**MEMORANDUM CIRCULAR**

TO : ALL HEADS OF CONSTITUTIONAL BODIES; DEPARTMENTS, BUREAUS AND AGENCIES OF THE NATIONAL GOVERNMENT; LOCAL GOVERNMENT UNITS; GOVERNMENT-OWNED OR CONTROLLED CORPORATIONS WITH ORIGINAL CHARTERS; AND STATE UNIVERSITIES AND COLLEGES

SUBJECT : **Leadership Competency Framework and Schedule of Fees for the Leadership and Management Certification Program (CPro) of the Civil Service Commission**

Pursuant to CSC Resolution Nos. 1500615 *(Leadership Competency Framework)* and 1500616 *(Policies on the Leadership and Management Certification Program),* both dated 25 May 2015, the CSC adopted the policies on the Leadership and Management Certification Program or CPro and the Five (5) Leadership Competencies for the bureaucracy.

The CPro, administered by the CSC, is an alternative mode of satisfying the qualification standards for division chief and executive/managerial positions where the educational requirement is a master's degree, provided the other requirements are also met. A Leadership and Management Certificate shall be issued to a candidate who has sufficiently shown to have acquired the following five (5) Leadership Competencies:

1. Thinking Strategically and Creatively;
2. Leading Change;
3. Building Collaborative, Inclusive Working Relationships;
4. Managing Performance and Coaching for Results; and
5. Creating and Nurturing High Performing Organization.

The definitions, core descriptions, levels and behavioral descriptors of the five (5) Leadership Competencies are provided in Annex A.

The CPro has two (2) tracks, as follows:

I. **Training Track.** Candidates undergo a ten-day Leadership and Management Development Course which thereafter requires the development and implementation of an Action Learning Project (ALP) within

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ninety (90) days after the training. In the ALP, the candidates are expected to demonstrate leadership and management competencies in the five (5) areas mentioned above.

II. **Recognition of Prior Learning (RPL) Track.** It is an option available to employees performing supervisory or managerial positions who already possess the above-mentioned competencies needed for leadership and management certification.

The candidates under the RPL Track shall skip the ten-day Leadership and Management Development Course. However, they are required to take the Pre-Qualifying Tests which include a two-hour multiple-choice test, and a one-hour essay test both covering the five (5) leadership and management competencies. After passing the Pre-Qualifying Tests, they shall go directly to portfolio building based on their previous real-life work experiences.

Both the candidates of the Training Track and the Recognition of Prior Learning Track shall be subject to Competency Assessment which is composed of the following parts:

1. *Written Test (10%)*. This is a two-hour general ability test that measures the leadership and management competencies of the candidate. The test covers basic and advanced theories on the five (5) leadership competencies.

2. *Portfolio Review (50%)*. This involves a thorough assessment of the pieces of evidence measuring the leadership and management competencies presented by the candidate in the portfolio. It particularly focuses on determining whether or not the candidate actually demonstrated the required competencies while working on the action learning project (for Training Track) or in performing assigned tasks or projects or real-life work experiences (for RPL Track).

3. *Behavioral Event Interview (40%)*. This is an in-depth validation of findings and ratings in the Portfolio Review of the candidate. This two-hour interview allows the assessors to further probe on the competencies demonstrated by the candidates. On the other hand, it also allows the candidates to give further details about the sets of evidence presented in the portfolio.

Below is the Schedule of Fees for the CPro pursuant to CSC Resolution No. 1501547 dated 29 December 2015:

| Programs | Amount |
|---|---|
| 1. Leadership and Management Development Course, a ten-day course on the five (5) leadership and management competencies | PhP30,000.00 |

| Programs | Amount |
|---|---|
| 2. Pre-Qualifying Tests for RPL Track registrants which cover a two-hour multiple-choice test, and a one-hour essay test both covering the five (5) leadership and management competencies | PhP1,200.00 |
| 3. Competency Assessment for Training Track composed of three (3) parts, namely Written Test, Portfolio Review and Behavioral Event Interview | PhP27,400.00 |
| 4. Competency Assessment for RPL Track composed of three (3) parts, namely Written Test, Portfolio Review and Behavioral Event Interview | PhP27,900.00 |
| 5. Supplemental Assessment composed of three (3) parts, namely Written Test covering all five (5) leadership and management competencies, Portfolio Review and Behavioral Event Interview covering the failed competency area/s only. | PhP14,600.00 |

CSC Resolution Nos. 1500615 and 1501547 were published in The Philippine Star on 10 February 2016.

