

Competency	<b>Integrity</b>			
Operational Definition	<i>The quality of possessing and adhering to high moral principles or professional standards in public office.</i>			
Level	1	2	3	4
Behavioral Indicators	<p>Displays respect and honesty in treating customers, peers and colleagues in the workplace.</p> <p>Demonstrates positive attitude when facing objections and negative criticisms</p> <p>Speaks out and acts in an ethical way, even when it is hard to do so</p> <p>Complies with policies and procedures and maintain work ethic</p> <p>Respects government assets and resources and using them responsibly by understanding and applying relevant government policies</p>	<p>Commits to deliver a dynamic and driven character to inspire customers, peers and colleagues in performing the standards of professionalism</p> <p>Fosters appropriate moral and ethical standards when taking actions and making decisions.</p> <p>Confers with higher authorities after identifying unethical conduct within the office</p> <p>Works in a manner that reflects commitment to client service excellence</p>	<p>Consistently presents a professional image who demonstrate success and credibility in work</p> <p>Establishes clear and honest communication with employees, discussing potential ethical problems and wrong doings and corrective actions</p> <p>Recognizes when situations or directives are directly or indirectly in conflict with professional ethics or with university's stated values</p> <p>Honors confidentiality of matters, documents and discussions, classified or implied as being confidential</p>	<p>Coaches and models employees in performing high standards of professionalism</p> <p>Formulates policies and procedures that enables employees to perform according to the standards of behavior</p> <p>Exercises sound judgment and acts proactively in dealing disputes, dissent and other issues that affects morality</p> <p>Encourages employees to adhere to implemented policies and guidelines and other standards set by higher authorities</p>

Competency	Accountability			
Operational Definition	<i>Takes responsibility for the result of personal actions in accomplishing the work.</i>			
Level	1	2	3	4
Behavioral Indicators	<p>Takes personal ownership for the result of the work done.</p> <p>Is aware of the policies that pertains to providing quality service and performance of the organization</p> <p>Identifies the tasks that are within the scope of his/her designation</p> <p>Performs tasks assigned and asks assistance from unit heads for guidance</p>	<p>Holds responsibility for any mistakes with the work done and draws lessons to improve performance.</p> <p>Practices the policies that pertains to providing quality service and performance of the organization</p> <p>Exhibits accountability to the tasks that are within the scope of his/her designation.</p> <p>Delivers quality work on time with limited errors and with minimal guidance</p>	<p>Accepts ownership for failures and mistakes in the office.</p> <p>Encourages subordinates to practice the policies that pertains to providing quality service and performance of the organization</p> <p>Demonstrates accountability to the tasks that are within the scope of the office's goals and objectives</p> <p>Maintains effective office performance in spite of a very challenging work.</p>	<p>Owns responsibility for the operational performance of the organization</p> <p>Formulates standard policies to enhance quality service and performance of the organization</p> <p>Develops tasks to be accomplished that are within the scope of the organization's goals and objectives</p> <p>Directs and motivates the different offices to perform effectively.</p>

Competency	Scientific And Technological Excellence			
Operational Definition	<i>The ability to uphold the best scientific and technological practice in responding to the delivery of customer service.</i>			
Level	1	2	3	4
Behavioral Indicators	<p>Identifies the importance of scientific and technological approach in the delivery of customer services.</p> <p>Utilizes scientific and technological resources provided during the delivery of customer services.</p> <p>Recognizes the use of scientific and technological researches to the needs of delivering customer services.</p>	<p>3Applies scientific and technological approach in the delivery of customer services.</p> <p>Maximizes the use of scientific and technological resources provided during the delivery of customer services.</p> <p>Applies the scientific and technological researches to the delivery of customer services.</p>	<p>Promotes scientific and technological approach in the delivery of customer services.</p> <p>Innovates the scientific and technological resources provided during the delivery of services.</p> <p>Conducts scientific and technological researches for the improvement of customer services.</p>	<p>Models a scientific and technological approach in the delivery of customer services.</p> <p>Acts as an expert consultant in devising new scientific and technological resources which will be used in the delivery of customer services.</p> <p>Adopts training and learning opportunities in upgrading the scientific and technological skills of the co-workers.</p>

Competency	<b>Delivering Service Excellence</b>			
Operational Definition	<i>The ability to provide best and high quality services in responding to the delivery of customer services.</i>			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Understands, answers, and facilitates queries, needs, and requests from customers.</p> <p>Executes open and clear communications with the basic information needed by the customers.</p> <p>Interacts with customers in a helpful and friendly manner.</p>	<p>Responds appropriately and timely to the needs, and problems of the customers.</p> <p>Disseminates appropriate, updated, and useful information needed by the customers.</p> <p>Establishes good interpersonal relationship in dealing with customers.</p> <p>Adopts customer – oriented activities and learning opportunities.</p>	<p>Acts efficiently to resolve the customers concerns by taking actions by all means.</p> <p>Handles customer conflicts and issues by understanding the problem and empathizing with them.</p> <p>Finds ways to serve the best services that would match the customer's needs.</p>	<p>Establishes policies that will cater long term solution to the problems and needs in the service for the customers.</p> <p>Acts as a trustworthy decision maker in solving services problems and conflicts with customers.</p> <p>Takes full responsibility for the services, resolutions, and its consequences which were provided to the customers.</p>

Competency	Environmental Awareness			
Operational Definition	<i>The ability to understand the current state of the environment and promotes mitigating initiatives towards environmental problems.</i>			
Level	1	2	3	4
Behavioral Indicators	<p>Is aware of the existence and provisions of local and national environmental policies (RA 9003 “Proper Solid Waste Management”, EO23 Moratorium on the Cutting and Harvesting of the Timber in the Natural and Residual Forests, city/brgy ordinance etc.)</p> <p>Identifies the current environmental situations of the locality/region</p> <p>Supports environmental advocacies (e.g. Tree planting, supporting the Clean Ground, zero Waste Program)</p>	<p>Practices the provisions stipulated in the local and national environmental policies (e.g. Proper waste disposal, proper segregation of wastes, 3Rs: Reduce, Reuse, Recycle, etc.)</p> <p>Identifies possible mitigating initiatives towards environmental problems such as increased volume of garbage, air pollution, etc.</p> <p>Promotes the environmental strategic objective/s of the organization</p> <p>Attends seminars/sessions pertaining to environmental awareness to deepen one’s knowledge on environmental preservation and protection</p>	<p>Implements the provisions/policies pertaining to environmental awareness in the workplace/CSU</p> <p>Applies the mitigating initiatives on the personal level (e.g. minimize the use of plastic, promoting paper lite in the workplace)</p> <p>Persuades/invites others in the promotion for environmental preservation and protection</p> <p>Initiates activities pertaining to environmental awareness, preservation, and protection</p>	<p>Reinforces and monitors the implementation of the provisions/policies pertaining to environmental awareness in the workplace/CSU</p> <p>Leads in the implementation of the mitigating initiatives in CSU (e.g. making resolutions, orders, etc.)</p> <p>Formulates policies pertaining to environmental awareness in the workplace/CSU</p>

