**Australian Aid**

# DEVELOPMENT AND INSTITUTIONALISATION OF COMPETENCY-BASED HUMAN RESOURCE SYSTEMS (CBHRS) IN THE PUBLIC SECTOR OF THE PHILIPPINES

## THE COMPETENCY DEVELOPMENT MANUAL

**PAHRODF**
PHILIPPINES AUSTRALIA
HUMAN RESOURCE AND
ORGANISATIONAL DEVELOPMENT
FACILITY

**CSC**
Republic of the Philippines
CIVIL SERVICE COMMISSION
Para sa taumBAYAN

To further achieve the objectives of hiring high performing, competent and credible civil servants, part of the development outcome are the improved HR systems through review of relevant policies and standards, and models of Competency-Based HR systems and application, including the revised competency-based qualifications standards for identified positions in the Commission. The project also aims to ensure right hiring and recruitment, as well as the retention of these high-performing, competent and credible civil servants.

This competency development manual aims to document the journey of the Civil Service Commission (CSC), together with the Philippine Australia Human Resource and Organizational Development (PAHRODF) in the Development and Institutionalization of Competency-based Human Resource Systems.

The project team that was formed last October 2011 has gone a long way in the development of the Competency Model for the Commission. You might be able to notice the result of these efforts through the gradual improvements in CSC's Human Resources Systems. This is the vision the Commission had in mind, through the development of competencies – beyond Hiring and Creating Credible and Competent Civil Servants, we intend to capacitate every one in the public service with the combined knowledge, skills and attitudes to make sure they do their job well and be equally flexible to adjust to changing times and priorities. How will this work is a scope way beyond this introduction could ever handle.

So we ask ourselves the same question in a different light: how will this work if the members who worked building this HR model disappear? Who will pick up the pieces? How will they be able to continue from where we left off? This is where we hope this compilation and documentation will come in handy.

Read on, take part in our journey and be part of the team that continues the legacy we wish to impart to our civil service.

- The Project Team -

# PROJECT PROFILE

| Agency: | Philippine Civil Service Commission (CSC) |
|---|---|
| Project Title: | Development and Institutionalization of a Competency-Based HR System in the Public Sector in the Philippines |
| Scope Phase 1: | Recruitment Process of the CSC |
| Duration: | September 22, 2011 to May 31, 2012 |
| Project Sponsor: | Australian AID (AusAID) <br><br> via the <br><br> Philippine Australia Human Resource and Organizational Development Facility (PAHRODF also known as The Facility) <br><br> Milalin S. Javellana <br> *Adviser/Associate* <br> *Facility Director* <br><br> Hazel Mallillin <br> *Project Officer* |
| CSC Project Team Members | Agnes Padilla <br> Executive Director IV - CSI <br><br> Edith Lorence Dela Pena <br> Director IV - OPMD <br><br> Azucena Esleta <br> Director IV – PPSO <br><br> Noreen Boots Gragasin <br> Director III – OPMD <br><br> Libay Tesoro <br> Director II – CSC NCR |

| | |
|---|---|
| | OPMD Team Members:<br>    Charity Arevalo<br>    Zenaida Dinsay<br>    Imelda Punongbayan<br>    Marites Tumaliuan<br><br>CSI Team Members:<br>    Ma. Jinky Jayme<br>    Tito III Cubillas<br><br>PPSO Team Members:<br>    Paz Felyn Cruz<br>    Sheila Acuna<br>    Nedy Ocobillo<br><br>Edgardo Cruz<br>CSC RO3<br><br>Laura Mangorangca<br>CSC NCR<br><br>Lily Beth Majomot<br>CSC RO4 |
| Learning Service Provider (LSP): | Human Capital Asia, Inc. |
| LSP Members: | Lito Lupena        Myk Roxas<br>Project Leader     Project Manager<br><br>Dada Salud         Myra Sanchez<br>Project              Benchmark Leader<br>Coordinator/Coach<br>                    Rene Lamzon<br>Ruby Bernal      Public Sector Adviser<br>Coach<br>                    Bing Silverio<br>Joel Layog         Logistics<br>Coach<br>                    Allan Frondozo<br>Mon Villar        Logistics<br>Coach |

# III. Developing the Competency Based HR Systems for the Commission

## A. DISCOVERING COMPETENCIES

Competencies are observable, measurable and vital knowledge, skills and attitudes which are translations of capabilities deemed essential for organizational success. The attributes of this definition that should be underscored are observable, measurable and vital, while the elements are knowledge, skills and attitudes or KSA. Competencies point to effective and efficient behavior that ensures the delivery and/or achievement of desired goals/targets/results.

The outputs/results of performance could always be valid, reliable and repeatable when the appropriate competencies have been identified and acquired. On the other hand, the competencies are appropriate and necessary when they are considered to be significant and impactful based on the mission/vision/goals and strategic directions of an organization. That is, competencies make each worker, in this case the CSC employees, consistently effective and efficient In providing and delivering required services .



**Anatomy of Performance**
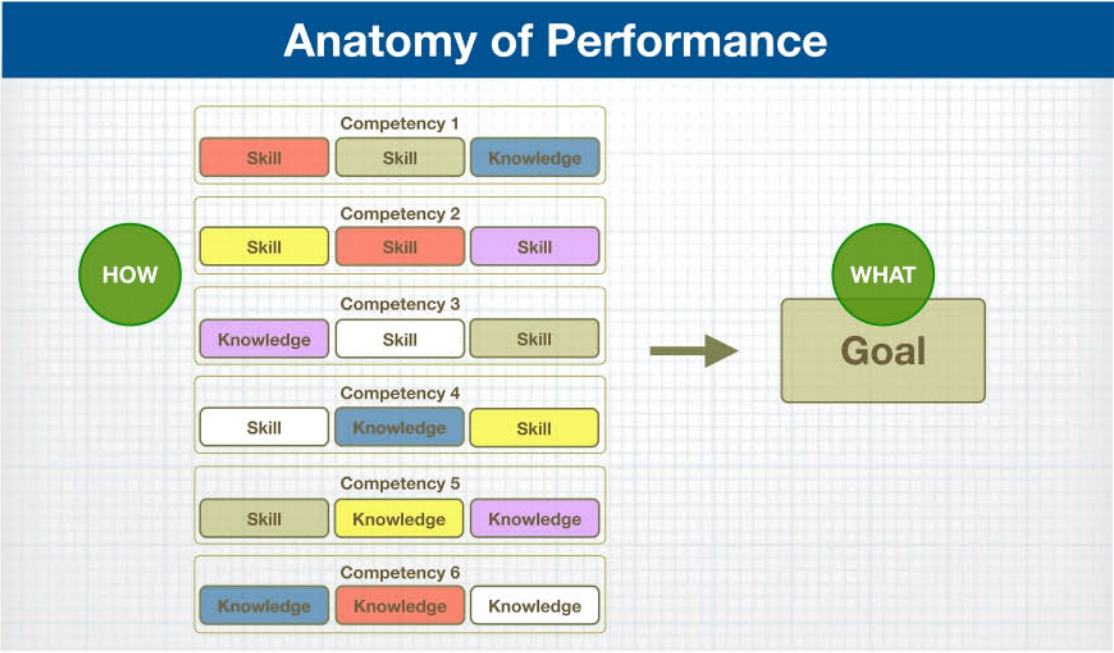
"Competencies are the "how" to achieve the "what" or the goals. The how pertains to applied knowledge, manifested skills and motives to produce success"

## B. WHY A COMPETENCY-BASED HR SYSTEMS?

Competency identifies the requisite knowledge, skills and attitude needed to perform a specific role in a job, organization, or profession. It establishes common criteria for hiring, appraising and rewarding people. Likewise, it establishes expectations for performance excellence, resulting in a systematic approach to professional development and clarifying the standards for easier communication of performance expectations, and provides the basis for a more objective dialogue about performance, development, and career related issues.