Please be guided accordingly.

ALICIA dela ROSA-BALA
Chairperson

0 6 MAY 2016

# LEADERSHIP COMPETENCY FRAMEWORK

## COMPETENCY FRAMEWORK (Key Elements of competencies)

| [1] Building collaborative, inclusive working relationships | [2] Managing Performance and coaching for results | [3] Leading change | [4] Thinking strategically and creatively | [5] Creating and Nurturing a high performing organization |
|---|---|---|---|---|
| Cultivates a robust network of connections and working relationships | Promotes performance-based culture | Recognizes the need for change and prepares the organization for change | Demonstrates a systems perspective | Builds a sense of purpose and direction |
| Negotiates and influences persuasively | Nurtures a coaching culture | Engages stakeholders (buy in, commitment, sense of ownership; accept, support, contribute) | Demonstrates strategic agility | Promotes results-based culture |
| Promotes value of transparency and open communication | Applies appropriate coaching techniques confidently and flexibly | Promotes creativity | | Promotes client service orientation |
| Addresses gender and other diversity issues, discriminatory and exclusionary behavior | Demonstrates supportive leadership | Manages opposition, resistance or setbacks judiciously | Negotiates and allocates resources properly and judiciously | Builds teams and enables effective work performance |
| Demonstrates interpersonal savvy | Builds a respectful, egalitarian climate during performance management and coaching conversations initiatives | Allocates and provides resources for change | Acts as strategic advisor | Nurtures a learning organization |
| | Commits to continuous learning and improvement | Advances and sustains change | | |
| | | Models change for improved work performance | | |

# 1 Building collaborative, inclusive working relationships

**Definition:** The ability to build and maintain a network of reciprocal, high trust, synergistic working relationships within the organization and across government and relevant sectors. This involves the ability to successfully leverage and maximize opportunities for strategic influencing within the organization and with external stakeholders.

| Levels | | Sample Behaviors | | |
|---|---|---|---|---|
| | **Basic** | **Intermediate** | **Advanced** | **Superior** |
| **Core Description/ Elements** | Maximizes existing partnerships and networks and capitalizes on these to deliver or enhance work outcomes. | Builds partnerships and networks to deliver or enhance work outcomes. | Strengthens and deepens partnerships and networks to deliver or enhance work outcomes. | Builds and then leverages on collaborative partnerships and networks to deliver or enhance work outcomes. |
| **Cultivates a robust network of connections and working relationships** | Implements commitments and monitors partnership arrangements to ensure that the objectives of the partnership remain on target. | Sets up regular meetings or consultations with the team, partners or other stakeholders to gather and respond to feedback on what is working, what needs are unmet, and how to resolve specific problems, and to recognize areas of common interest to plan and carry out joint initiatives. | Maintains positive and productive working relationships with the team, partners or other stakeholders, despite differences in ideas or their attributes, or complexities to encourage sharing of expertise and bring about synergies, goodwill and mutual benefit. | Sets the climate as well as standards, policies and guidelines for collaboration with team, partners or other stakeholders, across government and relevant sectors to achieve strategic priorities and shared goals. |
| **Negotiates and influences persuasively** | Uses subject matter knowledge and a strong grasp of key issues in providing appropriate recommendations to engage team members, partners or other stakeholders and to achieve positive outcomes. | Demonstrates reliability and uses this to build credibility with team members, partners or stakeholders to negotiate outcomes. | Resolves conflicts, disagreements and differing interests among team members, partners or stakeholders in a constructive manner (e.g. win-win approach; use of appropriate conflict resolution processes; identification of common ground through dialogue and consensus; shared solutions perspective) | Navigates high-risk, complex or contentious situations across the government and relevant sectors using innovative influencing strategies. |

