



Leadership & Management Certification Program



on the

**LEADERSHIP AND
MANAGEMENT
CERTIFICATION
PROGRAM**

QUESTION

ANSWER

What is CPro?

The Leadership and Management Certification Program or Cpro is an alternative mode of satisfying the postgraduate requirement for division chief and executive/managerial positions through an extensive certification program (CSC Resolution No. 1500615 as amended in CSC Resolution No. 1501534).

The program uses a competency-based approach that improves efficiency in hiring by ensuring that candidates possess the necessary leadership competencies that will make them effective in the position through training and assessment.

Why is there a need for CPro?

CPro addresses clamor from government agencies to allow the substitution of experience gained or certifications acquired in place of the Master's Degree requirement for division chief and executive/managerial positions.

Putting extra weight on experience and leadership competencies is already a common practice in the private sector and in countries such as Singapore and Australia.

What are leadership competencies?

Leadership competencies are skills and behaviors that contribute to superior performance. By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders¹.

¹Brownwell, J. (2006, Fall). *Meeting the competency needs of global leaders: A partnership approach*. *Human Resources Management*, 45(3), 309-336.

QUESTION

ANSWER

What are the five leadership competencies that CPro candidates need to demonstrate?

Skills of a candidate are developed and assessed using the Five Leadership Competency Framework adopted by the CSC, which are:

- Thinking Strategically and Creatively;
- Building Collaborative and Inclusive Working Relationships;
- Leading Change;
- Managing Performance and Coaching for Results; and
- Creating and Nurturing a High Performing Organization.

Who are encouraged to enroll?

Priority 1: Those who are designated as Officer-in-Charge to Division Chief or equivalent positions due to lack of master's degree

Priority 2: Those being considered for the Division Chief or Executive/Managerial Positions

Priority 3: Those already appointed to the Division Chief or or Executive/Managerial positions but need to further develop their leadership competencies

Priority 4: Those in the private sector planning to establish a career in the public service

Should enrollees be selected based on the above priorities, they shall be informed of their acceptance in writing.

What program tracks are available to candidates?

Candidates shall choose from the two learning tracks:

- Recognition of Prior Learning Track (RPL)
- Training Track

QUESTION

ANSWER

What tools are used in competency assessment?

Whether candidates opt for the RPL or the Training Track, they are required to undertake competency assessment composed of:

- *Written Tests*. To establish conceptual and theoretical grounding of the candidate on the competency being assessed. It shall form 10% of the overall weighted average rating of the candidate.
- *Portfolio Review*. To establish the candidate's capability to demonstrate the leadership competencies in the workplace with appropriate sets of evidences through ALP for the training track, and portfolio of actual work experiences with appropriate sets of evidences that demonstrate the leadership competencies for the RPL track. It shall form 50% of the overall weighted rating of the candidate.
- *Behavioral Event Interview*. To establish the candidate's actual experience in applying the competency being assessed. It shall form 40% of the overall weighted average rating of the candidate.

What are the important things to know about the RPL?

RPL is for those who believe that they have already acquired the necessary leadership competencies through actual work experience.

Upon passing the pre-qualifying test, the candidate can proceed with portfolio build-up and assessment.

A template is provided to candidates in portfolio building to make sure that demonstration of five leadership competencies are supported by evidence and prove if they are actually capable of practicing required competencies.

QUESTION

ANSWER

What are the important things to know about the Training Track?

The training track is for candidates who would like to make sure that they are able to develop the leadership competencies before submitting themselves for assessment.

It has two components:

- a. Classroom training with five modules corresponding to the five leadership competencies. Candidates will be equipped with principles, processes and practices by Subject Matter Experts that will enable them to develop their leadership competencies
- b. A 90-day Action Learning Project with coaching

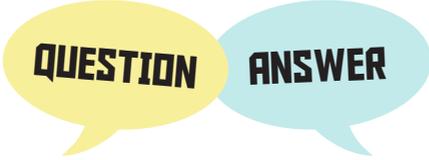
Enrollees of the Training Track are required to propose two Project Briefs which can be considered in the Action Learning Project Phase.

What is the Action Learning Project (ALP)?