In brief, competencies may be applied to:

1. Job/Role Alignment
2. Talent Profiling
3. Performance Management
4. Talent Inventory
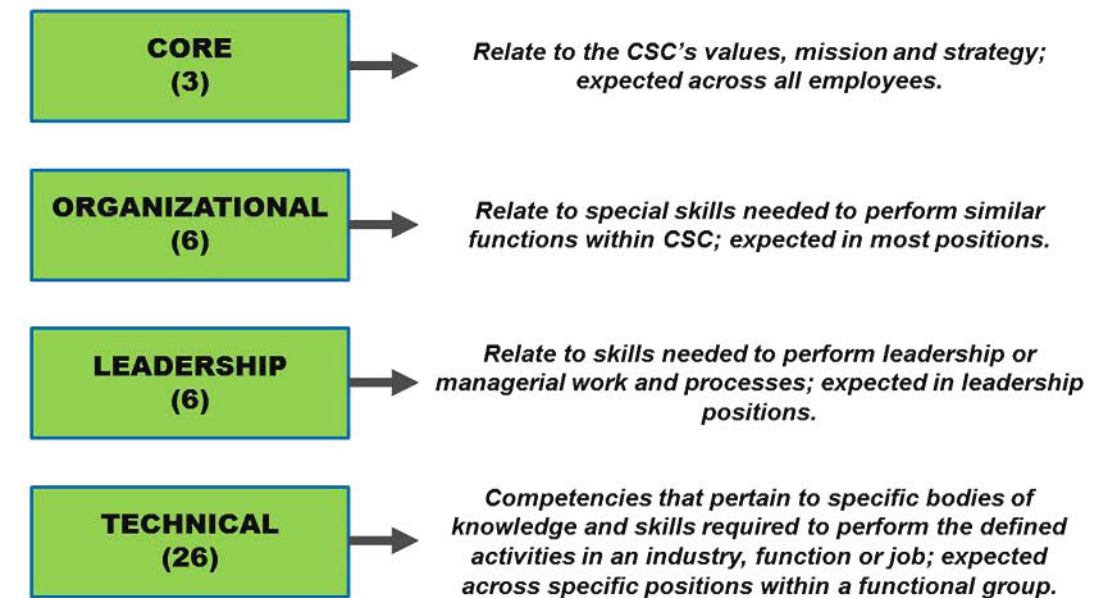5. Training and Development
6. Succession Management

*Suggestion: Three (3) slides on Benefits to the Company/Leaders/Employees or slides nos. 112, 117 and 122, Discovering Competencies Deck.pdf, posted@basecamp)*
*Suggested Caption = "Identifying and acquiring appropriate competencies impact the organization, stakeholders, customers and workers."*

## C. TYPES OF COMPETENCIES

There are four (4) types of competencies, namely:

a) Core Competencies
b) Organizational Competencies
c) Leadership Competencies
d) Technical/Functional Competencies

## CLUSTERING OF COMPETENCIES



**CORE (3)** → Relate to the CSC's values, mission and strategy; expected across all employees.

**ORGANIZATIONAL (6)** → Relate to special skills needed to perform similar functions within CSC; expected in most positions.

**LEADERSHIP (6)** → Relate to skills needed to perform leadership or managerial work and processes; expected in leadership positions.

**TECHNICAL (26)** → Competencies that pertain to specific bodies of knowledge and skills required to perform the defined activities in an industry, function or job; expected across specific positions within a functional group.

## D. IDENTIFYING COMPETENCIES

As mentioned earlier, the key to a successful Competency Model lies in the discovery of the most appropriate competencies that fits the vision, mission and culture of the organization. These are usually done by either building the model straight from scratch and from the organization; borrowing models from other sources and tweaking them to match the organization; or buying models off the shelf and attempting to fit them into the culture of the organization. While all these procedures are permissible, building offers the advantage of creating a model suited to the organization. In CSC's history, the team resorted to building the model while borrowing best practices, procedures and definitions for purposes of enhancement.

*Suggestion: Slides = "How to Discover Competencies";slides no. 136, Discovering Competencies Deck.pdf, posted@basecamp)*
*Suggested Caption = "Some means to build competencies"*

## Benefits to Leaders

- Identify performance criteria to improve the accuracy and ease of the hiring and selection process.
- Provide more objective performance standards.
- Clarify standards of excellence for easier communication of performance expectations to direct reports.
- Provide a clear foundation for dialogue to occur between the manager and employee about performance, development, and career-related issues.

## Benefits to Employees

- Identify the success criteria (i.e., behavioral standards of performance excellence) required to be successful in their role.
- Support a more specific and objective assessment of their strengths and specify targeted areas for professional development.
- Provide development tools and methods for enhancing their skills.
- Provide the basis for a more objective dialogue with their manager or team about performance, development, and career related issues.
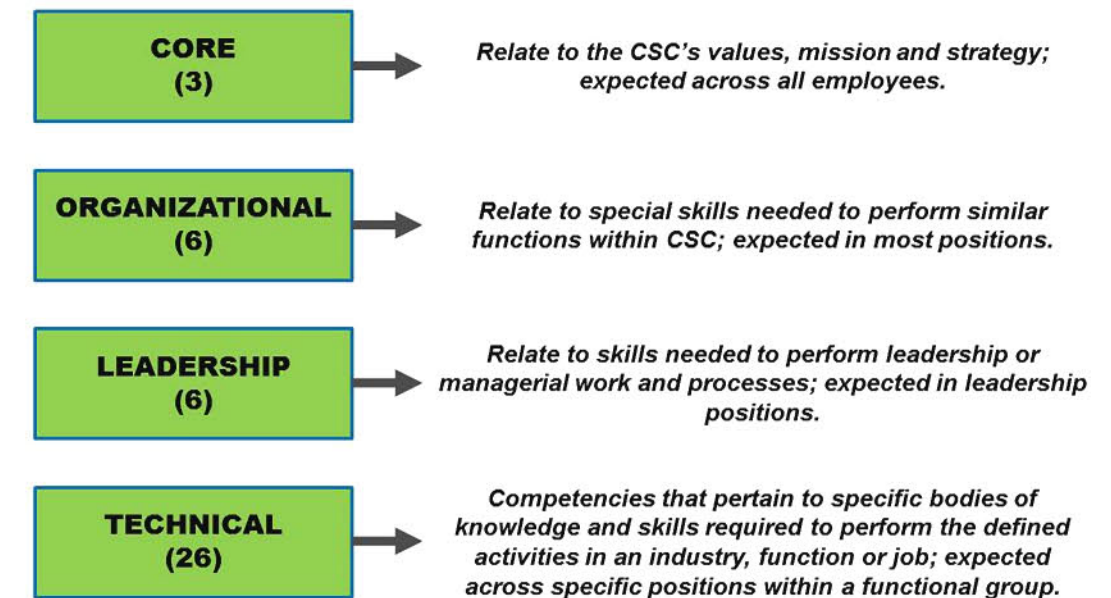
*Identifying and acquiring appropriate competencies impact the organization, stakeholders, customers and workers.*

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## How to Discover Competencies?

- Expert Groups/Success Profile or Success Model
- Organization Core Competency Alignment
- Strategic Themes and/or Focus Alignment
- Behavior Event Interviews
- Observation/Modeling
- Job Analysis or Job Description Review

*Some means to build competencies*

The succeeding pages will provide the references and details into the nature of competencies and how they were identified in the CSC. These are summarized into the following general steps:

1. Analyze Documents and Other Sources

   Among the processes of building competencies includes looking at information within the organization. These are either available from

   a. primary sources (directly gained from informants) such as:
      i. Interviews from (Incumbents, Supervisors, Expert Groups / Success Profiles)
      ii. Job Descriptions
      iii. Questionnaires Surveys

   b. and also from secondary sources (other sources that needs to be verified/validated from incumbents) such as:
      i. Strategic Maps
      ii. Organizational Chart
      iii. Observed system processes
      iv. Commercially Available Sources

## HOW WE DEVELOPED THE COMPETENCY MODEL



2. Benchmarking

   Sourcing through benchmarking was also be done by the Project Team. Such activities provided rich sources of scenarios, standards, lessons and best practices that guided the team in developing and installing competency models. There was a need to conduct benchmarking to:

   a. Learn from the "best";
   b. Develop a competency model based on world class standards;
   c. Identify best practices in developing and institutionalizing a competency-based HR system, with special focus on recruitment;
   d. Recognize the challenges and difficulties in the development and institutionalization of a competency-based recruitment system, and find out possible solutions and responses to these challenges;
   e. Assess the CSC vis-à-vis the organizations benchmarked with, in terms of capability to institutionalize a competency-based recruitment system; and
   f. Prepare an Action Plan to implement improvements in relevant CSC processes With details provided in a separate benchmarking report, the project team acquired competency-based processes, practices and information from the following categories of agencies:

   • Philippine Organizations Government
     -Department of Trade and Industry
     -Bangko Sentral ng Pilipinas (Central Bank of the Philippines)
   • Local Private Organizations
     -Aboitiz Power Gen
     -Monde-Nissin
   • Organizations in Singapore
     -Tanglin Trust School
     -Civil Service College
     -Public Service Division
     -Competition Commission
     -PACE O.D.

