

## CORE COMPETENCIES FOR GOVERNABILITY IN STRATEGIC ROLE OF THE PRESIDENCY OF THE MUNICIPAL LEGISLATIVE CHAMBERS

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## ABSTRACT

*The present study aimed to map the core competencies to governability in strategic role of the presidency of the 17 municipal legislative chambers all on the Rondônia State, Brazil, to approach an learning and development core competencies. Today, organizations seek to create sustainable value by leveraging their intangible assets. The value of intangible assets emerges from its effective combination with other assets and the synergy between them, based in Kaplan and Norton (2004, p. 32). For Fleury and Fleury (2003) competence is know how to act responsible and recognized, which implies mobilize, integrate and transfer knowledge, resources and skills that add economic value to organization and social value to the individual. Kaplan and Norton (2004) classify the competencies in a set of knowledge, skills and values, which are differentiated according the function performed. To Prahalad and Hamel (1990), core competencies is learning collective organization, especially how to coordinate diverse production skills and integrate multiple streams of technologies. Core competencies are communication, involvement and a deep commitment to working across borders organizational. It is exploratory and descriptive study in nature applied, defined as survey. It was used the deductive method with approach qualitative and quantitative. The survey instrument was subjected to validation according to perception of students in undergraduate courses in Management, Accounting, Economics, Law and Social Sciences, all from the Federal University of Rondônia, because it is skills relevant to these areas of knowledge. Research was conducted in the legislative chambers of those municipalities in the State of Rondônia, representing 32% of a population of 52 municipalities. However, the sample represents 68.46% of the population of the entire State. With the president's chambers, structured questionnaire was used for self-assessment with closed questions in Likert Scale, with adaptation of the method in two columns, before and during exercise office. The results showed that there were increases in the dimensions of the competence, demonstrating that after exercise in office were acquired knowledge relating to activities of the strategic role of the presidency. Left us to conclude when the organization develops core competencies, also develops its processes, it is replaced by the possibility to better serve the citizen, fulfilling planned targets that lead to effectiveness and governability. The development of core competencies for governability, knowledge, skills and values are in harmony with each other and with contemporary theories that discuss the issue and when implemented in Perspective of Institutional and Professional Learning, synergy and interaction of this development is distributed to other perspectives Strategic Map. When the organization develops competencies, also develops its processes, it is replaced by the possibility to better serve the citizen, fulfilling planned targets that lead to effectiveness and governability.*

**Keywords:** Governability, Core Competencies, Legislative Chambers Municipal, Research in Brazil

## INTRODUCTION

In the present information society, more and more people has access to data, information and knowledge to evaluate and position themselves about events that impact their lives, making the system highly susceptible to the political demands of pressure groups. At the same time, as the groups are organized around common agendas, social control, concern about the transparency and accountability of public administration, with ethics and social responsibility, and participation in decision-making requirements are increasingly demanded by society in relation to government institutions in according Cardoso (2010).

Believing that the best performances are based on accumulated knowledge, on ability to transform this knowledge into the needs of the office on a daily organizational. E values permeate the decision-making and the conflicts since being guiding conduct. The competence is perceived as resource stocks, the individual holds. Although the focus is on the person, it is necessary to align the competencies needs established by positions, or existing positions in organizations. It is pertinent to understand the core competencies for the success or failure of the strategy organizational policy is intrinsically linked to knowledge, skills and values that exist in organizations. It is necessary to review some paradigms, with respect to the dimension of human capital in organizations of political agents. It is inevitable that we move to an approach that considers the effectiveness and competence of the occupants of strategic positions in order to make it possible to identify their performance management, leading to their effectiveness and governability.

Study the core competencies in strategic role of the presidency in the organization of the Legislative Council may therefore contribute to a better understanding of the various skills needed to implement the strategies of the institution and to support future internal work that aim to improve the legislative response municipal citizens. The basic positioning in this work takes into account the core competencies are at the core of efficient provision of public functions, especially how to coordinate diverse production skills and integrate service-multiple streams of technologies.

## RESEARCH OBJECTIVES

Mapping knowledge, skills and values imperatives to exercise strategic role of the presidency of the Legislative Council, in order that this organization uses is core competencies that lead to high performance and the effectiveness of its mission in the society that finances.

### Theoretical Foundations

#### *Competence*

To Sladogna (2000), competence is a set of knowledge, attitude, values and skills related to each other to allow satisfactory performance in real work situations. Rope and Tanguy (1997) and Le Boterf (2003) also links the competence to action, accentuating that competence is a disposition to act in relevant with regard to a specific situation. Some authors elevate the concept of competence to work team or to organization as a whole. Zarifian (1996), for example, argues that should not disregard the size of the staff in the production process. A competency can be attributed both to an individual as a workgroup. Durand (1998) draws attention to this aspect to say that beliefs and values shared by the team working greatly influence the conduct and performance of their components.

Competence is mobilized when the professional uses the attributes of competence in favor of the resolution of a problem, so in addition to have the knowledge and skills you need to know to use them at the moment of action. This thought is corroborated by Zarifian (2001), since for him competence is a practical understanding of situations that rely on knowledge acquired and transformed as it increases the diversity of situations. In other words, competencies are revealed, so when people act in the face of professional situations with which they are faced.