The ALP provides candidates with opportunities to apply the acquired leadership competencies. During the action learning project, candidates shall be coached to keep them focused in applying and honing the leadership competencies and building up a portfolio of pieces of evidence that they have actually adequately practiced the competencies.

What is the role of an ALP Coach?

The ALP Coach is tasked to facilitate participants' learning and practice of the five leadership competencies through insightful questioning that will enable participants to reflect, process experiences, create insights and in general, learn from each other.



What makes for a good ALP?

- The ALP:
- Involves a current concern or challenge that is important, relevant and broad enough to be considered a strategic endeavor for the participant’s organization.
 - Complex enough to require a coalition to be organized and managed to facilitate problem solving and solution implementation.
 - Involves a solution unique enough for the organization to demonstrate innovativeness and creativity.
 - Implementable in 90 days.

What is the role of the Executive Sponsor (ES)?

The ES may be any person occupying an executive position in the agency. Candidates have the option to select their ES provided that the selected person expressly agrees to assume such role.

The ES shall support candidates in identifying, refining and implementing the ALP.

The ES is also tasked to:

- a. Support the individual or team gain clarity of the task;
- b. Set ground rules and protocols;
- c. Endorse the project topic and scope;
- d. Negotiate involvement with the individual or team;
- e. Help navigate the organization for the project by granting access to information, people and resources; and
- f. Provide feedback and mentoring.

**QUESTION****ANSWER**

What will candidates receive upon completion of CPro?

A candidate who successfully passes the assessment in the five leadership competencies required shall be conferred a Certificate in Leadership and Management.

Are there options available for candidates who fail in one or two leadership competences?

A candidate who passed at least three leadership competency areas shall be given an opportunity to undergo a supplemental assessment on the failed competency area/s within a one-year period.

A candidate who passed only two competency areas shall be governed by the following conditions:

- a. For those who took the Training Track, candidates may enroll in the program again by re-enrolling in the Leadership and Management Development Course or under the RPL by completing the orientation on CPro, building the portfolio and submitting an ALP.
- b. For those under the RPL, the only option is to take the Training Track.



What does the candidate do in the supplemental assessment?

The candidate retakes the written test, portfolio review and behavioral event interview within one year from the release of the assessment results. Beyond the one year period, the candidates shall forfeit the opportunity to go through the supplemental assessment.

The candidate shall repeat the written test on the five leadership competencies, however, for the preparation of the portfolio, the candidate need to cover the failed competency area/s.

For those who failed under the RPL who wish to enroll in the program again, the only option is to enroll under the Training Track.

How does one register for CPro?

Those who wish to enroll may register at csi.csc.gov.ph. The CSC's Civil Service Institute (CSI) will schedule a CPro General Orientation where candidates will be guided to do a Competency Self-Assessment to enable them to determine where they stand in terms of the Five Leadership Competencies. This should guide the candidates in deciding whether to take the RPL or the Training Track.

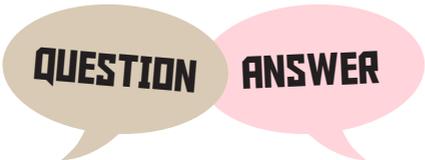
How much are the course fees?

Course Fee	
Training Track	<i>PhP 57,400.00</i>
LMDC	PhP 30,000.00
Assessment	PhP 27,400.00
RPL Track	<i>PhP 29,100.00</i>
Pre-Qualifying Written Test	PhP 1,200.00
Assessment	PhP 27,900.00



on the

**LEADERSHIP
COMPETENCY**



QUESTION

ANSWER

What are leadership competencies?

Leadership competencies are measurable patterns of leadership skills and behaviors that contribute to superior performance.
(<https://www.shrm.org/research/articles/articles/pages/leadershipcompetencies.aspx#sthash.11pxYQ9D.dpuf>)

Why are leadership competencies important?

Challenges for middle management (division chiefs) have significantly changed over the year; new competencies are now required of them. In fact, benchmarking initiatives indicate that top corporations in the country already look for competencies, aside from education and experience requirements. The CSC is now preparing the bureaucracy for the shift to competency-based human resources. (CSC Resolution No. 1501478, Dec. 11, 2015)

**QUESTION****ANSWER**

How were the 5 leadership competencies identified and developed?

