part of the coach's training framework.

Does the Model work?

According to feedback from partner organizations and TSPs, the Capacity Development Model is effective in introducing **developments in both the individual trainees and the organization** they are a part of. Partner organizations and their people know that they improve their performance with the Facility's coaching; they can reach higher levels with PAHRDF at their side.

The National Water Resources Board (NWRB) has definitely experienced changes as described by the NWRB former Executive Director Ramon Alikpala.

“Before, when they attend a meeting or conference with stakeholders, NWRB staff would be quiet on one side. Now, they're more vocal... and they insist that they want to learn how to make presentations, speak up and assert. I think that they have been armed with the necessary competencies through the PAHRDF training, which gave them the confidence to do that.”

Another story comes from the National Statistics Coordination Board on the application of their Re-Entry Action Plan - the Relevant and Accurate 2003 Poverty Statistics Using Small Areas Estimation Technique. As told by Ms. Bernadette Balamban:

“Philippine Poverty Statistics are released every 3 years at the regional and provincial level of disaggregation. The regional and provincial estimates are obtained directly from the results of the Family Income and Expenditure Survey (FIES). No official municipal or city level estimates are generated directly from FIES. Realizing that there are demands for a more disaggregated level of poverty statistics, which is essential in coming up with more effective poverty alleviation programs and interventions, there is a plan to generate small area municipal estimates. This becomes the focus of the Australian Development Scholarship (ADS) REAP which aims to contribute to the NSCB team working on relevant and accurate 2003 poverty statistics (income and expenditure based) at municipal level with relatively small errors by using the small-area estimation technique. These estimates are envisioned to serve as a guide to policy makers and to those who are implementing poverty intervention programs in identifying poor municipalities in a poor province.

In September 2008, NSCB was able to produce the 2003 Intercensal Small Area Poverty Estimates (only tables with no analysis). With the ADS scholar as one of the lead technical staff in developing the models, NSCB is planning to publish the final report with analysis.



While the intercensal updating of small-area poverty estimates (SAE) is a project under World Bank with foreign and local consultants to provide directions, the knowledge gained by the awardee from the post graduate study has helped a lot, specifically in the use of regression models for some of the regions (regression models are necessary to be able to generate poverty estimates), as well as in the preparation of the project report. Although not yet official, the output was used by DSWD as basis for prioritizing target households of their proposed National Housing Targeting System for Poverty Reduction. More government agencies especially the Local Government Units (LGUs) are appreciating the SAE in the design/implementation of policies and programs in their respective LGUs.”

These experiences prove that the Model is effective and applicable towards achieving positive changes within PAHRDF's partner organizations. These are the proud moments of achievement for the coach, their runners going the distance and meeting the challenges head-on.



The Model also promotes the goals of the [Accra Agenda for Action \(AAA\)](#), which encourages capacity development through the cooperation of developing countries and donors. The AAA pinpoints efforts of developing countries to systematically identify areas where there is a *“need to strengthen the capacity to perform and deliver services at all levels...and design strategies to address them”*. It also details the need for donors as necessary partners in nation-building, to be responsive to developing countries' needs and offers help designed to support country ownership.

In running the distance, pit stops and checkpoints act as lifeblood on the road. The people at these places lend you a helping hand and supply you with food and shelter for the night. They provide the needed strength and encouragement that keeps you on the course. No runner goes the distance alone. This is the role of donors that provide support for PAHRDF's partner organizations.

The Model addresses difficulties in operationalizing development as described in the [2008 OECD/DAC inventory](#) of donor approaches to capacity development. According to the study, donors regularly encounter difficulties in systematically adhering to *“principles for aid effectiveness, which include demand-driven capacity development; country ownership and leadership in capacity development processes; donor alignment with national strategies and development priorities.”*