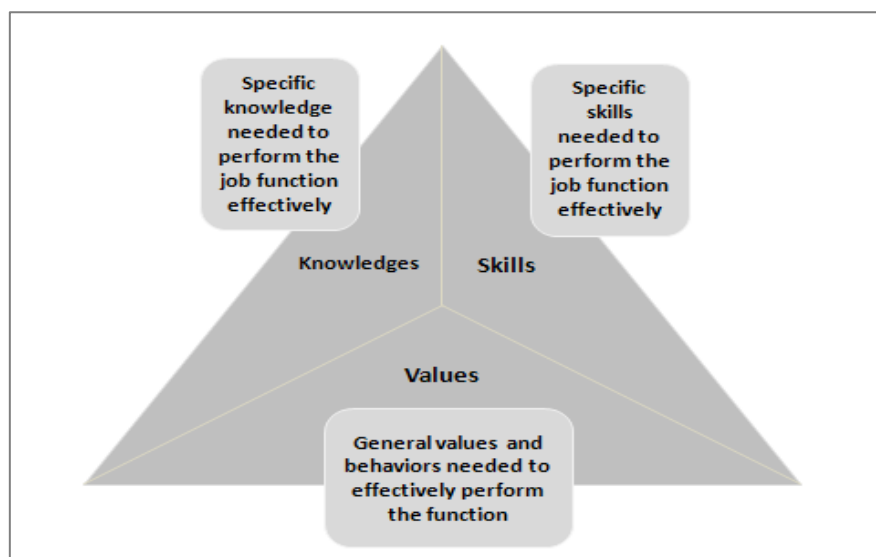
Know how to mobilize and combine resources, have the ability to integrate diverse and heterogeneous knowledge to perform the activity is to demonstrate competence. The integration logic of knowledge, know-how and behavior is established according to the requirements of the work situation. Professional competence lies in the mobilization of own resources and not themselves. The passage from knowledge to action is a reconstruction: a process of adding value. (ZARIFIAN, 2001 and 2003; LE Boterf, 2003).

Therefore, the competence must contribute to the organization's results, because with the practical application of knowledge, skills, abilities, interests and values the organization will obtain satisfactory results as to the practical application of knowledge, aptitude, skills, interests and values the organization will obtain satisfactory results. Thus, competence results from the application of knowledge that include education, training, experience, self-development, behaviors that encompass skills, interest and willingness (Resende, 2000).

Fleury and Fleury (2001, p. 185) affirm that "... both in the academic literature as the texts that underlie administrative practice, the reference beacon that the concept of competence is the task and the set of tasks relevant to a position". Competencies are always contextualized. The knowledge and expertise not acquire status of competence unless they are communicated and used. The knowledge network that fits the individual is essential to the communication is efficient and manages the competence. For Fleury and Fleury (2001), competence is know how to act responsible and recognized, which implies mobilize, integrate, transfer knowledge, resources and skills that add economic value to the organization and social value to the individual.

Competence in the understanding of Kaplan and Norton (2004) consists of knowledge, skills and values, as provided in Figure 4, the dimensions of competence. Knowledge involves the mental and intellectual improvement of the individual throughout his life and the way of its insertion in the environment where placed. It is the theoretical arsenal stored by the person.

Having skill in a situation means being able to accomplish something using the knowledge accumulated. Values is the set of characteristics or behaviors that enable the achievement of the required performance in every function and are fundamental to give identity to a collective group of people and put them to work around common ideals, allowing and encouraging the development of talent.



**Figure 1: Dimensions of competence**

Source: Kaplan, Norton, 2004, p. 236.

Knowledge covers the result of many processes intellectual, association, refinements and mental maturation, due to its objective and specific applications in the life orientation. (Resende, 2000; LOCKS, 2009). Knowledge corresponds to a series of information structured and assimilated by the individual that allow you to "understand the world." It is knowledge that the person has accumulated over the lifetime. Therefore, knowledge is the result of the insertion process of the individual in his environmental reality, and there are many variables to obtain it (LOCKS, 2009; DURAND, 1998).

Skill is the ability with the means and methods to accomplish a specific task (Kaplan and Norton, 2004). Skill is aptitude and capability to perform and is associated with the experience and progressive improvement. It is the power to do (DURAND, 1998; TEIXEIRA, 2006). Baldwin; Rubin, Bommer (2008) and Locks (2009) exhibit another model which divide skills: personal, interpersonal and organizational or group, as:

- Personal skills - characterized by strong personal dimension and highlight aspects such as: personal effectiveness, communication, problem-solving ability and ethics. These aspects point to the understanding that people value-adding in the organization have in your personal training, a group of desirable characteristics for the organization. They are people who enjoy working together, able to solve problems, manage conflict, communicate effectively and have the ability to learn new skills;
- Interpersonal skills - the focus of these skills is the interaction between people in the organization. Motivation and leadership are the main aspects to be highlighted in this skill group. The motivation appears as a powerful tool with the ability to leverage organizational outcomes because motivated people learn new knowledge capable to face new challenges and solve problems of different levels of complexity effectively and efficiently thus adding a great value to organizational processes. Leadership

is the ability to influence and inspire and have the ability to put people's perspectives aligned with the organization's vision;

- Organizational skills and group - these skills are observable in the development of organizational activities and refer to the capabilities of teamwork, conflict management and, consequently, the ability to negotiate and adaptability to the changes. All these skills impact on organizational practices, because when these are present in organizations, processes are improved and maximized results.

### Values

The values are fundamental and necessary to give collective identity to a group of people and put them to work around common ideals, allowing and encouraging the development of individual talent (LOCKS, 2009). Values can influence the amount of effort that its members invest in emission of certain behaviors, and therefore guide the work (Kaplan, Norton, 2004). Figure 2 shows the 38 (thirty-eight) values that govern life in the organization, in a survey conducted by Tamayo (2008).

