

V. PRIORITY HUMAN RESOURCE/CAPACITY DEVELOPMENT NEEDS AND INTERVENTIONS

PGC’s Strategic Human Resource and Capacity Development Plan reflects the direction of the incumbent administration responsibility to find, secure, guide, and develop employees whose talents and desires are compatible with the operating needs and future goals of the PGC and in providing measures that would pave the way in setting-out the long term objectives of the Province, becoming “First Class, World Class!” that is truly livable for its future citizens, competitive in the face of a growing global market and bankable in order to sustain its mandate to provide basic social services to what is inevitable, a growing population.

In line with this, the SHR/CDP revolves around this system so that the Province could constantly identify gaps in its administration and provide the needed intervention in order to improve its services to its people and to the different sectors in particular.

A. PROVINCIAL GOVERNMENT OF CAVITE ORGANIZATIONAL STRUCTURE

The current organizational structure of the PGC is based on Executive Order No. 01-Series 2010 issued on July 12, 2010. Refer to Figure 1.

The Provincial Government is managed by the Provincial Governor, a Vice-Governor, and 16 Board Members (two each from the province’s 7 districts plus two ex-officio Board Members). In the delivery of basic services, a total of 29 provincial department and units assist the Provincial Governor in the local administration. These departments/units are then grouped into three (3) Provincial Administrative Divisions, headed each by a Provincial Administrator; The Administrator for Internal Affairs, Administrator for External Affairs and Administrator for Community Affairs.