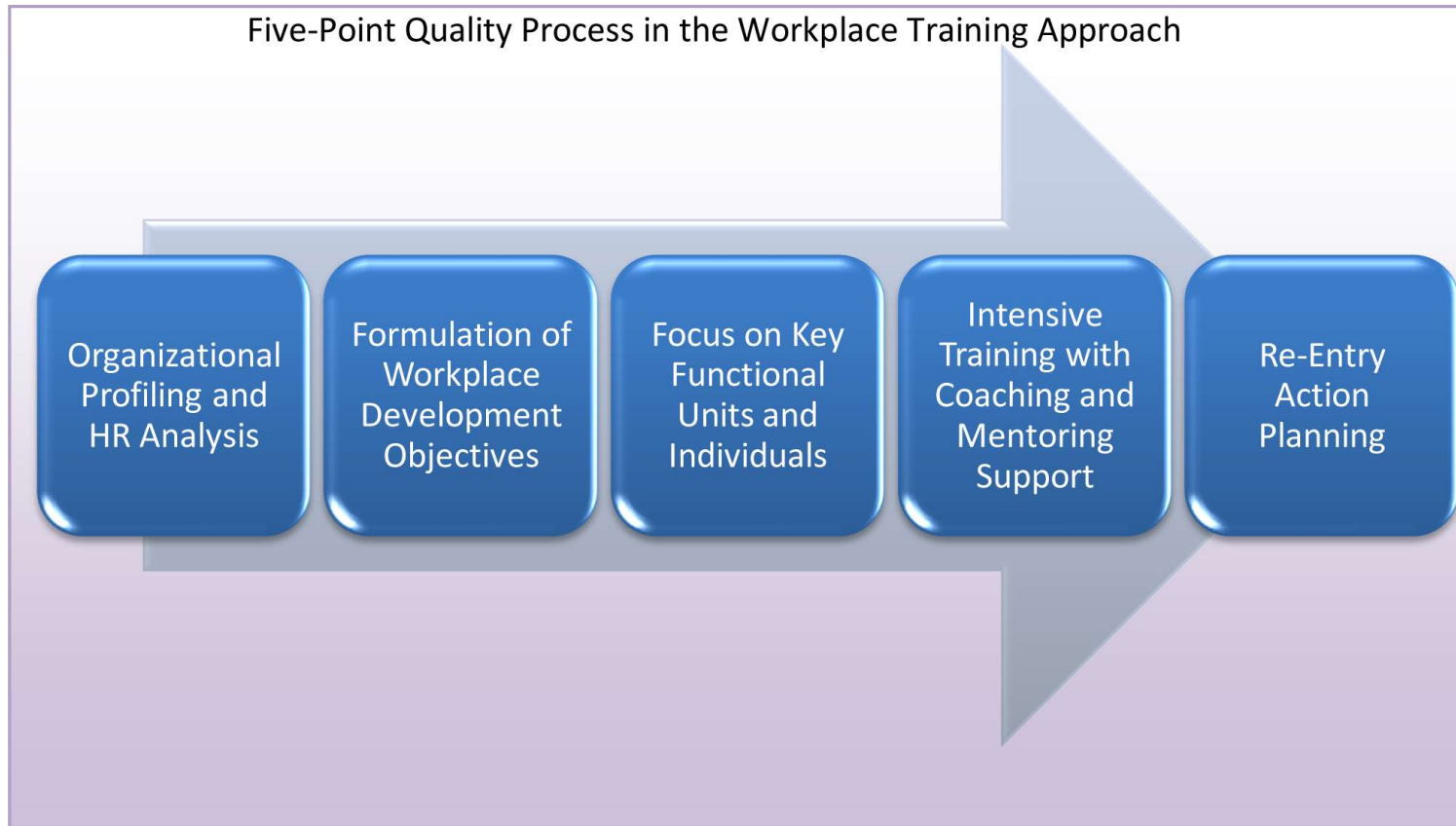
The Model addresses these by [providing a clear set of targeting criteria](#). Identifying potential partners aligns partner organizations with the Medium-term Development Plan of the Philippine Government and the Australia-Philippines Development Assistance Strategy. It also ensures that the partner organization is [committed to its own development](#). The use of the [Workplace Training Approach and the Five-Step Quality Process](#) also encourages the organization to take a proactive role in identifying its capacity development needs and in designing and implementing interventions.

Vision and clarity make the distance that much easier to run. When the runner sees the road ahead, he can follow the course without faltering.



5-Step Quality Process

PAHRDF's five-step quality process ensures continuing collaboration with the partner organization, and the lasting success of interventions undertaken. The process enables PAHRDF to monitor the progress of its partner organization. In the same vein, the coach never lets his athlete perform without monitoring the quality of his training.



Step 1: Diagnose Problems & Opportunity Areas

Before the organization undergoes intervention, **problems and opportunity areas are first identified** through organizational diagnosis involving profiling and analysis of its HR issues and concerns. This activity also provides the Facility a means to assess whether the organization is ready to commit to a long-term partnership.

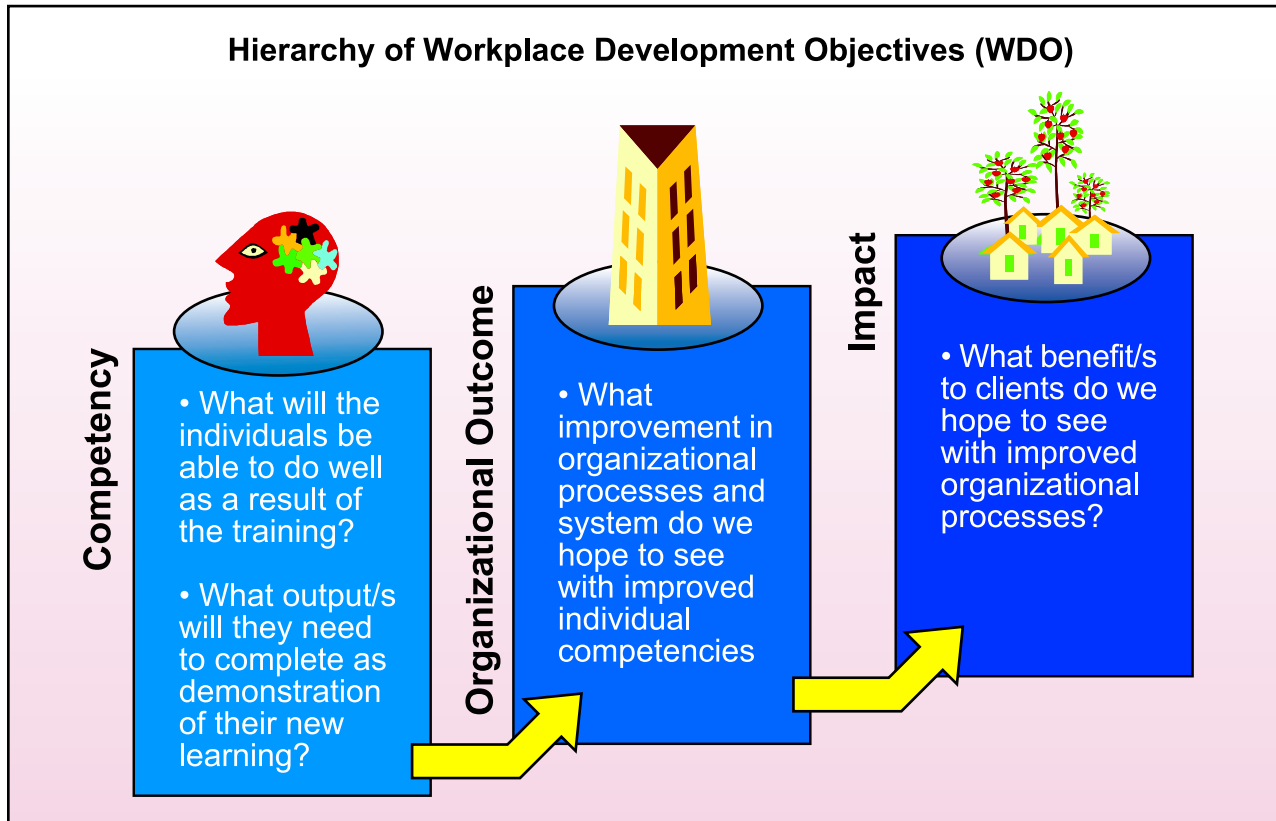
This process involves not only the organization's management and officers, but the organisation's human resource office. The diagnostic process lays out the organization's change agenda, and pinpoints competency gaps that will be addressed through interventions.