## 3. Filter and Screen Initial Competencies

Focusing on the acquired Knowledge, Skills and Attitude (KSA) from various available sources, initial competencies were culled and then filtered into categories to narrow them down into a manageable list that ensures success in the performance of organizational functions.

This filtering could be through common themes, relevance, progressive development, and element.



**FILTERING COMPETENCIES**
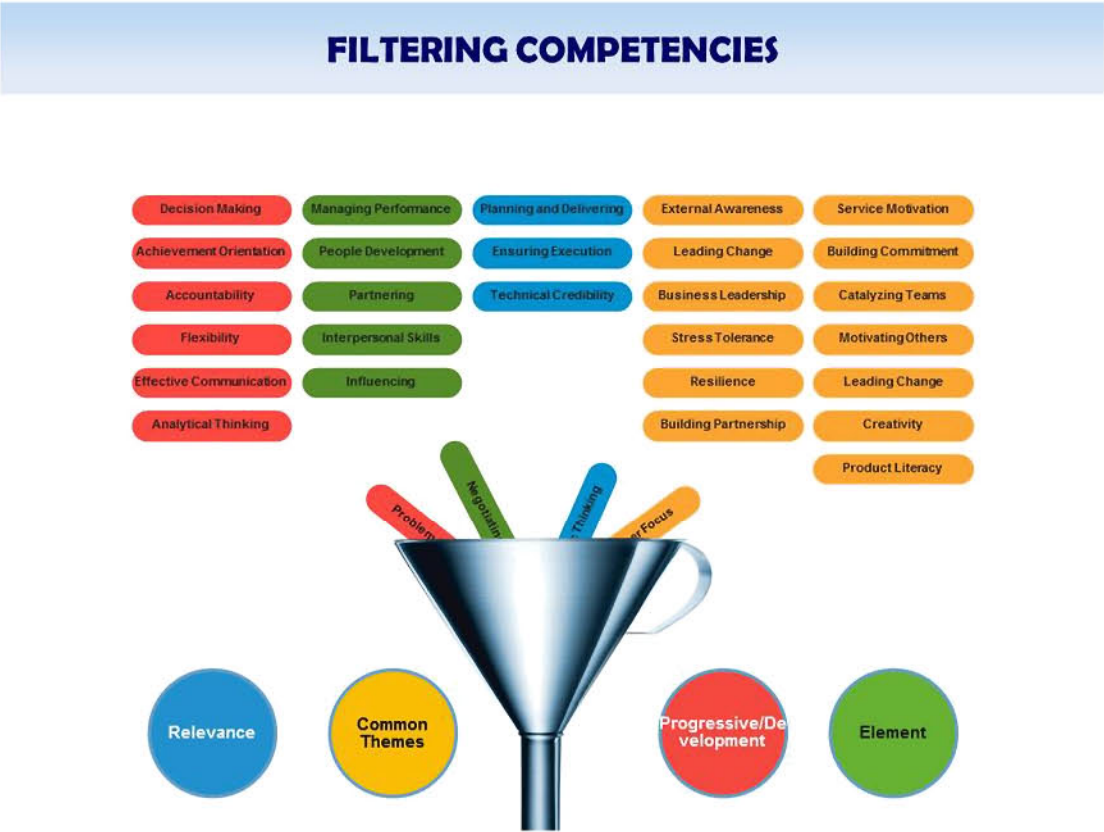
## 4. Validate Competencies from Sources

It is noted in CSC's experience that the development of these competencies are iterative. With continuous validation and test from various sources or applications and use in various processes, the initially identified competencies were later categorized as follows:

a. Core Competencies (competencies that relate to organization's values, mission and strategy)

b. Organizational Competencies (competencies in a majority of positions in the organization to carry their functions)

c. Leadership Competencies (competencies that relate to skills needed to perform managerial work and process)

The initially identified and filtered competencies are validated. This step zeroes in or focuses on a task, output or set of work that a position is required or expected to deliver or demonstrate. Interviewing incumbents and superior are conducted in this process. The initial competencies are juxtapose to the vision-mission, critical accountabilities and strategic direction of the organization.

The following guide questions may be used:

- Are these competencies demonstrated by people who perform the work most effectively?
- In other words, are people who don't demonstrate this competency ineffective in the role?
- Is the competency relevant and necessary for effective work performance?

## 5. Clustering or Theming Competencies

Competencies may also be grouped into various clusters depending on specific patterns or organizational thrust (e.g. Managing Self, Managing Relations, Managing People and Managing Work.) These clusters distinguish and group similar themes under each category. The cluster/theme title are also chosen to best describe or represent the competencies belonging to a cluster/theme.

## 6. Identifying Technical Competencies

A more purposive look into the various office processes were made to gather Technical Competencies.

There are two types of major processes in an organization:

The first is operational which creates core/main business, and the other is support which helps in the execution/maintenance of core processes (e.g. Accounting, Recruitment, Technical Support, Motorpool, etc.). These processes can further be

subdivided into more distinct processes, which are made up of various tasks. It is in the tasks that competencies may be culled – that is, determining the required KSA in the different processes and tasks.

A review and analysis of the organizational charts, the strategic maps, and the major functions in the various offices procedures could leads to the creation of their process flowcharts. Defining elements such as process measurements, time involved, people involved, decisions as well as sequence of actions would help in identifying activities, projects and outputs as sources of knowledge and skill sets for the development of Technical Competencies.

Sample Data Gathering Format:

CSC Core Competencies: Names and Operational Definition

| Competency Name | Operational Definition |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

CSC Technical Competencies: Names and Operational Definition

| Competency Name | Operational Definition |
|---|---|
|  |  |
|  |  |
|  |  |

## COMPETENCIES IDENTIFIED

### TECHNICAL

| | | |
|---|---|---|
| Policy Interpretation and Implementation | Counseling and Grievance | Employee Organization Management |
| Records Management | Conciliation and Mediation | Facilities Management |
| Policy Development | Audit Management | Test Administration |
| Secretariat and Liaison Services | Accounting | Recruitment and Placement |
| Information Technology Management | Cash Management | Test Development and Evaluation |
| Strategic and Corporate Planning | Supply and Property Management | Library Management |
| Legal Management | Learning Diagnosis and Design | Budget Management |
| Corporate Communication | Learning Delivery and Evaluation | Program Management |
| Benefits, Compensation and Welfare Administration | Job Analysis, Job Description and Competency Development | |

## E. DISCOVERING TECHNICAL COMPETENCIES

Using similar steps in discovering initial set of competencies can also be used in the identification of another set of competencies:

*Technical Competencies = are competencies that pertain to specific bodies of knowledge and skills required to perform the defined activities in an industry, function or job*

Considering their nature as knowledge and skill sets (or what individual needs to know to perform their function), it is the Core, Organizational and Leadership competencies that ensures these functions are being done. As part of the CSC experience, a more purposive look into the various office processes were made to cull out these Technical Competencies.

### The Process Analysis

There are two types of major processes in an organization. The first one is Operational which creates core/ main business and the other is Support which helps in the execution / maintenance of core processes (e.g. Accounting, Recruitment, Technical Support, Motorpool, etc.). These can then be subdivided into more distinct processes which are made up of various tasks.

It is in this stage where the CSC project team reviewed its Strategic Maps, Organizational Charts, recalled major functions in various offices procedures and created their respective Process Flowcharts. Defining elements such as Process measurements, Time involved, People Involved, Decisions as well as Sequence of actions helped the Project team in identifying activities, projects and outputs as sources of knowledge and skill sets for the development of Technical Competencies.

# IV. COMPETENCY TABLE WRITING

After identifying the various competencies of the Civil Service Commission, the following questions are raised: How are they described? How will these competencies be used? How can they be measured across various employees?

Addressing these concerns would need the development of Competency Tables to define these competencies and their parameters.

