



Career Executive Service Board

The New CES COMPETENCY STANDARDS

Developing the Competency Profiles for CESOs

A BACKGROUNDER

An “Ideal CESO” is a public officer who possesses, exhibits and applies a set of core competencies in performing the roles of a career executive. In 2008, the CESB embarked on the Competency Profiling Project in its effort to define and develop these core competencies.

The Grid defines and establishes the “competency profile” of each CESO rank. The profiles comprise the demonstrable and prescribed levels of knowledge, skills, attitudes and associated behaviors directly related to the work performed by holders of a specific CESO rank, as well as the proficiency levels differentiating each competency at each rank level. These profiles clarify the standards of knowledge, skills and behaviors prescribed for an official to be appointed and/or promoted to a CESO rank, and also serve as the bases for development measures to enhance performance effectiveness.

The Grid not only rationalizes the qualification and performance standards prescribed for each CES rank but also provides a useful framework for all assessment parameters and development interventions by the CESB. Hence, it shall be the framework for the processing of applications for rank appointment, placement, promotion, performance evaluation, career development and recognition of members of the CES.

Essentially, the competencies established in the Grid will be the bases for formulating, pilot-testing and installing new policies, rules, systems, processes, tools, and programs for career and professional development, performance assessment and management. The Grid will be the roadmap in formulating more responsive, focused and customized career development and life-long learning programs.

Hence, CESOs no longer undergo “one-size fits all” core training programs. Existing rules on mandatory training requirements for CES Eligibles and CESOs shall also be revised.

New standards, tools and evaluation systems aligned with the Grid shall be formulated for the GAWAD CES Awards Program and the current CESPES to ensure framework alignment, consistency and focus. These will involve pilot-testing, bureaucracy-wide orientations, and agency-based systems installation of the new competency-based programs.

Furthermore, innovative approaches and systems, such as : portfolio assessment, third party reporting, new assessment center and validation technologies, among others shall be adopted to rationalize and strengthen the eligibility process. New service providers will be engaged to design and test new assessment instruments and tools compliant with the Grid.

Consequently, appropriate policies on discipline and retention for CESOs who would not meet the competency standards shall also be adopted. An assessment system based on the Grid will be formulated as a means for the CESB to identify members of the CES who can be endorsed to the Search Committee and to agency heads for promotion and placement. These may involve development of third-party, portfolio and self-assessment systems and tools.

In developing the Grid, the Secretariat studied existing CESB programs, particularly the: Executive Leadership Program (ELP), the Search for Outstanding Career Executive Officers (CEOs), new Career Executive Service Performance Evaluation System (CESPES), Senior Career Executive Officer Assessment Program (SCAP), and the Assessment Center. A profiling of executive-winners of the CSC Honor Awards Program (HAP) was also undertaken.

To benchmark with international institutions, several established global competency models were also studied, such as the: W.H.O. Competency Model, ICT Competencies for Managers, UN Competency Model, U.S. Competency Model, among others. The competencies culled from all these programs and tools were consolidated and evaluated.

The Competency Grid was subjected to a series of consultations and reviews with key informants. Zonal validation workshops were conducted in Luzon, Visayas, Mindanao and in the National Capital Region. These validation workshops provided opportunities to address buy-in issues among stakeholders, particularly the CESOs themselves. It was meant to ensure that an across-the-bureaucracy picture of competencies will be drawn. Consultations were also done with top CES leaders, retired CESOs, and representatives from the private sector, specifically from the People Management Association of the Philippines, Integrative Learning International Inc., and Center for Leadership and Change, Inc.

The final output identified Six Competency Clusters, namely:

1. Strategic and Critical Thinking
2. Leading in a Continuously Changing Environment
3. Empowering / Developing Others to Establish Collective Accountability for Results
4. Linkaging and Networking for Productive Partnerships
5. Planning/Organizing for Greater Impact
6. Driving Performance for Integrity and Service

Each cluster contains the operational definition, behavioral indicators, performance criteria, and expected proficiency levels for each CES rank. The critical aspects of the competency, underpinning knowledge, skills, and attitude, methods of assessment, and illustrative examples are also included to clarify the uses and scope of coverage of the Grid and enhance it into the **Competency Standards for the Career Executive Service**.