Competency	<b>Building Partnerships</b>			
Operational Definition	<i>The ability to establish and work collaboratively within the University and with other local, national, and international partner-agencies for CSU's advancement.</i>			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Recognizes the activities initiated by the University purposely for building good and effective relationships with partners</p> <p>Is aware of the University mission, vision and core values</p> <p>Participates/attends in relevant government/community activities (e.g. Charter Day celebration, Barangayan, etc.) to strengthen local community linkages.</p>	<p>Participates in the activities initiated by the university purposely for building good relationships with partners</p> <p>Expresses the University mission, vision and core values to partner-agencies and other linkages for collaboration.</p> <p>Maintains a positive relationship with the said partners in order to ensure trust and mutual understanding</p>	<p>Identifies possible activities pertaining to maintaining good and effective relationships with partners</p> <p>Builds a productive and supportive relationship with partners/network to maintain existing relationships and establish new ones.</p> <p>Discusses issues, concerns and other constraints from partners/networks.</p> <p>Practices negotiation approach in resolving difference with agency-partners.</p> <p>Identifies opportunities wherein the University can establish possible partnership whether locally or internationally.</p>	<p>Leads/initiates activities pertaining to maintaining good and effective relationships with partners</p> <p>Establishes partnership that conforms to the national/international procedures and standards.</p> <p>Establishes a network of contacts that can enhance the development of CSU programs.</p> <p>Keeps contacts with people within and outside the organization that can provide useful information/resources) that CSU needs in the pursuit of its programs and objectives.</p>



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## Leadership Competencies

Competency	DEVELOPING PEOPLE			
Operational Definition	The ability to equip and develop people in achieving their highest potentials to be more productive in delivering long-term success in the area of instruction, research, and community engagement.			
Level	1	2	3	4
Behavioral Indicators	<p>Identifies areas for development among personnel for the enhancement and advancement of their career.</p> <p>Facilitates and coordinates with the HR office to assess personnel's strengths.</p> <p>Communicates and coordinates with the HR office for the developmental priority needs of its subordinates.</p>	<p>Ensures that all employees have equal/fair access to development opportunities.</p> <p>Communicates with individuals or groups to understand and identify the present perceived knowledge, skill or attitude to address particular needs.</p> <p>Plan activities to address the needs of personnel like team building and capability enhancement.</p>	<p>Leads in the implementation of programs for human resource development in his/her office/unit.</p> <p>Conducts mentoring and coaching among subordinates to improve their skills and talents.</p> <p>Establishes program of works on the priority needs of subordinates.</p>	<p>Establishes linkages with other agencies that provide trainings and scholarships for the development of personnel skills and talents.</p> <p>Provides trainings to capacitate employees to be more productive and - conducts periodic and regular performance review sessions.</p> <p>Provides working environment, technologies and activities that allows workers to enhance their skills and talents.</p>



Competency	<b>FACILITATING CHANGE</b>			
Operational Definition	<i>The ability of preparing, accepting and implementing the change for the smooth flow of the services.</i>			
Level	1	2	3	4
Behavioral Indicators	<p>Understands and accepts the changes.</p> <p>Shows interest and willingness to be taught in adopting change.</p> <p>-Shows support by sharing each ideas and opinion</p>	<p>Accommodates the process of change by preparing and collecting information used to establish the change and evaluate the workplace for the smooth implementation of change.</p> <p>Researches the advantages of the change and recognizes the development of the workplace.</p> <p>-Brainstorms with co-workers and identify the things to be done.</p>	<p>- Secures and provides resources in executing change to make others comfortable in adapting change.</p> <p>Develop strategies that improve strategic, ethical, legal and financial outcomes in relation to the change process</p> <p>-Gives instructions to the staffs and clarify directions.</p>	<p>-Delegates authority to the leaders to strongly implement the change.</p> <p>-Reinforces the strategies for the smooth flow of services.</p> <p>-Critically analyzing the progress of the change process of the organization via monitoring and evaluation</p>

Competency	<b>MANAGING CONFLICT</b>			
Operational Definition	<i>Deals with Prevention and Solutions of conflicts to promote firm relationship, collaboration and excellent service.</i>			
Level	1	2	3	4
Behavioral Indicators	<ul style="list-style-type: none"> <li>Identifies the potential conflicts in the group within the workplace.</li> <li>Dedicate quality time to address and discuss conflicts as it arise within the group.</li> <li>Communicate openly with the team regarding the issue in fair and respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>Openly deals conflicts by gathering some viewpoints or ideas from both sides of the conflicted parties and to all person involve in the workplace to avoid biases.</li> <li>Accept and integrates creative ideas that meets the goals of the organization to deliver excellent services.</li> <li>Deals conflict by striking only the problem or the issue at hand and not the person to avoid tension.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to predict and prevent arising future conflict to prevent hindrance in achieving the goals of the team in delivering excellent services.</li> <li>Tends to lead the team in achieving positive and beneficial outcome of the organization even in conflict situations.</li> <li>Deals conflict constructively by using positive points of view that contributes to the success and development of the team.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a highest effective solution by <b>win-win negotiation skills</b> to come up with an agreeable solution to the problem.</li> <li>Leads the team to effectively maintain firm relationship and collaboration to deliver excellent services.</li> <li>Develops and formulates programs of activities (<i>Teambuilding, Community Service, family day</i>) that develops interpersonal character of an individual to achieve feasible conflict management to effectively meet the vision and mission of the organization.</li> </ul>


Competency	<b>LEADING INNOVATION</b>			
Operational Definition	Ability to lead a culture of innovation, which encourages creative and innovative thinking among employees in the workplace.			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Identifies the potential conflicts in the group within the workplace.</p> <p>Dedicate quality time to address and discuss conflicts as it arise within the group.</p> <p>Communicate openly with the team regarding the issue in fair and respectful manner.</p>	<p>Openly deals conflicts by gathering some viewpoints or ideas from both sides of the conflicted parties and to all person involve in the workplace to avoid biases.</p> <p>Accept and integrates creative ideas that meets the goals of the organization to deliver excellent services.</p> <p>Deals conflict by striking only the problem or the issue at hand and not the person to avoid tension.</p>	<p>Knows how to predict and prevent arising future conflict to prevent hindrance in achieving the goals of the team in delivering excellent services.</p> <p>Tends to lead the team in achieving positive and beneficial outcome of the organization even in conflict situations.</p> <p>Deals conflict constructively by using positive points of view that contributes to the success and development of the team.</p>	<p>•Demonstrates a highest effective solution by <b>win-win negotiation skills</b> to come up with an agreeable solution to the problem.</p> <p>Leads the team to effectively maintain firm relationship and collaboration to deliver excellent services.</p> <p>Develops and formulates programs of activities (<i>Teambuilding, Community Service, family day</i>) that develops interpersonal character of an individual to achieve feasible conflict management to effectively meet the vision and mission of the organization.</p>