## Competency Table Sample

*Establishing Direction*

### ANALYTICAL THINKING AND DECISION MAKING

This competency refers to the ability to identify and understand issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, organizational values and ethics, and probable consequences.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| • Spots potential problems and issues<br><br>• Gathers and analyzes information before jumping to conclusions<br><br>• Actively sources required information from regular internal and external sources to inform problem analysis<br><br>• Solves simple, routine work-related problems; sometimes with guidance<br><br>• Follows defined steps or procedures, or uses past experience, to delineate the various aspects of the problem | • Analyzes problem and breaks it down into small components using simple analytical techniques<br><br>• Personally investigates and gathers information to understand the root of the problem<br><br>• Organizes information gathered in a logical manner<br><br>• Identifies simple cause and effect relationships between the different aspects of the problem<br><br>• Independently solves problem within defined job parameters, responsibilities and expectations<br><br>• Consults and verifies solutions<br><br>• Makes decisions that are within the bounds of his authority and/ or empowerment<br><br>• Can make SWOT analysis | • Seeks information from other relevant sources who are not directly involved or who are not routinely consulted to get their perspective<br><br>• Makes complex connections between aspects of the problem to surface cause and effect relationships<br><br>• Offers several alternatives to solve the problem; provides an analytical framework for weighing the pros and cons of alternative solutions<br><br>• Rationally compares alternative solutions, makes decisions and prioritizes based on the analysis<br><br>• Implements solutions and follows-up on progress; successfully anticipates potential problems with chosen action; acts swiftly to prevent or minimize negative<br><br>• Even with complex problems is able to make decisions in a timely manner; provides feedback on status when unable to make decisions within expected timeframe | • Formulates unique solutions to complex problems<br><br>• Thinks out-of-the-box when analyzing & proposing alternative solutions to issues and problems<br><br>• Identifies patterns, trends and connections across events that are not obviously related to reveal new dimensions to problems and solutions<br><br>• Takes a strategic view on problem definition and proposed solutions<br><br>• Champions untested or creative solutions to persistent problems<br><br>• Coaches others in the use of analytical tools and problem-solving techniques<br><br>• Shares problem-solving experiences to facilitate organizational learning | • Promotes continuous improvement of existing analysis and problem-solving techniques<br><br>• Champions breakthrough thinking by promoting an environment that fosters courage and creativity<br><br>• Role-models breakthrough thinking in addressing strategic issues<br><br>• Successfully identifies risk-benefit implications of solutions and alternatives on the organization<br><br>• Influences the internal and external environment to prevent the recurrence of persistent problems |

A. Parts of Competency Table

   1. Competency Title/Name

     The name/title indicates the competency being described.

   2. Operational Definition

     It states the broad application of skills and knowledge, which the competency captures, and as applied in the workplace.

It is a description of the competency including the critical few tasks and outcomes required of those who provide the key capability, without which the capability would not be demonstrated. It may also state how output is done and its desired outcome, and may describe important contextual influences (technical requirements, legal certification requirements, customer or stakeholder requirements) related to acquisition of the competency.

Basically, the operational definition should consider the following questions:
- What is produced?
- What are the results?
- What are the objectives?
- What are the goals?

3. Competency Level/Rubric

A rubric is an explicit set of criteria used for assessing a particular type of work or performance. It articulates in progressing order, the quality of each criterion. It may also include work or performance samples that typify each of the levels.

Rubric is used also for the purpose of producing assessments that are far more descriptive than a single, holistic grade or judgment. Instead of merely saying that an individual is "very good," or "outstanding" a rubric-based competency model describes the quality of work on one or more dimension.

There may be different ways to develop rubrics. Below are basic processes that could very well facilitate the completion of rubrics or competency level criteria:

   a. Identify examples of good and not-so-good work.

   b. Identify the characteristics that make the good ones good and the bad ones bad.

   c. Make a list of what counts in quality work.

   d. Describe the best and worst levels of quality, then fill in the middle levels based on your knowledge of common problems and the discussion of not-so-good work.

   e. Have subjects use the rubrics to evaluate their positions or other reference positions.

   f. Avoiding unclear language

   g. Avoid unnecessarily negative language

For flexibility in expressing these gradations, descriptive terms were used for each level. For CSC, four-level rubrics were used for the competencies with the following descriptive terms (coded as BIAS):

- Level 1 is BASIC
- Level 2 is INTERMEDIATE
- Level 3 is ADVANCED
- Level 4 is SUPERIOR

Considering the number of competencies to be measured, the use of 4 levels reflects best practice from benchmarked agencies for ease of monitoring, evaluation and use while maintaining progression across levels. It also prevents the occurrence of statistical central tendencies (where raters results cluster around certain values – usually the middle/mean). While consistency in number of levels is recommended, this is not a mandatory as the number is more dependent on how progression in a certain competency is expressed.

## COMPETENCY TABLE DEVELOPMENT

| Competency | Delivering Service Excellence | | | |
|---|---|---|---|---|
| Definition | The ability to provide proactive, responsive, accessible, courteous and effective public service to attain the highest level of customer satisfaction. | | | |
| Levels | BASIC | | | SUPERIOR |
| Core Description | Complies with CSC's established standards of delivery or service level agreements and delivers explicit requirements of customers. | Delivers and adds value to customers' standards and requirements | Anticipates, identifies and manages stakeholders' standards and requirements towards excellent customer service. | Builds and shapes CSC service culture and strategy and provides leadership in service delivery |
| Sample Behaviors | • Explains CSC's service standards and basic CSC rules and policies, e.g. recruitment processes, examination administration, administrative discipline and other civil service matters.<br>• Provides correct, adequate and prompt information to customers as may be necessary.<br>• Refers to next-level supervisor all concerns beyond the scope of one's work.<br>• Acts as the customers' single point of contact and avoids "passing" customers around unnecessarily.<br>• Shows sense of urgency in attending to customer needs and requests by considering commitment to turn-around time.<br>• Decides on simple queries/concerns within one's jurisdiction. | • Explains CSC's structure and set-up in the delivery of services, and the turn-around time, and standards of services to be delivered by the Unit to customers.<br>• Articulates service flow, standards, commitment and pledge that are expected from the Division.<br>• Provides correct, adequate and prompt information to customers as may be necessary.<br>• Provides advice and guidance to subordinates with regard to concerns elevated to their level.<br>• Takes the extra mile in providing excellent customer service by consistently exceeding expectations established in the service level agreement.<br>• Initiates/recommends process improvements based on customers' feedback. | • Anticipates and identifies what stakeholders need and value based on knowledge of the CSC Road Map, strategies and scorecard; customer satisfaction survey; latest industry practices and trends; and an in-depth understanding of the parameters and condition of customer service satisfaction.<br>• Provides correct, adequate and prompt information to customers as may be necessary.<br>• Anticipates stakeholders' needs and responds immediately.<br>• Proactively comes up with solutions to manage stakeholders' expectations.<br>• Initiates improvements in service delivery based on stakeholder feedback.<br>• Influence changes in system, practices or policies to attend to a customer's unusual or outside-of-scope needs, cognizant that the requirement does not impact the bureaucracy or organization processes adversely. | • Consistently exceeds stakeholders' needs and expectations by keeping abreast with local and global best practices in the industry and the condition/ situation in the bureaucracy necessary to implement a successful change strategy.<br>• Provides correct, adequate and prompt information to customers as may be necessary.<br>• Directs the organizations towards the achievement of the service excellence platform in the entire bureaucracy based on the Road Map.<br>• Consults CSC officials for the institutionalization of a service culture.<br>• Establishes parameters of authority within the CSC and empowers CSC leaders to manage CSC's culture of service excellence.<br>• Offers additional services to customer as a result of analysis, appreciation and understanding of the customer's goals, needs and direction. |

### 4. Core Description

This specifies the standards of performance and criteria in terms of set of outcomes expected in a particular level. This is a summary of what a competency should express at a certain level.

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### 5. Behavioral Indicators

A behavioral indicator is used to provide an objective description of what you might view from an individual demonstrating the competency. These provide evidence that they either have or do not have the competence that you are assessing. Behavioral indicators can therefore be positive or negative.

Behavioral indicators in competency tables are simply examples of what behaviors could look like and are not to be inclusive of all behaviors that demonstrate each level of performance for the competency. Rather, this is a tool to help guide evaluations of performance, and should not be used as a checklist for behaviors. Behavioral indicators should be measurable, and thus should make use of verbs that are not trait-based descriptions, such as "know" and "understand" and "appreciate", which are not observable or measurable. Rather than saying "one knows something", think of a way to state it so that one's knowledge is demonstrated and thus observed and measured. Acceptable verbs include describe, list, summarize, and select, among others.
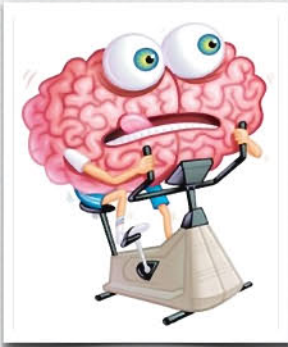
This is where using Bloom's Taxonomy of Learning Domains becomes useful since a demonstration of characteristics under at least two of these domains shows proof of having a certain level of the competency. These domains are the Cognitive (knowledge), Affective (attitude), and Psychomotor (Skills).

