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MEMORANDUM CIRCULAR NO. ____ 06
SERIES OF 2004

**SUBJECT: ADOPTION OF THE DSWD LEADERSHIP
COMPETENCIES**

The Department of Social Welfare and Development (DSWD) is the Government's lead agency for social welfare and development. In August, 2002, DSWD put together its Rationalization and Streamlining Plan (RSP), a comprehensive document that attempts to put into motion the various departmental initiatives that would help actualize its mission, vision, and enhanced strategic thrusts. The RSP reaffirms DSWD's commitment to excellence in the fulfillment of its dual role as lead policy formulator, advocate and monitor of national policies, plans and programs and standards on social welfare and development, and as a direct service provider.

DSWD recognizes that underpinning its ability to fulfill its vision, mission and strategic thrusts is the maintenance of a functional organizational structure and the nurturance of professional leaders¹ and competent support staff who are adequately prepared to take on the changing demands and challenges facing DSWD. In January 2003, the DSWD embarked on the pilot testing of the Career Development and Management System (CDMS), which is an organized, formalized, planned process of striking a healthy balance between individual career needs and organizational workforce requirements. The CDMS involves mutual support, careful planning, consistent implementation and objective monitoring.

An essential component of the CDMS is the articulation of the DSWD Leadership Competencies. These are the unique factors that are fundamental to DSWD leaders to enable them to fulfill DSWD's mandate, mission and vision. They enable DSWD leaders, among others, to uphold the mandate of the public service, provide proper instructions and directions, delegate work effectively, recognize and manage complexity, build mutually advantageous relationships, develop a work environment founded on shared interests and generate strategies to solve problems.

To validate these Leadership Competencies, the DSWD embarked on an extensive consultation with officials and employee representatives both at the Central Office and Field Office levels.

¹ For purposes of this Circular, the term "leader" shall apply to the Secretary, Undersecretaries, Assistant Secretaries, Regional Directors, Bureau Directors, Service Directors, Assistant Bureau Directors and Assistant Regional Directors

For the guidance and information of the DSWD, its officials, personnel, attached agencies and intermediaries, which include local government units, non-governmental organizations and people's organizations, the following Leadership Competencies are hereby adopted:

I. INTELLECTUAL COMPETENCIES

COGNITIVE CAPACITY

DSWD leaders possess the cognitive capacity to understand and respond strategically to the complexities inherent in public service. The cognitive capacity of the DSWD leader allows her² to perceive both parallel and divergent issues within her various responsibilities and to interpret key messages and trends, particularly in a context of ambiguity patterns. DSWD leaders use their cognitive capacity to protect the public interest: they create order out of chaos and develop long term and short term strategies that will prevent, as well as solve, problems. They are expected to synthesize information and translate analysis into sound recommendations.

CREATIVITY

DSWD leaders respond to challenges and demands inherent in public service with innovative solutions expressed through interim measures, operational procedures, or long-term policies. DSWD leaders welcome fresh perspectives and information from diverse fields in order to generate new and imaginative ways to succeed in program development, policy formulation, and issue resolution, bearing in mind that effective service to the public is their ultimate goal. To prepare for future challenges, DSWD leaders enhance their creativity by promoting an environment in their respective offices that promotes an ongoing process of learning and development and values cutting edge leadership.

II. FUTURE BUILDING COMPETENCIES

VISIONING

DSWD leaders define the vision of the Department and place it within the greater vision of public service. They use the vision of the Department as a framework for strategic planning, program development, policy formulation, and change management. DSWD leaders describe the kind

² For purposes of this Circular, the pronoun "her" refers to both female and male.

of future service the public might expect from the Department and, in compelling terms, promote enthusiasm and commitment in others. DSWD leaders consider various perspectives about the future, recognize the strengths and weaknesses inherent in each perspective, and utilize those components of each perspective that could enhance the fulfillment of the Department's vision. They motivate all staff and volunteers to contribute to the crafting, promotion and, if necessary, revision of the Department's vision and mission.