Competency	<b>STRATEGIC PLANNING</b>			
Operational Definition	<i>The ability of planning strategies and creating directions of organization's activities to meet its mission and vision.</i>			
Level	1	2	3	4
Behavioral Indicators	<p>Understands the mission and vision of the organization, thinks and discusses plans to achieve it</p> <p>Identifies requirements and resources to fulfill the mission and vision of the organization</p> <p>Aware of the effect of the planned strategies to the other offices/units of the organization.</p>	<p>Communicates to other offices/units to acquire the needed resources for the implementation of planned strategies</p> <p>Prepares and accomplishes activities within the time frame. Dedicates time and energy to ensure that important aspect of the work is not neglected.</p> <p>Seeks feedbacks and determine the issues and resources in creating directions of the organization's activities.</p>	<p>Delegates jobs/functions to prove individual's capability for effective and efficient plan.</p> <p>Monitors and evaluate plans to ensure that it meet the standard.</p> <p>Reviews proposals and analyzes mistakes in the actual activity to make it accurate in the next activity.</p>	<p>-Formulates guidelines in achieving the planned strategies</p> <p>Validates the appropriateness of the actions of the delegated leaders and ensures the alignment of the result to the overall strategic plans of the University.</p> <p>-Generates assets and resources for the implementation and successful outcome of program and activities</p>

Competency	<b>LEADING OTHERS</b>			
Operational Definition	The ability to lead, guide and enable the employees to ensure excellent performance based on the expected goals and objectives of the University.			
Level	1	2	3	4
Behavioral Indicators	<p>Shares information, details of ideas to employees such as the agenda, objectives / goals sought to be accomplished for a given tasks.</p> <p>Appraises team members regularly of any modifications, changes or derived resolutions in relation to issues at hand or promulgated policies or rules.</p> <p>Tracks employees' progress and completion of activities/ periodically to accomplish stated objectives.</p>	<p>Ensures the availability of all necessary materials, resources and conditions ensuring accomplishment of employee task.</p> <p>Accounts collectively feedback mechanisms between employees to ensure immediate and appropriate actions.</p> <p>Promotes employees morale and productivity such as giving of assignments, output-driven tasks.</p>	<p>Motivates employees to subject themselves to professional and skill development programs.</p> <p>Upholds a venue of open feedback and creates preventive or corrective or action or redress mechanism when necessary or as required.</p> <p><b>Creates an environment where individuals/employees consistently push to improve performance and productivity in the workplace.</b></p>	<p>Ensures the effective implementation of the learning and development plans of subordinates organization-wide</p> <p>Projects as a good example in carrying out/ exhibiting a desired behavior on leadership.</p> <p><b>Leads in the development of policies, processes and/or mechanisms for identifying talent, managing and developing them and preparing them for new or future assignments or responsibilities</b></p>

Competency	<b>Decision Making</b>			
Operational Definition	The ability to make sensible and timely decisions affecting individual and organizational performance.			
Level	1	2	3	4
Behavioral Indicators	<p>Promulgates timely decisions using known information and common practice</p> <p>Provides ready explanations (both oral and correspondence) of the underlying principle of each decision under consideration.</p> <p>Makes concrete decision under the present scope of authority as called for the position.</p>	<p>Classifies information or sources and gather new data from internal and external sources when it is deemed necessary to strengthen decisions.</p> <p>Establishes a clear communication on the reasons for the decision taken to prevent ambiguity of interpretation.</p> <p>Corroborates and takes into considerations information from experts or higher authorities on matters beyond his scope of authority.</p>	<p>Develops viable solutions even when dealing with uncertain, limited, complex or sensitive information or even under pressure against a given task.</p> <p>Evaluates competing/ conflicting views to generate ways to meet organizational goals.</p> <p>Assumes major responsibility accountability and culpability, if any, towards every decision and rises above bias when called for</p>	<p>Creates strategic decisions that support the organization while clearly identifying current and future impacts or implications.</p> <p>Predicts or analyses the impact of past decisions made and incorporates lessons learnt in future decision making process.</p> <p>Makes high-risk strategic decisions assuredly across projects and in complex situations.</p>



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## Organizational Competencies

Competency	<b>Adaptability &amp; Flexibility</b>			
Operational Definition	<i>Ability to respond to change and displays flexibility in dealing with different people or in various situation, task, and responsibility.</i>			
Level	1	2	3	4
Behavioral Indicators	<p>Adjusts to change quickly &amp; easily in the workplace</p> <p>Looks for explanation when faced with uncertainty or indecision.</p> <p>Exhibits willingness to adapt to new methods, procedures or techniques that may be necessary for one's task.</p>	<p>Seeks guidance in adapting to a new or different situation in the workplace.</p> <p>Adapts effectively to change by accepting new changes in work processes readily and with an optimistic perspective of the resulting benefits.</p> <p>Shifts strategy or approach in response to the demands of a situation.</p>	<p>Recognizes the advantages of new or different approaches in accomplishing work tasks.</p> <p>Seeks opportunities to make changes work rather than only identifying why change will not work.</p> <p>Keeps composure and shows self-control in the face of challenges and change.</p>	<p>Anticipates change and establishes appropriate action plan in response to the needs of the situation.</p> <p>Performs effectively even in different situations and effectively adapts his/her behavior even when under stress and pressure.</p> <p>Provides suggestions for increasing the effectiveness of changes and guide others to adjust quickly and easily to those changes.</p>

Competency	Community Engagement			
Operational Definition	<i>The ability to engage oneself to the community to address issues affecting their well-being.</i>			
Level	1	2	3	4
Behavioral Indicators	<ul style="list-style-type: none"> <li>Understands one's role in the community.</li> <li>Communicates openly, builds trust and deals with partners (e.g. community) in a fair and ethical manner.</li> <li>Exhibits willingness to engage with the community</li> </ul>	<ul style="list-style-type: none"> <li>Monitors partnership arrangements with the community to ensure that the objectives of the partnership remain on target.</li> <li>Seeks inputs from the community to ensure that objectives are attained.</li> <li>Identifies areas of mutual interest as a means of establishing future partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Assesses the value of entering into an engagement in terms of both short- and long- term return on investment.</li> <li>Initiates partnership arrangements that promote organizational objectives.</li> <li>Participates in internal and external events (e.g. trainings, seminars, outreach programs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates, as necessary, to assist community to address issues or resolve problems surrounding partner relationship.</li> <li>Organizes outreach programs that are beneficial to both the organization and the community.</li> <li>Promotes active participation of others in internal and external events (e.g. trainings, seminars, outreach programs, etc.)</li> </ul>