The CES Competency Standards : An Overview

The CESB aims to use the Competency Standards for CESOs for the career and professional development of the members of the Career Executive Service (CES). The standards have been developed to provide guidance to both individuals and organizations on how to assess and manage the professional development of CESOs.

This approach assumes that competencies directly influence executive performance. The scope, level and duration of this influence may vary depending on certain factors, such as the scope, forms and limits of executive authority, expected roles, and the peculiar characteristics/ context of the organization/ agency. While the competencies profiled have a broad application, significant differences in the importance and manifestation of particular competencies, given varied organizational contexts or program/ project characteristics and demands still need to be examined and closely studied. It is on this premise that agencies may need to develop competency sets specific to their context, priorities and directions.

What is competence?

In Lynn Crawford's work on determining project management competencies, *A Global Approach to Project Management Competence* (1997), she states:

Competence is a term which is widely used but which has come to mean different things to different people. It is generally accepted, however, as encompassing knowledge, skills, attitudes and behaviors that are casually related to superior job performance (Boyatzis 1982).

When applied to CESOs, competence can be described as consisting of three separate dimensions (Crawford 1997):

- What individual CESOs bring to an activity through their knowledge and understanding — this dimension is called *Underpinning Knowledge*.
- What individual CESOs are able to demonstrate in their ability to perform an activity — this dimension is called *Underpinning Skills*.
- The core personality characteristics underlying a person's capability to do an activity — this dimension is called *Underpinning Attitude*.

It is generally accepted that, to be recognized as fully competent, an individual would need to be evaluated successfully against each of these dimensions. It would be impossible for CESOs to be judged competent if they did not possess the "right" combination of knowledge, skills and attitude.

CORE COMPETENCIES

**for Members of the
Career Executive Service**

1 Strategic and Critical Thinking

Definition: The ability to obtain information and identify key issues and relationships relevant to achieving a long-range goal or vision; to commit to a course of action to accomplish a long-range goal or vision after developing alternatives based on logical assumptions, facts, available resources, constraints, and organizational values

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
a. Researches, interprets, and reports on long-term customer/ client trends for the purpose of formulating policy and strategy	Neglects the practical value of an empirical study of long-term customer/ client service drivers and trends as bases for setting policy directions and strategy formulation
b. Methodically assesses, systematically researches, analyzes and interprets factors in the external environment	Fails to define and understand key issues, factors, developments and trends in the external environment and their inter-relationships from a strategic vantage point
c. Identifies opportunities and risks in the external environment	Fails to analyze the external environment to identify opportunities and risks of strategic value to the organization
d. Analyzes the organization's strength and weakness	Unable to identify and study own organization's capabilities/ potentials and limitations/ gaps
e. Takes a long-term view and builds a shared vision with others	Assumes a short-term/ limited view of the organization without a unifying and shared vision
f. Adopts appropriate action by generating alternatives based on logical assumptions, available resources, constraints and organizational values	Decides on an action without the benefit of analysis performed in a systematic and logical fashion

1 Strategic and Critical Thinking (Cont.)

Definition: The ability to obtain information and identify key issues and relationships relevant to achieving a long-range goal or vision; to commit to a course of action to accomplish a long-range goal or vision after developing alternatives based on logical assumptions, facts, available resources, constraints, and organizational values

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
g. Identifies the success factors critical to the organization's long-term sustainability and competitiveness	Deals with symptoms and attendant factors rather than the root causes of a problem nor the main drivers of long-term sustainability and competitiveness of an organization
h. Designs processes that will lead to the accomplishment of organizational goals with responsibility, and accountability	Habitually relies on in-place and existing work systems and processes to achieve targets without ensuring performance accountability
i. Aligns in a holistic perspective organizational elements to ensure organizational balance and effective and efficient execution	Habitually adopts a "piecemeal or quick-fix approach" rather than systematically working towards organizational alignment for effective and efficient execution
j. Demonstrates commitment to vision and goals to ensure thorough execution and achievement of results	Fails to quantify/ measure target outputs, outcome results and internal operations performance measures
k. Gathers, interprets, and reports on information from a variety of sources; detects trends, associations, and cause-effect relationships for the purpose of formulating policy and strategy	Refrains from engaging in independent, research-based activities to support policy and strategy formulation

2 Leading in a Continuously Changing Environment

Definition: The ability to encourage others to seek opportunities for different and innovative approaches in addressing challenges and opportunities, and to facilitate the implementation and acceptance of change within the organization