III. MANAGEMENT COMPETENCIES

ACTION MANAGEMENT

DSWD leaders are action-oriented individuals who anticipate the short- and long-term consequences of their strategies. They are known for their ability to accomplish their objectives and for their efficiency in carrying out policies that complement the Department's vision, mission and goals. As they deal with serious, time-sensitive issues and may have to manage a number of work demands simultaneously, DSWD leaders remain focused in the face of multiple distractions, ambiguity and risks. They safeguard accountability mechanisms in the civil service, in general, and in the Department, in particular.

ORGANIZATIONAL AWARENESS

DSWD leaders understand the inner working of the Philippine Government, the Department, and their respective offices, in terms of structure, processes and key players. Organizational awareness allows DSWD leaders to position themselves to achieve strategic objectives. They have deeply developed sensitivity to the relationships between key players in DSWD, as well as between DSWD and the other Departments/offices in the Philippine government system. DSWD leaders understand organizational decision points, processes and how to influence them. They contribute to the success of other business lines of the organization.

TEAMWORK

DSWD leaders contribute effectively to the Department's programs, projects and services by working with their colleagues and other organizations collaboratively toward the attainment of consensual solutions that enhance team output. They solicit and provide information that could affect the planning or decision-making process. They negotiate

mutually acceptable solutions by trying to understand the positions, thoughts, concerns and feelings of others. They consistently demonstrate that fair solutions and better options are identified as a matter of course. DSWD leaders recognize that a diversity of experience and knowledge can only enhance the quality of the team's work. They are sympathetic to, and tolerant of, differing needs and viewpoints, but reinforce the common goal of maximizing service to the public.

PARTNERING

DSWD leaders work with partners to create the policies that support integrated service delivery. They develop a community of shared interests and diverse levels of government, vested interest groups, as well as the non-profit and private sectors. They use their diversity of experience and knowledge to make the best decisions. They share common goals, solve problems, and work hand in hand for the good, not only of each partner, but of the Philippine public. DSWD leaders function on the basis of shared power and responsibility. This allows them to avoid waste, inefficiency, and duplication. Fundamental to successful partnering are commitment, trust, and the transparency that helps to articulate and align the objectives and expectations of all parties involved.

IV. RELATIONSHIP COMPETENCIES

INTERPERSONAL RELATIONS

DSWD leaders interact effectively with public and private sector individuals, superiors, peers and subordinates in order to advance the work of the Department. Their interactions are based on respect and a common appreciation that people with varying backgrounds and viewpoints enrich the organizational environment. Their negotiating skills allow them to maintain relationships and produce "win-win" results. Through persuasion and assertiveness, DSWD leaders gain support for ideas and initiatives, influence peers and superiors, and effectively represent the Department's interests to other groups. They have the ability to deal with difficult and complex interpersonal situations in the workplace.

COMMUNICATION

DSWD leaders communicate in a compelling and articulate manner that instills commitment. They adapt their communication to ensure that different audiences understand key messages. They use a variety of

communication vehicles to foster open communication within the Department, their own offices and across the civil service. DSWD leaders effectively represent the Department as a protector of the common good to special interest groups, stakeholders, clients, and the media. They also appreciate the importance of being a good listener, providing opportunities for others to have input, listening for underlying nuances and messages, as well as conveying an understanding of the key points being communicated.

V. PERSONAL COMPETENCIES

STAMINA/STRESS MANAGEMENT

DSWD leaders sustain high energy levels to meet the ongoing challenges of public service. Their ability to manage stress effectively and to remain energized in the face of difficult demands and prolonged exposure to stressors often have an uplifting effect on others. DSWD leaders are realistic about their own strengths and limitations. They respond to early signs of burnout to ensure that their energy reserves remain high over the long term.

ETHICS AND VALUE

DSWD leaders adhere to a high standard of ethics in the public service. They are at all times accountable for their practice as leaders. They discharge their duties with utmost responsibility, integrity, competence and a total regard for the public good. DSWD leaders treat people fairly and with dignity. They avoid conflicts of interest and maintain political neutrality.

PERSONALITY

DSWD leaders possess the ability to set challenging goals and the tenacity to pursue them over the long term. They have the stability and self-discipline to maintain focus and composure in the midst of complex logical problems or stressful situations. DSWD leaders gain the respect of their subordinates by demonstrating personal discipline in the midst of adversity, determination to pursue goals in the midst of daunting challenges, and respect for those who espouse diverse thoughts and perspectives.