| | | | | |
|---|---|---|---|---|
| **Promotes value of transparency and open communication** | Shares accurate and timely information and stimulates open discussion of ideas to promote a positive environment. | Articulates proactively the expectations and concerns of transparency and open communication of team members and relevant stakeholders and implements measures to address them to build synergy and goodwill. | Identifies barriers to transparency and open communication and initiates appropriate solutions. | Models the value and importance of transparency and keeping communication lines open to both internal and external stakeholders (e.g. facilitates exchange of information and experiences, broadens perspectives on emerging sensitive issues and enhances C3 or coordination, collaboration and complementation). |
| **Addresses gender and other diversity issues, discriminatory and exclusionary behavior** | Identifies dysfunctional and inappropriate behaviors or gender issues of work team members and provides them appropriate feedback. | Integrates into the unit work plan a project/activity/program that addresses gender issues, discriminatory and exclusionary behavior within the office and in relation to partners, networks and other stakeholders. | Uses diversity-sensitive approaches and addresses gender issues, discriminatory and exclusionary behaviors in order to establish and maintain partnerships and networks in implementing projects/activities/programs. | Sets guidelines, ethical standards and direction to communicate zero-tolerance to gender biases, discriminatory and exclusionary behavior across government and relevant sectors to build a collaborative and inclusive culture (e.g. there is space for growth and development of vulnerable and marginalized groups including women, persons with disabilities, senior citizens and indigenous peoples). |
| **Demonstrates interpersonal savvy** | Listens actively and shares information and resources, as appropriate to demonstrate openness. | Applies tact and diplomacy in knowing what to say, when, and to whom and how to communicate messages in a way that will gain support. | Demonstrates adaptability to different protocols, working styles and individual differences with people inside and outside the organization. | Uses appropriate and context-sensitive communication mechanisms, varying the language, tone, content and style to influence diverse stakeholders across government and relevant sectors. |

# 2 Managing performance and coaching for results

**Definition:** The ability to create an enabling environment which will nurture and sustain a performance based, coaching culture. Effectiveness in this competency area also includes a strong focus on developing people for current and future needs, managing talent, promoting the value of continuous learning and improvement.

| Levels | Sample Behaviors | | | |
|---|---|---|---|---|
| Core Description/ Elements | Basic | Intermediate | Advanced | Superior |
| | Monitors work and/or team climate and applies the appropriate action using available tools, including basic knowledge of coaching, to ensure that work or performance matches or exceeds the required standard. | Creates tools and/or applies new methods in correcting and improving below standard or non-compliant performance of individuals or groups, using knowledge and skills in coaching to enable them to self-initiate solutions for their growth and development. | Monitors the strategic imperatives of the organization and orchestrates teams, work towards a performance-based culture and the achievement of public service performance standards. | Leads the organization by example and through coaching of a performance-based culture and the achievement standards. |
| Promotes performance-based culture | Provides timely, concrete, evidence-based, and behavioral feedback during performance management conversations based on appropriate and available tools to check and monitor the progress of employees or team members on goals and work. | Engages others from the team to provide timely, concrete, evidence-based feedback to improve the performance of staff, team or group. | Adjusts style/stance from directing to empowering, supporting a performance-based on the capabilities and motivation of the employee, providing examples of behavior consistent with goal achievement. | Integrates the key principles into a performance-based culture into the organization-wide performance management system, aligned with relevant civil service laws and rules and regulations (e.g. recognizes and rewards leadership team and managers who demonstrate effectiveness in performance management and coaching.) |