(CSC Reso 1401375, Sept 24, 2014)

- The CPro project initially adopted the seven (7) CSC Leadership Competencies (***Partnering and Networking, Managing Performance, Coaching for Results, Leading Change, Thinking Strategically, Building Commitment, Developing People***). These competencies were benchmarked with Australian and Singaporean Leadership Corporations Leadership Development Programs and validated through focus group discussions in the bureaucracy with select managers and executives from the national government agencies, government-owned and controlled corporations, local government units and state universities and colleges.

The discussions resulted to the identification of the five (5) Leadership Competencies applicable to the entire bureaucracy. The statements of the competencies were enhanced to be more coherent; and behavioral indicators were grouped in a logical and strategic manner.

The five (5) Leadership Competencies are the following:

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

**QUESTION****ANSWER**

How can the 5 Leadership Competencies be developed through CPro?

The C-Pro was designed to equip participants with Five (5) Leadership Competencies as a means towards enhancing their effectiveness in leading their respective organizations. All throughout the five modules of the 10-day Leadership and Management Development Course under the C-Pro training track, participants are introduced to various concepts of the five leadership competencies mixed with adult learning exercises.

The Module on Thinking Strategically and Creatively, enables the participants to “see the big picture”, think multi-dimensionally, craft innovative solutions, identify connections between situations or things that are not obviously related, and come up with new ideas and different ways to enhance organizational effectiveness and responsiveness.

The Leading Change module enables the participants to draft a Change Management Plan that would support the execution of their Action Learning Project (ALP).

The module on Building Collaborative and Inclusive Working Relationships enables the participants to apply tools to foster collaborative and inclusive relationships in their work settings.

Managing Performance and Coaching for Results module enables the participants to use coaching tools in their work setting to enhance performance of their unit and subordinates.

Lastly, the module on Creating and Nurturing a High Performing Organization enables the participants to draft a plan to create a high performing organizational culture that is purpose-driven, results-based, client-focused and team-oriented.

Also, In the process, participants learn how to map the behavioral descriptors of the five leadership competencies to the activities of their Action Learning Project. The actual application of learning through a Project Implementation Plan enables the participant to develop the desired leadership competencies and build a portfolio of evidences of competency applications.

On the whole, the C-Pro provides both the training and assessment interventions that will ensure that participants have actually acquired the leadership competencies.



Leadership Competencies



Thinking Strategically and Creatively

The ability to “see the big picture”, think multi-dimensionally that are not obviously related, and come up with new ideas a

Sample B		
Levels	Basic	Intermediate
Core Description/ Elements	Displays awareness and supports the vision, mission, values, objectives and purposes of the agency or organization.	Creates or defines goals and initial actions on how one can support, extend or achieve the goals of one’s department or area.
Demonstrates a systems perspective	Articulates to others the vision, mission, values, objectives and purposes of the organization/ agency.	Communicates the alignment of the vision and performance commitment of the Division or Unit to Office targets based on the organization’s vision, mission, objectives and purposes.
Demonstrates strategic agility	Responds positively to the call or challenges of the organization’s or agency’s goals.	Guides work teams in designing and implementing breakthrough or innovative plans and programs.
Promotes creativity	Supports innovative initiatives and demonstrates responsiveness to change methodology	Demonstrates the ability to think ‘out of the box’ by coming up with innovative methods of doing things.
Negotiates and allocates resources properly and judiciously	Identifies resources and competencies needed within the work area to get the work done.	Uses appropriate resources in accordance with the office workplan, organizational priorities and regulatory standard procedures.
Acts as strategic advisor	Provides advice and feedback to support others to make sound and timely decisions.	Raises and challenges important issues constructively and stands by own position when challenged.

, craft innovative solutions, identify connections between situations or things and different ways to enhance organizational effectiveness and responsiveness.