BEHAVIORAL FLEXIBILITY

DSWD leaders adjust their behavior to the demands of a changing work environment in order to remain productive through periods of transition, ambiguity and uncertainty. They adapt their strategies to different situations and respond quickly to emerging opportunities and risks. Behavioral flexibility allows them to work effectively with a broad range of situations, people, and groups.

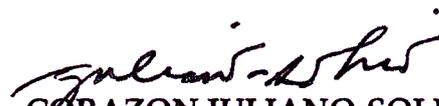
SELF-CONFIDENCE

DSWD leaders possess realistic confidence in their abilities. They are secure in their role as leaders in the public service. Their inner strength enables them to use their competencies to the fullest and to distinguish a challenging task from an impossible mission. DSWD leaders seek and consider input, but they are not largely dependent on the judgment of others. They take ownership of, and responsibility for, their decisions and practices. They express their opinions with confidence and take calculated risks, even when their ideas are not endorsed by others. DSWD leaders handle failures and criticisms in a constructive manner. They project an air of assurance that quells the fear of others, which—especially in times of transition—helps to maintain productive working conditions.

For further clarification and explanation of the organizational competencies, an annotated version specifying the knowledge, abilities and skills for each competency is hereby attached and made an integral part of this Circular.

This Circular takes effect immediately and supersedes, amends or modifies previous issuances inconsistent herewith. Copies of this Circular shall be disseminated to all the bureaus, services, and offices at the Central Office, Field Offices and attached DSWD agencies.

Issued in Quezon City, this 8th day of March 2004.


CORAZON JULIANO-SOLIMAN
Secretary, DSWD *A*



**DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT LEADERSHIP
COMPETENCIES (ANNOTATED VERSION)**

I. INTELLECTUAL COMPETENCIES

COMPETENCY : COGNITIVE CAPACITY

DSWD leaders¹ possess the cognitive capacity to understand and respond strategically to the complexities inherent in public service. The cognitive capacity of the DSWD leader allows her² to perceive both parallel and divergent issues within her various responsibilities and to interpret key messages and trends, particularly in a context of ambiguity patterns. DSWD leaders use their cognitive capacity to protect the public interest: they create order out of chaos and develop long term and short term strategies that will prevent, as well as solve, problems. They are expected to synthesize information and translate analysis into sound recommendations.

KNOWLEDGE	ABILITIES/SKILLS
Theories on mindsets, mental models (such as paradigms, learning styles, individual filters)	Analyze situations Do environment scans/research
Corporate and developmental trends and priorities and culture	Do organizational analysis
Systems thinking	Use appropriate individual or group processes
Problem-solving processes	Translate analysis into sound applications
Decision-making processes	Scan immediate and global environments
Planning and plan analysis processes	Define issues
Situational analysis processes	Develop a long term perspective
Theories on thinking patterns, systems, habits and preferences	Influence organizational behaviors according to changing requirements
Analysis models and techniques	
Knowledge of social research	

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² For purposes of this document, the pronoun "her" refers to both female and male.

COMPETENCY : CREATIVITY

DSWD leaders respond to challenges and demands inherent in public service with innovative solutions expressed through interim measures, operational procedures, or long-term policies. DSWD leaders welcome fresh perspectives and information from diverse fields in order to generate new and imaginative ways to succeed in program development, policy formulation, and issue resolution, bearing in mind that effective service to the public is their ultimate goal.. To prepare for future challenges, DSWD leaders enhance their creativity by promoting an environment in their respective offices that promotes an ongoing process of learning and development and values cutting edge leadership.

