



MC No. 05, s. 2016

MEMORANDUM CIRCULAR

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

SUBJECT : Revised Qualification Standards for Division Chief and Executive/Managerial Positions in the Second Level

Pursuant to CSC Resolution No. 1501478 promulgated on 11 December, 2015, the Commission adopts the following policies on the qualification standards for appointment to division chief and executive/managerial positions in the second level:

1. The qualification standards for appointment to division chief and executive/managerial positions in the second level shall be as follows:

	For Division Chief Positions	For Executive/Managerial Positions
Education	Master's degree OR Certificate in Leadership and Management from the CSC	Master's degree OR Certificate in Leadership and Management from the CSC
Experience	4 years of supervisory/management experience	5 years of supervisory/management experience
Training	40 hours of supervisory/management learning and development intervention undertaken within the last 5 years	120 hours* of supervisory/management learning and development intervention undertaken within the last 5 years
Eligibility	Career Service Professional/ Second Level eligibility	Career Service Professional/ Second Level eligibility

* Ratio of management to technical training for positions with duties involving the practice of profession or which belong to the same occupational group where practice of profession is required or those considered highly technical/specialized provided for in CSC MC No. 14, s. 2014, and Items 8 and 9 of this Resolution.

2. CES/CSE eligibles shall likewise be considered to have met the master's degree requirement for purposes of meeting the education requirement for division chief and executive/managerial positions.

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3. RA 1080 eligibles shall be exempt from the master's degree requirement for division chief and executive/managerial positions the duties and responsibilities of which involve practice of profession or belong to the same occupational group or functionally related positions as that of the professions regulated by bar or board laws.
4. Completion of the degrees of Bachelor of Laws and Doctor of Medicine from a CHED-recognized institution shall be considered appropriate education for appointment to division chief and executive/managerial positions or other positions requiring a master's degree, the duties of which do not involve practice of profession covered by bar/board law.
5. Continuous learning and development shall be espoused by the Civil Service Commission. A minimum of 40 hours supervisory/management training or learning and development intervention per year based on the Learning and Development Plan of the agency should be provided by the agency to incumbents of supervisory and managerial positions.
6. As defined in Items 1 and 2, Part IV of CSC MC No. 12, s. 2003, relevant trainings refer to formal or non-formal training courses, and HRD interventions such as coaching, mentoring, job rotation, seminars, workshops and others that are part of the employee's Individual Development Plan/Career Development Plan. These trainings/learning and development interventions are intended to enable the candidate to successfully perform the duties and responsibilities as indicated in the Position Description Form (PDF) or Job Description (JD) of the position to be filled. These are evidenced by the Learning and Development Plan/Coaching and Mentoring Program approved by the agency head and Certificates issued by the HRMO or authorized official from the government or private sector.
7. In meeting the training requirement provided in Item 1 hereof, the learning and development interventions provided to the candidates should cover all or any of the following competencies required for leadership positions in the government:

COMPETENCY	MINIMUM REQUIRED PROFICIENCY LEVEL			
	FOR DIVISION HEAD/CHIEF POSITIONS	FOR EXECUTIVE/ MANAGERIAL POSITIONS IN THE SECOND LEVEL		
		DIRECTOR I TO DIRECTOR III, FIELD DIRECTOR, ASST. DIRECTOR, DEPARTMENT MANAGER, OR EQUIVALENT POSITIONS	DIRECTOR IV, BUREAU DIRECTOR, OR EQUIVALENT POSITIONS	ASSISTANT COMMISSIONER, EXECUTIVE DIRECTOR, OR EQUIVALENT, AND HIGHER POSITIONS
Building collaborative, inclusive working relationships	Intermediate	Advanced	Superior	Superior

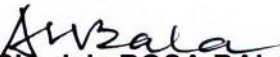
COMPETENCY	MINIMUM REQUIRED PROFICIENCY LEVEL			
	FOR DIVISION HEAD/CHIEF POSITIONS	FOR EXECUTIVE/ MANAGERIAL POSITIONS IN THE SECOND LEVEL		
		DIRECTOR I TO DIRECTOR III, FIELD DIRECTOR, ASST. DIRECTOR, DEPARTMENT MANAGER, OR EQUIVALENT POSITIONS	DIRECTOR IV, BUREAU DIRECTOR, OR EQUIVALENT POSITIONS	ASSISTANT COMMISSIONER, EXECUTIVE DIRECTOR, OR EQUIVALENT, AND HIGHER POSITIONS
Managing performance and coaching for results	Intermediate	Advanced	Superior	Superior
Leading change	Intermediate	Advanced	Advanced	Superior
Thinking strategically and creatively	Intermediate	Advanced	Superior	Superior
Creating and nurturing a high performing organization	Intermediate	Advanced	Superior	Superior

* Definitions and core descriptions of the required proficiency levels of the leadership competencies are provided in Annex A