Values	Description
Opening	promoting a climate propitious to suggestions and dialogue
Friendship	friendly relationship between employees
Benefits	promotion of welfare programs to employees
Colleagueship	climate of understanding and support among employees
Competence	know how to perform the tasks of the organization
Competitive Edge	win customers from the competition
Commitment	identification with the organization's mission
Cooperation	climate of mutual aid
Creativity	ability to innovate in the organization
Dedication	promotion to work diligently
Democracy	employee participation in decision making
Effectiveness	making tasks so as to achieve the expected benefits
Efficiency	perform the tasks of the organization the right way
Ethics	guided by a set of rules of conduct and moral
Supervision	control of the service performed
Flexibility	management that adapts to specific situations
Hierarquia	respect for authority levels
Harmony	interpersonal environment adequate
Honesty	promoting anti-corruption organization
Encouraging Research	encouraging research related to the interests of the organization
Interorganizational integration	interchange with other organizations
Justice	impartiality in administrative decisions
Modernization of Resources	concern about investing in the acquisition of equipment, computer programs, etc.
Organization	existence of clear and explicit standards
Planning	developing plans to avoid improvisation in the organization
Career Plans	concern with functional career employees
Politeness	climate of courtesy and politeness in everyday relationships
Punctuality	concern with meeting schedules and appointments
Professional Attitude	promote the implementation of occupational functions in accordance with the standards
Probity	adequately manage public money
Productivity	attention focused on the production and service provision
Quality	commitment to the improvement of products and services
Qualification of Human Resources	promote capacity and training of employees
Gratitude	recognition of merit in performing the work
Deference	consideration to people and opinions
Sociability	stimulus to social activities
Supervision	ongoing monitoring and evaluation tasks
Tradition	preserve customs and traditions of the organization

**Figure 2: Table list of values**

Source: Tamayo, 2008.

As Locks (2009), although Tamayo's research (2008) focus on organizational values, he advises that they arrange themselves around the set of personal values found in occupants of distributed functions within organizations and that they are responsible for a particular and unique identity of organization. There is interdependence/complementarity between knowledge, skills and values, Figure 3, this is simplified alignment between skills and values.

Skills, knowing how to do something	Values Required
Be able to conduct studies for the generation and implementation of standards	openness, competence, commitment, cooperation, creativity, effectiveness, efficiency, ethics, honesty, encouraging research, organization, planning, integrity, quality, stewardship, justice, democracy, integration interorganizational, recognition.
Be able to demonstrate commitment to the goals and performance measures	competence, commitment, cooperation, creativity, dedication, effectiveness, efficiency, control, organization, planning, probity, productivity, quality, openness, friendship, collegiality, democracy, honesty, fairness, punctuality.
Be able to propose measures for improvement of legislation	openness, friendship, cooperation, creativity, dedication, effectiveness, efficiency, ethics, flexibility, honesty, organization, planning, punctuality, professional attitude, probity, productivity, quality, respect, politeness recognition.
Be able to release sector activities	abertura, amizade, coleguismo, comprometimento, cooperação, criatividade, dedicação, democracia, eficácia, eficiência, ética, flexibilidade, harmonia, hierarquia, honestidade, justiça, modernização de recursos, organização, planos de carreira, polidez, pontualidade, postura
Be able to communicate effectively with customers and workgroup	opening, Friendship, collegiality, cooperation, creativity, dedication, effectiveness, efficiency, ethics, flexibility, harmony, honesty, upgrading of resources, organization, politeness, punctuality, professional attitude, probity, productivity, quality, respect, sociability, supervision

**Figure 3: Simplified Frame alignment between skills and values**

Source: Locks, 2009. Adapted by author

Given the importance of the questions of probity, honesty and ethics because the place of research is a political organization represented in the Municipal Council Chambers of the State of Rondônia, Brazil, will highlight these three questions and their importance in this scenario. According Filgueiras (2009):

When you open the newspaper- in Brazil, is not rare also confronting scandals in the political world. Cases of malversation of public funds, misapplication of administrative machinery, networks of clientele and many other ills constitute a sense of collective malaise, that always looked so very skeptical directions that policy has taken in Brazil. It creates thus an outcry and moral climate of witch hunts that generate instability, and a wailing wall and barriers to public policy projects.

Thus, these values, besides presenting importance in any organizational environment (Tamayo, 2008; LOCKS, 2009) becomes imperatively important in the Brazilian political environment, as the feeling of collective malaise of corruption creates conceptions of common sense about a natural Brazilian dishonesty.

One of the characteristic traits of common sense in Brazil is that the typical Brazilian has a questionable character and that, in principle, does not refuse to take any kind of advantage in the context of ordinary social relations. Therefore, various confidence indicators show Brazil as a country where mistrust prevails. Beyond common sense, this kind of reading of Brazilian social reality converges to the central terms of the interpretations of the country and production concepts in the academic world also incorporates this kind of view, being the typical Brazilian citizen facing their selfish desires, that expressed in social forms such as the knack and cunning (FILGUEIRAS, 2009).

Our historical legacy left by the Iberian world is found guilty, it would have done that Brazil did not know the process of rationalization typical of the West and to embody the values and principles of the protestant world, ascetic and facing an ethics of duties and work. The interpretation project of Brazil provided by strand patrimonialism tends to take this presupposed as anthropological feature, based on a vision often derived from other social experiences. After all, the legacy of patrimonialism Iberian left some ills in the formation of Brazilian society, which would result, always, projects break with the past (FILGUEIRAS, 2009).

Thus, the political environment, more than others organizational environment, is imperative to approach values as posed in the framework of this research, namely, honesty, probity and ethics, as the first to be developed in the process of organizational learning, because these are fundamental and necessary to give identity to a collective group of people and put them to work around common ideals (Tamayo, 2008; Kaplan, Norton, 2004).

To O'Donnel (2006) and Locks (2009) the modern organizations have ceased to focus on differentiation through products to develop other areas that make them more competitive in face of constant changes in the organizational environment. These organizations seek to develop better relationships with their employees, suppliers, customers, users and consumers. The success of these relationships depends on the practice of certain values, which direct the manner of people, causing the same are aligned with the organization's goals.

The discussion on the topic values is extensive and found in contemporary literature a range of research and scholars who exploit. For purposes of this research, the concepts discussed within the limits exposed presents sufficient, this study does not intend to exhaust the discussion on the said topic.

Importantly, the components of competence - knowledge, skills and values - are interdependent and their correct alignment creates a synergy that creates competitive advantages for the organization. Therefore, the development of skills should be one of the strategic focuses of any modern organization.