Behaviors		
	Advanced	Superior
Strategies based on or align to functional	Plans, crafts and adapts strategies for achieving the vision, mission and objectives of the agency or organization and secures the proper implementation of these strategies.	Interprets the complex and volatile nature of the environment to the agency or organization and adaptively moves it into a more strategic position where it can better address the challenges it faces both now and into the future.
Aligns the roles of the organization based on values,	Explains the linkages and interactions among various functional areas, systems and processes of the organization/agency, including the interface with clients, partners and other stakeholders.	Aligns strategies and development plans to the national development agenda and whole of government scenario.
Identifies and	Evaluates changes in the operating environment and applies knowledge when exercising and recommending sound judgment in identifying range of solutions/ courses of action (i.e. adjusts plans and programs, tailors approaches and/or explores innovative alternatives).	Analyzes multi-dimensional aspects and impacts of the emerging issues, future trends, potential challenges and opportunities and how these can affect organization's systems, processes, people, programs and services, and projects them into the future.
Encourages ideas and	Cultivates an open environment where staff members feel free to do different things and try out new and different ways of doing things.	Provides resources for pursuing worthy and necessary innovations.
Ensures soundance of resources/	Monitors and emphasizes the efficient use of resources to achieve cost effective outcomes.	Negotiates the provision of resources within the organization and with relevant bodies by identifying and exploring potential sources of additional resources.
Addresses issues in position	Speaks up to clarify decisions and points out potential negative impacts or repercussions.	Provides quality judgment and strategic advice to senior leadership and relevant government instrumentalities, based on robust analysis and consideration of the wider context.



Leading Change

The ability to generate genuine enthusiasm and momentum for change, to understand, accept and commit to the change agenda. It also

		Sample B
Levels	Basic	Intermediate
Core Description/ Elements	Responds effectively to the need or reason for change and participates in the activities or initiatives inherent to it.	Implements plans or activities related to a change initiative affecting one's functional area or expertise and motivates direct reports' commitment to accept change.
Recognizes the need for change and prepares the organization for change	Alerts the unit to opportunities and threats relating to the organization.	Includes components of the change management process in preparing plans and activities for the unit.
Engages stakeholders (buy in, commitment, sense of ownership; accept, support, contribute)	Collects useful information to manage the change, assesses people's reception and recommends alternatives to make the change implementation more appropriate.	Integrates other people's expectations and concerns with respect to the change to build positive relationships with employees, members, stakeholders and clients.
Manages opposition, resistance or setbacks effectively	Asks employees for suggestions and incorporates their ideas in the change plan.	Allows employees to complete current projects and redefines their roles during the change implementation.
Allocates and provides resources for change initiatives	Identifies and allows key individuals in the unit to devote time to move the change forward.	Integrates change management into the work plan of the unit of an Office of Change to move the change forward.
Advances and sustains change	Adheres to applicable and stated or communicated processes, policies and assigned work in the implementation of change. Documents new processes and practices as a result of the change agenda.	Removes barriers and provides green light to the change agenda and its benefits. Aligns one's work to facilitate change within the functional area. Evaluates effectiveness of the implementation of change.

for organizational change. It involves engaging and enabling groups to includes advancing and sustaining change.

Behaviors		
	Advanced	Superior
ted to a functional division the	Constructs a change management plan in which one or more office systems and/or processes are affected either by a change intervention conducted internally or by an external consultant.	Plans, defines and exhibits buy-in and full support for the change management plan to succeed organization-wide to improve organizational effectiveness.
ge work plans	Constructs strategies, plans and programs to anticipate and address changing priorities, emerging trends, challenges and opportunities.	Collaborates with management teams to position the organization in seizing opportunities, minimizing threats/risks, and effectively meeting future demands and evolving needs of stakeholders and clients.
ions and ge process a team s.	Elicits support and contributions of work teams and other key stakeholders to successfully implement change initiatives.	Sets conditions for engagement in all change processes, to facilitate buy in, secure commitment and sense of ownership for the change agenda.
rent efforts e course of	Identifies sources of conflict in situations involving a change process and acts sensitively, objectively and constructively to de-escalate conflict.	Conducts root cause analysis, identifies potential strategies in managing resistance and moves employees and other stakeholders forward in the change process within the organization, government and relevant sectors.
itiative in ce to move	Provides appropriate resources to support and implement change initiatives within one or more Offices.	Allocates appropriate resources to support and implement change initiatives with leadership and management across the organization.
reater clarity fits to in ones'	Communicates the vision with clarity, enthusiasm and conviction to promote sustained and successful implementation of change.	Creates an exciting vision for change and solicits organization-wide support, adoption and successful mainstreaming of change agenda.
emented	Recognizes individuals and teams who demonstrate actions and initiatives supportive of the change agenda.	Encourages leadership and management team to enhance the motivation, morale and job performance of the organization.