Competency	<b>Valuing Diversity</b>			
Operational Definition	An outlook or perception that gives importance to individual differences, perspective, and abilities			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Uses and finds ideas and insights from different sources or people</p> <p>Seeks the opinions of colleagues before coming up with a solution</p> <p>Understands that each individual has his/her own skills, ability, and uniqueness</p> <p>Knows the policies that supports and encourage individuality</p>	<p>Builds relationships and learns other people's values/background (issues, social norms)</p> <p>Tries to apprehend different points of view</p> <p>Respect individual variation regardless of their skills, perspective, opinions, and differences</p> <p>Exhibits support in policies that promote the value of diversity</p>	<p>Checks own biases and behaviors to prevent stereotyping response</p> <p>Encourages individuals to contribute ideas and efforts regardless of differences</p> <p>Actively improves dynamic and well varied areas</p> <p>Confronts biases and discrimination in the organization</p>	<p>Takes the lead in advocating the value of diversity to others</p> <p>Initiates everybody to join and give ideas and solutions despite of the different circumstances they are in</p> <p>Identifies differences among employees and will plan to improve, use, or promote diversity</p> <p>Plans possible interventions to avoid biases and discrimination</p>

Competency	<b>Results Orientation</b>			
Operational Definition	<i>High drive in delivering required results and complies with quality, service and productivity standards.</i>			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<ul style="list-style-type: none"> <li>• Aims to do the job well more than what is expected.</li> <li>• Works towards meeting deadlines and shows the desire to do better in one's job.</li> <li>• Shows awareness and understands the provisions of the Anti-Red Tape Act (RA 9485) as one of the guides for work efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly ensures on-time delivery of quality work.</li> <li>• Shows creative ways to meet Departmental Goals and Priorities.</li> <li>• Presents suggestions on how work processes can be improved.</li> <li>• Performs to achieve tasks better, quicker and more efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly creates changes in the system or in own work methods to improve performance.</li> <li>• Takes initiative in ensuring that main objectives (e.g. quality instruction, etc.) are consistently achieved.</li> <li>• Supervises efficiency of work practices and modifies them to deliver better services to the clients.</li> </ul>	<ul style="list-style-type: none"> <li>• Target against standards of excellence and continually strives for greater performance.</li> <li>• Motivates others to set higher targets and strive for greater performance in the workplace.</li> <li>• Benchmarks best practices from other departments/ organizations to further enhance performance.</li> </ul>

Competency	<b>Valuing Diversity</b>			
Operational Definition	An outlook or perception that gives importance to individual differences, perspective, and abilities			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<ul style="list-style-type: none"> <li>Uses and finds ideas and insights from different sources or people</li> <li>Seeks the opinions of colleagues before coming up with a solution</li> <li>Understands that each individual has his/her own skills, ability, and uniqueness</li> <li>Knows the policies that supports and encourage individuality</li> </ul>	<ul style="list-style-type: none"> <li>Builds relationships and learns other people's values/background (issues, social norms)</li> <li>Tries to apprehend different points of view</li> <li>Respect individual variation regardless of their skills, perspective, opinions, and differences</li> <li>Exhibits support in policies that promote the value of diversity</li> </ul>	<ul style="list-style-type: none"> <li>Checks own biases and behaviors to prevent stereotyping response</li> <li>Encourages individuals to contribute ideas and efforts regardless of differences</li> <li>Actively improves dynamic and well varied areas</li> <li>Confronts biases and discrimination in the organization</li> </ul>	<ul style="list-style-type: none"> <li>Takes the lead in advocating the value of diversity to others</li> <li>Initiates everybody to join and give ideas and solutions despite of the different circumstances they are in</li> <li>Identifies differences among employees and will plan to improve, use, or promote diversity</li> <li>Plans possible interventions to avoid biases and discrimination</li> </ul>



Competency	<b>Commitment to Learning</b>			
Operational Definition	The willingness to learn, unlearn, and relearn new knowledge for a holistic development of oneself <b>and others</b> .			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Behavioral Indicators	<p>Identifies the availability of new learning opportunities</p> <p>Projects a welcoming attitude and openness to an introduction of innovations for new learning</p> <p>Uses knowledge and expertise in the learning, unlearning, and relearning</p>	<p>Contributes ideas for the availability of new learning opportunity</p> <p>Participates in the creation of innovations leading to new learning</p> <p>Exerts extra effort and time to accommodate and facilitate the learning, unlearning, and relearning</p>	<p>Helps others in understanding available new knowledge - revise</p> <p>Assists others to provide a clearer understanding of innovations leading to new learning</p> <p>Updates other members on current trends that contribute to new learning, unlearning, and relearning</p>	<p>Provides opportunities for the acquisition of new learning</p> <p>Implements new programs that offer opportunities for innovations leading to new knowledge</p> <p>Initiates programs to correct misconception of ideas for the members to learn, unlearn and relearn.</p>

Competency	<b><i>Interpersonal Effectiveness</i></b>			
Operational Definition	A skill that enables one to establish a good and effective interpersonal relationship			
Level	1	2	3	4
Behavioral Indicators	<p>Harmoniously interacts with other people</p> <p>Communicates with fellow workers on his/her ideas</p> <p>Capable of listening on the opinions of others</p> <p>Comfortable working with other people (previously on Level 2)</p>	<p>Confident in interacting with fellow workers</p> <p>Expresses his/her viewpoint clearly and are excellent communicators</p> <p>Actively participates in group activities and decision making</p> <p>Is sensitive to other people's needs or feelings</p>	<p>Enhances the self-esteem of fellow employees</p> <p>Capable of asserting his/her ideas while considering the opinions of others</p> <p>Will ask the opinion of and involves other people regarding with the formulation of decision</p> <p>Enjoys working with people (e.g. colleagues, clients, etc.)</p>	<p>Will plan and make decisions regarding with workers' growth and development</p> <p>Can influence and motivates others through communication</p> <p>Displays empathy and understanding to employees and customers</p> <p>Displays tolerance of clients and employees' shortcomings while making interventions to improve services</p>

Competency	<b>Critical Thinking</b>			
Operational Definition	The ability to analyze and interpret given data and condition by applying prior knowledge and experiences to deal with present and future situations of the workplace.			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Behavioral Indicators	<ul style="list-style-type: none"> <li>-identifies the nature of data and situation available in the workplace</li> <li>-asks questions to clarify ambiguous data and situation</li> <li>-acknowledges the differences in people's perspectives in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>-analyzes the purposes and functions of data and situation available in the workplace</li> <li>-makes use of methods to clarify ambiguous data and situation</li> <li>-interprets meanings of different perspectives in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>-engages in intellectual discussion in analyzing data and situation available in the workplace</li> <li>-meets people to gather for clarification of ambiguous data and situation</li> <li>-compares and contrasts different perspectives in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>-applies scientific and appropriate methods in analyzing data and situation available in the workplace</li> <li>-anticipates ambiguity and prepares alternatives to clarify ambiguous data and situation</li> <li>-concludes and makes sound judgments from among the different perspectives in the workplace</li> </ul>

