LEARNING AND DEVELOPMENT PLAN (CSC L&D PLAN)

2014-2016

CIVIL SERVICE COMMISSION
LEARNING AND DEVELOPMENT PLAN

EXECUTIVE SUMMARY

As the Civil Service Commission strives to be the Asia's leading center on Strategic Human Resource and Organizational Development by 2030, the need to establish a Competency-Based Learning and Development (L&D) Plan that aligns to the CSC's goals and aspiration becomes strategic and highly important. L&D interventions provide a strategic alignment between the CSC workforce's individual learning and development goals with the goals of the organization. A competency-based L&D plan helps CSC executives/managers/supervisors see a clear line of sight between organizational goals, the competencies the CSC workforce needs to demonstrate and what they as executives/managers/supervisors need to carry out in order to encourage and support the acquisition and demonstration of these behaviors. An evidence-based and carefully designed plan for L&D helps attract as well as retain the needed talents in the CSC and keep them motivated in pursuing performance and service excellence.

This document presentsthe CSC L&D Philosophy and Curriculum Framework that set the guidepost for all L&D interventions of the CSC. This document, likewise, enumerates a set of strategies and interventions to help both the Office for Human Resource Management and Development (OHRMD) and the Heads of Offices (HOs)/Assistant Heads of Offices/supervisors form partnership for helping the employees acquire the necessary knowledge, skills and attitudes to perform the job better. Strategies include the use of tools such as the Learning Application Plan (LAP) or Re-Entry Action Plan (REAP) to ensure transfer of learning to the workplace. The interventions, on the other hand, covers a number of activities that range from formal intervention to self-learning that will allow learners to choose the most appropriate mode of learning and development.

PLAN OBJECTIVES

❑ Identify needed L&D interventions to:

   ✓ help employees align their performance with the CSC's mission and strategic goals and objectives;
   ✓ close existing competency gaps, most especially those pertaining to the CSC's mission-critical competencies (MCCs); and

❑ Present strategies for helping executives/managers/supervisors support the new learning and encourage demonstration of new behavior at work.

ANNEXES

The CSC is the premier Human Resource Institution for the Philippine Government. As an independent constitutional body, it exercises independence and fiscal autonomy to be able to do effectively the following:

- ❑ Promote morale, efficiency, integrity, responsiveness, progressiveness, and courtesy in the Civil Service;
- ❑ Adopt measures to strengthen the merit and reward system;
- ❑ Integrate all human resources development programs for all levels and ranks; and
- ❑ Institutionalize a management climate conducive to public accountability.

The CSC's core functions can be summed up in four, namely: Merit Protection and Promotion; Capability building or Human Resource Development; Quasi-judicial Functions; and Organizational Development.

The CSC Reform Agenda

The CSC's current reform agenda revolves around the need to institutionalize a more efficient and effective human resource management. In the process, it has fully adopted the Performance Governance System (PGS).

From the CSC's standard efforts to improve public service delivery and good governance and its traditional focus on strengthening the merit and rewards system in the Civil Service and to promote public accountability, the Commission endeavors to be more citizen and client-centered; to be more strategic in terms of formulating and implementing policies; to be more results-oriented than overly focused on procedures; and to be more empowering and entrepreneurial.

Therefore, a new CSC is envisioned as – thinking strategically, acting systematically, and delivering the expected results.

Vision

As an institution, the CSC is known for policy formulation and implementation and standard setting for public service excellence and integrity.

Given the CSC's passion and what it is known for, the CSC shall be the best in Asia as the **center of excellence for strategic HR and OD**.

Core Values

The following core values deemedimportant to CSC that shall guide the CSC officials and employees in all their actions and decisions.   These are the values CSC holds so dearly, without which the CSC cannot function as an institution:

❑ Love of God and Country or *PagmamahalsaDiyos at Bayan*;
❑ Excellence; and
❑ Integrity.

Mission

"GawingLingkod-Bayani and BawatKawani"
Make every government employee a servant-hero

The CSC's mission embodies its unique contribution to nation-building. Its reason for being is to make every government employee a servant hero.