## Bloom's Taxonomy of Learning Domains

- Bloom and his colleagues were academics, looking at learning as a behavioral science, and writing for other academics

- Bloom's Taxonomy underpins the classical 'Knowledge, Attitude, Skills' structure of learning method and evaluation.

- It is a simple, clear and effective model for explanation and application of learning objectives, teaching and training methods, *and measurement of learning outcomes.*

- Bloom's Taxonomy provides an excellent structure for planning, designing, assessing and evaluating training and learning effectiveness.

## Bloom's Taxonomy of Learning Domains



**Cognitive**          **Affective**          **Psychomotor**

## Cognitive Domain

- ☐ The cognitive domain is knowledge or mind based. It has three practical instructional levels including fact, understanding, and application.

- ☐ The fact level is a single concept and uses verbs like define, identify, and list.

- ☐ The understanding level puts two or more concepts together. Typical verbs for this level include describe, compare and contrast.

- ☐ The application level puts two or more concepts together to form something new. Typical verbs at this level include explain, apply, and analyze.

## Cognitive Domain

| Category | Example | Key Words |
|---|---|---|
| Knowledge: Recall data or information. | Recite a policy. Quote prices from memory to a customer. Knows the safety rules. | Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states. |
| Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words. | Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. | Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates. |
| Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place. | Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test. | Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. |
| Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences. | Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training. | Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates. |
| Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. | Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome. | Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes. |
| Evaluation: Make judgments about the value of ideas or materials. | Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. | Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports. |

## Affective Domain

- The affective domain is based upon behavioral aspects and may be labeled as beliefs. The three levels in the domain are awareness, distinction, and integration.

- The verbs for this domain are generally limited to words like display, exhibit, and accept and these apply at all levels.

- The first two levels are really cognitive; integration is behavioral and requires the learner to evaluate and synthesize.

## Affective Domain

| Category | Example | Key Words |
|---|---|---|
| Receiving Phenomena: Awareness, willingness to hear, selected attention. | Listen to others with respect. Listen for and remember the name of newly introduced people. | Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses. |
| Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation). | Participates in class discussions. Gives a presentation. Questions new ideas, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them. | Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes. |
| Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable. | Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. | Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works. |
| Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values. | Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. | Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes. |
| Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional). | Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. | Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies. |
| Evaluation: Make judgments about the value of ideas or materials. | Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. | Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. |

## Psychomotor Domain

- The psychomotor domain is skill based. The three practical instructional levels include imitation, practice, and habit.

- The first level, imitation, will simply be a return of the demonstration under the watchful eye of the instructor.

- The practice level will be a proficiency building experience that may be conducted by the student without direct oversight of the instructor.

- The habit level is reached when the student can perform the skill in twice the time that it takes an expert to perform.

## Psychomotor Domain

| Category | Example | Key Words |
|---|---|---|
| Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation. | Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet. | Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects. |
| Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets). | Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). | Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers. |
| Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing. | Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift. | Copies, traces, follows, react, reproduce, responds |
| Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency. | Use a personal computer. Repair a leaking faucet. Drive a car. | Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. |
| Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce. | Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano. | Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. |
| Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements. | Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task). | Adapts, alters, changes, rearranges, reorganizes, revises, varies. |
| Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills. | Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine. | Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates. |
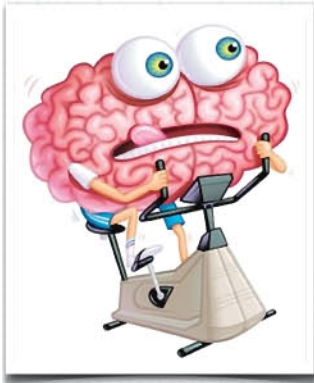
### a) Cognitive Domain

The cognitive domain is knowledge or mind based. It has three practical instructional levels including fact, understanding, and application. The fact level is a single concept and uses verbs like define, identify, and list. The understanding level puts two or more concepts together. Typical verbs for this level include describe, compare and contrast. The application level puts two or more concepts together to form something new. Typical verbs at this level include explain, apply, and analyze.

### b) Affective Domain (Picture of Heart or Feeling)

The affective domain is based upon behavioral aspects and may be labeled as beliefs. The three levels in the domain are awareness, distinction, and integration. For this domain, the verbs are generally limited to words like display, exhibit, and accept and these apply at all levels. The first two levels are really cognitive; integration is behavioral and requires the learner to evaluate and synthesize.

## COMPETENCY TABLE DEVELOPMENT

| Competency | Delivering Service Excellence | | | |
|---|---|---|---|---|
| Definition | The ability to provide proactive, responsive, accessible, courteous and effective public service to attain the highest level of customer satisfaction. | | | |
| Levels | BASIC | INTERMEDIATE | ADVANCED | SUPERIOR |
| Core Description | Complies with CSC's established standards of delivery or service level agreements and delivers explicit requirements of customers. | Delivers and adds value to customers' standards and requirements | Anticipates, identifies and manages stakeholders' standards and requirements towards excellent customer service. | Builds and shapes CSC service culture and strategy and provides leadership in service delivery |
| Sample Behaviors | • Explains CSC's service standards and basic CSC rules and policies, e.g. recruitment processes, examination administration, administrative discipline and other civil service matters.<br>• Provides correct, adequate and prompt information to customers as may be necessary.<br>• Refers to next-level supervisor all concerns beyond the scope of one's work.<br>• Acts as the customers' single point of contact and avoids "passing" customers around unnecessarily.<br>• Shows sense of urgency in attending to customer needs and requests by considering commitment to turn-around time.<br>• Decides on simple queries/concerns within one's jurisdiction. | • Explains CSC's structure and set-up in the delivery of services, and the turn-around time, and standards of services to be delivered by the Unit to customers.<br>• Articulates service flow, standards, commitment and pledge that are expected from the Division.<br>• Provides correct, adequate and prompt information to customers as may be necessary.<br>• Provides advice and guidance to subordinates with regard to concerns elevated to their level.<br>• Takes the extra mile in providing excellent customer service by consistently exceeding expectations established in the service level agreement.<br>• Initiates/recommends process improvements based on customers' feedback. | • Anticipates and identifies what stakeholders need and value based on knowledge of the CSC Road Map, strategies and scorecard; customer satisfaction survey; latest industry practices and trends; and an in-depth understanding of the parameters and condition of customer service satisfaction.<br>• Provides correct, adequate and prompt information to customers as may be necessary.<br>• Anticipates stakeholders' needs and responds immediately.<br>• Proactively comes up with solutions to manage stakeholders' expectations.<br>• Initiates improvements in service delivery based on stakeholder feedback.<br>• Influence changes in system, practices or policies to attend to a customer's unusual or outside-of-scope needs, cognizant that the requirement does not impact the bureaucracy or organization processes adversely. | • Consistently exceeds stakeholders' needs and expectations by keeping abreast with local and global best practices in the industry and the condition/situation in the bureaucracy necessary to implement a successful change strategy.<br>• Provides correct, adequate and prompt information to customers as may be necessary.<br>• Directs the organizations towards the achievement of the service excellence platform in the entire bureaucracy based on the Road Map.<br>• Consults CSC officials for the institutionalization of a service culture.<br>• Establishes parameters of authority within the CSC and empowers CSC leaders to manage CSC's culture of service excellence.<br>• Offers additional services to customer as a result of analysis, appreciation and understanding of the customer's goals, needs and direction. |

### c) Psychomotor Domain (Picture of Hand or Action)

The psychomotor domain is skill based. The three practical instructional levels include imitation, practice, and habit. The first level, imitation, will simply be a return of the demonstration under the watchful eye of the instructor. The practice level will be a proficiency building experience that may be conducted by the student without direct oversight of the instructor. The habit level is reached when the student can perform the skill in twice the time that it takes an expert to perform.

### 6. Products or Means for Measuring

Identifying and displaying applicable outputs also serves as another indicator on how proficiently a competency is expressed at a particular level.