#### *Core Competencies*

Prahalad and Hamel (1990) on structural approach to American business organizations face the development of Asian industries adduced:

The real sources of advantage are found in manageability to consolidate technologies and production skills corporate into skills that empower business units to adapt quickly to changing opportunities.

And the authors, on the same occasion, introduced the concept of core competencies as an important component in effective management and defined it as an area of expertise that is the result of a complex harmonization of technology and work activity.

Core competencies are the collective learning in the organization, especially how to coordinate diverse production skills and integrate multiple streams technologies. [...]

Core Competencies are the communication, the involvement and a deep commitment to work across organizational boundaries. [...]

Core competence does not decrease with use. Unlike physical assets that deteriorate over time, competencies are enhanced when applied and shared.

To be considered core, the competence must meet: 1) the perceived value by the customer as they provide critical benefit to him, 2) the difficulty of imitation by competitors, and 3) the expansion capacity of the organization (Prahalad and Hamel, 2005).

Prahalad and Hamel discussed the strategy as something fluid and imprecise, permeated with references to strategic intent, leverage strategy.

While private organizations seek to increase shareholder value, the public sector has the success criteria, performance in fulfilling the mission (Kaplan and Norton, 2004).

Currently, modern organizations seek to create sustainable value by leveraging their intangible assets. And the value of an intangible asset depends on its alignment with the strategy. Intangible assets alone seldom create value. They have no value if isolated from the context of the organization and strategy. The value of intangible assets emerges of his effective combination with other assets and of synergy existing between them. (Kaplan and Norton, 2004).

The goals in perspective of the prospects of a strategic map are connected to each other by relations of cause and effect (synergy). And synergy is defined as work or coordinated effort of various subsystems in performing a complex task or function. That is, the simultaneous act of several persons or agencies for the same purpose (Clark, 2007).

To Hamel and Prahalad (1994) core competencies are the sum of learning individual and organizational skills, aggregation capabilities, where synergy is created with sustainable value and broad applicability and a combination of complementary competencies and knowledge bases embedded in a group or team which results in the ability to perform one or more critical processes.

The dimensions of competence (knowledge, skills and values), the formation of the strategic map, contemplate the prospect of learning and growth that defines the most important assets for the strategy. The objectives in this perspective identify which positions (human capital), which systems (information capital) and what kind of climate (organization capital) is needed to sustain the internal processes of value creation. These assets must be

connected coherently with each other and aligned to the critical internal processes (Kaplan and Norton, 2004, p. 34).

The objectives in the four perspectives of the map (financial, customer, internal processes, learning and growth) are connected with each other by relations of cause and effect (synergy). The construction of the strategy map forces the organization to clarify the logic of how and to whom it will create value (Kaplan and Norton, 2004, p. 34).

Importantly, the components of competence - knowledge, skills and values - are interdependent and their correct alignment creates a synergy that creates competitive advantages for the organization. Therefore, the development of competencies must be one of the strategic focuses of any modern organization.

#### *Organizations Municipal Legislative*

The Brazilian Federation is characterized by presenting three spheres of government, the federal, state and municipal, with distribution charges and services in these three areas of federal jurisdiction. Fitting the municipality assignments relating to local government, including: public transport in the district municipal, collection and disposal of waste, the establishment and collection of taxes that fit you, the provision of health care services, the promotion of education childhood and elementary education.

And the powers of the Union, the states and the municipalities are divided into the executive, legislative and judiciary. The judiciary was confined to the Union and the Federated States. At the municipal level, the executive power is represented by the figure of the mayor and the entire administrative structure necessary for the performance of this political agent. The legislative power is represented by the legislatures of each municipal government level.

The municipality is governed by an organic law, which corresponds, in the hierarchy of norms, the Constitution the Union (<http://www.planalto.gov.br>, retrieved on April 2, 2011). Thus, the Organic Law is the standard that will guide all other rules at the municipal and will organize the administrative structure and budget of the municipality.

The municipal legislative chambers are collegiate bodies, formed by democratically elected councilors for a term which covers the period of four years therefore composite temporary (Brazil, 1988). The number of councilors per municipality is defined by the Constitution of the Federative Republic of Brazil (art. 29, IV, "a"), being at least 09 (nine) in the municipalities of up to fifteen thousand inhabitants and at most 55 (fifty-five) in the cities of more than eight million inhabitants.

Chambers have legislative, oversight and advice to the Executive Council and have the power to organize and manage their internal services (Porto Velho, 1991, article 6). The legislative function is the development of laws on all matters within the jurisdiction of the municipality, according to the Federal Constitution, the State Constitution and the Organic Laws municipal. The function of monitoring and external control is exercised with the aid of the Audit Court of the State of Rondônia and covers only the areas of finance and budget of the municipality. The advisory function is to suggest measures of public interest to the Municipal Administration. The administrative function is restricted to the internal organization, the regulation of its staff of servers and the direction of its internal services.

#### **METHODOLOGY**

The survey was conducted using the deductive method, qualitative and quantitative approach, applied nature, exploratory and descriptive with theoretical and empirical perspective. Survey was the procedures. The nature of quantitative data collection was cross-sectional and the means of access to respondents was used in person.

According to the 2010 Census, the state of Rondônia has, in all, 52 municipalities with a total of 1,562,409 inhabitants (<http://www.ibge.gov.br/cidadesat/link.php?uf=ro>, retrieved on 16 June, 2011). The sample was taken with the presidents of legislative chambers in 17 municipalities, composed of the cities of Porto Velho, Alto Paraíso, Ariquemes, Cacaúlândia, Candeias do Jamari, Cacoal, Espigão do Oeste, Guajará-Mirim, Itapuã do Oeste, Jaru, Ji-Paraná, Ouro Preto do Oeste, Pimenta Bueno, President Médice, Santa Luzia do Oeste, Theobroma, Governador Jorge Teixeira, Vilhena, who together represent 68.96% of the state population. The collection time in the municipalities took place in the period from 05.20.2011 to 06.03.2011, applied individually and in person.