Strategy Map: Priority Thrusts
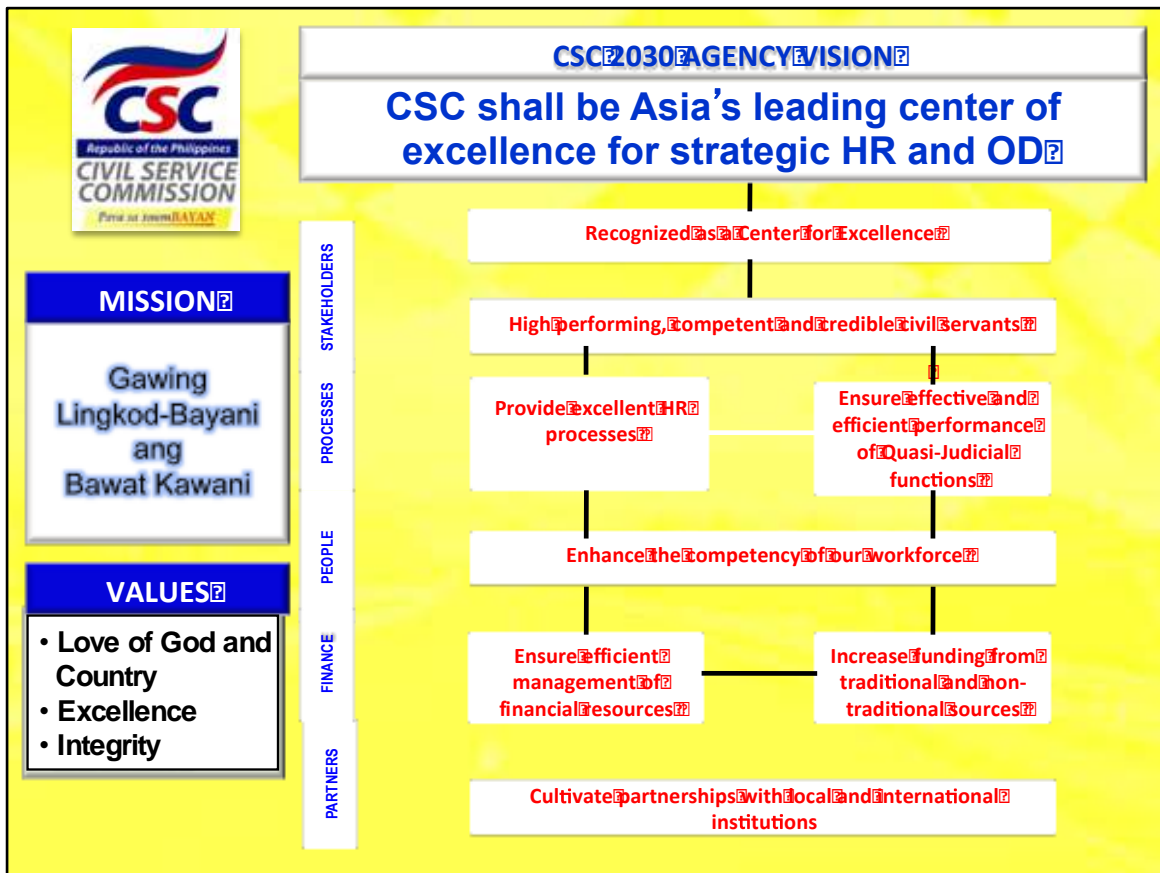
The CSC strategy map provides the right direction for the CSC to realize its vision. The core values, core purpose or our mission and vision are the major bases for formulating CSC's multi-pronged, comprehensive strategy and priority thrusts.

CSC Governance Scorecard

This is the CSC's refreshed Enterprise Scorecard. It consists of seven (7) strategic objectives, five (5) perspectives and nine (9) strategic measures or performance indicators. There are two (2) lead measures and nine (9) lag measures.