### B. Guidelines in Writing Competency Tables

1. Effective competency definitions are

   a) Clear / Concise: Jargon-free, uses proper grammar, has a logical order, and speaks to the listener. Whether the words are written or spoken, they are communicated in a way that is simple to understand regardless of the depth of concept.

   b) Consistent: Ideas within the definition relate to knowledge, skills and attitudes and flow from one to the next through smooth transitions.

   c) Connectivity: The definition applies to the other parts of the competency table as well as to people.

   d) Gender Fair: Ensuring that neutral gender-specific language is used.

These features are also applicable to the other parts of the competency table where different levels of expressing the operational definition is elaborated by core description, while the essential parts/components of the core description are explained in detail by behavioral indicators and/or products. Similarly, the products and behaviors should be able to fulfill the requirements of the core description, making the competency relevant to the person trying to exhibit them.

To measure the stability of the Competency Profile Matrix and to determine its ability to maintain certain level of effectiveness, stress tests were conducted.

**Profiling Stress Test**

- Competency Validation. Here the team answered the question: "Can an incumbent succeed in his or her job with the established position profile?"

- Competency Importance. Given the range of competencies required of the position, the team identified the three (3) most important competencies and labeled it as "High", the next three (3) important as "Medium", and the last three (3) important as "Low".

- Competency Progression. Looking across all the positions from 1st level to Executive Managerial position, the team examined if the competency level progresses when there is distinct increase in the duties and responsibilities in the job. If the profile did not pass the stress tests, the team then re-evaluates the duties and responsibilities of the position.

If the profile did not pass the stress tests, the team then re-evaluates the duties and responsibilities of the position.

Details on the approaches and processes of competency profiling as well as the CSC Competency Profile Matrix are attached in the succeeding pages.

## C. Development of a Proposed Approach to Competency-Based Qualification Standards (QS)

The current CSC Qualification Standards (QS) consists of the following factors:

1. Education
2. Experience
3. Training
4. Eligibility

These factors are requirements applicable across all positions in the bureaucracy, with equal weights and no specified distribution and are anchored on legal mandates (Book V, E.O. 292 with current updates such as MC No. 12, s. 2003).

In the course of the project, the project team assessed the Strengths, Weaknesses, Opportunities and Threats (SWOT) of the Qualification Standards in its effectiveness in acquiring the high-performing, competent and credible civil servants. The Strength and Opportunities of the QS are also evaluated if they would persist despite their current Weakness and Threats.

As one of the assessments, the need emerges to determine whether QS factors are relevant and accurate predictors of success and how to further improve them.

To validate the SWOT findings, the project team conducted a Focus Group Discussion (FGD) on the QS involving the following groups of civil servants in the bureaucracy:

a. Representatives from the Civil Service Commission consisting of Personnel Selection Board and HR members
b. Representatives from Agencies that are currently developing their competency models (DSWD, OCD, DILG).
c. Representatives from Agencies that have a developed competency model (DTI and BSP)

Profiling means gathering of accurate information from the incumbents about:
- What they do?
- How they get it done?
- The objectives of their work/tasks
- The demands of the job and how they respond/overcome the same

Gathered data that may have deviations/disagreement are validated. Participants of the profiling are provided feedbacks.

1. **Competency-based Job Analysis**

   Job Analysis is a process to identify and determine in detail the particular job duties and requirements and the relative importance of these duties for a given job.

   Competency-based job analysis means describing the job in terms of the measurable, observable, coachable competencies that an incumbent doing a particular job must exhibit to do the job well. It focuses on how the worker meets the jobs objectives or actually accomplished the work.

   Traditional job analysis is more job focused, while competency-based job analysis is more position focused. It points to the needed competencies for the incumbent to do the job well.

2. **Behavioral Event Interview (BEI)**

   BEI is a technique used to identify critical behaviors or competencies of the incumbent being interview by means of getting the interviewee describe in details the complete stories of critical incidents and the competencies demonstrated by the interviewee. BEI supports the belief that past behavior and performance predicts future behavior and performance. It poses questins that seek demonstrated examples of behavior from interviewee's past experience and which concentrate on job-related functions – for instance, "Describe a situation where you had to organized and work with a team to implement a complex project."

The following are some guide questions when one uses BEI when doing Position Profiling:

   a. Is this a competency the position requires so that an incumbent can do the job well?
   b. What other competencies are required? Which competency is more critical that the others?
   c. What is the level expected of the competency that must be demonstrated by the incumbent?

The behavioral event content, namely Situation or Task (ST), Action (A) and Result (R) – (or simply STAR) should be considered in the conduct of BEI. Also, the following should be observed in order to develop good BEI questions:
- Remember that a competency is measurable, observable and coachable.
- To develop an effective set of behavioral questions, ask or think about what should be measured or observed of the competency.
- Refer to the competency table for guidance.

3. **Questionnaire and Structured Survey**

   Questionnaires involve asking questions and collecting data from people. The most common method for ding this is by a series of highly structured questions, with pre-selected responses. The key to developing a good questionnaire is to keep it short while ensuring that it captures all needed information. It is therefore important to determine what are the required critical data while one prepares/drafts the questionnaire.

   Questionnaires may be (a) open and (b) close. Open questionnaire can elicit a wide variety of responses and is good for exploring a topic. But consolidation, summarizing and analyzing may be tedious. Close questionnaire is quick and easy to answer for it provides given options/choices. However, it may create bias if the options are not sufficient.

Structured survey contains all the variables that need to be discovered. The interview structure and the way the date will be coded are all predefined. The advantage of this sort of data is that it is very easy to code and analyze, because the type of answers which the respondent can give is set out in advance.

4. Document Analysis

This is a method of profiling based on available written materials that contain details of a particular job including key performance indicators, decision challenges, risk factors and other descriptors of the position's duties and requirements

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## CSC Experience[1]

To increase reliability and validity of the profiling, the team acquired data from at least 3 sources as possible and as closer as the source as possible (e.g. 3 incumbents of the same position and/or their supervisors). We also used the same tool for each of the source to measure the data required.

### Behavioral Event Interview (BEI)

For the position profiling, the team used BEI as its primary source in collecting accurate information from the incumbent and supervisor. BEI is a technique used to identify critical behaviors or competencies. These identified behaviors will be used as a basis for determining the competency profile of a position. The central objective of a BEI is getting the interviewee to describe in detail complete stories of critical incidents using the STAR method: the Situations/Task (problem, business opportunity, challenge); Action (what were done to handle the situation); and Results (impact or consequences of the actions). These critical incidents were key in determining the competency the position requires so that an incumbent can do the job well.

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[1]As a project deliverable, only the position profile was accomplished. Person profile is part of the REAP/SAP of the Project Team.

## Survey Questionnaires

This involves asking questions and collecting data from people. The most common method for doing this is by a series of highly structured questions, with pre-selected responses. The following are the types of questionnaires:

- Closed Questionnaire
  a) Two way
  b) Likert
  c) Semantic Differential
  d) Checklist
  e) Ranking
- Structured Survey
- Semi-Structured Survey

For the person profiling, a competency assessment will be conducted through the use of a Structured Survey. All variables that need to be discovered are identified - the interview structure and the way the data will be coded are all predefined. This will be done in June after the Project commencement.

## Document Analysis

Document Analysis is also a primary source wherein method of profiling is based on available written material that contain details of a particular job including key performance indicators, decision challenges, risk factors and other descriptors of the position's duties and requirements.

## Competency Profile Matrix

After the BEI, the Team was able to identify the competency and competency level required of the 75 positions in CSC. These data were transferred into a matrix featuring the responsibilities and the competency proficiency of the position.

After accomplishing the matrix of the 75 positions, data is then transported into another matrix called Competency Profile Matrix wherein the competency profile of each position are laid down across various positions. In this matrix, you can now group positions with similar competency proficiency.

To measure the stability of the Competency Profile Matrix and to determine its ability to maintain certain level of effectiveness, stress tests were conducted.

### Profiling Stress Test

• Competency Validation. Here the team answered the question: "Can an incumbent succeed in his or her job with the established position profile?"

• Competency Importance. Given the range of competencies required of the position, the team identified the three (3) most important competencies and labeled it as "High", the next three (3) important as "Medium", and the last three (3) important as "Low".

• Competency Progression. Looking across all the positions from 1st level to Executive Managerial position, the team examined if the competency level progresses when there is distinct increase in the duties and responsibilities in the job. If the profile did not pass the stress tests, the team then re-evaluates the duties and responsibilities of the position.

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Details on the approaches and processes of competency profiling as well as the CSC Competency Profile Matrix are attached in the succeeding pages.