The research was developed in three phases: the first, to determine the attributes of knowledge, skills and values, secondary research, as based on documents available on the Internet, through the method of content analysis, in the websites of the legislative chambers of the cities of the State of Rondônia, however, only the Legislative Chamber of Ji-Paraná has upgraded site on the Worldwide. The Chamber of Porto Velho has site, however, did not make available all the necessary information. The chambers of the other cities do not have such virtual address.

Thus, we resorted to the legislative chambers of some cities in innovation with relevance in the scenario of Brazilian Public Administration to check the contents. Were the chambers of the cities of Belo Horizonte (<http://www.cmbh.mg.gov.br>, retrieved on April 13, 2011), Curitiba (<http://www.cmc.pr.gov.br>, retrieved on 14 April, 2011), Florianópolis (<http://www.cmf.sc.gov.br>, retrieved on April 16, 2011), Porto Alegre, beyond the cities of Rondônia Ji-Paraná (<http://www.camaraji-parana.com.br>, retrieved on April 2, 2011) and Porto Velho (<http://www.camarapvh.com.br>, retrieved on April 2, 2011), and in the latter part of the provision was made by means of photocopy once are not all scanned documents in electronic media.

The second phase was characterized by the validation research instrument, using Likert scale to assess the perceptions of the respondents. The validation of the survey instrument was developed in the form of a structured questionnaire with assertions raised in the previous phase, applied to the students of the final periods of undergraduate courses. The scale score was divided into VI: very important, I: important, SI: slightly important, NI: not important.

As this is research which focuses on legislative chamber of the municipalities, environment where knowledge reigns of management sciences, accounting, economic, legal and social, the statements were submitted to the students' perception of graduate courses in Business Administration, Accounting, Economics, Law and Social Sciences, in Federal University of Rondônia.

The application was in 04.05.2011 and involved students present on the day. 86 students completed the questionnaire, 22 of Accounting, 23 of Business Administration, 18 of Law, 10 of Social Sciences and 13 of Economics. These therefore represent 100% (one hundred percent) of the population present at the Federal University of Rondônia on the collection day.

In the analysis of the validation of the research instruments, we chose to mode, to represent the tendency of most respondents.

Overall, the knowledge scale had 08 questions are marked as "very important" and 07 in "slightly important"; skill in size, 14 "very important" and 01 "important" and values, 14 "very important" and 01 as "important." Thus, the percentages scores obtained "very important" and "important" shows that the respondents expressed agreement with the statements proposed. So, it was considered approved research tool.

In the third phase, research with the presidents of the municipal legislatives chambers opted for the self-assessment because it is a recurring theme in the state of the art and (Dias and Melão, 2009; Alaiz, 2003; Guerra, 2000) as an effective tool to know the opinion of professionals, identifying characteristics, skills, present strengths and weaknesses related to leadership.

The 15 assertions of knowledge, 15 of abilities and 15 of values were submitted to self-assessment of the presidents of the legislative chambers of the municipalities of Rondônia, to determine the understanding of them in the learning and application of inquiries options in the "high", "moderate", "low" and "not applicable" in two times, before the tenure, and currently in the exercise of the same.

Consisted also of search form, type closed questionnaire, questions that had the intention of raising the profile of the councilors who exert the function of presidente of the legislative chambers in the State of Rondônia, such as age, education level and number of terms in office continuous or have held in other spheres of government.

## **DATA ANALYSIS AND RESULTS**

The processing and interpretation in Content Analysis refers to the generation of inferences and research results. In the processing and interpretation were prepared 15 assertives of dimension knowledge, 15 of skills and 15 of values. Gathered the findings of knowledge based on contemporary theory, the knowledge based on legislation which defines the duties of the strategic role of president of the municipal legislative chambers, such as the Municipal Organic Law, the Bylaws of the Legislative Chambers Municipal and other documents that describe the positions and their duties as Figures 4, 5 and 6.



<b>KNOWLEDGE - Know about something</b>	
1	know the legislation relevant to the Legislative Chambers.
2	Know the procedures for monitoring, tracking and publicizing of the legislative process.
3	Know studies to generate standards and projects to improve management in the Chamber.
4	Know aspects of formality and legal procedure of the Chamber affections.
5	Know the procedures for the regulation of matters pertaining to organizational functioning.
6	Know the legislation relating to the annual budget, the budget guidelines and multiannual plans, and opportunities to support these activities.
7	Know the procedures for the preparation, analysis and compliance budget and financial programming.
8	Know the methods of preparation of the financial execution of the budget and financial allocations.
9	Know the procedures for audits, diligence and expertise in the legislative council.
10	Know methods, processes and actions that promote the technical and functional integration between the various units of the municipal legislative organization.
11	Know methods and actions to promote the harmonization and integration of processes adopted by the areas of the Registry of the Board.
12	Know the architecture of management reports that assist in decision making, analysis and evaluation of management performance.
13	Know policies and strategies related to structural and people organization apply the Chamber.
14	Know actions to promote integration with other spheres of the Chamber and government agencies.
15	Know the laws of the various chambers Brazilian aiming to identify and apply best practices.

**Figure 4. Framework of knowledge**

Source: Prepared by the Authors

<b>SKILLS - knowing how to do something</b>	
1	Being able to set guidelines, policies and strategies in support of institutional activities.
2	Be able to supervise and coordinate the services of the Chamber.
3	Being able to conduct studies for the generation and implementation of standards.
4	Knowing propose measures for improving the internal legislation.
5	Ability to lead the administrative and financial activities of the Chamber.
6	Being able to communicate effectively with the working group and with people.
7	Being able to quickly learn the methodologies and technologies of the Chamber.
8	Being able to understand and identify problems in a complex scenario situations.
9	Knowing demonstrate commitment to the goals and performance measures.
10	Be able to analyze and interpret the legislation.
11	Being able to develop integrators relationships between the various spheres and municipal bodies.
12	Knowing motivate the team to extract higher performance in the activities of the Chamber.
13	Be able to identify opportunities and innovative solutions, proposing changes that leverages the results management.
14	Being able to deal with conflicts and differences and use them productively in decision making.
15	Being able to engage in continuous learning of knowledge necessary for the activities of the Chamber.