		Objectives		Measures	LEAD	LAG	Base	2011	2012	2013	2014	2015
									CSC Resolution No. 1302163 dated Sept. 20, 2013			
Stakeholders	A	Recognized as a Center for Excellence	1	Percentage of agencies accredited under the PRIME-HRM Level II		■	N/A	N/A	10% (159)	25% (398)	40% (636)	50% (795)
			2	CSC Client Satisfaction Rating (CSC frontline services)			N/A	Acceptable (70-79%)	Good (80-89%)	Good (80-89%)	Excellent (90%)	Excellent (92%)
	B	High performing, competent, and credible civil servants	3	Percentage of high density agencies surveyed under ARTA	■		1% (50 SOs)	20% (469 SOs)	40% (560 SOs)	100% (920 SOs)	75% (1,145 SOs)	100% (1,527 SOs)
				BIG 1: Percentage of agencies and their service offices passing the ARTA-RCS			78% (39 SOs)	N/A	N/A	85% (782 SOs)	95% (1,088 SOs)	98% (1,496 SOs)
			4	Percentage of agencies with approved Strategic Performance Management System	■		14	N/A	20% (498)	30% (747)	70% (1,743)	95% (2,366)
				Percentage of agencies with functional SPMS							85% of approved SPMS in 2012 and 2013	90% of approved SPMS in 2014
Process	C	Provide excellent HR processes	5	Number of ISO-certified processes			N/A	N/A	3 (Cases Adjudication, Examination, Appointments Processing)	4 (Maintain the 3 Processes + CSI Training Processes)	5 (Maintain the 4 Processes + CNA Registration and Union Accreditation Processes)	5 (Maintained)
	D	Ensure fairness and efficiency in performing Quasi-Judicial functions	6	**BIG 2:** Percentage of cases decided within 40 days from the time the case is ripe for resolution		■	N/A	30%	60%	70%	80%	95%
People	E	Enhance the competency of our workforce	7	Percentage of CSC employees meeting their mission-critical job competency standards		■	66.23% (716 out of 1,081 in 2012)	N/A	N/A	70%	75%	80%
Finance	F	Ensure efficient management of financial resources	8	Amount of financial support from partners		■	N/A	N/A	25M	50M	55M	60M
Partners	G	Cultivate partnerships with local and international institutions	9	Number of priority programs implemented through technical cooperation with local and international partners		■	4	6	7	9	11	12

* Updated from Proficiency Stage Revalidation on October 30, 2013.** Breakthrough Important Goal (BIG), formerly Wildly Important Goal (WIG)

As agreed on the January 20, 2014 Commission Meeting, the Central Office is given 40 days to decide a case from the date the Decision/Resolution is submitted by the Office for Legal Affairs for Commission Meeting or Referendum action.

Measure 1:**Percentage of agencies accredited under the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM)**

PRIME-HRM aims to bring the practice of HRM in the Philippine bureaucracy to an advanced level of excellence and thus, start by assessing the human resource systems of government agencies. The revalidation of agencies is the first major step in the PRIME-HRM implementation. Revalidation of Accredited Status is a transition process where the accredited agency's performance and capability in all HRM areas as well as the competency level of HRMO will be reassessed, the results of which shall be the basis for the Commission to affirm/revoke Level II Accredited Status (OM No. 118, s. 2012: PRIME-HRM Manual of Operations dated December 13, 2012).

Measure 2:**CSC Client Satisfaction Rating**

The CSC has been consistently rated as 'Good' in the Report Card Survey (RCS) conducted by Pulse Asia in 2011 and 2013 and the trained RCS researchers in tandem with partner Civil Society Organizations in 2012. The surveys in 2012 and 2013 were both done during the peak of the filing of exam applications.

Measure 3: **Percentage of high density agencies and their service offices surveyed under the ARTA-Report Card Survey (RCS)**

As an oversight agency, the CSC is tasked by law to oversee the implementation of Republic Act No. 9485 or the Anti-Red Tape Act (ARTA) of 2007. For Measure 3 which has been identified as a Breakthrough Important Goal or BIG, CSC has surveyed service offices of agencies.

Measure 4: **Percentage of Offices with Functional Strategic Performance Management System**

The CSC adopts the Strategic Performance Management System or SPMS, which is a performance management system that agencies are directed to use to improve organizational productivity.As determinant of organizational effectiveness, the SPMS aligns individual performance with organizational performance and outcomes.

Measure 5:**Number of ISO-certified core and support processes**

The Internal Audit for CSC's Quality Management System for the three (3) core processes ISO-certified and support process is consistently undertaken which was expanded to the Civil Service Institute's (CSI) Training Processes.

Measure 6:**Percentage of cases decided within 40 days from the time the case is ripe for resolution**

CSC has significantly reduced the number of days in resolving cases. The law requires 60 days the CSC strives to deliver in 40 days.

<u>Measure 7:</u>**Percentage of CSC employees meeting their mission-critical job competency standards**

The Competency-Based Recruitment and Qualification Standards (CBRQS) is a critical intervention that is currently being implemented within the CSC. The objective is to inculcate merit and fitness in the civil service by identifying skills, behavior and knowledge required for specific positions. In 2012, the CSC has identified its baseline data of individual competency and proficiency levels of CSC workforce after having established the Competency Model and Framework. To hasten the process of delivering strategic objectives and using the baseline data, the CSC identified the MCCs for all positions.