Step 2: Develop Goals

The organization develops a set of goals or **Workplace Development Objectives** which will be pursued throughout the course of the engagement. WDOs identify what competencies trainees have to develop.

Training outputs which have to be generated to demonstrate effective learning are also defined. These outputs have to be up to standard to show that the HR intervention was successful. WDOs also include expected **organizational outcomes** or the changes which should be immediately apparent in the organization's processes or systems as a result of the intervention through the implementation of Re-Entry Action Plans (REAPs). The expected **long-term impact** of the interventions, or how the development of the organization will aid in providing services to Filipinos, is also identified.





Step 3: Identify & prioritize units & individuals who will undergo training/ coaching.

Key units and individual employees are selected to undergo training, based on their contribution to the organization and their capacity to effect change within the organization.

The Facility obtains the commitment of all trainees from the outset, as well as the support of their superiors, as the training will demand a lot of time and effort from the trainee, and will take place outside the regular work setting.

Step 4: Train

Training, through either Short-term Training or Long-term Training programs, is highly participative and builds on the trainees' existing knowledge, skills, and attitudes.

Short-term trainees undergo classes, experiential activities, practicum, work-based coaching and mentoring, all specifically tailored to their needs and directed towards building self-confidence and enabling them to act as agents of change.

Long-term trainees (grantees of the Australian Development Scholarship) are sent out for extended periods of study in Australian universities and benefit from continuing mentorship from within their organizations.

Step 5: Map out & Implement the REAPs

Re-Entry Action Planning completes the process of change.

After the intervention, trainees develop REAPs that contribute to the organizational outcomes and impact as stated in the WDO. The REAPs are prepared in consultation with their respective supervisors. REAPs map out specific steps the trainee will take to integrate their training outputs into the organization's processes, and ensure immediate changes based on the trainee's learning and development are implemented in the organization.





PAHRDF PRINCIPLES

The Facility has focused on running their training programs on these 5 principles. Through these principles, the coach has been able to ensure the quality of their trainings and have guided the trainees onto a path which helps them reach new heights.

- 1. Ownership** - the training interventions are all demand driven. The trainees and the organization have a hand in developing not only their training program but in developing themselves.
- 2. Result-Oriented** - the interventions are always aligned with the organization's change agenda. In order to gauge the effectiveness of the training, the coach uses the organization's change agenda to qualify the results of the training.
- 3. Complementmentation** - interventions are not stand-alone with other AusAID government initiatives. The coach always strengthens the training program through incorporating elements from other initiatives aimed at developing and enhancing the partner organization.
- 4. Responsive** - the coach listens and adjusts to the needs of the partner organization's and their employees to perform better. By being adaptive, the intervention is able to deliver a training experience contextualized to the trainee's environment.
- 5. Value for Money** - the coach is strict with monitoring and evaluation. This is done in order to ensure that the intervention is working at optimum capacity and is able to maximize the partner organization's budget allocation for the training.

SAMPLE CASE STUDY 2

Empowering LGA's Powerful Alternative Learning Strategies (PALS)

The Model elicits change from its partner institution. Without a change in the institution's performance, the coach can label the training a failure. PAHRDF's engagement with the Local Government Academy (LGA), the training arm of the Department of the Interior and Local Government (DILG), resulted in the enhancement of the PALS program capacity to Embrace New Paradigms in Training and Development and Influence and Engage Key Stakeholders in Adopting PALS to enhance Local Government Unit (LGU) capacities. LGA plays a key role in providing continuing education on local governance for newly elected officials, its training programs are considered as a critical channel for strengthening partnerships and linkages among government leagues and local academic institutions for effective governance and efficient delivery of basic services.