KNOWLEDGE	ABILITIES/SKILLS
Conditions and processes for innovation	View problems from the perspective of different stakeholders (e.g. partners, clients, employees)
Problem-solving processes	
Creativity models, patterns and theories	Use various techniques for idea-generation, such as brainstorming, mind mapping, imaging/ metaphors, visualization, and the like.
Limits, requirements and applications of creativity	
Hypothesis testing	Conduct debriefings to build learning
Understanding the value of humor in the workplace	Develop the attitude of questioning how things are done
Theories in motivation	Understand how paradigms work
Trends analysis	Develop a risk-taking mentality
	Promote humor in the workplace
	"Think outside the box"
	Encourage an environment conducive to creative thinking
	Propose and effect innovation in the quality and quantity of work

II. FUTURE BUILDING COMPETENCIES

COMPETENCY : VISIONING

DSWD leaders define the vision of the Department and place it within the greater vision of public service. They use the vision of the Department as a framework for strategic planning, program development, policy formulation, and change management. DSWD leaders describe the kind of future service the public might expect from the Department and, in compelling terms, promote enthusiasm and commitment in others. DSWD leaders consider various perspectives about the future, recognize the strengths and weaknesses inherent in each perspective, and utilize those components of each perspective that could enhance the fulfillment of the Department's vision. They motivate all staff and volunteers to contribute to the crafting, promotion an, if necessary, revision of the Department's vision and mission.

KNOWLEDGE	ABILITIES/SKILLS
Vision, Mission, Goals, Competencies of the Department	Demonstrate a working knowledge of the Department's vision, mission and goals (VMG)
Processes for creating the vision and the mission of the Department	Promote enthusiasm among all staff and volunteers in embracing the Department's VMG
Relevant laws (national and local) , policies and plans on SWD	Articulate the relationship between vision, mission and goals with the thrusts, policies, programs, and services of the Department
Theories on/approaches to change management	Give directions and make decisions that are consistent with the Department's VMG
Principles for an effective communication strategy	Demonstrate to employees and volunteers assigned to them how their work relates and contributes to the attainment of the VMG
Organizational culture	Demonstrate, by example, coherency between their performance as leaders and the vision, mission and values of the Department
	Actively contributes to the crafting of vision, mission or value statements

III. MANAGEMENT COMPETENCIES

COMPETENCY : ACTION MANAGEMENT

DSWD leaders are action-oriented individuals who anticipate the short- and long-term consequences of their strategies. They are known for their ability to accomplish their objectives and for their efficiency in carrying out policies that complement the Department's vision, mission and goals. As they deal with serious, time-sensitive issues and may have to manage a number of work demands simultaneously, DSWD leaders remain focused in the face of multiple distractions, ambiguity and risks. They safeguard accountability mechanisms in the civil service, in general, and in the Department, in particular.

KNOWLEDGE	ABILITIES/SKILLS
Delegation processes within the Department	Set objectives and work plans based on the Department's strategic priorities
Performance Management	Provide proper instructions and direction when assigning tasks to staff
Performance Contracting	
Departmental resource allocation system	Motivate staff toward concerted efforts to accomplish Departmental action plans
Government planning cycle	Follow-up on tasks assigned
Key Departmental planning documents and responsibilities	Set priorities
Work planning techniques	Identify sources of risks and design contingencies to respond to such risks
Budget formulation	
Provisions for human resource allocation	Identify course(s) of action that will have the greatest probability of success
Environmental scanning methods	Input appropriately to the scope of Departmental planning
Best practices and technologies related to the fields of operation	Make the linkages among all the Government-wide resource management frameworks
Working in a unionized environment within the Public Service	
Philippine and International labor codes Employee assistance services	Identify clear indicators for the monitoring and evaluation of programs Manage crisis and take risks
Principles of project management	
Principles of project management	Define financial and human resource

	<p>levels</p> <p>Identify environmental factors that will influence performance</p> <p>Conduct cost/benefit analyses</p> <p>Cost services</p> <p>Select strategies to procure resources</p> <p>Organize financial and human resources to meet output requirements</p> <p>Manage performance by recognizing output deviations, and adjusting resources to compensate for shortfalls</p> <p>Assist employees in meeting their performance objectives</p> <p>Delegate work effectively</p> <p>Respect employee and management rights</p> <p>Evaluate and recognize performance and make recommendations to improve effectiveness, economy and efficiency</p> <p>Involve employees in improving the workplace</p> <p>Manage information</p>
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COMPETENCY : ORGANIZATIONAL AWARENESS

DSWD leaders understand the inner working of the Philippine Government, the Department, and their respective offices, in terms of structure, processes and key players. Organizational awareness allows DSWD leaders to position themselves to achieve strategic objectives. They have deeply developed sensitivity to the relationships between key players in DSWD, as well as between DSWD and the other Departments/offices in the Philippine government system. DSWD leaders understand organizational decision points, processes and how to influence them. They contribute to the success of other business lines of the organization.