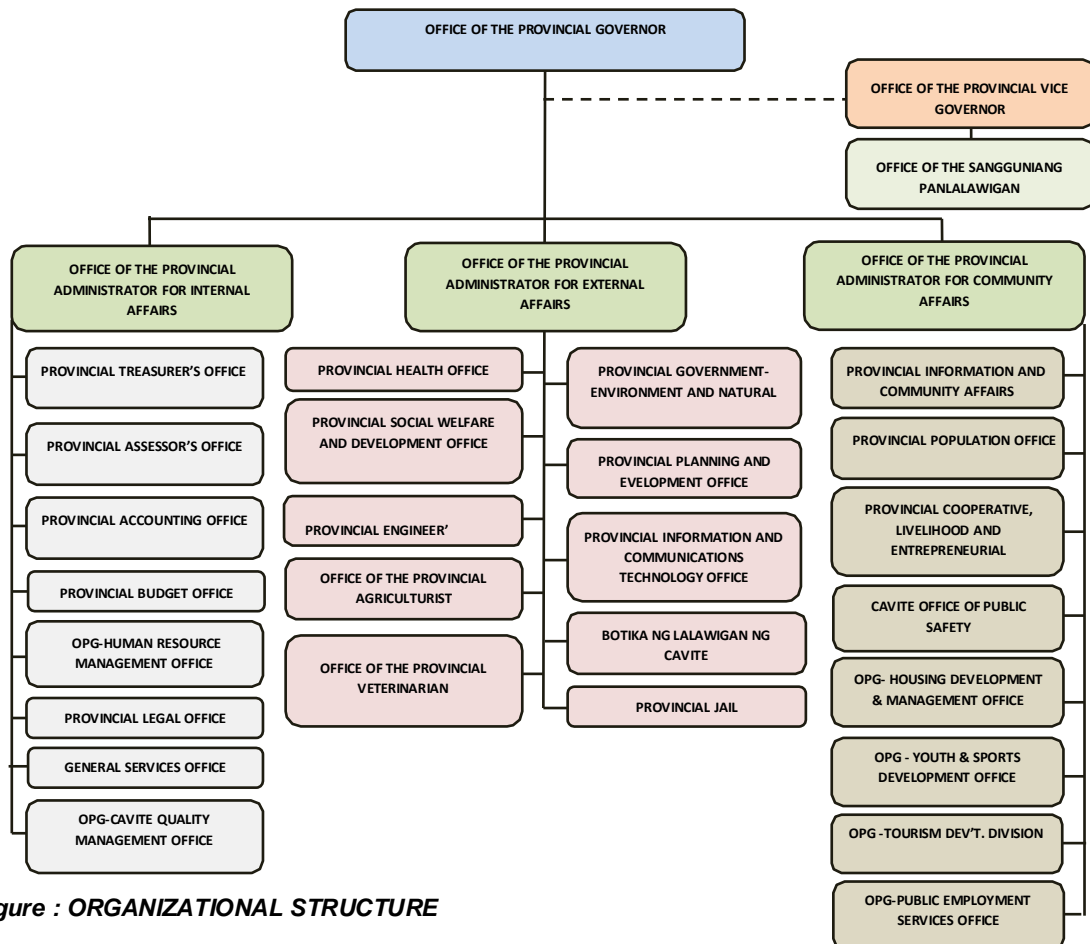


Figure : ORGANIZATIONAL STRUCTURE

B. PERSONNEL/ STAFFING COMPLEMENT

The current organizational work force of the Provincial Government of Cavite, maintains a plantilla for 1,913 regular personnel wherein 95.77 percent are filled-up with a total workforce of 1,832, of which 51 percent are male, distributed as follows: Permanent basis (87.39%), Elected (0.98%), Cotermious (7.97%), Contractual (1.15%), and Temporary (2.51%).

Provincial Government Employees by Status of Appointment

Status of Appointment	Total	Percent
Appointive/Elective	18	0.98
Co-terminous	146	7.97
Permanent	1,601	87.39
Temporary	46	2.51
Contractual	21	1.15
Total Workforce	1,832	100.0

➤ Distribution by Age and Sex Level

Around thirty six (36) percent of the employee population in the provincial government is aged 46-55 years, twenty seven (27) percent belong to the 36-45 years group and nineteen (19) percent are 21-35 years old. Only eighteen (18) percent belongs to 56-65 year-range.

Males (51%) dominate the workforce in the PGC but only two percent more than the female population (49%). In terms of permanent employees, 53 percent were female while 47 percent were male. In the case of elective and co-terminous positions, the males dominate the females. On the other hand, for Elective positions, 94 percent are male and 6 percent are female and for Co-terminous employees, 78 percent are male and 22 percent are female.

Distribution of males and females for ages 36-45 and 46-55 years old showed four (4) and six (6) percent variances among sexes. Females, on the other hand, lead the 56-65 years old manpower population by two (2) percent and six (6) percent for the 21-35 age range.

Age Range	Number		
	Male	Female	Total
21 - 35 years old	158	179	337
36 – 45	260	240	500
46 – 55	354	312	666
56 – 65	160	165	325
Above 65	4		
Grand Total	936	896	1,832

➤ Distribution by Field of Expertise

Majority of the PGC workforce (80 percent) reported that they have the technical or functional skills needs to carry out specific mandates of their departments/offices. Seventeen percent (17%) have expertise in general administration and the remaining 3% are inclined in governance and public policy.

Subject Matter/Specialization	Number		
	Male	Female	Total
Governance and Public Policy	20	7	27
Public Administration	28	48	76
Human Resource Management	15	18	33
Others	298	350	648
Grand Total	361	423	784

➤ **Distribution by Levels of Educational Attainment**

About forty two (42) percent of the employee population have completed college level education but only ten (10) and four (4) percent have pursued Masters and Doctorate degree respectively. Ten (10) percent of the PGC workforce has not yet earned a bachelor's degree. Twelve (12) percent have finished vocational courses while 18 percent and four (4) percent have completed secondary and elementary education respectively.

There are more females who have attained bachelors, masters and doctorate degrees. However, there are more male employees who have not yet earned a bachelors degree. Majority of PGC workforce finished only vocational courses while those that attained elementary/secondary levels only majority are male

Educational Attainment	Number		
	Male	Female	Total
Elementary Graduate	40	2	42
High School Graduate	315	34	349
Vocational Course Completion	100	112	212
College Undergraduate	99	79	178
Bachelor Degree	295	479	774
Masteral Degree	53	150	203
Doctoral Degree	34	40	74
Grand Total	936	896	1,832

➤ **Length of years in Current Position**

Majority of the employees (64%) are holding their current position for 1-10 years while 26 percent have been in theirs for 11- 20 years. However, there are still employees who have been staying in the same position beyond 21 years, and they comprise 10 percent of the employee population. Comparative distribution by sex according to length of years in current position does reveal the dominance of male employee from 1 to 30 years. However in 31 to 40 years bracket, the ratio of male to female is 1:2.