<u>Measure 8:</u>**Amount of financial support from partners**

The measure for the Finance perspective is the 'Amount of financial support from partners. Because of various reforms, financial support leaped by more than 100% level from 2012.

<u>Measure 9:</u>**Number of priority programs implemented through technical cooperation from international and local partners**

As the CSC moves its various reforms, partners have extended huge support in terms of technical and financial assistance. Thus, targets have been exceeded in this area.

In addition to the strategic initiatives indicated in the measures, the CSC has established the:

- **Leadership and Coaching Brand** that involves generating a list of leadership competencies among government leaders and executives; and

- **Information Systems Strategic Plan or ISSP,** which is a mix of six components: CSC IT Information System Plan, Automation on Examination Process, Government HR Information System, Automation on Appointment Process, Automation on Legal Process, and Automation of other services such as the Contact Center ng Bayan (CCB).

Strategic HR Directions of CSC

The perspective on people – the CSC's most important resource, focuses on the goal of continuously enhancing the competency of CSC's workforce in public service excellence.

The establishment of a CSC Competency Model and Framework in September 2012 underpins efforts to integrate and to provide a sound and logical basis for actions under various HR systems in the CSC, foremost of which are the Recruitment and Promotion System and the Learning and Development Management System.

Stocktaking

To date, two (2) competency assessment exercises were undertaken in August-September 2012 and September-October 2013.

The first competency assessment exercise saw birth pains in the implementation and consolidation of the results nationwide. The challenge ofcomprehending behavioral indicators for somenew competencies (as most competencies are aspirational) proved overwhelming for many employees. While this raised issues in the actual run of the assessments, the submission and consolidation of results overshadowed these concerns and were far more challenging to the OHRMD as the process owner. The first competency assessment was only able to set the baseline data for the competency level of CSC officials and employees.However, this later led to the identification of mission-critical competencies (MCCs) in 2013.

While the 2013 CSC Human Resource agenda affirmed the CSC's overall focus on creating an excellent and high-performing organization through its people supporting the strategic objectives[1] in the CSC Balance Scorecard, the HR agenda seemingly needed a more integrative component, which is COMPETENCY. Nonetheless, the 2012 and 2013 L&D programs were identified by:

❑ reviewing the goals and activities in the CSC Central and Regional Offices vis-à-vis the learning needs of their respective employees; and
❑ establishing the learning and growth responsibilities of sectors in the organization.

In 2013, the L&D Project, which is supported by the Philippines-Australia Human Resource Development Organisational Facility (PAHRODF), opened an opportunity for greater involvement of the Civil Service Regional Offices (CSROs). The L&D specialists of the CSROs who are involved in the project became partners in the second competency assessment. While paper assessment still proved to be difficult, CSRO L&D specialists helped in fast-tracking the 2013 Competency Assessment Results.

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[1]These are High Performing, Competent, and Credible Civil Servants;Provide Excellent HR Processes;Enhance the Competency of our Workforce; andCultivate Partnerships with Local and International Institutions.

2013also highlighted more significant developments that have implications on L&D, as follows:

❑ **Alignment and integration of HR systems**.The Change Management Project recognized the need for all CSC units to work together, breaking down silos. The Change Management Framework, albeit needing popularization within the CSC Offices and among CSC employees, promoted the alignment of CSC HR systems. The project likewise resulted in the CSC adopting the CSC HR Framework and the integrated approach to all HR initiatives, which helped align HR systems with CSC's vision and strategic goals and objectives.

❑ **Increased capacity of the CSC to assist other agencies through the ARTA, ISO-Quality Management System (ISO-QMS) and PRIME-HRM**. There has been consistent focus on the CSC's capacity to assist other agencies by implementing these initiatives. ARTA initiative gave impetus to collaboration with external partners, notably, the civil society organizations (CSOs) while ISO-QMS strengthened CSC's ability to review and "police" its own systems to ensure meeting quality international standards. Lastly, PRIME-HRM has provided an evidence-based system of recognizing HR exemplars and assisting agencies who want to enhance their HR systems.