KNOWLEDGE	ABILITIES/SKILLS
DSWD Organizational Competencies	Perform environment scan within and outside the organization
DSWD Credo, Vision and Mission, Goals	
DSWD Structure	Analyze own organization and assigned office from various perspectives
Framework for analyzing successful organizations	Assess the Department's/ office's effectiveness
Linkages between vision, mission, mandate and goals	Comprehend Departmental realities
Models to understand organizational culture	Amalgamate Departmental and Government requirements
Particularities of government organizations	Effectively communicate the Department's Credo, VMG, Structure, and Organizational Competencies to different stakeholders
Theories on the future of work and the workplace	Articulate the linkages between the Department's vision, mission, mandate and goals to different staff clusters
Changing nature of employer/employee contract	
Dynamics of change in organizations	Analyze the dynamics of change in the Department and/or her particular office

COMPETENCY : TEAMWORK

DSWD leaders contribute effectively to the Department's programs, projects and services by working with their colleagues and other organizations collaboratively toward the attainment of consensual solutions that enhance team output. They solicit and provide information that could affect the planning or decision-making process. They negotiate mutually acceptable solutions by trying to understand the positions, thoughts, concerns and feelings of others. They consistently demonstrate that fair solutions and better options are identified as a matter of course. DSWD leaders recognize that a diversity of experience and knowledge can only enhance the quality of the team's work. They are sympathetic to, and tolerant of, differing needs and viewpoints, but reinforce the common goal of maximizing service to the public.

KNOWLEDGE	ABILITIES/SKILLS
Collaborative/cooperative approaches	Foster a climate conducive to cooperation among team members
Cultural diversity and sensitivity	Motivate people to work jointly toward common goals
Basics of human dynamics and interpersonal relationships	Adopt collaborative/cooperative approaches
Group dynamics and team development	Encourage members to discuss their ideas and provide constructive feedback
Diversity in the workplace	Utilize and value diversity of experience and knowledge to enhance the quality of team's work
Consensus building techniques	Use behaviors conducive to consensus building
Different types of team, including their strengths and weaknesses	Interact sensitively and respectfully
Organizational barriers to teams	Support group decisions and act in solidarity
Theories and principles of management	Create a climate of trust, commitment, respect and empowerment
Conflict resolution, negotiation and consensus building	Use group techniques in problem-solving, decision-making, negotiation and consensus-building
Models of coaching	Coach team members
Models of team management	
Principles of an empowering environment	

COMPETENCY PARTNERING

DSWD leaders work with partners to create the policies that support integrated service delivery. They develop a community of shared interests and diverse levels of government, vested interest groups, as well as the non-profit and private sectors. They use their diversity of experience and knowledge to make the best decisions. They share common goals, solve problems, and work hand in hand for the good, not only of each partner, but of the Philippine public. DSWD leaders function on the basis of shared power and responsibility. This allows them to avoid waste, inefficiency, and duplication. Fundamental to successful partnering are commitment, trust, and the transparency that helps to articulate and align the objectives and expectations of all parties involved.

KNOWLEDGE	ABILITIES/SKILLS
Coalition/alliance building processes	Identify needs and the resources that can be offered to others
Principles of consultation and negotiation	Identify opportunities to work jointly with other organizations toward common goals
Risk assessment	
Dynamics of stakeholder consultation	Conduct a thorough stakeholder analysis
Stakeholder analysis	Articulate the Department's accountability framework to external stakeholders
Creating an external and internal communication plan	
Dynamics of "win-win" or "give-and-take" relationships	Create an external communication plan
Intercultural sensitivity	Develop a memorandum of agreement with an external stakeholder

IV. RELATIONSHIP COMPETENCIES

COMPETENCY : INTERPERSONAL RELATIONS

DSWD leaders interact effectively with public and private sector individuals, superiors, peers and subordinates in order to advance the work of the Department. Their interactions are based on respect and a common appreciation that people with varying backgrounds and viewpoints enrich the organizational environment. Their negotiating skills allow them to maintain relationships and produce “win-win” results. Through persuasion and assertiveness, DSWD leaders gain support for ideas and initiatives, influence peers and superiors, and effectively represent the Department’s interests to other groups. They have the ability to deal with difficult and complex interpersonal situations in the workplace.