Age Range	Number		
	Male	Female	Total
1 - 10 years	588	580	1,168
11 – 20	247	225	472
21 – 30	96	81	177
31 – 40	5	10	15
41 and above	0	0	0
Grand Total	936	896	1,832

➤ **Length of Service in the Government**

Majority (47 percent) of the employees have been serving in the government for 1 to 10 years followed by those under 11 to 20 years (34 percent) and 21-30 years (14 percent). While there are five (5) percent who have rendered more than 30 years of service only one (1) employee, a female, had reached more than 40 years in public service.

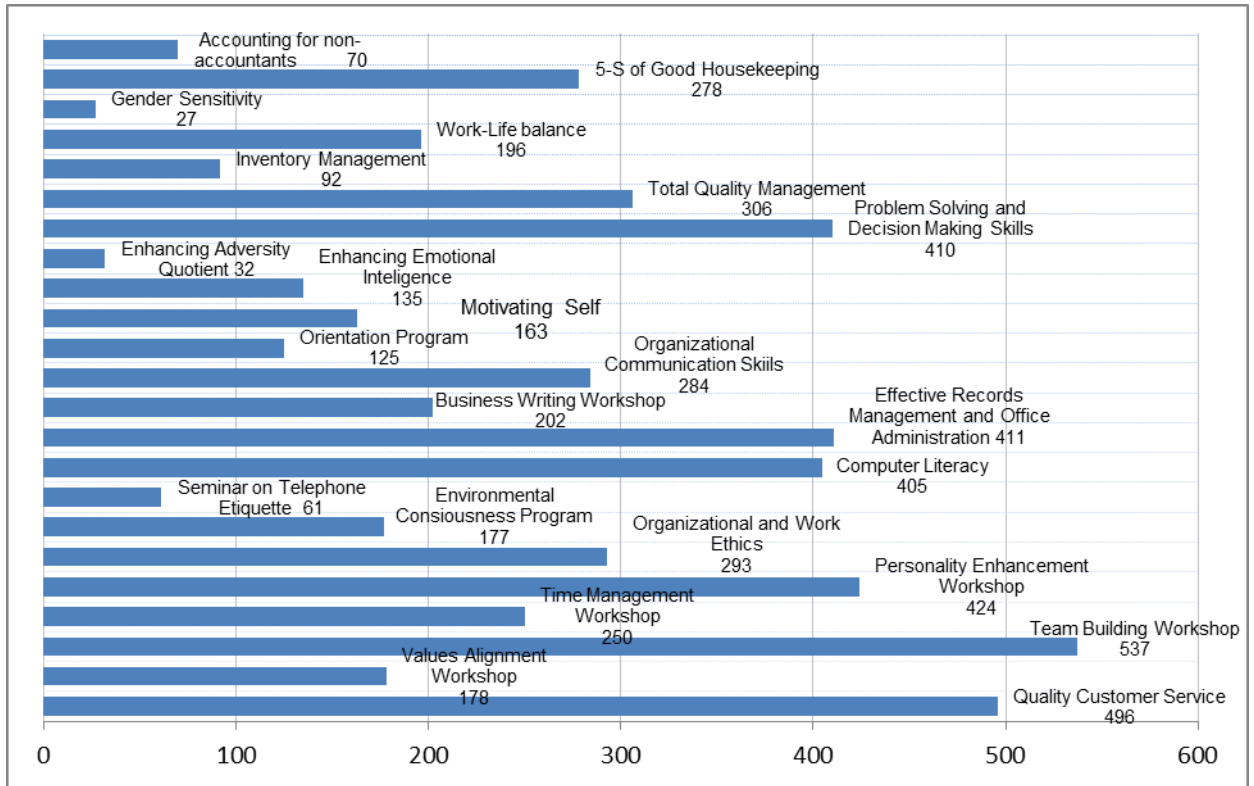
Years in Public Service	Number		
	Male	Female	Total
1 - 10 years	458	413	871
11 – 20	306	316	622
21 – 30	120	132	252
31 – 40	52	34	86
41 and above	0	1	1
Grand Total	936	896	1,832