Levels	Basic	Intermediate
Models change for improved work performance	Develops one's own individual development plan as change leader/agent.	Identifies areas in which one's own capabilities complement others in the change process.

Behaviors		
	Advanced	Superior
in managing	Meets, with willingness, the challenges of change on one's role or work team and encourages and supports others to do the same.	Creates conditions within the organization that will encourage others to meet challenges of change and commit to innovation and continuous improvement in work performance across the organization.



Building Collaborative, Inclusive Working Relations

The ability to build and maintain a network of reciprocal, high government and relevant sectors. This involves the ability to within the organization and with external stakeholders.

		Sample B
Levels	Basic	Intermediate
Core Description/ Elements	Maximizes existing partnerships and networks and capitalizes on these to deliver or enhance work outcomes.	Builds partnerships and networks or enhance work outcomes.
Cultivates a robust network of connections and working relationships	Implements commitments and monitors partnership arrangements to ensure that the objectives of the partnership remain on target.	Sets up regular meetings or consu with the team, partners or other s to gather and respond to feedback working, what needs are unmet, a resolve specific problems, and to n areas of common interest to plan out joint initiatives.
Negotiates and influences persuasively	Uses subject matter knowledge and a strong grasp of key issues in providing appropriate recommendations to engage team members, partners or other stakeholders and to achieve positive outcomes.	Demonstrates reliability and uses credibility with team members, pa stakeholders to negotiate outcome
Promotes value of transparency and open communication	Shares accurate and timely information and stimulates open discussion of ideas to promote a positive environment.	Articulates proactively the expecta concerns of team members and re stakeholders and implements mea address them to build synergy and
Addresses gender and other diversity issues, discriminatory and exclusionary behavior	Identifies dysfunctional and inappropriate behaviors or gender issues of work team members and provides them appropriate feedback.	Integrates into the unit work plan a activity/ program that addresses g issues, discriminatory and exclusio behavior within the office and in re partners, networks and other stake

Relationships

Build trust, synergistic working relationships within the organization and across sectors to successfully leverage and maximize opportunities for strategic influencing

Behaviors		
	Advanced	Superior
Ability to deliver	Strengthens and deepens partnerships and networks to deliver or enhance work outcomes.	Builds and then leverages on collaborative partnerships and networks to deliver or enhance work outcomes.
Engagements with stakeholders on what is and how to recognize and carry	Maintains positive and productive working relationships with the team, partners or other stakeholders, despite differences in ideas or their attributes, or complexities to encourage sharing of expertise and bring about synergies, goodwill and mutual benefit.	Sets the climate as well as standards, policies and guidelines for collaboration with team, partners or other stakeholders, across government and relevant sectors to achieve strategic priorities and shared goals.
Ability to build partnerships or alliances.	Resolves conflicts, disagreements and differing interests among team members, partners or stakeholders in a constructive manner (e.g. win-win approach; use of appropriate conflict resolution processes; identification of common ground through dialogue and consensus; shared solutions perspective)	Navigates high-risk, complex or contentious situations across the government and relevant sectors using innovative influencing strategies.
Identifies and leverages opportunities to build goodwill.	Identifies barriers to transparency and open communication and initiates appropriate solutions.	Models the value and importance of transparency and keeping communication lines open to both internal and external stakeholders (e.g. facilitates exchange of information and experiences, broadens perspectives on emerging sensitive issues and enhances C3 or coordination, collaboration and complementation).
Ability to manage a project/program and address gender issues, discriminatory and exclusionary behaviors in order to establish and maintain partnerships and networks in implementing projects/activities/programs.	Uses diversity-sensitive approaches and addresses gender issues, discriminatory and exclusionary behaviors in order to establish and maintain partnerships and networks in implementing projects/activities/programs.	Sets guidelines, ethical standards and direction to communicate zero-tolerance to gender biases, discriminatory and exclusionary behavior across government and relevant sectors to build a collaborative and inclusive culture (e.g. there is space for growth and development of vulnerable and marginalized groups including women, persons with disabilities, senior citizens and indigenous peoples).