8. For executive/managerial positions in the second level with duties and responsibilities involving practice of profession, the Mandatory Continuing Legal Education (MCLE) for BAR passers, the Continuing Professional Education/ Development (CPE/CPD) for licensed professionals or trainings relevant to practice of profession may constitute for a maximum of 40 hours of technical training and the remaining 80 hours shall be management training taken within the last five years reckoned from the date of assessment.
9. Executive/managerial positions in the second level with duties and responsibilities which are highly specialized in nature as shown in their PDF/JD may require trainings which are highly technical and/or highly specialized. These highly technical/highly-specialized trainings shall make up for a maximum of 80 hours of training and the remaining 40 hours shall be management trainings taken within the last five years reckoned from the date of assessment.

10. Agencies are not precluded from setting specific or higher standards for their positions. Proposed amendments to the training requirements for executive/managerial positions pursuant to Item Nos. 8 and 9 hereof, and other valid reasons shall be submitted to the Commission for approval. In the absence of a CSC-approved agency specific training requirements, the 120 hours of management training shall be required.

Please be guided accordingly.


ALICIA dela ROSA-BALA
Chairperson

24 FEB 2016

Annex "A"
Leadership Competencies for Division Head/Chief and
Executive/Managerial Positions in the Second Level

COMPETENCY	DEFINITION	MINIMUM REQUIREMENTS			
		For Division Head/Chief Positions	For Executive/Managerial Positions in the Second Level		
			DIRECTOR I TO DIRECTOR III, FIELD DIRECTOR, ASST. DIRECTOR, DEPARTMENT MANAGER, OR EQUIVALENT POSITIONS	DIRECTOR IV, BUREAU DIRECTOR, OR EQUIVALENT POSITIONS	ASSISTANT COMMISSIONER, EXECUTIVE DIRECTOR, OR EQUIVALENT, AND HIGHER POSITIONS
Building Collaborative and Inclusive Working Relationships	The ability to build and maintain a network of reciprocal, high trust, synergistic working relationships within the organization and across government and relevant sectors. This involves the ability to successfully leverage and maximize opportunities for strategic influencing within the organization and with external stakeholders.	<u>Intermediate</u> Builds partnerships and networks to deliver or enhance work outcomes.	<u>Advanced</u> Strengthens and deepens partnerships and networks to deliver or enhance work outcomes.	<u>Superior</u> Builds and then leverages on collaborative partnerships and networks to deliver or enhance work outcomes.	<u>Superior</u> Builds and then leverages on collaborative partnerships and networks to deliver or enhance work outcomes.
Managing Performance and Coaching for Results	The ability to create an enabling environment which will nurture and sustain a performance based, coaching culture. Effectiveness in this competency area also includes a strong focus on developing people for current and future needs, managing talent, promoting the value of continuous learning and improvement.	<u>Intermediate</u> Creates tools and/or applies new methods in correcting and improving below standard or non-compliant performance of individuals or groups, using knowledge and skills in coaching to enable them to self-initiate solutions for their growth and development.	<u>Advanced</u> 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.	<u>Superior</u> Leads the organization by example and through coaching towards a performance-based culture and the achievement of public service performance standards.	<u>Superior</u> Leads the organization by example and through coaching towards a performance-based culture and the achievement of public service performance standards.

Leading Change	The ability to generate genuine enthusiasm and momentum for organizational change. It involves engaging and enabling groups to understand, accept and commit to the change agenda. It also includes advancing and sustaining change.	<u>Intermediate</u> Implements plans or activities related to a change initiative affecting one's functional area or expertise and motivates division members' commitment to accept the change.	<u>Advanced</u> 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.	<u>Advanced</u> 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.	<u>Superior</u> Plans, defines and exhibits buy-in and full support for the change management plan to succeed organization-wide to improve organizational effectiveness.
Thinking Strategically and Creatively	The ability to "see the big picture", think multi-dimensionally, craft innovative solutions, identify connections between situations or things that are not obviously related, and come up with new ideas and different ways to enhance organizational effectiveness and responsiveness.	<u>Intermediate</u> Creates or defines goals and initiatives based on how one can support, extend or align to the goals of one's department or functional area.	<u>Advanced</u> 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.	<u>Superior</u> 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.	<u>Superior</u> 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.
Creating and Nurturing a High Performing Organization	The ability to create a high performing organizational culture that is purpose driven, results based, client focused and team oriented.	<u>Intermediate</u> Builds a shared sense of destiny among individuals with seemingly disparate views, concerns and aspirations; creates team cohesion and improves individual and team performance.	<u>Advanced</u> Creates a culture where team work and interdependence is nurtured by facilitating collaboration across organizations.	<u>Superior</u> Fosters 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	<u>Superior</u> Fosters 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

				continuous improvement and talent development.	improvement and talent development.
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