C. HR SYSTEM GAP ASSESSMENT

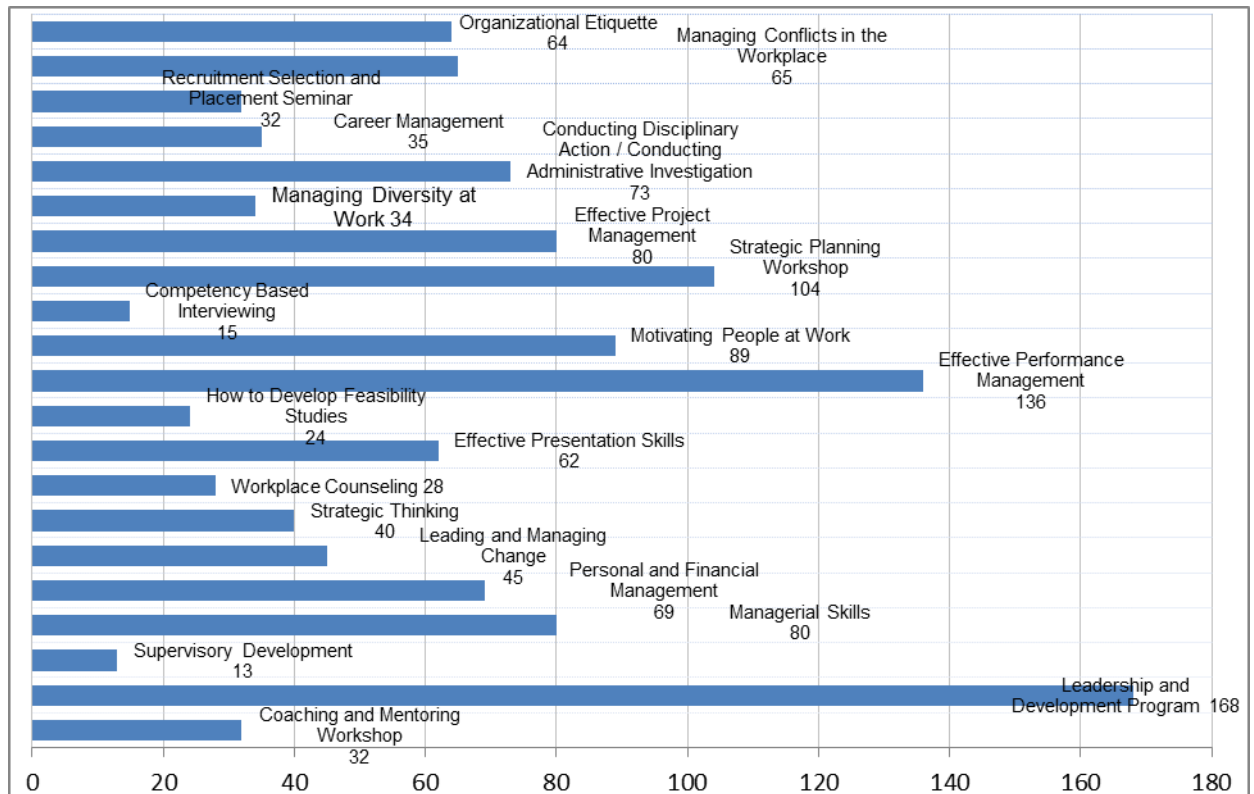
HR Actions	HR Systems	Present		Absent
		Operational	Non-Operational, Why?	Why?
Recruitment	Qualification Standards	/		
	Recruitment System	/		
	Personnel Selection Board	/		
Promotion	Merit Promotion Plan			Need to prioritize OIP as this would be the basis for determining the framework
	Career Pathing Program			
	Succession Planning			
Learning and Development	Individual Development Plan – Core Competency Matrix Human Resource Intervention	/		
Performance Management	Strategic Performance Management System	/		
Rewards and Recognition	Program for Rewards and Incentives on Service Excellence (PRAISE)		Need to review the provisions on the grant of monetary and non-monetary benefits	
Retirement	Pre-retirement Program			Need to prioritize

D. CAPACITY NEEDS ASSESSMENT IN THE PROVINCIAL GOVERNMENT

1. Training Needs Assessment by Training of Rank And File Employees, Provincial Government of Cavite:



2. Training Needs Assessment by Supervisors, Officers and Division Head, Provincial Government of Cavite:



E. PGC CORE COMPETENCIES KNOWLEDGE, SKILLS ATTITUDES

Competencies provide organizations with a way to define what it is that people need to do to produce the results that the organization desires, in a way that is in keeping up with its mission. By having competencies defined in the organization, it allows employees to know what they need to be productive. When properly defined, competencies, allows organizations to evaluate the extent of behaviors demonstrated by employees and where they may be lacking.