Managing Performance and Coaching for Results

The ability to create an enabling environment which will nurture competency area also includes a strong focus on developing performance, continuous learning and improvement.

		Sample B
Levels	Basic	Intermediate
Core Description/ Elements	Monitors work and/or team climate and applies the appropriate action using available tools, including basic knowledge of coaching, to ensure that work or performance matches or exceeds the required standard.	Creates tools and/or applies new tools in correcting and improving below or non-compliant performance of individuals or groups, using knowledge and skills to coach to enable them to self-improve solutions for their growth and development.
Promotes performance-based culture	Provides timely, concrete, evidence-based, and behavioral feedback during performance management conversations based on appropriate and available tools to check and monitor the progress of employees or team members on goals and work.	Engages others from the team to provide timely, concrete, evidence-based feedback to improve the performance of staff or group.
Nurtures a coaching culture	Explains the coaching process, particularly, the concept of “coaching is coachee-driven” when conducting coaching sessions to employees” as well as expectations with individuals or among team members; and prepares the agreed work plan or commitment with the individual or group.	Develops new/enhances existing tools to provide more accurate and relevant data to improve individual or team performance to reach achievable and specific work goals of an employee.
Applies appropriate coaching techniques confidently and flexibly	Asks powerful questions that begin with what, when, who, how much and how many to make a coachee understand the root cause of long-standing issues or a situation that falls short of his/her superior’s expectation and to help the coachee identify goals, reality, options and actions.	Uses appropriate coaching tools and techniques to help the individual or group meet developmental and performance goals, recognizing issues and challenges they present themselves in a coaching performance improvement conversation.
Demonstrates supportive leadership	Gives genuine acknowledgment of a person’s qualities and feedback on developmental needs.	Provides adequate support and resources to coachees/employees to implement learning and development interventions.

ure and sustain a performance based, coaching culture. Effectiveness in this people for current and future needs, managing talent, promoting the value of

Behaviors	Advanced	Superior
<p>methods y standard individuals skills in initiate development.</p>	<p>Monitors the strategic imperatives of the organization and orchestrates teams, work and organizational culture around this, through advanced skills in coaching to achieve performance standard.</p>	<p>Leads the organization by example and through coaching towards a performance-based culture and the achievement of public service performance standards.</p>
<p>provide feedback staff, team or</p>	<p>Adjusts style/stance from directing to empowering, based on the capabilities and motivation of the employee, providing examples of behavior consistent with goal achievement.</p>	<p>Integrates the key principles supporting a performance-based culture into the organization-wide performance management system, aligned with relevant civil service laws and rules and regulations (e.g. recognizes and rewards leadership team and managers who demonstrate effectiveness in performance management and coaching.)</p>
<p>tools to get that will help performance, and replace goals</p>	<p>Guides a coachee to propose and choose performance improvement solutions given the organizational goals, priorities, outcomes and the coachee's work context.</p>	<p>Creates the organizational conditions including policies and guidelines necessary to encourage and support leadership and management teams to adopt and consistently practice to achieve public service performance standards.</p>
<p>and or team ance enges as hing or rsation.</p>	<p>Tailor-fits the coaching and performance management process/practice to the unique needs of the coachee, mentee or employee.</p>	<p>Enables the leadership and management teams (and self) to effectively and consistently apply the principles, processes and key practices of coaching (e.g. listening with respect and empathy, asking rich and high-gain questions, encouraging mutual respect and support, etc.).</p>
<p>sources ment their ntions.</p>	<p>Encourages coachees and provides them adequate support and resources for them to become coaches.</p>	<p>Provides adequate support and resources to enable the leadership and management teams to effectively sustain a performance-based, coaching culture to nurture future leaders.</p>

Levels	Basic	Intermediate
Builds a respectful, egalitarian climate during performance management and coaching conversations	Communicates standards and expectations for mutual support and respect, and open and honest relationship.	Guides the coachees to arrive at a decision of their own choosing to reach performance goals for the division.
Commits to continuous learning and improvement	Acknowledges mistakes and learns from them through self-reflection.	Accepts accountability for mistakes and takes corrective action.