❑ **PAHRODF-assisted programs are moving towards the direction of creating a "multiplier effect" and ensuring sustainability**. In 2013, the CSC and the PAHRODF agreed to work on establishing within the CSC a pool of subject matter experts (SMEs) on change management, competency-based recruitment and qualification standards (CBRQS), L&D planning and Strategic Performance Management System (SPMS). The presence of SMEs fortifies the CSC as center of excellence on HROD. Other programs that will be conducted in 2014 such as workplace coaching, monitoring and evaluation, partnership building, influencing and negotiating skills and stakeholder and engagement analysis will sustain and build on the gains of CSC.

❑ **Better involvement of the CSROs in HR policy design and HR program management**. The on-going reforms and initiatives in the CSC brought to fore the need to involve the ROs in various stages of HR policy and HR program management. Specifically, academic graduate scholarships are being made available to ROs in equal, if not, higher ratio with the Central Office. Aside from equitable participation of ROs in scholarships, training programs are also targeting the key players in the regions. Inputs to major HR policies are also, as a matter of standard operating procedures, requested from the ROs. While a better and more sustainable process needs to be put in place, there is now a clearer direction and imperative for a participatory and consultative process.

CHAPTER 3. CSC LEARNING AND DEVELOPMENT PHILOSOPHY

Overview of CSC's L&D Philosophy

The Commission adheres to the overall L&D philosophy - - **"Shaping the Servant-Hero towards Public Service Excellence"**. The goal is to align all L&D interventions in the CSC to its mission and strategic objectives.

Towards this alignment, the CSC establishes the following principles to guide in the development of the competency of CSC workforce:

1. **Every CSC official and employee is an <u>important resource</u> valued by the organization.** The CSC gives priority and invests on L&D of every official and employee.

2. **L&D interventions for CSC officials and employees shall be <u>purposive</u> and <u>aligned with the CSC strategic objectives and goals</u>.** L&D is a means to upgrade the capability and expertise of CSC to address and respond to the multi-faceted HRD/HRM/OD needs of the civil service. L&D shall be based on development needs as determined by competency assessment and performance assessment exercises. L&D shall likewise consider the differentiated needs of women and men in the organization to ensure equitable access to L&D interventions.

3. **L&D shall focus on the development, improvement or enhancement of competencies required by the current or future position/job of the official/employee.**

4. **L&D is a <u>shared responsibility</u> of the management, supervisors and the employees.** While CSC provides the nurturing and enabling environment by opening up opportunities, among others, employees and their respective supervisors have an equal responsibility to plan and manage their development and career by determining, seeking and seizing available opportunities.

5. **CSC regards <u>investment for learning and development as equally important </u>as investments in researches, information technology (IT), purchase of equipment and product development.** Capacity development of CSC officials and employees is given equal, if not a paramount importance in terms of allocating resources. Partnership with other institutions shall be explored to supplement existing resources for L&D.

6. **L&D shall be designed to increase the <u>portability of skills of employees</u>.** This, therefore, requires an approach or various approaches that will allow Heads of Offices and/or supervisors to easily recognize skills, which may be transferable between jobs and/or assignments.
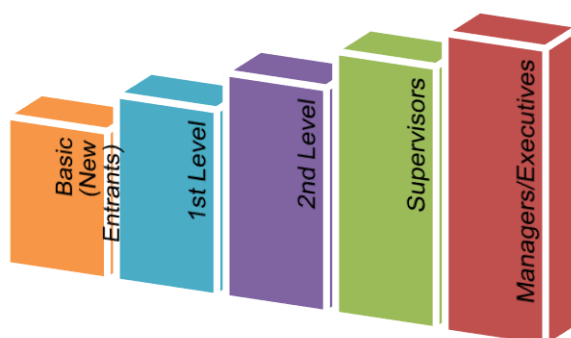
7. <u>**Continuing upgrading of competencies** is essential to the maintenance of a corps of professional officials and employees of the Commission.</u> It aims to develop a competent, credible, and high performing CSC workforce. Continuing competence is maintained and enhanced through lifelong learning and integration of learning into every facet of a Commission official or employee's working life.

8. **L&D shall drive performance management. It shall integrate recognition and rewards mechanism as a strategy to ensure learning application in everyday work settings.**

Curriculum Framework

The establishment of the CSC Competency Model and Framework determined the position profile of CSC. This provides the basis for the L&D interventions appropriate to levels of positions or job families, as follows:

Building-Block Programs

Given the above curriculum framework, the CSC adopts a building-block approach to the delivery of its L&D programs. Basic courses are set to provide a foundation for future interventions during the employee's life cycle in the organization. This building-block approach addresses not only the current learning needs but also the career development of employees.