| Competency | | | | |
|---|---|---|---|---|
| **Nurtures a coaching culture** | Explains the coaching process, particularly, the concept of "coaching is coachee-driven" when conducting coaching sessions to employees" as well as expectations with individuals or among team members; and prepares the agreed work plan or commitment with the individual or group. | Develops new/enhances existing tools to get more accurate and relevant data that will help improve individual or team performance, and reach achievable and specific workplace goals of an employee. | Guides a coachee to propose and choose performance improvement solutions given the organizational goals, priorities, outcomes and the coachee's work context. | Creates the organizational conditions including policies and guidelines necessary to encourage and support leadership and management teams to adopt and consistently practice to achieve public service performance standards. |
| **Applies appropriate coaching techniques confidently and flexibly** | Asks powerful questions that begin with what, when, who, how much and how many to make a coachee understand the root cause of long-standing issues or a situation that falls short of his/her superior's expectation and to help the coachee identify goals, reality, options and actions. | Uses appropriate coaching tools and techniques to help the individual or team meet developmental and performance goals, recognizing issues and challenges as they present themselves in a coaching or performance improvement conversation. | Tailor-fits the coaching and performance management process/practice to the unique needs of the coachee, mentee or employee. | Enables the leadership and management teams (and self) to effectively and consistently apply the principles, processes and key practices of coaching (e.g. listening with respect and empathy, asking rich and high-gain questions, encouraging mutual respect and support, etc.). |
| **Demonstrates supportive leadership** | Gives genuine acknowledgment of a person's qualities and feedback on developmental needs. | Provides adequate support and resources to coachees/employees to implement their learning and development interventions. | Encourages coachees and provides them adequate support and resources for them to become coaches. | Provides adequate support and resources to enable the leadership and management teams to effectively sustain a performance-based, coaching culture to nurture future leaders. |
| **Builds a respectful, egalitarian climate during performance management and coaching conversations** | Communicates standards and expectations for mutual support and respect, and open and honest relationship. | Guides the coachees to arrive at a course of action of their own choosing to reach his/her performance goals for the division. | Practices non-judgmental and facilitative actions (e.g., empathetic listening, asking rich and high-gain questions). | Models open and honest coach-coachee relationship to leadership and management teams. |

| Commits to continuous learning and improvement | Acknowledges mistakes and learns from them through self-reflection. | Accepts accountability for mistakes and takes corrective action. | Undertakes developmental activities to enhance one's competencies as a coach and performance development partner. | Demonstrates commitment to enhancing personal, overall effectiveness as a coach, mentor and performance development partner by undertaking self-directed learning and seeks out peers and colleagues for consultation and further skills enhancement. |
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# 3 Leading change

**Definition:** The ability to generate genuine enthusiasm and momentum for organizational change. It involves engaging and enabling groups to understand, accept and commit to the change agenda. It also includes advancing and sustaining change.

| Levels | | | | |
|---|---|---|---|---|
| Core Description/ Elements | Basic | Intermediate | Advanced | Superior |
| | | Sample Behaviors | | |
| Recognizes the need for change and prepares the organization for change | Responds effectively to the need or reason for change and participates in the activities or initiatives inherent to it. | Implements plans or activities related to a change initiative affecting one's functional area or expertise and motivates division members' commitment to accept the change. | Constructs a change management plan in which one or more office systems and/or processes are affected either by a change intervention conducted internally or by an external consultant. | Plans, defines and exhibits buy-in and full support for the change management plan to succeed organization-wide to improve organizational effectiveness. |
| | Alerts the unit to opportunities and threats relating to the organization. | Includes components of the change management process in preparing work plans and activities for the unit. | Constructs strategies, plans and programs to anticipate and address changing priorities, emerging trends, challenges and opportunities. | Collaborates with management teams to position the organization in seizing opportunities, minimizing threats/risks, and effectively meeting future demands and evolving needs of stakeholders and clients. |
| Engages stakeholders (buy in, commitment, sense of ownership; accept, support, contribute) | Collects useful information to manage the change, assesses people's reception and recommends alternatives to make the change implementation more appropriate. | Integrates other people's expectations and concerns with respect to the change process to build positive relationships with team members, stakeholders and clients. | Elicits support and contributions of work teams and other key stakeholders to successfully implement change initiatives. | Sets conditions for engagement in all change processes, to facilitate buy in, secure commitment and sense of ownership for the change agenda. |