**Figure 5: Framework of skills**

Source: Prepared by the Authors

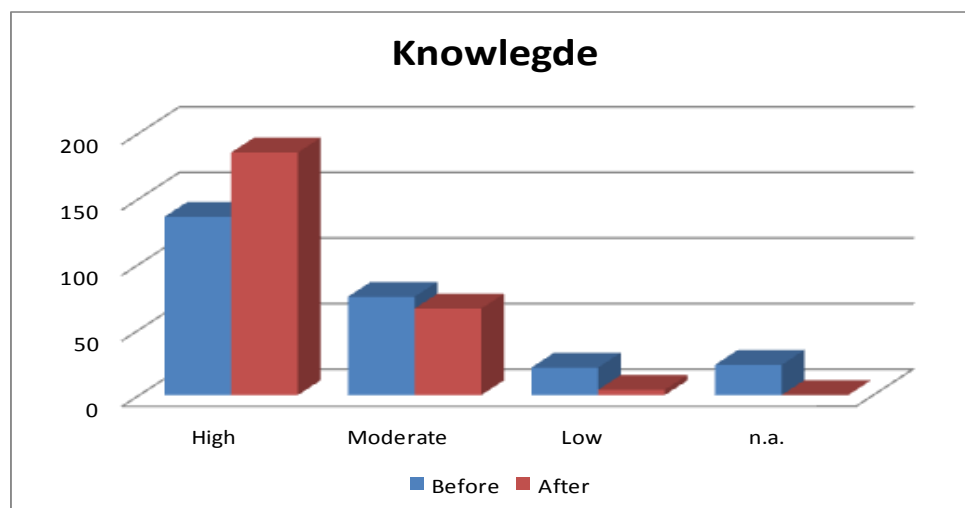
VALUES - Characteristics / Behaviors	
1	Honesty (promoting anti-corruption).
2	Probity (properly administer public resources).
3	Ethics (lead by a set of rules of conduct and moral).
4	Effectiveness (doing the tasks in order to achieve the expected goals).
5	Dedication (surrender to work hard).
6	Quality (commitment to the improvement of services).
7	Improvisation (responsiveness to unexpected).
8	Ability to listen (knowing how to listen).
9	Decision (ability to make timely decisions in a timely manner).
10	Negotiation (ability to resolve conflicts peacefully).
11	Initiative (ability to perform timely actions).
12	Team Spirit (ability to work in teams, integrating diversity into the planned result).
13	Control (ability to track the tasks of the units).
14	Attendance (regular attendance at work).
15	Self-development (interest in improving continuously)

**Figure 6: Framework of values**

Source: Prepared by the Authors

As regard the applied research in legislative chambers, the knowledge described in Figure 4, underwent self-assessment of the presidents of the legislative chambers of the State of Rondônia in order to evaluate the arsenal of knowledge of presidents before tenure, and now, during their stay in mandate, with the options "high", "moderate", "low" and "not applicable", in two columns, before and during the exercise of their mandate.

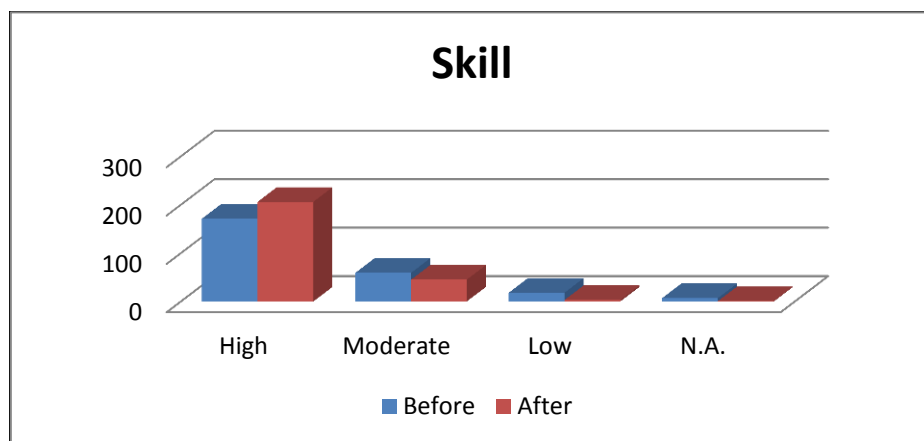
In percentage terms in the knowledge dimension the responses grew in learning in order average of 19%. In Figure 7, it can be seen graphically the differentiation in the results before of office and then in office. Having increase in the requirement "high" and decrease in others, "moderate", "low" and "not applicable. It follows that in the self-evaluation of presidents, was learning after the office of President of the City Council.



**Figure 7: Graph of the total score of the self-assessment (knowledge)**

Source: Prepared by the Authors

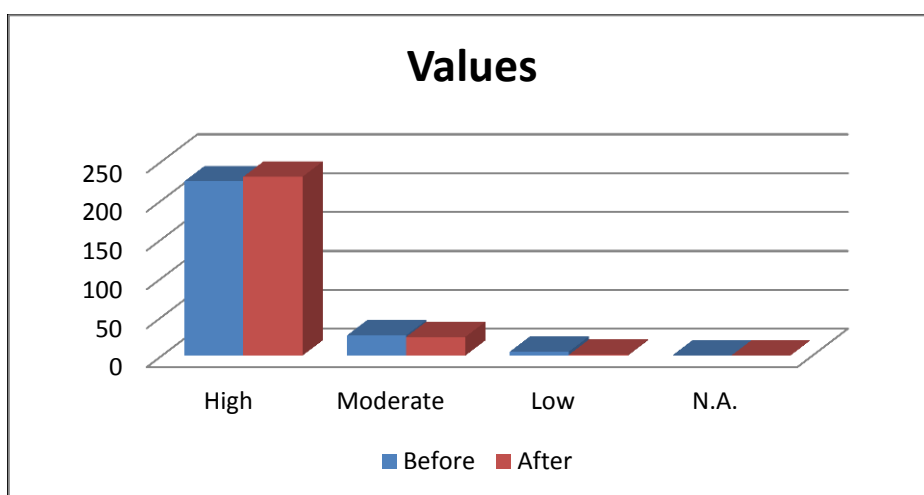
In percentage terms in the skills dimension, the questions grew in learning, in calculating total average in the order of 13.8%. In Figure 8, it appears that there was difference in the results of tenure before and after the exercise. Having high increase in the requirement "high" and decrease in others, "moderate", "low" and "not applicable". It follows that in the self-evaluation of presidents, there was an increase in learning abilities after the office of President of the City Council.