KNOWLEDGE	ABILITIES/SKILLS
Negotiation processes	Express disagreements with tact and diplomacy
Cultural diversity and sensitivity	Demonstrate sensitivity to the interest, opinions and feelings of others
Conflict management and resolution	Use common courtesies
Employees’ strengths and contributions	Treat people with respect
Personal knowledge of one’s self as a leader	Make an active effort to interact informally with employees and encourage the use of open-door policy
Feedback techniques	Identify interpersonal barriers and improve poor working relationships
Facilitation	Give and receive criticisms constructively
Principles of performance management	Challenge prejudicial decisions or comments in a nonconfrontational manner
Approaches to coaching and mentoring	Promote diversity in the workplace
	Promote learning within the Department
	Give balanced feedback

	<p>Receive and interpret feedback</p> <p>Facilitate group interactions</p> <p>Create and maintain networks (internally and externally)</p> <p>Improve own coaching skills and techniques</p> <p>Apply coaching and mentoring skills</p> <p>Apply an effective performance management system (including referral of employee for professional help)</p>
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COMPETENCY

COMMUNICATION

DSWD leaders communicate in a compelling and articulate manner that instills commitment. They adapt their communication to ensure that difference audiences understand key messages. They use a variety of communication vehicles to foster open communication within the Department, their own offices and across the civil service. DSWD leaders effectively represent the Department as a protector of the common good to special interest groups, stakeholders, clients, and the media. They also appreciate the importance of being a good listener, providing opportunities for others to have input, listening for underlying nuances and messages, as well as conveying an understanding of the key points being communicated.

KNOWLEDGE	ABILITIES/SKILLS
Communication processes, styles and techniques	Convey thoughts and ideas in an organized and logical manner
Models of group communication	Promote "two-way" communication
Levels of communication	Deliver presentations and represent the Department in varied fora
Impact of context on communication	Adapt the content and style of communication to a particular audience
Barriers and helpers to effective communication	Practice active listening to understand the message of others and foster an environment conducive to open, honest and vibrant communication
Types of presentations	Handle "on-the-spot" questioning
Elements and structures of presentations	Provide opportunities for others to convey input
Use of technology in presentation	Understand underlying nuances and messages and the key points being communicated
Use of communication media/tools	Communicate effectively in writing
Knowledge of Technical Writing	Use appropriate technology efficiently for presentation and communication
	Apply motivational techniques
	Apply effective communication skills

V. PERSONAL COMPETENCIES

COMPETENCY : STAMINA/STRESS MANAGEMENT

DSWD leaders sustain high energy levels to meet the ongoing challenges of public service. Their ability to manage stress effectively and to remain energized in the face of difficult demands and prolonged exposure to stressors often have an uplifting effect on others. DSWD leaders are realistic about their own strengths and limitations. They respond to early signs of burnout to ensure that their energy reserves remain high over the long term.

KNOWLEDGE	ABILITIES/SKILLS
The phenomenon of stress and its impact on productivity, teamwork, creativity, and health	Identify causes of stress in one's personal and professional life
Effective stress management strategies/ techniques	Recognize signs and impacts of stress on self and others
Time Management	Recognize personal limits and those of others in terms of workload
Knowledge of personal strengths and weaknesses, including body indicators	Take action to manage stress and avoid burnout
Strategies to develop personal resilience	Maintain a sense of humor especially in difficult situations
Stress management program in the workplace	Assist staff in identifying indicators of stress and the most appropriate strategies/ techniques for dealing with it Maintain an adequate level of physical fitness Plan and implement group stress management program in the workplace

COMPETENCY : ETHICS AND VALUE

DSWD leaders adhere to a high standard of ethics in the public service. They are at all times accountable for their practice as leaders. They discharge their duties with utmost responsibility, integrity, competence and a total regard for the public good. DSWD leaders treat people fairly and with dignity. They avoid conflicts of interest and maintain political neutrality.