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
a. Communicates a compelling vision and a need for change that generates inspiration, excitement, enthusiasm, and commitment.	Unable to inspire commitment, stakeholdership, enthusiasm nor draw participation from people in sharing a vision and a drive for change
b. Recognizes opportunities for improvements and proposes new workable solutions	Neglects or trivializes unmet goals/ standards, target short-falls, or process deviations requiring review and evaluation; subscribes to traditional or impractical solutions to solve new problems
c. Appreciates and encourages new ideas and working methods	Shows opposition/ reluctance to explore new ideas and working methods
d. Actively seeks to apply new methods and technologies to improve work processes	Sticks to outdated, traditional / old-way of doing things
e. Encourages others to question established work processes or assumptions and challenges them to ask "why" until cause is discovered.	Discourages critical inquiry/ investigation.

2 Leading in a Continuously Changing Environment (Cont.)

Definition: The ability to encourage others to seek opportunities for different and innovative approaches in addressing challenges and opportunities, and to facilitate the implementation and acceptance of change within the organization

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
f. Tries to minimize complexities or reduce their impact; clarifies direction of and facilitates change processes and ownership/ acceptance of change by others	Fails to clarify directions of and facilitate change processes, and to instill acceptance / ownership of change
g. Identifies and enlists the support of key individuals and groups through consultation, persuasion and consensus to promote change	Implements unilateral and independent actions on the issue of change without the benefit of consultation, validation, consent nor acceptance from stakeholders
h. Demonstrates commitment to innovation and continuous improvement in organizational performance	Discourages innovative ideas
i. Leads initiatives to change the structure, system, or talent mix of the organization to more effectively support the organizational strategy	Manifests resistance/ reluctance to lead initiatives to improve structures, systems, or resources to more effectively support organizational strategy
j. Addresses change resistance with personal concern, reciprocal loyalty, and moral integrity for people who feel a sense of loss as a result of change	Demonstrates insensitivity to people who resist and feel a sense of loss as a result of change

2 Leading in a Continuously Changing Environment (Cont.)

Definition: The ability to encourage others to seek opportunities for different and innovative approaches in addressing challenges and opportunities, and to facilitate the implementation and acceptance of change within the organization

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
k. Works to achieve “buy-in” in support of change; persuades employees to develop a clear understanding of what they will need to do differently as a result of changes in the organization	Manifests reluctance/ resistance in campaigning for/ convincing stakeholders to agree to, accept, and support change, and to have a clear understanding of new roles, functions, performance standards and measures resulting from organizational change
l. Is proactive and action-oriented in developing creative and innovative solutions to challenges while encouraging creativity and innovative thinking in staff	Adopts a passive (“come what may”, “wait and see”) attitude to challenges requiring untested and innovative solutions. Reluctant to instill creativity and innovativeness among staff.
m. Obtains and provides resources to enable implementation of change initiatives	Uninterested in searching for, identifying and harnessing resources to effectively implement change initiatives
n. Facilitates groups or teams through the problem-solving and creative-thinking processes leading to the development and implementation of new approaches, systems, structures, and methods	Lacks motivation/ initiative to guide groups through problem-solving and creative thinking processes to develop and implement new approaches, systems, structures and methods

3 Developing/ Empowering Others to Establish Collective Accountability for Results

Definition: The ability to develop and nurture effective relationships with colleagues and team members and to deal constructively with conflicts. The ability to develop subordinates' competencies and enhance performance by planning effective development activities related to current and future jobs.

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
a. Identifies conflict early and manages/ resolves them in a constructive manner	Fails to recognize, control and resolve conflict in a constructive and conclusive manner
b. Fosters a familial environment in which people who are culturally diverse can work together cooperatively and effectively in achieving organizational goals	Creates a structured and transactional working environment where cultural diversity can limit cooperation and performance effectiveness resulting in lower achievement levels of organizational goals.
c. Considers and responds with concern and empathy to the needs and feelings of different people in different situations	Manifests insensitivity to and trivializes the needs, insights and sentiments of different people in different circumstances
d. Inspires and fosters team commitment, spirit, pride, and trust, and motivates team members to accomplish group goals	Fails to inspire or instill team commitment, spirit, pride, trust and to motivate team members in accomplishing group goals
e. Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization	Unwilling to manage an inclusive culturally-diverse workforce. Does not value cultural diversity and individual differences and on leveraging them to achieve the organizational vision and mission