**Figure 8: Graph of responses in the self-evaluation (skill)**

Source: Prepared by the Authors

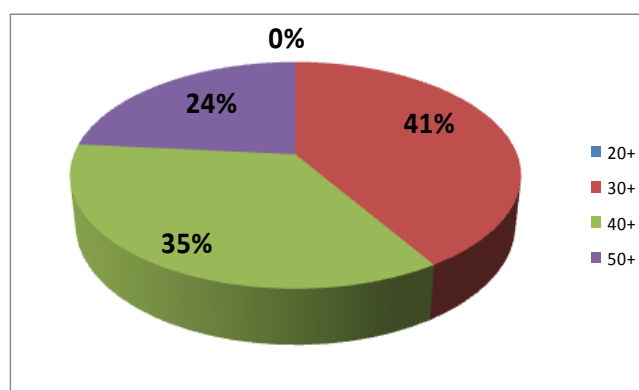
In Figure 9, it appears that there was difference in the results in the dimension values, before and after in office, responses grew in learning in order average of 2.33%. Having increase in the values in question “high”. And decrease in requirement “moderate” and “low”. “Not applicable” was not target marking. It follows that in the self-evaluation of presidents, was learning the values, on a smaller scale than in the other dimensions of the mission, after the office of President of the Board of Aldermen.



**Figure 9: Graph of responses in the self-evaluation (values)**

Source: Prepared by the Authors

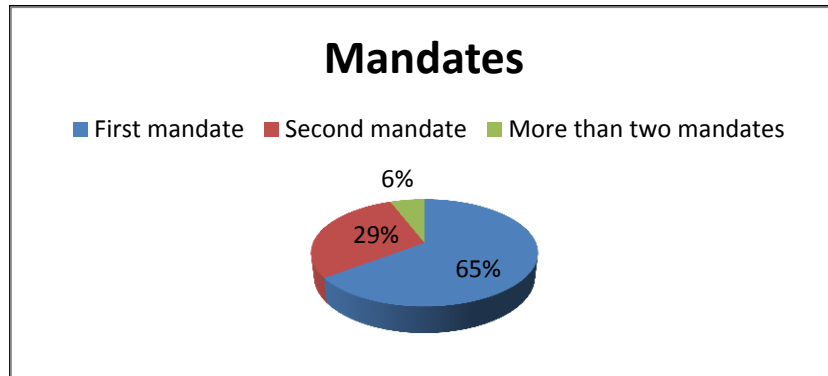
Concerning the age of respondents, 7 with over 30 years, 6 with over 40 years and 4 above 50 years. In Figure 10, such distribution is visualized, graphically, in percentage.



**Figure 10: Graph of Age**

Source: Prepared by the Authors

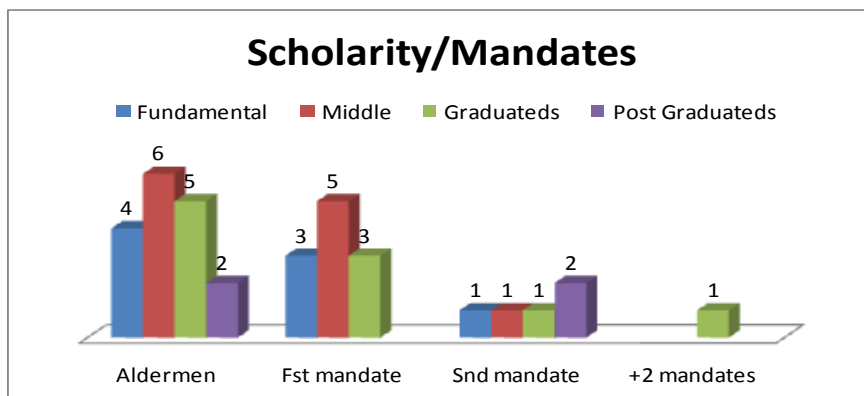
The survey found the distribution of councils by the amount of mandates, including 11 in the first term, 5 in the second and in the exercise more than one term. In Figure 11, we can see the number of councilors graphically distributed in percentage.



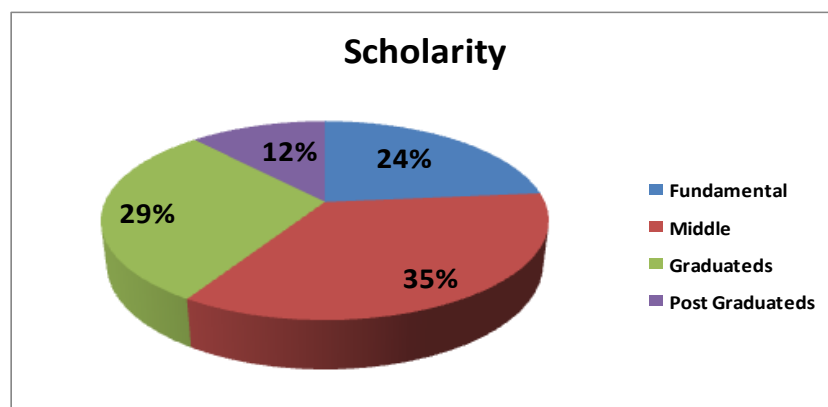
**Figure 11: 1Graph of mandates**  
 Source: Prepared by the Authors

One hundred percent of respondents said they had not exercised mandates in other spheres of political power constituted, namely: municipal executive (mayor), state legislature (state representative), or the federal legislature (senator and congressman).