It is very important therefore that LGA's interventions are not only anchored on current and emerging realities; they should also be delivered using responsive, appropriate, and up-to-date approaches and technologies to address the increasing demand to fast track governance reforms. PAHRDF's intervention led to the development of the PALS Manual and the PALS FEET (Foundation for Effective and Efficient Transition) Manual which helped promote the consistency of practice and adoption of PALS in training design and implementation for LGUs. The PALS Manual and the PALS FEET Manual have been successfully pilot-tested among DILG trainer groups (in 16 regions) who immediately applied the PALS approach in orienting 1,359 newly elected local government unit officials shortly after the May 2007 elections. In late November 2007, the PALS Manual was again pilot -tested to assist newly elected barangay officials. On the whole, the PAHRDF engagement has strengthened LGA's capacity as a reliable training arm of the government on local governance, resulting in improved service delivery to clients.

The coach had propelled LGA to proactively participate in capacity development forums and explore new partnership opportunities. The stakeholders were made to become more aware of the role of LGA as a major overseer and coordinator of capacity development programs for LGUs and the DILG and other donors and funding institutions (like the World Banks and the Swedish Aid Agency) have become more open to partnering with LGA. The Facility helped their runner onto a broader path, one that can lead to more possibilities. They were empowered with the ability to go farther they had ever gone before.



Enabling Mechanisms: The Water That keeps you Running

The Facility has set in place a series of enabling mechanisms to **facilitate smoother movement** through the Capacity Development Model. During the run towards change, there will be rough patches, times when the heat will be exhausting and your arms will reach out for life-giving water. PAHRDF is the water that sustains its partner organizations through the distance.

E-Business

The Facility directly communicates and interacts with its partner organizations **through its website**. REAPS and training activities are also monitored and evaluated through the website. Accreditation of training service providers and the tendering and submission of proposals are also done online.

The Website includes a 'Learning Centre' which is a repository of learning resources and knowledge products, aside from a 'Community of Learners' to encourage further interaction among users. The website is accessible to all stakeholders.



Facility Management

PAHRDF emphasizes **constant innovation in itself** as well as its partners. Feedback from the Facility's partner organizations, stakeholders, team members and other clients is used to develop the Facility's delivery of STT and LTT activities. The Facility also strives to maintain flexibility in order to address emerging priorities in the work place.



HR Advisers, assigned to respective partner organizations, maintain the quality of PAHRDF's operations by facilitating the consistent execution of the 5-Step Quality Process while managing relationships with partner organizations.

Monitoring & Evaluation

PAHRDF constantly monitors their trainees in order to ensure the quality of their training and progress. The Facility aims to always deliver value for the organization's time and money. The process of M&E will further be discussed in the section - Timing the Run: Monitoring and Evaluation.

Everyone involved in the process is pushed to their limits.



Going the Distance: **PAHRDF, your running coach**

Building Strong Strategic Partnerships

The partnership between PAHRDF and the organization is the key element to the successful execution of the Facility's work.

Partnerships feature alliances between the Facility and the organization's management and HR personnel. This interdependence begins when both sign a **Partnering Agreement**, and is kept throughout the processes of organizational profiling and HR analysis, and continues throughout the intervention, monitoring and evaluation. This is what constitutes the commitment between the coach and his runner, the promise to see it through to the end.



PAHRDF has worked successfully with a pool of international and local Training Service Providers and groups like the People Management Association of the Philippines (PMAP), the Philippine Society for Training and Development (PSTD), the Centre for Leadership and Change, Inc. (CLCI), and the Ateneo Centre for Organization Research and Development (CORD) in developing the HR function of its partner organizations.

SAMPLE CASE STUDY 3

Provincial Government of Agusan del Sur - Optimizing IT in Governance and Service Delivery



The Facility partnered with the PGAS in order to help the Provincial Government address the challenge of optimizing IT in governance and service delivery. In terms of its capacity areas, PGAS had several concerns they wished to address. These ranged from difficulties with response time, administrative governance in a few of the HR department's functions, costing and acquisition and lastly, customer satisfaction. The Change Journey by PGAS in each of the capacity areas was addressed through Executive Sponsorship, Capacity Development, Challenging the Process, and Policy Strengthening.

The coach obtained the support of their Chief Executive to determine a direction with the Provincial Governor and to clarify their involvement to ensure the success of the program's implementation and sustainability. To further develop the capacities of the individuals under the PGAS, training on digital tax mapping was done for the province and 14 of the municipal assessor's draftsmen. Training on Database Management, ISS Planning and Web Programming was also given to their staff. Through these efforts PAHRDF helped develop a mindset for seeking opportunities to develop innovative and easy changes in the PGAS. It encouraged the PGAS to experiment and take risks - constantly generating small wins and learning from mistakes.

After the interventions, visible signs of change were found in their Administrative Governance, such as:

- The PGAS Performance Management Information System (PMIS) created a record of provincial government personnel daily time records (DTRs). This translated to transparency and easy access to information of all Provincial Government systems and has led to networking and linkages;
- The creation of a database and status of malaria incidence;
- A lands parcel monitoring system;
- A document tracking system;
- A central and electronic payroll system;
- A property monitoring system - a database of all the properties of the Provincial Government and its whereabouts;
- A cash control system;
- PMIS expansion program; and
- Savings from all these benefits.



• **Paperless Sessions** - with the intervention of PAHRDF, from five reams of bond paper per session in 2007, Sangguniang Panlalawigan sessions have become paperless with the use of the latest equipment and technologies learned from various trainings.