KNOWLEDGE	ABILITIES/SKILLS
<p>DSWD Core Values</p> <p>Philippine public service values, including conflict of interest guidelines</p> <p>Conceptual framework for ethics and values</p> <p>Dimensions of ethical dilemma</p> <p>Moral and legal accountabilities</p> <p>Recourse and support available in the Department</p> <p>Accountability processes in the Department</p>	<p>Know and operate within the ethical guidelines set by the government (e.g. R.A. No.3019, R.A. No. 6713)</p> <p>Set good examples of adherence to ethical norms/conduct</p> <p>Consult others when making ethical decisions and when faced with ethical dilemmas</p> <p>Assume accountability for decisions and actions undertaken</p> <p>Clarify one's own personal values</p> <p>Articulate the operating values of the Department to various stakeholders</p> <p>Reconcile personal values with public service values</p> <p>Identify ethical dilemmas</p> <p>Generate and evaluate alternative ways of reconciling ethical dilemmas</p> <p>Commit to, and implement, a course of action meant to resolve ethical dilemmas</p>

COMPETENCY**PERSONALITY**

DSWD leaders possess the ability to set challenging goals and the tenacity to pursue them over the long term. They have the stability and self-discipline to maintain focus and composure in the midst of complex logical problems or stressful situations. DSWD leaders gain the respect of their subordinates by demonstrating personal discipline in the midst of adversity, determination to pursue goals in the midst of daunting challenges, and respect for those who espouse diverse thoughts and perspectives.

KNOWLEDGE	ABILITIES/SKILLS
Personality types and profiles	Reflect on actions, statements or feelings
Importance of feedback	Identify own styles and strategies
Importance of self-directed learning	Seek the continuous development of one's skills
Best practices in support and implementation of continuous learning	Identify weak areas to ensure successful performance and progression Coach personnel on plans for continuous learning

COMPETENCY : BEHAVIORAL FLEXIBILITY

DSWD leaders adjust their behavior to the demands of a changing work environment in order to remain productive through periods of transition, ambiguity and uncertainty. They adapt their strategies to different situations and respond quickly to emerging opportunities and risks. Behavioral flexibility allows them to work effectively with a broad range of situations, people, and groups.

KNOWLEDGE	ABILITIES/SKILLS
<p>Interpersonal relation</p> <p>Effective communication</p> <p>Confidence building</p> <p>Stamina/Stress Management</p> <p>Situational leadership model</p> <p>Theories and models on change management</p>	<p>Recognize alternate paths or solutions to problems</p> <p>Deal with ambiguity and adapt to risky circumstances</p> <p>Adapt style to different people and contexts</p> <p>Experiment with new/ untested approaches</p> <p>Learn from others</p> <p>Adapt approach and behavior, as required by the situation</p> <p>Lead one's own unit/ office/ cluster in the process of change management</p> <p>Diagnose the progress of the organization on an on-going basis throughout a change process</p> <p>Identify when outside assistance is required</p>

COMPETENCY : SELF-CONFIDENCE

DSWD leaders possess realistic confidence in their abilities. They are secure in their role as leaders in the public service. Their inner strength enables them to use their competencies to the fullest and to distinguish a challenging task from an impossible mission. DSWD leaders seek and consider input, but they are not largely dependent on the judgment of others. They take ownership of, and responsibility for, their decisions and practices. They express their opinions with confidence and take calculated risks, even when their ideas are not endorsed by others. DSWD leaders handle failures and criticisms in a constructive manner. They project an air of assurance that quells the fear of others, which—especially in times of transition—helps to maintain productive working conditions.

KNOWLEDGE	ABILITIES/SKILLS
Concept of man	Listen, acknowledge and understand the point of view of others
Awareness of strengths and weaknesses of a person	Deal constructively with failures and mistakes
Knowledge of personalities	Maximize and harmonize the talents of associates
Knowledge of Transactional Analysis	Set realistic goals and expectations Give appropriate reinforcements Accept well-deserved recognition with humility Affirm others for their contribution to the success of an undertaking