3 Developing / Empowering Others to Establish Collective Accountability for Results (Cont.)

Definition: The ability to develop and nurture effective relationships with colleagues and team members and to deal constructively with conflicts. The ability to develop subordinates' competencies and enhance performance by planning effective development activities related to current and future jobs

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
f. Develops the ability of others to perform and contribute to the organization by providing relevant feedback	Fails to evaluate, provide relevant feedback on, and enhance capabilities of subordinates for improved performance and meaningful contributions to the organization
g. Gives people latitude to make decisions based on their level and scope of responsibility	Shows low levels of trust for subordinates, limiting their ability and authority to make decisions based on their level and scope of accountability
h. Encourages individuals and groups to set their personal development goals consistent with organizational goals.	Shows lack of interest in enabling subordinates to identify and align personal and organizational goals with measurable outcomes
i. Holds others accountable for achieving results related to their area of responsibility	Fails to establish a system and instill a sense of accountability which ensures results achieved through the exercise of functions clearly defined by scope/ level of authority
j. Shows appreciation for efforts and celebrates achievements	Fails to meaningfully appreciate and celebrate significant contributions and successful achievements realized through the efforts of individuals and groups

3 Developing / Empowering Others to Establish Collective Accountability for Results (Cont.)

Definition: The ability to develop and promote effective relationships with colleagues and team members and to deal constructively with conflicts. The ability to develop subordinates' competencies and enhance performance by planning effective development activities related to current and future jobs

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
k. Consults, persuades and builds consensus in making decisions affecting others	Adopts unilateral and conclusive decisions without consultation, validation, persuasion or consensus-building with stakeholders on matters affecting them and their welfare
l. Encourages a culture of <i>"bayanihan"</i> to resolve challenges	Fosters individualism and factionalism
m. Provides effective coaching by sharing information, advice, and suggestions to help others be more successful	Regulates information sharing, limits advice and suggestions which can be helpful for others as coaching requirements
n. Recognizes the potentials of others and supports their continuing development and career advancement	Undervalues the potentials of subordinates and neglects their continuing development and career advancement
o. Assigns decision-making and work functions to others in an appropriate manner to ensure collective and individual accountabilities	Centralizes decision-making to one's self and avoids delegation of functions
p. Delegates responsibility, clarifies expectations, and gives staff autonomy in important areas of their work	Fails to clarify standards and expectations, grant autonomy, and to delegate accountability to subordinates in important areas of work

4 Linkaging and Networking for Productive Partnerships

Definition: The ability to create and strengthen partnerships that can provide information, resources, and leverage to the organization; to define and harness synergies across the organization and with external partners. The ability to identify opportunities and perform measures that build strategic relationships between one's area and other areas, teams, units, departments or organizations to achieve goals

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
a. Develops networks and builds alliances to achieve common goals	Adopts an independent and unilateral approach to achieve set goals
b. Collaborates with others to build strategic relationships and achieve common goals	Avoids collaboration and working with others in working to achieve set goals
c. Identifies and manages the internal and external politics that impact on the work of the organization	Manifests difficulty in understanding and managing the political elements and dynamics in the internal and external environment affecting the organization's work performance
d. Participates in cross-functional activities to achieve organizational objectives	Avoids participation in cross-functional activities and subscribes to a "stand-alone" work program to achieve organizational objectives
e. Anticipates the requirements of strategic partners and mobilizes resources to respond to these needs	Ignores requirements of strategic partners and refrains from mobilizing resources to respond to their needs
f. Defines objectives and strategies to meet partner requirements and organizational goals and objectives	Fails to consider partner requirements as bases to define objectives and strategies aligned with organizational goals

5 Planning and Organizing for Greater Impact

Definition: The ability to establish a systematic course of action for one's self and/ or others to achieve a specific goal; to plan and implement rational assignments of personnel and appropriately allocate time and other resources.