• **Revenue Generation** - the Land Parcel Monitoring System with GIS is used in the Assessor's Office and Treasurer's Office which increased collection. The increased revenue funds other projects of the Provincial Government empowering their constituents through education. At present, PGAS is the only Provincial Government in the whole country with six different scholarships. The PGAS leadership believes that the highest form of development is through education; thus, PGAS enables its employees to perform well by sending them to different scholarship programs with the assistance of PAHRDF.

• **Improved service delivery** - community-based management system data help decision-makers identify eligible beneficiaries of social development interventions that improve their lives.

To accomplish what PGAS has achieved, efforts have to be consistent in building the capability of employees. This can only be done if leaders are dedicated, honest and determined to have these changes in place. With the help of the Facility, they were able to improve the network traffic efficiency, its availability, and the reliability of their administrative governance capabilities. Efficient communication management system using e-mail was the backbone that established their structured network. This is what can be achieved if the runner and the coach are both in sync and are aligned in reaching the goal of going the distance. To go above and beyond the original run and go further, garnering more experience and creating more checkpoints along the way.



BUILDING ENDURANCE: SUSTAINING PARTNERSHIPS

In any race, endurance is what keeps the runner going. For PAHRDF, a strong bond with their partner organization keeps them from stumbling and encourages them to continue pushing forward. This partnership is essential to the success of the Capacity Development Model. This is the sustenance for the runner's endurance. A **six-pronged strategy** is followed to ensure a **clear and focused relationship** between the partner organization's change agenda, PAHRDF's interventions, and the actions for change to be taken through the REAPs.

The strategy includes:

Ownership and Accountability

The strategy primarily involves both the Facility and partner organization establishing shared accountability for all projects and activities undertaken during the engagement. The commitment of both engaged groups begins on “Day 0”, during the pre-launch stage and does not end until all steps and aspects of the program are taken. Critical to this stage is the “buy-in” of the organization at all levels to confirm ownership. Once ownership and accountability are established, the work truly begins for both PAHRDF and the partner organization.

Interventions

The second point of the strategy emphasizes the need to develop interventions which are supportive of the organization's change agenda and goals. All partner organizations undergo a process of assessment where the precise requirements needed to achieve its change agendas are identified and listed. From the assessment, the Facility puts together a comprehensive and integrated package of appropriate training modules and other interventions. Each organization is treated as a unique entity with unique needs, just like a runner that runs at his own pace.

Leadership

Competent leaders, strengthened through **training and coaching**, are also critical to the sustainability of organizational changes. PAHRDF sees leadership development as a means of laying a firm foundation for any advancement made by the organization. These leaders are the pathfinders and frontrunners of the long distance run. The pack follows their lead into a better tomorrow.

Change Agents

PAHRDF also emphasizes the importance of making use of workers as **agents of change**. Workers who undergo either STTs or LTTs develop skills and expertise essential in furthering their change agendas. This intervention creates a critical mass of change agents in effecting a sweeping positive change.

Focus on the Human Resources Functions

Strengthening their HR function is another strategic consideration. Beyond being merely a transactional office doing recruitment or administering employee benefits, HR departments are singled out as focal points for capacity development. They directly deal with every worker in the organization - the meeting place where the coach interacts with his trainees.

Building and Complementing on other initiatives

PAHRDF also **links up with other development initiatives** by the partner organization. The Facility builds upon efforts made by government initiatives and other development agencies working with the partner organization without duplicating their efforts and taking complementary actions in order to create synergy between the donor initiatives and PAHRDF's STTs and LTTs.

HOW DO THE ELEMENTS OF THE MODEL WORK?

As with any training regimen, there are methods that stand out. The trainees believe these methods are the most significant aspects of their training, the ones which are relevant and taught them the most.

The significant elements of the Model include the:

Workplace Training Approach and Five-Step Quality Process

The Workplace Training Approach, coupled with the Five-Step Quality Process, is the 'lifeblood' of the Model. It is through the Approach that PAHRDF facilitates the smooth transfer of new knowledge and skills to trainees, enhancing their individual and organizational capacity. In this way both the Approach and Five-Step Quality Process ensure that learning and development does not stop at the individual trainee's level.

Building of Ownership and Participation

The highly participative and engaging relationship between the Facility and their partner organizations is the key to cementing the commitment. Participating in all aspects of the Five-Step Quality Process also serves to instill in partner organizations a sense of ownership over the actions taken and their outcomes. This is the way to make them feel that the journey is theirs and that only they can run it.

Enablers

The Facility's enabling mechanisms provide the smooth execution of the Workplace Training Approach and the Five-Step Quality Process.

In addition to Facility leadership and management, technical and process expertise, technologies, relationships and partnerships, and PAHRDF's monitoring and evaluation system, the Facility's team is also seen as an enabler. With the Training Service Providers who implement the Facility's interventions, this team shares the commitment to seek development.

The E-Business also serves to speed up processes while maintaining transparency in PAHRDF's business ventures.

SAMPLE CASE STUDY 4

University of Southeastern Philippines (USEP) - Development of eLearning Products

Two of the Facility's beneficiaries have already started going beyond their original goal. Mr. Val Quimno and Mr. Gilbert Importante were both LTT awardees and have used their Re-Entry Action Plans to implement a complementary effort towards developing eLearning for Mindanao.

USEP serves as an eLearning hub in the Davao del Sur region under the Basic Education Assistance for Mindanao (BEAM) for Teacher Education Institutes. Also known as Mindanao eLearning Space (MiSpace), it aims to extend virtual learning environment using modern instructional materials and strategies.