Competency	<b>Effective Communication</b>			
Operational Definition	The ability to express one's ideas through the use of verbal and non-verbal ways and to effectively respond to costumers' needs.			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Behavioral Indicators	<ul style="list-style-type: none"> <li>-knows how to use basic language to express thoughts and ideas</li> <li>-comprehends received messages from costumers without being destructed by communication barriers</li> <li>-answers costumer questions by focusing on the details of the information being asked</li> <li>-follows the simple process on the flow of both verbal and non-verbal communication with costumers</li> </ul>	<ul style="list-style-type: none"> <li>-knows how to use applicable language to express thoughts and ideas</li> <li>-comprehends and analyzes received messages from costumers without being destructed by communication barriers</li> <li>-answers costumer questions by focusing on the content of the information being asked</li> <li>-finds ways to vary patterns on the flow of both verbal and non-verbal communication with costumers</li> </ul>	<ul style="list-style-type: none"> <li>-knows how to use varied language (responsive to the kind of audience) to express thoughts and ideas</li> <li>-processes and gives quick feedback to received messages from costumers without being destructed by communication barriers</li> <li>-answers costumer questions by attentively focusing on both the structure and content of the information being asked</li> <li>-thinks and applies different methodologies and strategies to achieve smooth flow of both verbal and non-verbal communication with costumers</li> </ul>	<ul style="list-style-type: none"> <li>-knows how to use technical and appropriate language (language specific to certain fields) to express thoughts and ideas</li> <li>-manages all elements involved in the smooth flow of communication without being destructed by barriers</li> <li>-answers costumer questions by applying inferences to critically analyze and effectively respond of the information being asked</li> <li>-plans out and implements responsive communication framework or system to achieve smooth flow of both verbal and non-verbal communication with costumers</li> </ul>

Competency	<b>Customer Focus</b>			
Operational Definition	The ability to identify and responds to customer's needs and provide excellent service to ensure satisfaction			
Level	1	2	3	4
Behavioral Indicators	<p>Exhibits goods manners in his/her interactions with customers</p> <p>Respects and treats well all customers</p> <p>Acts promptly and finds solutions to ensure that customers' problems are resolved</p>	<p>Ensures that all customers get high quality service</p> <p>Exhibits flexibility in dealing with customers to improve service delivery</p> <p>Creates rapport and cooperative relationships with both internal and external customers</p>	<p>Monitors customer satisfaction regularly</p> <p>Solicits and considers feedbacks of customers in decision-making and problem solving</p> <p>Implements interventions to improve the delivery of service</p>	<p>Plans &amp; designs programs to improve outcomes to increase customer satisfaction</p> <p>Builds an environment in which concern for client satisfaction is a key priority.</p> <p>Inspires co-workers and teams to achieve a high standard or service excellence.</p>

Competency	<b>Emotional Maturity</b>			
Operational Definition	Refers to the ability of the person to handle well and control his/her emotions in all situations and behave in an adult manner in dealing with other people.			
Level	1	2	3	4
Behavioral Indicators	<p>Has optimistic outlook in life</p> <p>Able to handle mood swings when frustrations and setbacks gets in</p> <p>Understands and accepts personal limitations or weaknesses</p>	<p>Responds positively to challenges, provocations and disappointments</p> <p>Does not easily give up when faced with difficult situations</p> <p>Exhibits patience and endurance in handling behavioral problems among peers and customers</p>	<p>Has high stress tolerance level</p> <p>Handles criticisms and hostility constructively</p> <p>Is open-minded and exercises tact in dealing with others</p> <p>Displays objectivity in handling conflicts in the workplace</p>	<p>Submits one's self to emotional maturity assessment through self-reflection and other related activities</p> <p>Implements programs and other related activities on overcoming emotional stress</p> <p>Identifies emotional issues among employees and formulates interventions</p>



Competency	<b>Information and Communication Management</b>			
Operational Definition	The ability to identify, obtain, and monitor information needed to provide an effective communication system in the organization.			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<ul style="list-style-type: none"> <li>-identifies essential records/documents needed to comply organizational processes</li> <li>-follows instructions on the process of obtaining records/documents in the workplace</li> <li>-records regularly the information and data for the monitoring of communications in the organization</li> </ul>	<ul style="list-style-type: none"> <li>-gathers records/documents needed to comply organizational processes</li> <li>-uses available resources on the process of obtaining records/documents in the workplace</li> <li>-reviews regularly the information and data for the monitoring of communications in the organization</li> </ul>	<ul style="list-style-type: none"> <li>- makes use of techniques in gathering of records/documents needed to comply organizational processes</li> <li>-explores relevant options on the process of obtaining records/documents in the workplace</li> <li>-meets up regularly with people in charge of the information and data for the monitoring of communications in the organization</li> </ul>	<ul style="list-style-type: none"> <li>-implements applicable and effective systems to hasten the gathering of information needed to comply organizational processes</li> <li>-instructs people by offering best methods on the process of obtaining information in the workplace</li> <li>-sets up an effective system for information and data monitoring of communications in the organization</li> </ul>

Competency	<b>Organizational Commitment</b>			
Operational Definition	The ability of the employee to show loyalty and commitment to the organization to achieve productivity and service excellence.			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Identifies oneself with the organization</p> <p>Is aware of the organization's Vision, Mission, Goals, Objectives, and Quality Policy</p> <p>Exudes enthusiasm for one's job</p> <p>Manifests knowledge of the organization's important issues and concerns</p>	<p>Is willing to work in the achievement of the organization's goals</p> <p>Demonstrates understanding of the organization's Vision, Mission, Goals, and Objectives, and Quality Policy</p> <p>Feels a sense of satisfaction in one's job</p> <p>Is ready in addressing various issues and concerns relevant to his/her work</p>	<p>Shares ideas important in the achievement of goals</p> <p>Uses strategies to achieve organizational commitments</p> <p>Feels a strong emotional attachment to the organization</p> <p>Offers ideas in addressing various issues and concerns</p>	<p>Applies management principles in achieving organizational goals</p> <p>Ensures alignment of the Vision, Mission, Goals, Objectives, and Quality Policy to the organization's programs</p> <p>Feels a sense of obligation to stay even if one wants to pursue better opportunities</p> <p>Exhibits resilience in creating solutions whenever the organization is beset with issues and problems</p>