C. Development of a Proposed Approach to Competency-Based Qualification Standards (QS)

The current CSC Qualification Standards (QS) consists of the following factors:

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These factors are requirements applicable across all positions in the bureaucracy, with equal weights and no specified distribution and are anchored on legal mandates (Book V, E.O. 292 with current updates such as MC No. 12, s. 2003).

In the course of the project, the project team assessed the Strengths, Weaknesses, Opportunities and Threats (SWOT) of the Qualification Standards in its effectiveness in acquiring the high-performing, competent and credible civil servants. The Strength and Opportunities of the QS are also evaluated if they would persist despite their current Weakness and Threats.

As one of the assessments, the need emerges to determine whether QS factors are relevant and accurate predictors of success and how to further improve them.

To validate the SWOT findings, the project team conducted a Focus Group Discussion (FGD) on the QS involving the following groups of civil servants in the bureaucracy:

a. Representatives from the Civil Service Commission consisting of Personnel Selection Board and HR members
b. Representatives from Agencies that are currently developing their competency models (DSWD, OCD, DILG).
c. Representatives from Agencies that have a developed competency model (DTI and BSP)

Armed with the new findings and information gathered from both SWOT and FGD, the team proposes the following approach to Qualification Standards:

a. To maintain in light of the mandate, the four (4) original factors of the Qualification Standard (Education, Experience, Training and Eligibility) as standards across all positions.

b. To include Core, Organizational, Leadership and Technical Competencies as additional essential factors in the qualification standards.

c. To assign weights, with variations on the distribution of the original and added QS factors - to account for perceived and qualified importance of each competency in the different positions/functions.

To account for suggestions gathered in the FGD, the following elements are included in each QS Factor to further increase the relevance of QS as an accurate predictor of success:

| Qualification Standard | Element | Details |
|---|---|---|
| A. Education | Achievement | Highest Educational Achievement |
| | Relevance | Type of course based on position applied |
| B. Experience | Relevance | Years of experience and demonstrated ability related to position applied |
| C. Training | Hours | Compliance to prescribed hours of position applied |
| | Relevance | Type of skills (soft, technical or with certification) |
| | Recency | Number of years since training was taken |
| D. Eligibility | Certification and Licenses | Eligibilities, Certifications and their equivalent |
| E. Core Competencies | Demonstration | Whether met through demonstrated ability |
| F. Organizational Competencies | Demonstration | Whether met through demonstrated ability |
| G. Leadership Competencies | Demonstration | Whether met through demonstrated ability |
| H. Technical Competencies | Demonstration | Whether met through demonstrated ability |

Including weights to measure progressing degrees of these elements will further help in assessing applicants with varying qualifications. So that in applying these weights in the factor of education,

| Education Elements | Position: Recruitment Specialist | | Applicants and Point |
|---|---|---|---|
| Achievement | 0 | Elementary | Applicant 1 BS Psychology (3+2 = 5) |
| | 1 | High School/Vocational Course | |
| | 2 | 2 Years College Associate Degree Diploma or Certificate | |
| | ✓3 | Bachelor's Degree | Applicant 2 BS Behavioral Science (3+1 = 4) |
| | 4 | Master's Degree LLB Medical Degree | |
| | 5 | PhD | Applicant 3 MS Literature (4+0 = 4) |
| | 6 | Elementary | |
| Relevance | 0 | None required | |
| | 1 | Course within Same Discipline | |
| | ✓2 | Required Course | |

With the assumption that the position needs 3 in Achievement and 2 for Relevance…

The above criteria will give advantage to Applicant 1 with 5 points. However, if Applicant 3 also has a BS of Psychology in addition to its Masters, it will be given advantage due to Masters (4), and the required course of Psychology (2), thus (4+2=6)

Given the complete list of Qualification Factors and Degrees, this will serve as a basis in the development of Qualification Standards for various positions on the Commission.

| FACTOR | ELEMENTS | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| Education | Achievement | Displays Basic Literacy | Elementary | High School/ Vocational Course | 2 Years College Associate Degree Diploma or Certificate | Bachelor's Degree | MS Deg, LLB MD Deg | PhD |
| | Relevance | None Required | Course within Same Discipline | Required Course | | | | |
| Experience | Relevance | None Required | 6 Months to 1 Year demonstrated ability in the functional area | Between 1 and 5 Years demonstrated ability in the functional area | Between 5 and 10 Years demonstrated ability in the functional area | More than 10 Years demonstrated ability in the functional area | | |

| FACTOR | ELEMENTS | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| Training | Hours | None Required | Meets Required Hours | Exceeds Required Hours | | | | |
| | Relevance | None Required | Related Training (Soft Skills) | Core Training (Technical Skills) | Core Training (Technical Skills) with Certification | | | |
| | Recency | 10 Years Ago or More | Between 6 to 10 Years | Between 1 to 5 Years | | | | |
| Eligibility | Certification/ Licenses | None Required | MC11 Category 1, 2 and 4 | CS Sub-Professional | CS Professional | RA1080 (Bar/Board) | | |
| Competencies | Demonstration | Does Not Meet | Meets | Exceeds | | | | |

In the later stage of this project, a motion is made to remove the weights and variations in the original and added QS factors to account for ease in early implementation of the proposal. This however is still subject to Commission review and approval and the above proposal may still be referenced upon CSC's firm mastery of competencies in its HR processes.

## D. Competency Based Job Description Writing

CSC Experience. It was mentioned in the profiling work that the Team conducted Behavioral Event Interview to collect accurate information on the required duties and responsibilities of the position. It was also in this stage that the Team reconciled disagreements or deviations between the incumbent and the supervisors input as well as the result of the stress test. These information were then documented in the Job Description Form (BC-CSC Form No. 1) with the inclusion of the following enhancements:

- Core and/or Leadership Competencies and its Proficiency Level
- Statement of Duties and Responsibilities giving emphasis on the
    o What (Activity)
    o Within/How (Content)
    o Outcomes/Why (End Results)

A workshop was conducted to equip the Team in writing the job descriptions of the 75 positions profiled. In writing the duties and responsibilities of the positions based on Technical Competency Profiles of every position, the Team was guided by the following principles:

## E. Definition and Elements of Competency-Based Job Description (CBJD)

1. Knowing and Appreciating CBJD

    Job Description (JD) that is competency-based is a summary of the most important features of a job, including major responsibilities and tasks, basic qualifications and other specifications. It provides full understanding of the contents and objectives of a job by defining and clarifying its responsibilities, relationships, authorities and accountabilities. An enumeration of important general purposes/uses of CBJD:

    a. Define the standards of a job
    b. Aid in recruitment, to evaluate applicant qualifications
    c. Serve as a foundation for appraising performance
    d. Aid in evaluating job worth, internally and externally
    e. Clarify the purpose and essential functions of the position
    f. Inform or provide data for the creation of training and development plans

2. Who Should Write JD

    It is the role of the immediate Superior to

    a. Review and maintain job descriptions
    b. Monitor for changes of job content (as a matter of policy, if 20% of the job content has changed, the job description must be re-written)
    c. Communicate with incumbents on the content and changes of the job description
    d. Decide when an appropriate change is needed

## F. Job Analysis in JD Writing Flow

1. Job Analysis is a process to identify and determine in detail the particular job duties and requirements and the relative importance of these duties for a given job. This process collects accurate information from incumbents about (a) What they do, (b) How they get it done, (c) Objectives of the work, and (d) Demands of the job on the incumbent and how they overcome such.

2. The outputs of the Job Analysis in turn are the essential elements of JDs. To wit:

   a. Job Title characterized by being descriptive, precise and brief, acceptable and not demeaning or inflated, de-sexed, consistent use of titles/conventions

   b. Basic Purpose, a clear and concise statement in two to four sentences, in "doing" word/verb highlighting the principal activity of the job that answers the questions, "What will the job incumbent do?", "What is its contribution to the organization?", and "What does it affect? What the activity is connected to?"

   c. Major Responsibilities is a break-down of the overall job purpose statement for one position; it should have an obvious contributory link to the end results which must be achieved by the position; it must be measurable, and, in most cases, have a clear link to the job statement. It is NOT a list of tasks or procedural steps. It uses present tense and active verb. It shows complexity of the job, and provides information on difficulty of the job or describes unique problems faced by job. It may be written in the order of performance and time spent

   d. Job Specifications provides the skills, knowledge and experience required for the incumbent to achieve the outputs and the job purpose expected from this position. The "Qualifications and Experience" stipulated in this portion of JD do not in refer to the qualification and experience of the incumbent but the expected qualifications and experience to perform well the functions and responsibilities of the position. This aptly points to the Qualification Standards.