One REAP focused on producing eLearning products that can be used by educators to hasten learning; while the other REAP evaluated the effectiveness of the delivery of the eLearning materials and introduced improvements.

The implementation was not spared from difficulties. The awardees had to deal with initial resistance from faculty who were skeptical of the approach. Moreover, the initiative experienced technical glitches, connectivity issues as well as administrative and financial constraints. The persistence of the LTT awardees coupled with the support of top management of USEP and BEAM and the dedication of the staff paid off.

The awardees were able to develop the official eLearning environment of MiSpace using the Moodle-Learning Management Systems (a software package for producing Internet-based courses and web sites) and had conducted three to four instructional design trainings to the pool of instructional designers in MiSpace. In addition, the awardees also conducted three (3) Training of Trainers for the delivery of eLearning materials of MiSpace.



To date, six (6) CD-based Modules on the BEAM eLearning Program have been produced and used by the University. These 6 CD based modules on BEAM eLearning program for DepED include the following:

- a. Supervision in Teaching and Learning;
- b. Education and Development;
- c. Research Methods and Statistics;
- d. Foundations of Education;
- e. Multigrade Teaching
- f. Evaluation of Curriculum Proposals

This has provided a range of educational opportunities, flexible working methods along with access to resources and support utilizing up-to-date course materials. For USEP, it has generated P1.5 million in revenues (tuition fees) and other colleges (Agriculture, Governance) in the university have indicated interest in adopting the learning strategy. In fact, the awardees have developed a CD Training Module on banana production for the College of Agriculture. Sustaining and improving the initial gains have been achieved.

As a result of the assessment on the effectiveness and delivery of the modules, an integration of pedagogical practices enhanced the eLearning modules. A pool of trainers trained instructional designers on learning serving as tutors and facilitators. This effort has expanded to external campuses of USEP. Thus, USEP now is prepared and capable of providing distance education to its clients, integrating different strategies, modalities, and technology of eLearning.



MOTION CONTROL: SUSTAINING CHANGES



Stability is the key in running. It helps keep the pace comfortable, allowing the runner to breathe regularly and keep him in balance. To be able to go on longer distances, stability is a necessary factor. Once the runner is stable, he can sustain his pace, allowing for flexibility and adaptability in order to bring about change.

Seeking sustainability

In time, the bond between the coach and the runner strengthens. The lessons surrounding the run become apparent. To go the distance, there is a controlled pace. Arming the workers to become agents of change has to be complemented with the partner organization putting in place mechanisms that will **sustain the developments introduced.**



The Capacity Development Model identifies five attributes that **act as benchmarks** to indicate that any change made is properly sustained and institutionalized.

1. Employee competencies

The presence of **well-trained personnel** committed to the goals of the organization.

2. Accountability

People in the organization are accountable for their own responsibilities and outcomes. In this manner the organization **becomes responsible for its own capacity development**.

3. Consistency of Practice

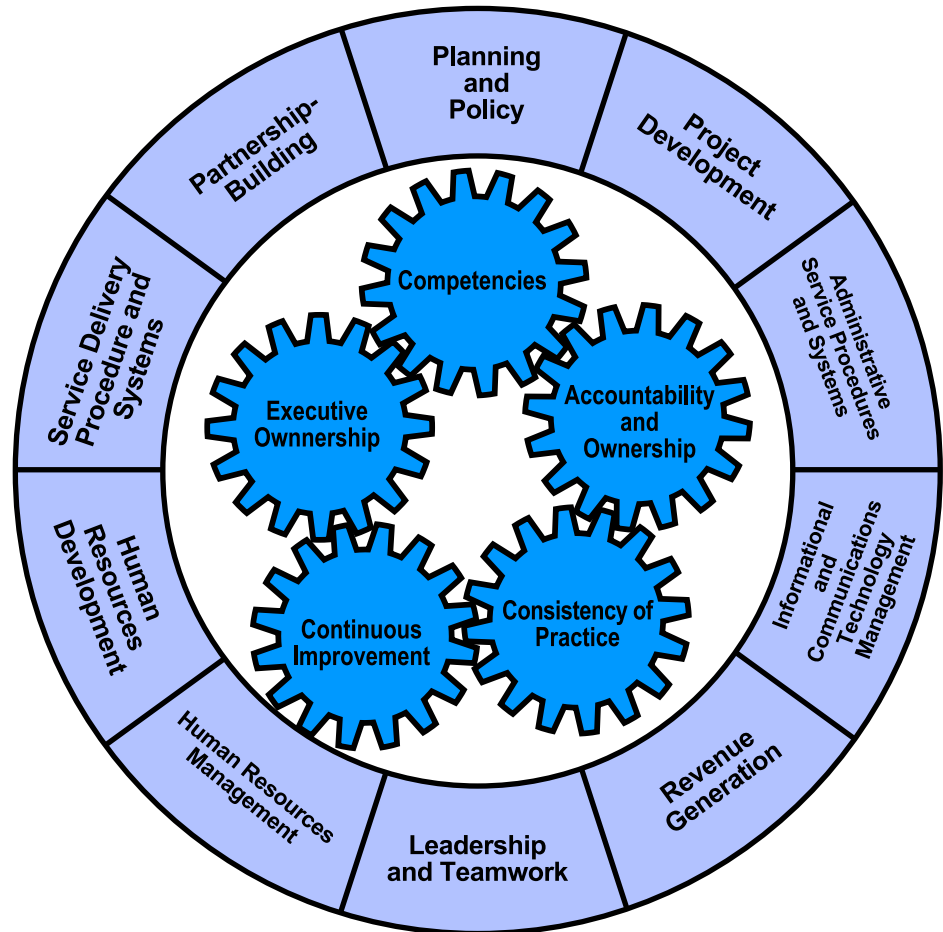
Consistency in practicing its processes enables the organization to maintain its **newly-developed standards**.