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
a. Translates objectives into workable activities by developing clear strategies that are consistent with clear goals	Formulates vague and incoherent strategies as bases of activities showing no direct relationship with nor clear assurance to achieve goals
b. Develops systems to organize workflow to ensure quality, precision and timeliness of outputs and outcomes	Consistently relies on existing and in-place work flows. Shows no effort to improve flows that will result in greater process efficiency and better quality, precision, and timeliness of outputs and outcomes.
c. Develops or uses systems to organize, keep track of, and manage information (e.g., "to-do" lists, appointment calendars, follow-up file systems)	Refuses to rely on and consistently use systems and tools aimed at improving records management efficiency
d. Works with others to set and communicate performance standards that are specific, measurable, realistic and time-bound (SMART)	Unilaterally formulates and disseminates performance standards without undergoing consultation, validation and agreement with employees
e. Formulates communication plan and feedback system	Ignores the importance of and fails to develop and install a communication plan and feedback system

5 Planning and Organizing for Greater Impact (Cont.)

Definition: The ability to establish a systematic course of action for one's self and/ or others to achieve a specific goal; to plan and implement rational assignments of personnel and appropriately allocate time and other resources.

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
f. Keeps support areas like budget and HR informed of program priorities, needs, and issues, in pursuit of responsive service	Fails to update support service areas/ units and align their operations with core program thrusts, priority needs, and other issues to achieve organizational alignment, process efficiency, and responsive program and service delivery
g. Realistically anticipates obstacles when planning and develops alternative courses of action	Incapable of forecasting potential planning problems, needs and limitations nor of formulating and implementing solutions/ alternative measures
h. Determines key tasks and allocates adequate resources to ensure completion of targets	Fails to identify and prioritize major tasks as bases for rational resource allocation to ensure timely target completion
i. Tracks progress and completion of activities to accomplish stated objectives	Fails to monitor and document the completion status, implementation rate, and process quality of work activities
j. Modifies planned actions when necessary to achieve desired results	Incapable of or lack of interest in planning and implementing alternative courses of action required to achieve desired outputs/ outcomes in response to changes in the work environment

6 Driving Performance for Integrity and Service

Definition: The ability to produce and deliver quality outputs, and achieve results/ outcomes with consistent regard for customer satisfaction while adhering to the highest ethical standards of public office.

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
a. Sets clear goals for the employees and the work unit	Incapable of defining and clarifying goals drawn from the organization's vision and aligned with its KRAs, and formulating them as measurable outputs both individually and collectively at various organizational levels/ units
b. Demonstrates a systematic and efficient approach to work	Fails to establish work process quality standards resulting in an unorganized, non-purposive and costly approach to work management
c. Produces high-quality results and workable solutions that meet client needs	Generates sub-standard/ low quality outputs having low impact/ insignificant results without any useful benefits to or meaningful improvements in the clients' quality of life
d. Monitors own progress against objectives and takes any corrective actions necessary	Fails to measure, monitor and evaluate work performance against set standards and to define/ adopt appropriate remedial or alternative corrective measures as needed to safeguard integrity of work plan
e. Acts without being prompted and makes things happen; handles challenges effectively	Assumes a reactive ("come what may", "wait and see") position in situations requiring immediate and purposive discretionary action to achieve desired results in a complete, timely and effective manner in response to actual problems

6 Driving Performance for Integrity and Service (Cont.)

Definition: The ability to produce and deliver quality outputs, and achieve results/ outcomes with consistent regard for customer satisfaction while adhering to the highest ethical standards of public office.

EFFECTIVE BEHAVIORS	INEFFECTIVE BEHAVIORS
f. Sees tasks through to completion while ensuring that no aspect of work is neglected	Fails to ensure that a task and its related elements (i.e., all major and minor activities) are accomplished while noting all applicable standards, conditions and circumstances attendant to the process
g. Establishes criteria and/ or work procedures that achieve a high level of quality, productivity or service to meet client's needs	Fails to define, ensure understanding, agreement with, and acceptance of work processes and performance standards which ensure a high level of quality, productivity and client focus
h. Strives for excellence in performance by surpassing established standards	Agrees with and accepts established or even lower work quality and output standards to measure current work performance
j. Shows a sustained level of effort, persistence, and commitment to achieve goals	Easily loses focus, gets discouraged, and lowers performance levels when encountering obstacles/ difficulties in achieving a goal
k. Deals promptly and decisively with employee performance issues by establishing facts of behavior with the employee, setting expectations, monitoring behavior/ performance, and taking disciplinary action when the behavior warrants it	Manifests indifference to, consistently ignores indicators of, and fails to implement prompt and decisive measures in response to decreasing performance and output quality of subordinates