Competency	<b>Teamwork</b>			
Operational Definition	The ability to identify one's tasks, contribute ideas, perform roles, and initiate improvement in the group.			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Identifies one's tasks to be done in achieving the group's desired goals</p> <p>Attends regularly to team meetings and activities to meet set objectives</p> <p>Accepts advice from other members in the group with impartiality</p> <p>Uses knowledge in the achievement of team's goals</p>	<p>Contributes ideas on tasks to be done in achieving the group's desired goals</p> <p>Asks questions and suggests ideas during team meetings and activities to meet set objectives</p> <p>Provides honest feedback to other members in the group with impartiality</p> <p>Sacrifices personal preferences to meet team goals</p>	<p>Helps others on tasks to be done in achieving the group's desired goals</p> <p>Assists others in defining tasks during team meetings and activities to meet set objectives</p> <p>Helps in the improvement of other group members with impartiality</p> <p>Updates other members on current trends to meet team goals</p>	<p>Leads and strategically delegates tasks to all group members in achieving the group's desired goals</p> <p>Presides and directs the group during team meetings and activities to meet set objectives</p> <p>Identifies and offers group problem solutions with impartiality</p> <p>Corrects misconceptions and clarifies doubts among members in the group to meet team goals</p>

Competency	<b>Planning &amp; Organizing</b>			
Operational Definition	The ability to estimate duration and level of difficulty of planned tasks and manage resources in order to complete work within the desired timeframe.			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Behavioral Indicators	<p>Identifies tasks to be accomplished</p> <p>Accurately estimates resources (time, money, and people) needed to accomplish a task</p> <p>Performs tasks in an established order</p>	<p>Uses various planning devices to set reminders and manage the accomplishment of tasks</p> <p>Anticipates obstacles realistically</p> <p>Organizes one's time to carry out tasks effectively and efficiently</p>	<p>Establishes priorities systematically considering importance and urgency</p> <p>Monitors and evaluates trends/obstacles that may affect the accomplishment of the task/plan</p> <p>Creates specific milestones and deadlines</p>	<p>Monitors, adjusts and/or sets new priorities</p> <p>Takes action in resolving the cause of problem or difficulty</p> <p>Produces the required quantity and quality of work on time</p>

Competency	<b>Self-Awareness and Confidence</b>			
Operational Definition	Knowledge and belief of one's strengths, weaknesses and capabilities that will play a role in accomplishing individual or group tasks and addressing challenges			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Manifests awareness of one's feelings, strengths, and weaknesses</p> <p>Performs a task confidently, with minimal hesitations</p> <p>Presents oneself well to do his/her designated work</p> <p>Is aware of the impact of negative emotions to his/herself</p>	<p>Looks for ways to enhance one's strength</p> <p>Performs work positively, and without reluctance</p> <p>Exhibits the confidence to do additional work</p> <p>Is aware of the effect of one's emotions towards others (coworkers &amp; clients)</p>	<p>Identifies the triggers of one's weakness and manage the situation</p> <p>Encourages coworkers to feel confident in doing their tasks</p> <p>Willing to work in difficult areas in the organization</p> <p>Manages his/her emotions to avoid hurting others</p>	<p>Predicts one's feelings and is able to manage difficult situations</p> <p>Finds ways (e.g. conduct activity) to improve the self-esteem of the employees</p> <p>Volunteers and enjoys working in high standard work</p> <p>Considers adversity as an opportunity for learning</p>

Competency	<b>Resource Management</b>			
Operational Definition	<i>The ability to effectively manage and soundly utilize resources (human, financial, physical, environmental, etc.) in the organization</i>			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Identifies resources available in the organization</p> <p>Takes responsibility for the prudent use of resources.</p> <p><b>Is aware of the nature and purposes of the resources available</b></p>	<p>Decides which resources should be used to achieve those objectives in an efficient and cost-effective manner.</p> <p>Monitors program/project expenditures and individual expenses for reporting purposes.</p> <p><b>Determines the differences and similarities of various resources available</b></p>	<p>Evaluates how organizations make decisions to allocate scarce resources, including recognition of both quantitative and qualitative constraints on these decisions</p> <p>Makes sound financial decisions after having analyzed their impact on the organization and operations within the scope of fiscal responsibilities</p> <p><b>Develops plans and methods for strategic use of various resources available</b></p>	<p>Articulates how resource availability affects the organization's functions, processes and administrative procedures</p> <p>Manages income and expenditure monitoring systems; keeps the systems under close review and makes improvements where relevant.</p> <p><b>Evaluates and monitors effectiveness of programs and practices on the use of resources available</b></p>



Competency	<b>Safety and Risk Management</b>			
Operational Definition	<i>The ability to manage risks and ensure safety in the work place.</i>			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>identifies hazards that could cause harm in the workplace</p> <p>Familiarize services and facilities in the organization in case of emergency.</p> <p>Is aware of good public occupational safety measures in the workplace.</p>	<p>Contributes in the plan in establishing occupational safety measures in the organization</p> <p>Manifests knowledge of relevant methods of control, including risk assessment in the work area.</p> <p><b>Practices the safety measures in the workplace</b></p>	<p>assesses risks that could pose danger in the workplace</p> <p>reviews control measures to ensure they are working as planned</p> <p>develops safety measures, not just for existing activities but also with respect to new acquisitions or processes</p>	<p>Implements the most effective control measure that is reasonably practicable in the circumstances to prevent or minimize occupational hazards.</p> <p>Decides priorities and establishes adequate systems and performance standards to avoid or mitigate occupational hazards.</p> <p>Implements any necessary improvements derived from carrying out risk assessments</p> <p>Ensures and coordinates the conduct of Disaster Risk Reduction and Management training among personnel with in his/her unit/office</p>

Competency	<b>Stress Tolerance</b>			
Operational Definition	<i>The ability to maintain performance and emotional control when faced with opposition, pressure, hostility from others and/or stressful conditions.</i>			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Controls own response when corrected on his outputs at the workplace.</p> <p>Shows light and positive aura during stressful moments.</p> <p>Efficiently handles interferences or disruptions to work.</p> <p>Remains calm, patient and tactful during stressful events while in the work environment</p>	<p>Controls own response when criticized on his ways at the workplace.</p> <p>Uses appropriate strategy to relieve one's own stress.</p> <p>Effectively deals with urgent situations (e.g., deadlines and pressing demands)</p> <p>Effectively handles a heavy workload.</p> <p>Remains on course even when policy or procedure changes suddenly.</p>	<p>Controls own response when his ideas are opposed at the workplace</p> <p><b>Influences others to explore strategies on stress relief</b></p> <p>Exhibits work- life balance</p> <p>Gives guidance and support to others in coping with competing work demands and examines strategies for diminishing stress effects</p>	<p>Controls own response when pressured at the workplace</p> <p><b>Implements programs relating to strategies on stress relief</b></p> <p>Foresees stressful situations and considers contingency measures</p> <p>Gives guidance to others in achieving a healthy work-life balance.</p>

The logo of Caraga State University is centered in the background. It features a green shield with a yellow gear and a white atomic symbol inside. Above the shield is a yellow sunburst with a hand holding a torch. Below the shield is the year '1946' and the text 'CARAGA STATE UNIVERSITY PHILIPPINES' in yellow.