The Provincial Government of Cavite sets a defined standard that provide a structured guide enabling the identification, evaluation and development of the behaviours of its employees. It consists of combination of practical and theoretical knowledge, cognitive skills, attitudes, behavior and values used to improve performance.

PGC CORE COMPETENCIES	Development Activities CKSA Needed
<p>I. Exemplifying Integrity -The ability to look beyond selfish or personal interest and promote the welfare of the community at large. The willingness to do what is right, even when no one is looking.</p> <ul style="list-style-type: none"> • Upholds public interest over and above personal interest • Promotes high standard of ethics in public service • Utilizes public funds with diligence • Preserves public property and domain 	<p>➤ Casual, First Level and Second Level Non-Supervisory</p> <ul style="list-style-type: none"> ___ Attitude and Flexibility to Work ___ Ethical Behaviour in Public Service. ___ Initiative/Fostering Innovation ___ Interpersonal Effectiveness ___ Others: _____ <hr/> <p>➤ Second Level Supervisory and Managerial</p> <ul style="list-style-type: none"> ___ Leadership Skills ___ Commitment and Dedication to Work ___ Interpersonal Effectiveness ___ Dependability and Accountability ___ Others: _____
<p>II. Delivery Service Excellence - The ability to demonstrate and exceed client's expectations and paying attention to detail. It is simply serving people promptly, efficiently and adequately.</p> <ul style="list-style-type: none"> • Making the clients comfortable by providing them administrative ease and convenience. • Quickly and effectively attend to client concerns.. • Awareness to clients (internal or external) needs and how satisfied they are with what they are getting. • Willing to work with clients to meet their needs. 	<p>➤ Casual, First Level and Second Level Non-Sup</p> <ul style="list-style-type: none"> ___ Client/Customer Relations ___ Gender Sensitivity ___ Communication Skills - Verbal ___ Feedback and Service/Work Knowledge ___ Technical and Specialized Skills ___ Others: _____

<ul style="list-style-type: none"> • Finds ways to measure and track clients satisfaction. • Presents a cheerful, positive manner with clients. 	<p>➤ Second Level Supervisory and Managerial</p> <ul style="list-style-type: none"> — Networking skills — Social Consciousness — Written Communication Skills — Problem Solving – Resource Use — Public Speaking — Others: _____ _____ _____
<p>III. Managing Performance – The ability to take responsibility for one's own or one's employees' performance, by setting clear goals and expectations, tracking progress against the goals, ensuring feedback, and addressing performance problems and issues promptly.</p> <p>Behaviors for Employees</p> <ul style="list-style-type: none"> • Sets specific, measurable goals that are realistic but challenging, with dates for accomplishment. • Clarifies expectations about what will be done and how. • Seeks performance feedback from others with whom they interacts on the job. • Prepares a personal development plan with specific goals and a timeline for their accomplishment. • Takes significant action to develop skills needed for effectiveness in current or future job. <p>Behaviors for Managers</p> <ul style="list-style-type: none"> • Ensures that employees have clear goals and responsibilities. • Works with employees to set and communicate performance standards that are specific and measurable. • Supports employees in their efforts to achieve job goals (e.g., by providing resources, removing obstacles, acting as a buffer). • Deals firmly and promptly with performance problems; lets people know what is expected of them and when. 	<p>➤ Casual, First Level and Second Level Non-Sup</p> <ul style="list-style-type: none"> — Esprit d' Corps — Cohesion and Collaboration — Teamwork — Database Management — Effective Records Management — Other Specialized skills related to Job Description/Work _____ _____ _____ <p>➤ Second Level Supervisory and Managerial</p> <ul style="list-style-type: none"> — Executive Leadership — Supervisory Leadership — Strategic Planning — Conflict Management — Root-Cause Analysis — Risk Management — Conceptual Thinking — Time Management — Stress Management — Data Analysis — Problem Solving Practices — Managing Change — Coaching / Mentoring / Facilitation Techniques — Monitoring and Evaluation — Other Specialized skills — _____ _____ _____