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| Manages opposition, resistance or setbacks effectively | Asks employees for suggestions and incorporates their ideas in the change plan. | Allows employees to complete situations involving a change process and acts sensitively, objectively and constructively to de-escalate conflict. | Identifies sources of conflict in the organization, government and relevant sectors. | Conducts root cause analysis, identifies potential strategies in managing resistance and moves employees and other stakeholders forward in the change process within the organization, government and relevant sectors. |
| Allocates and provides resources for change initiatives | Identifies and allows key individuals in the unit to devote time to move the change forward. | Integrates change management initiative in the change initiative in the work plan of the unit of an Office to move the change forward. | Provides appropriate resources to support and implement change initiatives within one or more Offices. | Allocates appropriate resources to support and implement change initiatives with leadership and management across the organization. |
| Advances and sustains change | Adheres to applicable and stated or communicated processes, policies and assigned work in the implementation of change. | Removes barriers and provides greater clarity to the change agenda and its benefits to one's work to facilitate change within ones' functional area. | Communicates the vision with clarity, enthusiasm and conviction to promote sustained and successful implementation of change. | Creates an exciting vision for change and solicits organization-wide support, adoption and successful mainstreaming of change agenda. |
| | Documents new processes and practices as a result of the change agenda. | Evaluates effectiveness of the implemented change. | Recognizes individuals and teams who demonstrate actions and initiatives supportive of the change agenda. | Encourages leadership and management team to enhance the motivation, morale and job performance of the organization. |
| Models change for improved work performance | Develops one's own individual development plan as change leader/agent. | Identifies areas in which one's own capabilities complement others in managing the change process. | Meets, with willingness, the challenges of change on one's role or work team and encourages and supports others to do the same. | Creates conditions within the organization that will encourage others to meet challenges of change and commit to innovation and continuous improvement in work performance across the organization. |

# 4 Thinking strategically and creatively

**Definition:** The ability to "see the big picture", think multi-dimensionally, craft innovative solutions, identify connections between situations or things that are not obviously related, and come up with new ideas and different ways to enhance organizational effectiveness and responsiveness.

| Levels / Core Description/ Elements | Sample Behaviors | | | |
| --- | --- | --- | --- | --- |
| | **Basic** | **Intermediate** | **Advanced** | **Superior** |
| Core Description/ Elements | Displays awareness and supports the vision, mission, values, objectives and purposes of the agency or organization. | Creates or defines goals and initiatives based on how one can support, extend or align to the goals of one's department and functional area. | Plans, crafts and adapts strategies for achieving the vision, mission and objectives of the agency or organization and secures the proper implementation of these strategies. | Interprets the complex and volatile nature of the environment to the agency or organization and adaptively moves it into a more strategic position where it can better address the challenges it faces both now and into the future. |
| Demonstrates a systems perspective | Articulates to others the vision, mission, values, objectives and purposes of the organization/ agency. | Communicates the alignment of the roles and performance commitment of the Division or Unit to Office targets based on the organization's vision, mission, values, objectives and purposes. | Explains the linkages and interactions among various functional areas, systems and processes of the organization/agency, including the interface with clients, partners and other stakeholders. | Aligns strategies and development plans to the national development agenda and whole of government scenario. |
| Demonstrates strategic agility | Responds positively to the call or challenges of the organization's or agency's goals. | Guides work teams in designing breakthrough or innovative plans and programs. | Evaluates changes in the operating environment and applies knowledge when exercising and recommending sound judgment in identifying range of solutions/courses of action (i.e. adjusts plans and programs, tailors approaches and/or explores innovative alternatives). | Analyzes multi-dimensional aspects and impacts of the emerging issues, future trends, potential challenges and opportunities and how these can affect organization's systems, processes, people, programs and services, and projects them into the future. |