4. Continuous Improvement

The organization strives towards continuously **evaluating and upgrading** its competencies, structures and processes.

5. Executive Sponsorship

The organization's **executives continue to support the gains** made as a result of the partnership with PAHRDF.



SAMPLE CASE STUDY 5

Making a Difference PAHRDF and the Davao City Chamber of Commerce and Industry, Inc.

PAHRDF's partnership with Davao City helped prepare its journey to become one of the country's leading Information and Communication Technology (ICT) hubs. The DCCCII had long pinpointed IT as one of its priority investment areas.

Nine long-term training and eleven short-term training engagements were implemented, with those who took part in the long-term trainings being nominated by various Davao-based ICT industry associations. ICT-related areas targeted include Instructional Methods for Information and Communication Technology, Advanced Computing, E-Commerce and Technology and Innovation Management.

As part of their REAP on Building and Strengthening Industry Associations, Davao revived its ICT Council in 2005, which had been closed due to organizational problems. The Council was re-structured into the ICT Davao, Inc. (IDI) which has eleven members from industry associations and advisers/partners in the Davao City government, Mindanao Economic Development Council, Department of Trade and Industry, and the National Economic Development Authority.

The IDI also coordinates with other relevant business support organizations like the Mindanao Information and Communications Technology - Task Force, Information and Communications Technology Council of Davao, and the Regional Information Technology and E-Commerce Council.

Today, the IDI is recognized as a trusted business partner not only of ICT organizations and businesses in Davao, but of local government and national government agencies too. It has organized wide-reaching IT events such as the 6th Mindanao ICT Conference, BPO (Business Process Outsourcing) Property Forum, and the BPO Human Resource Forum.

The flourishing of ICT in Davao has attracted an influx of investors in the BPO industry, marked by more call centers, ICT parks and more than 6,000 new jobs in BPO.

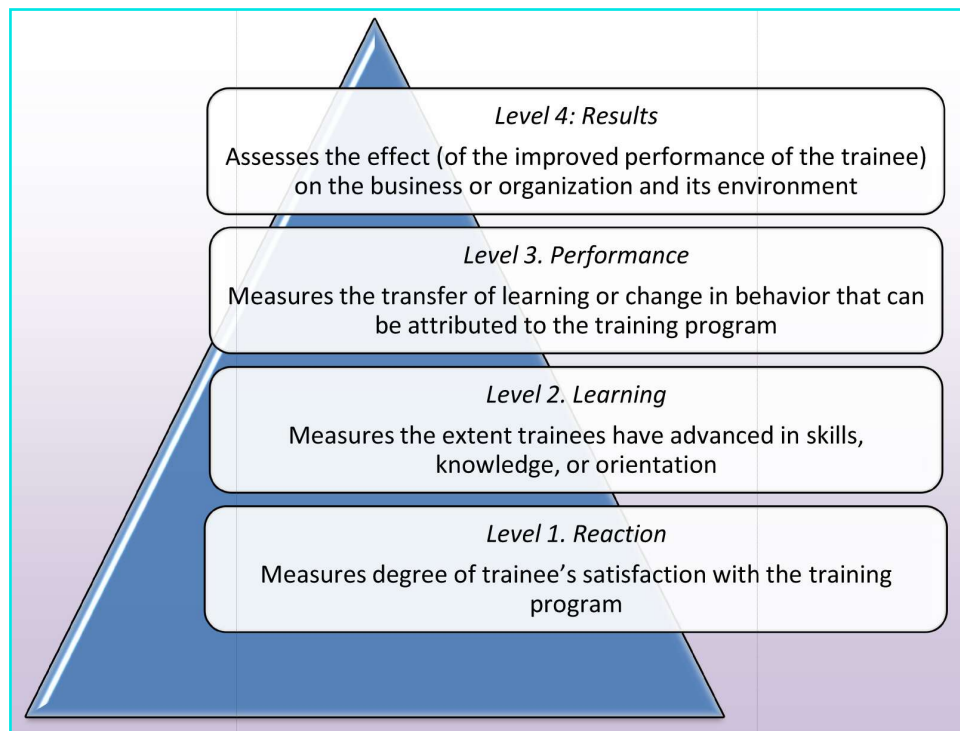
ICT talent development and upgrading has also been institutionalized in the academe, with six academic institutions making Technopreneurship a mandatory subject. The ICT curriculum has now been refined to make it more responsive to the needs of the industry.



Timing the Run: Monitoring and Evaluation (M and E)

To monitor whether an organization sustains the developments made during the interventions, there are **mechanisms to develop and maintain** the five sustainability attributes. This is the coach's method of looking after his trainees. He teaches them how to assess their own performance and be responsible for it. To test their development, the coach will ask them to run timed laps. Only when they improve their times with each run can the coach consider them ready to go further in their training. PAHRDF's mechanism to determine sustainability is its Monitoring and Evaluation system. It uses the model below.