The research revealed that there are 04 councilors with elementary school, these 03 in the first and 01 in the second term; 06 with high school these 05 in the first term and 01 in the second term; 05 graduates, these 03 in the first and 01 in the second term and 01 with more than two terms; 02 postgraduates, both in the second term, as Figures 12 and 13.



**Figure 12: Graph the number of councilors per mandate depending on scholarity**  
 Source: Prepared by the Authors



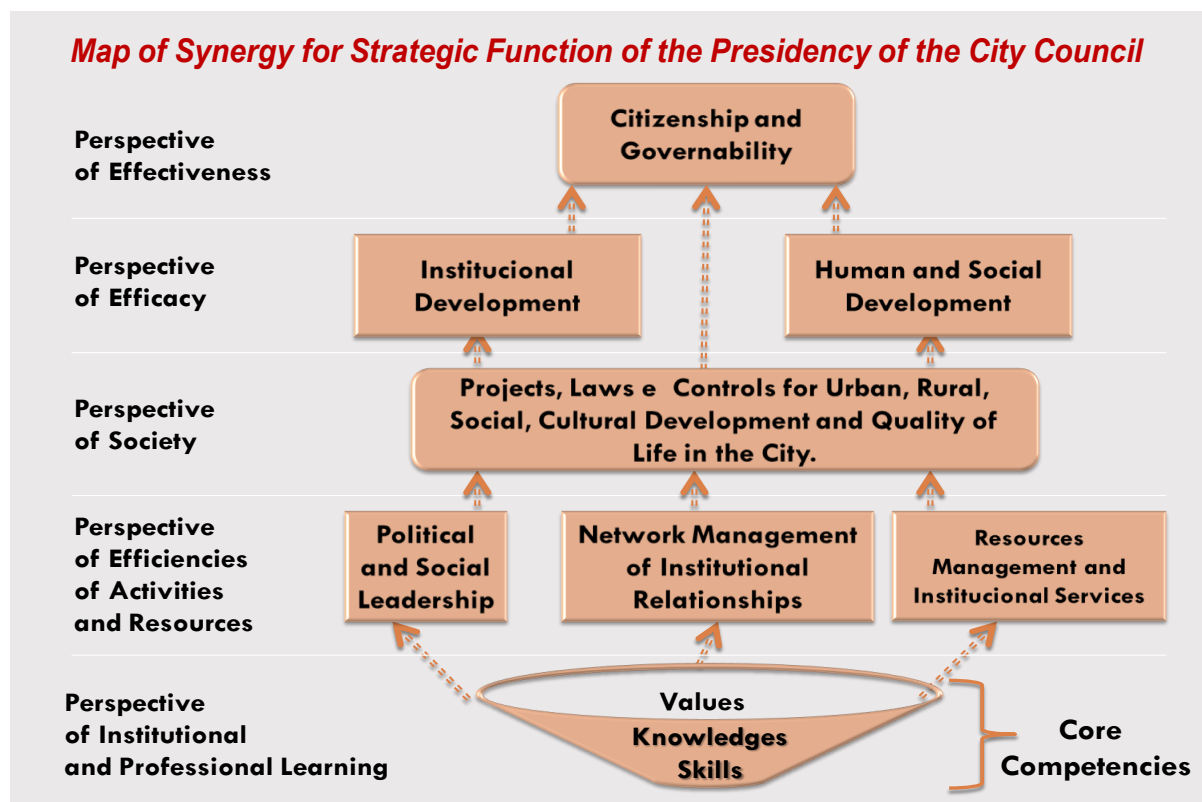
**Figure 13: Grapf schooling of concilors**  
 Source: Prepared by the Authors

The results - the findings highlighted possible also the mapping for the management of synergy to governability in the strategic role of the presidency of the organization of the municipal legislative.

**Inserting in the Map of Synergy Management Governability**

As the map of the synergy of the presidency of the municipal council, Figure 14, the synergy is originated from the institutional and professional perspective of learning through the core competencies in three dimensions: knowledge, skills and values, and it is distributed to other perspectives of the strategic map, which are the perspective of efficiency of activities and resources, societal perspective, the perspective of efficiency and effectiveness perspective.

Core competencies will give support to political and social leaders, network management institutional relationships and asset management and institutional services, making it possible to view the efficiency of activities and resources, continuing the relation of cause and effect.



**Figure 14: 2Map of Sinergy of Presidency of Legislative Chambers**

Source: Prepared by the Authors.

The perspectives of learning and efficiency will become viable society perspective in the development of projects, laws and controls for urban, rural, social, cultural and quality of life in the city.

The perspective of efficacy through institutional development, human and social, in continuity, will culminate in the perspective of effectiveness, impacting the elevation of citizenship and governability in the municipality.

**CONCLUSION**

Search results of self-assessment with the presidents of the legislative chambers of the State of Rondônia, showed that there was difference in the levels of knowledge and skills before and after leaving office, but not according to the size and expectations of the researchers. The reason may have been the inadequacy of the self-assessment method for evaluating profile actors as respondents. In further research, this possibility will be tested.

In general, the development of core competencies to governability (knowledge, skills and values) is the strategic map in harmony with each other and with contemporary theories that discuss the topic. These theories, therefore, once implemented in the perspective of institutional and professional learning, the synergy and the interaction of this development is distributed to other perspectives of the strategic map.

In conclusion, the research findings indicate that: when the organization develops competencies, also develops its processes, it starts to be more likely to better serve the citizen, fulfilling planned targets that lead to effectiveness and governability.

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