Behaviors		
	Advanced	Superior
a course of each his/her n.	Practices non-judgmental and facilitative actions (e.g., empathetic listening, asking rich and high-gain questions).	Models open and honest coach-coachee relationship to leadership and management teams.
es and takes	Undertakes developmental activities to enhance one's competencies as a coach and performance development partner.	Demonstrates commitment to enhancing personal, overall effectiveness as a coach, mentor and performance development partner by undertaking self-directed learning and seeks out peers and colleagues for consultation and further skills enhancement.



Creating and Nurturing a High Performing Organization

The ability to create a high performing organizational culture

Levels	Basic	Intermediate
Core Description/ Elements	Builds a shared sense of commitment to a common goal among individuals and utilizes interventions to help close gaps or improve competence of staff to achieve that goal.	Builds a shared sense of destiny among individuals with seemingly disparate concerns and aspirations; creates cohesion and improves individual performance.
Builds a sense of purpose and direction	Participates in organization planning to enable future directions while providing clarity for the present.	Communicates a direction that empowers employees to understand the link between the agency's or organization's strategy and their role.
Promotes results-based culture	Reviews work plans or projects and monitors performance.	Provides feedback and ensures actions to improve the delivery of outcomes.
Promotes client service orientation	Maps out the needs of clients to drive outstanding client service.	Promotes excellent service delivery model in providing value added services.
Builds teams and enables effective work performance	Effectively uses individual and team capabilities for work outcomes.	Uses innovative ways to create collaborative shared or collaborative contributing levels and functions.
Nurtures a learning organization	Assesses learning needs and identifies appropriate learning interventions.	Provides interventions that will facilitate the acquisition of learning and application in the workplace.

Organization

that is purpose driven, result based, client focused and team oriented.

Behaviors		
	Advanced	Superior
among ate views, team and team	Creates a culture where team work and interdependence is nurtured by facilitating collaboration across organizations.	Builds and cultivates a shared sense of commitment between and/or among groups, departments and clients despite differences and/or complexities of relationships and leads the organization towards a learning culture committed to continuous improvement and talent development.
enables s to the ic directions.	Undertakes constructive and continuing dialogue on delivering results consistent with expectations, targets and quality standards.	Creates a shared sense of purpose by explaining how it contributes to work team goals, the organizational mandate and national priorities.
ctions to s.	Implements results-based planning and monitoring systems and tools within the Office.	Institutionalizes results-based planning and monitoring system and tools (e.g. strategy map, performance scorecard, results based management, Plan-Do-Check-Act, etc.) across the organization.
ry by being a ervice.	Uses client feedback and benchmarks best practices to continuously improve service delivery.	Sets up conditions that embed a strong client service ethos in the organization to exceed client expectations.
nditions for ons across	Promotes the use of cross-functional C3 (coordination, complementation and collaboration) to sustain a team-based working environment.	Shapes a high performing work team culture by mainstreaming behavioral norms and key processes which will ensure highly effective team performance.
tilitate ation in the	Provides opportunities and outlets for employees to share new insights and experiences with others across levels and functions.	Invests in the continuous learning and development of employees and management teams to foster a culture of learning within the organization's and aligns this with the organization's strategic goals.

CSC Issuances on CPro

1. Resolution No. 1500615 (Leadership Competency Framework)
2. Resolution No. 1500616 (Policies on the Leadership and Management Certification Program (CPro))
3. Resolution No. 1501478 (Revised Qualification Standards for Division Chief and Executive/Managerial Positions in the Second Level)
4. Resolution No. 1501534 (Amendment to the Five Leadership Competencies Applied to the Leadership and Management Certification Program)



Implemented with the support of the
Australian Government



through the
**Philippines-Australia Human Resource and
Organisational Facility**

FOR INQUIRIES, please contact:

1. ***Training Track*** - CSI - Leadership & Foundation Programs at telephone numbers (02) 931-4182/931-8019 or at email address leadership@csi.csc.gov.ph
2. ***RPL Track*** - ERPO - Programs & Standards Division at telephone numbers (02) 951-2578/931-8163 or at email addresses csc.erro.psd@gmail.com or erro@webmail.csc.gov.ph