Demonstration of Target



Donald Kirkpatrick's Model of Training Evaluation

1. Reaction Level - made online after a training activity and fed to the Training Service Providers to improve the execution of the training activities.

2. Learning Level - observed during the entire duration of the HR activity, when the learning and development of trainees are tracked, particularly in the development of training outputs.

3. Performance Level Evaluation - during coaching phase of the HR activity, with the coaches providing immediate feedback to the trainees. The trainees are also evaluated thru the implementation of REAPs

4. Results Level Evaluation - tracks how improved organizational capacities contribute not only to the performance of the organization, but its service to clients including management performance using the 5 sustainability attributes.

PAHRDF: LOOKING AHEAD

Factors to Consider

Like any development model, the Capacity Development Model has limitations. The Model works best when the partner organization's **readiness for change** is met by the **sound execution of the Model**. Certain elements or conditions within the partner organizations moderate the Model's success. There are variables that are not within the control of the coach and are in the hands of the trainees themselves. Despite these challenges, however, the Facility still believes that with further development, the model can become more effective.

Conditions that support execution of the model

- The organization **has a vision** of how it wants to change, and an overarching 'can-do' attitude.
- This includes the **commitment and support** of high-ranking officials, and commitment from the participants.
- Mechanisms (i.e. **financial and physical resources**) that enable logistical and structural support to PAHRDF contribute to the success of the interventions.
- A clear, **logical alignment** of interventions with the partner organization's change agenda is also necessary.
- **Monitoring and feedback mechanisms** within the organization should also be in place, to complement PAHRDF's M and E systems.



Conditions that constrain execution of the model

One major constraint is the partner organization's difficulty in adjusting to PAHRDF's approach to capacity development. The Approach requires trainees to produce outputs and be responsible for effecting changes on their own, rather than relying on the trainers or consultants to produce the outputs.

Limited resources also hinder a successful engagement. For instance, the organization may not be able to budget funds for the PAHRDF engagement. Related to this is the lack of **continuous executive support** from the organization's leaders, particularly when there are changes in management due to elections or reorganization of national agencies.

These lead to **resistance to change** from within the organization, possibly rooted in pessimism or **lack of readiness** for the participative, self-development aspect of the Workplace Training Approach.

TSPs whose methods of enacting the PAHRDF interventions **do not match the needs** of the training cohort may also be unsuccessful in passing on the needed knowledge and skills.



BREAKING THE THRESHOLD: THE PAHRDF CHALLENGE



Runners often go through intense amounts of physical exertion on long distance runs. They experience dehydration; hunger and body aches, with their only real solace being in finishing their long distance run. During these grueling runs, runners get the so-called “Runner's High.” Described as a certain lightness of being, the weight of the physical body disappears and the runner feels like he's running on air. By breaking the threshold of the human body, the runner goes past the point of exhaustion, and just runs. This is when a new level is reached, and the runner breaks a higher and stronger threshold.

The Facility, as the coach of its partner organizations, has had experiences where the organization was able to go beyond the original goal. PAHRDF has identified areas for improvement which will be the basis for refining its approach. The challenge is to train more organizations to make them more positive about changing Philippine society, to make breakthroughs on their own and to help them reach the goal of a better Philippines.

Monitoring and Evaluation

M and E has been used as the main tool for measuring the success of the runners of the program. It has been suggested that the M and E system include a) a stronger system for documenting gains of outcomes from the various partnerships; b) more defined M and E capacity indicators; and c) comprehensive data capture before and after a PAHRDF intervention showing a 'before' and 'after' picture of the organization.

Executive Sponsorship

Right from the start of the intervention, there is a need to strengthen sponsorship from the partner organization's highest authority. A mechanism must be placed to constantly update executives on the progress of the PAHRDF engagement. Only through an open-line of communication can PAHRDF, the coach, fully develop all the aspects of its partner, from top to bottom.

Participant Screening

Dedication and competence are important factors in going the distance. It has been suggested that the screening of nominated participants include EQ (emotional quotient) tests, as well as other means to ascertain the candidate's willingness and ability to take part in the STT or LTTs.

Variety of HR interventions

Pushing the limits is always good as it allows growth and the discovery of things beyond the current capacity of the person or organization. A good coach will always look into new and more effective ways to develop his runners. In finding other kinds of HR modes than the ones currently delivered, the trainees may be able to reach new heights. Aside from online-based training and coaching, and sending participants outside of the country for professional enrichment, there are still other training interventions that can be utilized.

Training Service Providers

As a coach, the Facility finds it necessary at times to form a team to help the trainees with their training. PAHRDF found that it can be more proactive in strengthening its partnership with TSPs, for instance by providing a venue (like a convention or seminar) for TSPs to calibrate their approaches and terminologies. It has also been suggested that a more comprehensive system of Monitoring and Evaluation be developed for TSPs.

Upgrades for Larger National Agencies

For bigger and larger groups of trainees, it's necessary to change the pace and use a more appropriate approach. In dealing with Larger National Agencies (LNAs) it has been suggested that PAHRDH reinforce the implementation of the Capacity Development Model by paying special attention to the HR departments of LNAs and have them help in facilitating the creation of a capacity development model appropriate to their LNAs specific needs. It has been suggested that the coach intensify the pre-intervention stage in order to factor the culture and nuances of the LNA and to include risk analysis as part of the preparation for partnership with organizations.



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