## Technical Competencies

Competency	<b>Diagnostic Information Gathering and Distribution</b>			
Operational Definition	The ability to gather, manage and distribute data and information for reporting, storage, planning and decision making.			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Effectively uses information or data to support a position.</p> <p>Gathers and distributes information using intranet, email, telecommunications, etc. as provided to the work-unit.</p> <p>Enables to keep records using the Universities Records Management System</p>	<p>Digs information and evaluates the reliability of sources.</p> <p>Enables to maintain effective communication channels with current technologies.</p> <p>Facilitates the maximization of the use of databases to provide useful and user-friendly information to other departments, work-units, customer and the public.</p>	<p>Analyses data to extract information needed for reporting, decision making and planning.</p> <p>Recognizes new information and communication technology that advances current systems and service provided.</p> <p>Develops databanks and tools for reports and web distribution</p>	<p>Interprets uses of information to different users.</p> <p>Leads the provision of data and information for use in the department's knowledge management center.</p> <p>Evaluates and improves the effectiveness of the information and communication function of the University.</p>

Competency	<b>Attention to Details</b>			
Operational Definition	<i>Being thorough and accurate in accomplishing a task through concern for all areas involved and observes fine details.</i>			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Performs routine tasks completely and accurately.</p> <p>Follows instructions on assigned tasks.</p> <p>Compares finished work according to set expectations.</p> <p>Checks work for mistakes before completion and submission of tasks.</p>	<p>Actively checks information and work product to provide accurate and consistent work.</p> <p>Displays concern for order and quality.</p> <p>Organizes information/documents activity or materials for others.</p> <p>Consistently updates checklists, schedules, calendars, etc. to ensure that small details are not overlooked.</p>	<p>Ensures that all parts of a task are completed in adherence to policies and standards of the organization.</p> <p>Checks work of others in single area of activity.</p> <p>Focuses on the details of work when it is necessary to identify risks or problems.</p> <p>Accurately prepares and organizes work before acting.</p>	<p>Develops and uses systems to organize and keep track of information or work progress.</p> <p>Constantly exceeds expectations by working thoroughly and precisely.</p> <p>Considers the risks associated with each task and/or step of the work.</p>

Competency	<b>Planning and Project Management</b>			
Operational Definition	The ability to address the scope of a project and integrate all of its aspects with anticipation to outcome-associated risks and how is it manage with varying complexity.			
Level	1	2	3	4
Behavioral Indicators	<p>Defines the time-line of the project, identifies the resources needed and estimated cost for each activity and distributes resources according to the projects allocated budget</p> <p>Applies the basic time management techniques in completing work tasks within the agreed timescale</p> <p>Coordinates with the other team members in sharing and acquiring resources in addressing the day to day project objectives</p>	<p>Leads and provides clear direction to team members as to what work needs to be done and who's going to do it.</p> <p>Communicates with the team members if there are changes to the project that needs to be dealt with</p> <p>Communicates with the team of people involved in the project, motivates them to complete the task and ensure that the project delivers the expected outcomes and benefits</p> <p>Divides the project plans down into component activities if necessary</p>	<p>Directs and provides alternative plan if in case the project encounters problems/ challenges</p> <p>Conducts review of project requirements, and remind the team of the clients demand and ensure that the work is done to the right standard and is running on time and to budget</p> <p>Communicates with team members on the update of the project guidelines and status to ensure the delivery of the expected outcomes and benefits of the project.</p>	<p>Specializes the technical knowledge of the project</p> <p>Identifies the potential risks involved in a particular project and how is it managed</p> <p>Oversees the overall performance of the project</p> <p>Requires periodic reports and Project Status and employees' individual performance for monitoring and evaluation purposes.</p>



Competency	<b>Research Engagement</b>			
Operational Definition	The ability to actively participate and perform research related activities either in academic or non-academic fields funded locally or in collaboration with regional, national, and/or international partners.			
Level	1	2	3	4
Behavioral Indicators	<p>Demonstrates interest in participating a research project.</p> <p>Able to craft or develop a research concept or proposal.</p> <p>Conducts and performs the needed research methodology to collect and gather data</p> <p>Analyses collected data and makes interpretation of the results</p> <p>Writes a completed research paper and communicates the results to the target population</p>	<p>Publishes a research paper in any local or regional publication.</p> <p>Presents a research paper in the regional level.</p> <p>Identifies opportunities for collaborative research projects</p> <p>Establishes linkages with possible local and regional partners</p> <p>Crafts agreements (MOAs) with local and regional partners (both public and private) to achieve common goals on research related endeavours</p>	<p>Publishes a research paper in any national publication or journal.</p> <p>Presents a research paper in the national level.</p> <p>Establishes collaborative research projects with national or international partners</p> <p>Crafts agreements (MOAs) with national or international partners (both public and private) to achieve common goals on research related endeavors</p> <p>Completes and delivers research projects which have high impact to the community</p>	<p>Publishes a research paper in ISI/Referred journals.</p> <p>Presents a research paper in the inter-national level.</p> <p>Maintains the collaborative relationship with international partners</p> <p>Contributes innovation in the field of research</p> <p>Transfers the knowledge, skills, and technology in research to a target community</p> <p>Manages a research project and conducts project monitoring and evaluation</p>

Competency	<b>Written Communication</b>			
Operational Definition	The ability to write technical reports in a clear, concise and coherent manner using different tools to convey information or express ideas effectively.			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Applies the basic technical writing rules as well as the rules in grammar and techniques in word use and spelling.</p> <p>Produces written technical reports that are grammatically sound</p> <p>Provides appropriate amount of detail in communicating information to others</p>	<p>Produces written technical reports with logical and/or verbal transitions between major points</p> <p>Takes time to plan and organize content of written technical composition to ensure proper flow of information</p> <p>Accurately quote, paraphrase and summarize resources when conveying information in the technical reports</p>	<p>Recognizes the legal and regulatory requirements in writing technical reports and tailors written work for the intended purpose and audience</p> <p>Utilizes variety of visual elements such as graphs, charts and illustrations to enhance understanding of the written technical report</p> <p>Articulates well the main purpose for communicating and provides strongly related supporting points and appropriate evidence</p> <p>Creates written technical documents that establish credibility and rapport with audience</p>	<p>Updates on the current trends in the different styles of technical writing and applies it in preparing a technical report</p> <p>Identifies benchmark examples of effective technical reports that can be used by the organization, and applies these best practices in developing standards for the organization</p> <p>Contributes in the formulation/ revision of the policy guidelines for writing technical reports and related protocols</p> <p>Uses written technical documents as strategic vehicles to influence and/or gain the support of others and the intended audience</p>