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| Promotes creativity | Supports innovative initiatives and demonstrates responsiveness to change methodology | Demonstrates the ability to think 'outside the box' by coming up with innovative ideas and methods of doing things. | Cultivates an open environment where staff members feel free to do different things and try out new and different ways of doing things. | Provides resources for pursuing worthy and necessary innovations. |
| Negotiates and allocates resources properly and judiciously | Identifies resources and competencies needed within the work area to get the work done. | Uses appropriate resources in accordance with the office workplan, organizational priorities and regulatory standards/procedures. | Monitors and emphasizes the efficient use of resources to achieve cost effective outcomes. | Negotiates the provision of resources within the organization and with relevant bodies by identifying and exploring potential sources of additional resources. |
| Acts as strategic advisor | Provides advice and feedback to support others to make sound and timely decisions. | Raises and challenges important issues constructively and stands by own position when challenged. | Speaks up to clarify decisions and points out potential negative impacts or repercussions. | Provides quality judgment and strategic advice to senior leadership and relevant government instrumentalities, based on robust analysis and consideration of the wider context. |

# 5 Creating and nurturing a high performing organization

**Definition:** The ability to create a high performing organizational culture that is purpose driven, results based, client focused and team oriented.

| Levels | | Sample Behaviors | | |
|---|---|---|---|---|
| **Core Description/ Elements** | **Basic** | **Intermediate** | **Advanced** | **Superior** |
| | Builds a shared sense of commitment to a common goal among individuals and utilizes interventions to help close gaps or improve competence of staff to achieve that goal. | Builds a shared sense of destiny among individuals with seemingly disparate views, concerns and aspirations; creates team cohesion and improves individual and team performance. | Creates a culture where team work and interdependence is nurtured by facilitating collaboration across organizations. | Builds and cultivates a shared sense of commitment between and/or among groups, departments and clients despite differences and/or complexities of relationships and leads the organization towards a learning culture committed to continuous improvement and talent development. |
| Builds a sense of purpose and direction | Participates in organization planning to enable future directions while providing clarity for the present. | Communicates a direction that enables employees to understand the links to the agency's or organization's strategic directions. | Undertakes constructive and continuing dialogue on delivering results consistent with expectations, targets and quality standards. | Creates a shared sense of purpose by explaining how it contributes to work team goals, the organizational mandate and national priorities. |
| Promotes results-based culture | Reviews work plans or projects and monitors performance. | Provides feedback and ensures actions to improve the delivery of outcomes. | Implements results-based planning and monitoring systems and tools within the Office. | Institutionalizes results-based planning and monitoring system and tools (e.g. strategy map, performance scorecard, results based management, Plan-Do-Check-Act, etc.) across the organization. |

| Promotes client service orientation | Maps out the needs of clients to drive outstanding client service. | Promotes excellent service delivery by being a model in providing value added service. | Uses client feedback and benchmarks best practices to continuously improve service delivery. | Sets up conditions that embed a strong client service ethos in the organization to exceed client expectations. |
|---|---|---|---|---|
| Builds teams and enables effective work performance | Effectively uses individual and team capabilities for work outcomes. | Uses innovative ways to create conditions for shared or collaborative contributions across levels and functions. | Promotes the use of cross-functional C3 (coordination, complementation and collaboration) to sustain a team-based working environment. | Shapes a high performing work team culture by mainstreaming behavioral norms and key processes which will ensure highly effective team performance. |
| Nurtures a learning organization | Assesses learning needs and identifies appropriate learning interventions. | Provides interventions that will facilitate acquisition of learning and application in the workplace. | Provides opportunities and outlets for employees to share new insights and experiences with others across levels and functions. | Invests in the continuous learning and development of employees and management teams to foster a culture of learning within the organization's and aligns this with the organization's strategic goals. |