# VI. SUPPORTING TOOLS IN DEVELOPING THE SYSTEM

The project team would not have been successful in implementing the project if not for the following capacity building activities provided by the Facility through the LSP. A quick run down of these activities are described below with materials in the succeeding pages.

## A. Determining HR Roles (by Dave Ulrich)

This is a quick activity, presenting the potential roles of Human Resources in an organization. As a central personnel agency of the Philippine bureaucracy, the type of role the CSC presents to its members and stakeholders will create significant impact - not only on how government sees CSC but also how it delivers its services to its client – to the Filipino people.

These roles are presented as follows:

1. Strategic Partner - Strategic Partnership is about alignment of HR activities and initiatives with the global business (in our case, bureaucracy wide) strategy.

2. Change Agent - Change agent is about supporting the change and transition of the business in the area of human capital in the organization.

3. Administrative Expert – Ensuring the maximum possible quality of delivered services to provide quality service at the lowest possible costs to the organization.

4. Employee Champion - The employee advocate is able to take care about the interest of employees and to protect them them during the process of the change in the organization.
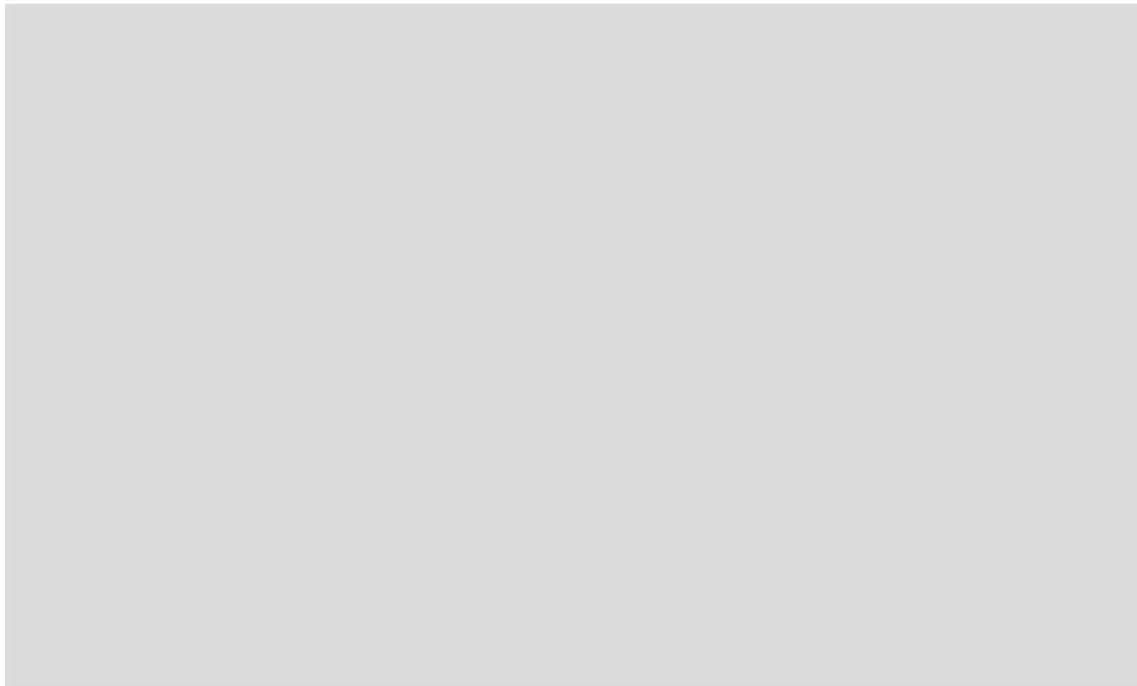
### B. Effective Presentation Skills & Stakeholder Management

With most of the competency-building, development and institutionalization activities requiring interaction with offices and people in and out of the CSC, the need to capacitate the project team members with communication skills is essential. Through this workshop, the project team learned the following principles of communication, presentation and stakeholder management in preparation for project buy-ins, project orientation and communication plan activities needed to initiate and ensure the integration of competencies in the CSC.

1. Effective Presentations – ranging from Communication Processes, Building and Organizing Content, Effective Delivery Skills
2. Interaction Guidelines – using the OCDAC (Open, Clarify, Develop, Agree and Close) pattern and Key Principles to guarantee the effectiveness of communicating the project and details between message deliverer and receiver.
3. Stakeholder Management – an important aspect in any project endeavor, the process of Identifying, Prioritizing, Understanding and Creating action plans (e.g. Communication Plan) for Stakeholders ensures that no one is left behind, especially under these circumstances where the fate of the bureaucracy will eventually be affected by the new HR System.

### C. Gender Fair Language

An essential part of the Competency Writing Workshop, including gender fair language in the competency materials will not only represent with fairness the gender identified in the project resources, references and materials but also help advocate the CSC's strategic objective of "Cultivating Harmony, Morale and Wellness in the Workplace". This becomes critical when introducing a new process and system into the organization.

Beginning with a background on the issues, concerns and rationale of gender mainstreaming, this adds emphasis and places importance of using Gender Fair Language including the steps, guidelines and processes on how it is done through the succeeding pages.

### D. Targeted Selection Interview

Targeted Selection Interview or TSI was introduced to selected Project Team Members and the Personnel Selection Board (PSB). It was conducted by the a certified trainor of the Development Dimensions International.

TSI was designed to help organizations overcome or minimize common interviewing problems. In TSI, inconsistencies are eliminated, decision points are defined, all applicants are treated equally, government regulations are adhered to, and the best possible applicant is hired.

The heart of TSI is a nine-step process for interviewing applicants, analyzing interview data, integrating the data collected by all interviewers, and making the retain/reject decision:

1. Review applicant materials
2. Plan the interview
3. Open the interview
4. Conduct the interview
5. Close the interview
6. Evaluate the data
7. Integrate data on the individual
8. Make decision among acceptable applicants
9. Ensure a strong start

Participants of the two-day TSI workshop were expected to transfer the acquired skills to the delegated Office PSBs and Secretariat members to prepare and enhance their competencies in the performance of their function.

Since TSI was copyrighted, the Team who attended TSI designed a 1-day Workshop on Behavioral Event Interview to capacitate Office PSB Members in the assessment process. Information on the conduct of the BEI is in the subsequent pages.

E. Open Space Technology

Open Space Technology enable participants to share their experience and knowledge on a particular subject.

It is a place where creativity is greatest and new ideas, insights and connections can emerge to create valuable discussions that will address participants' most important issues.

This technology was used to create discussions on the current CSC Recruitment Process as an aid in the crafting of an enhanced guideline.

Details on the process of this technology are attached on the succeeding pages.

# VII. PROJECT DELIVERABLES

Through the first phase of this project, the team was able to create the following list of outputs or deliverables:

A. **Competency Tables (for Core, Leadership, Organizational and Technical Competencies):** which provides a basis of identifying, describing and measuring the various competencies essential in the Civil Service Commission.

B. **Position Profile:** A map of the list of competencies for various positions and the degree or intensity on how these competencies are demonstrated. This profile serves numerous applications ranging from selection and placement, gap analysis, career planning and even succession planning.

C. **Competency-Based Qualification Standards (QS) Policy and Manual of 75 Positions:** A CSC policy and tool that determines the minimum qualification of positions of 75 CSC Positions.

D. **Competency-Based Job Descriptions of 75 Positions:** Derived from the CSC-DBM Position Description Form, the inclusion of competency elements enabled the team to create job description that will complement the new system.

E. **Competency-Based Recruitment Process Manual:** The manual describes the changes implemented with the inclusion of Competency-Based elements in the CSC recruitment process.

F. **Re-Entry Action Plan (REAP):** A major deliverable in Human Resource and Organizational Development interventions which is used to implement learning outputs gained from the competency project.

G. **Sustainable Action Plan (SAP):** A second type of action plan which focuses on planning to sustain the institutionalization of the improved targeted organizational outcome for effective service delivery.

H. **Competency Manual:** A documentation of the references, experiences, steps and processes the team underwent in developing the competency-based Human Resource System for the CSC.

With these, the team expects to set the foundation of institutionalizing the Competency-Based Human Resource System beginning with the Civil Service Commission and eventually the entire bureaucracy.

By closing this phase of the CSC's chapter on Competency-Modeling, it is your turn to continue the story…