Competency	<b>Logical &amp; Mathemathetical Reasoning</b>			
Operational Definition	<b>The ability to use logical thinking and mathematical techniques to solve practical problems arising in the specific field of work.</b>			
Level	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Behavioral Indicators	<p>Performs mathematical calculations using calculator and basic Excel built in formulas</p> <p>Demonstrates how to effectively manage metadata</p> <p>Executes the basic data gathering methods</p>	<p>Performs mathematical calculations using calculator and basic Excel built in formulas</p> <p>Demonstrates how to effectively manage metadata</p> <p>Executes the basic data gathering methods</p>	<p>Performs mathematical calculations using calculator and basic Excel built in formulas</p> <p>Demonstrates how to effectively manage metadata</p> <p>Executes the basic data gathering methods</p>	<p>Performs mathematical calculations using calculator and basic Excel built in formulas</p> <p>Demonstrates how to effectively manage metadata</p> <p>Executes the basic data gathering methods</p>

Competency	<b>Oral Communication</b>			
Operational Definition	<i><b>The ability to orally disseminate technical information appropriately when interacting with individuals and groups.</b></i>			
Level	1	2	3	4
<b>Behavioral Indicators</b>	<p>Uses sentences which are simply worded and short but understandable to the target audience.</p> <p>Articulates words with clarity and emphasis</p> <p>Aware of and can use basic communication tools (i.e., handouts, presentations, lcd projector, laptop, etc.) or materials that can be used for giving and receiving technical information.</p> <p>Considers others' feedbacks and comments before expressing one's idea and opinions.</p>	<p>Understands common conventions of language and uses appropriate grammar when speaking in professional settings and audience.</p> <p>Suits communication style and medium according to the needs of the audience and/or situation.</p> <p>Simplifies as well as summarizes discussions to clearly relay the technical information to the audience.</p> <p>Participates actively and is appropriately assertive in expressing ideas.</p>	<p>Delivers technical information to specific audience (i.e., poster or plenary presentations, giving lectures to trainees, etc.) fluently and with confidence within local and regional level.</p> <p>States complex technical concepts in an understandable manner and uses appropriate supporting materials during scientific forum.</p> <p>Considers other people's point of view, listens actively and asks questions to check if the audience understands the technical information.</p> <p>Responds appropriately, accurately, and with composure to challenging questions or comments.</p>	<p>Delivers technical information to specific audience (i.e., poster or plenary presentations, giving lectures to trainees, etc.) fluently and with confidence in the national and international level.</p> <p>Uses varied communication channels (web conferencing, skype, etc.) and opportunities to promote scientific dialogue, shared understanding and consensus.</p> <p>Devises improvements to communication systems and practices within and across the organization in order to improve clarity and reception of the technical information being disseminated.</p>

Competency	<b>Computer Literacy</b>			
Operational Definition	The ability of an individual to use computers and related technology efficiently, with a range of skills covering levels from fundamental use to programming and advanced problem solving.			
Level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Behavioral Indicators	<p>Executes the power on of the computer and its peripherals. Start an application (e.g. Word processor, Internet browser, E-mail) by desktop icon or menu bar and uses features of an application using the mouse, keyboard, and the application's menu bar.</p> <p>Maintains data or files on local hard drive (setup of directory). Identify different versions or formats of files. Backup data to media (CD, flash drives, etc.) or server. Use folders or directories with meaningful names to store related files.</p> <p>Uses basic office application (e.g. word, excel, PowerPoint, publisher, etc.) and navigate other software (e.g. internet explorer)</p>	<p>Connects ports of the computer to peripherals. Install/uninstall an application and do basic trouble shooting (e.g. freeze application)</p> <p>Applies appropriate file and disk management techniques (e.g., defragment and rearrange files, reinstall backup data). Determine file organization (e.g., use appropriate directory structures and names).</p> <p>Configures operating system (e.g. dual boot) and office applications (e.g. adding/removing toolbars, changing menus, and adding utilities) for efficient operation. Knows how to operate customized programs (e.g. financial mgt system, POS, PPMP, etc)</p>	<p>Performs simple testing and diagnostics of devices (e.g., sound card, serial port, disk surface test), configuration of devices (e.g., modem, monitor), hard disk partitioning and can perform disk clean-up and disk defragmenter tasks.</p> <p>Performs schedule and systematic backup procedure Recover, as much as possible, erased or recover corrupted data and demonstrate knowledge of the system utilities used for file management (e.g., change protection modes, rename, delete).</p> <p>Executes different programming languages and able to create customized programs.</p>	<p>Performs assembling and disassembling computer hardware components and install drivers, high breed softwares or programs, can perform soldering damaged computer chips (computer servicing)</p> <p>Performs data mining under different data servers or setup network system for data sharing</p> <p>Analyzes system performance for efficient operation</p>



<b>Competency</b>	<b>Conceptual and Analytical Thinking</b>			
<b>Operational Definition</b>	An individual's ability to conceptualize and analyze data of various complexity in the synthesis of a holistic conclusion.			
<b>Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Breaks down concrete problems into parts and organizes information in a concise manner</p> <p>Able to identify and gather relevant input from appropriate secondary source of information.</p> <p>Uses common sense and basic rules to identify key underlying issues and problem</p> <p>Considers relevant facts and alternatives when making decisions but is open to new ideas</p>	<p>Analyzes simple problems and breaks down problems into logical parts.</p> <p>Able to see connections, patterns or trends in the available information.</p> <p>Identifies the potential impact that trends or events may have on theories, services, etc.</p> <p>Draws simple logical conclusion/s and/or provides creative options and recommendations</p>	<p>Can simultaneously deal with multiple complex issues and abstract relationships.</p> <p>Recognizes and assesses several likely causal factors or find other ways of interpreting the available information and data</p> <p>Clearly and concisely explains complex issues and relationships of results.</p> <p>Draws on experience and knowledge to assess and analyze facts and available information to come to appropriate decisions.</p> <p>Identifies problems and situations not obvious to others and not learned from previous education or experience.</p>	<p>Integrates large amount of information/results from diverse sources in the identification of multiple relationships</p> <p>Thinks several steps ahead in deciding on the best course of action, anticipating the likely outcomes.</p> <p>Develops and recommends policy reforms based on analysis/conclusions</p> <p>Assesses and balances vast amounts of diverse information to arrive in a holistic conclusion</p> <p>Thinks beyond the organization and into the future, balancing multiple perspectives when setting direction or reaching conclusions</p>