The following matrix provides a menu, which is a combination of training programs and other L&D interventions, to help employees navigate through current and future posts over a period of employment with the CSC:

From 0-1 year	More than 1 year to 5 years		From assumption - continuing	
New Entrants	**First Level**	**Second Level**	**Middle Management**(Supv gPS, DCs and their equivalent positions)	**Executive/ Managerial** (DII, III, IV, AsCom)
Orientation Program for New Entrants (OPEN) -3 days	Improving Planning and Delivery (IPAD) -2 days		Supervisory Development Program	Management/ Executive and Leadership Development Program
Gender Sensitivity Seminar (GSS) - 1 day	Solving Problem and Making Decision (SPMD) - 3 days _____ Championing and Applying Innovation (CAI) -3 days			
Honing Effective and Responsive Officers towards Excellent Service (HEROES) -3 days	Basic Communication Training Program	Basic Communication Training Program *(AO I, Stat I, Sec Ofr I)*		
Delivering Personal Effectiveness (DPE) -2 days		Advance Communication Training Program		
Introduction to Strategic Human Resource (3 days)	Managing Information			
Continuing				
Coaching				
Conferences Legal Practitioners' Conference Accountants & Budget Officers Conference, Executive Conference *(Strategic and Operational Planning Exercises, among others)* CNet Conference, GAD Focal Point System (GFPS) Conference HR Symposium Other technical/professional conferences and colloquia, including International Conferences				

Aside from the above, CSC allows the following interventions to address specific learning needs:
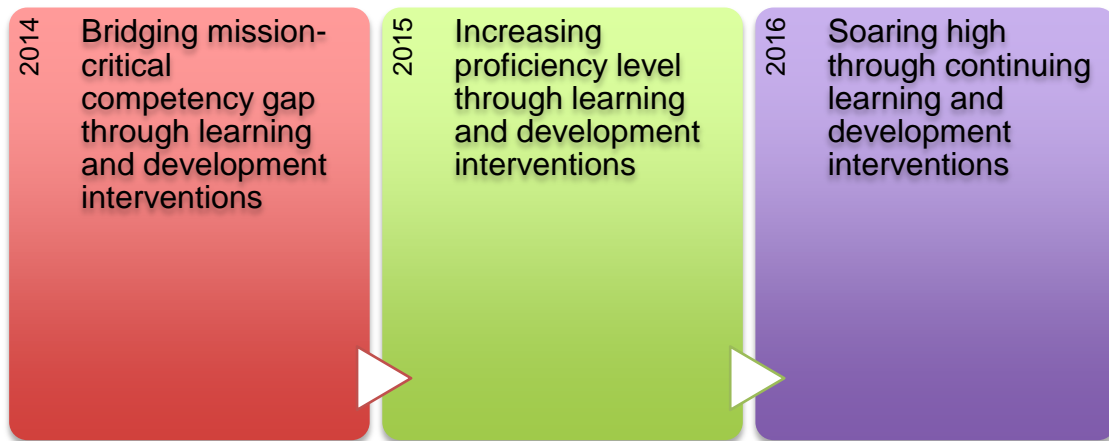
Formal Classroom Training	On-the-Job-Training	Self-Development	Developmental activities/interventions
• In-House training on <topic> • External training on <topic>	• Coaching on the job from <supervisor/senior colleague> • Knowledge sharing and learning session on <topic> • Shadowing under the stewardship of <person> • Cross-Program, job rotation or rotational assignment or temporary assignment to <function> • Interventions such as counseling, secondment, team building	• Programmed self-study through a third party provider, including self-study video or audio packages • Working on eLearning courses, PC tutorials or computer assisted training program or webinar on <topic> • Taking evening or weekend courses on <topic> • Tertiary courses run by academic/educational institutions • Reading books and other publications or journals on <topic>	• Special work project on <topic> • Added responsibilities on <technical competency or work assignment> • Service on technical or research committees,Task Force or Committee assignment on <area>sanctioned by the Commission, other professional bodies or organizations • Appropriate educational and developmental activities presented under the auspices of CSC, academic/educational institutions, commercial establishments or other professional bodiessuch as but not limited to congresses, conferences, forums, conventions, courses, seminars, workshops, lectures, brown bag discussions, orientations, briefings and other professional educational activities • Meetings of professional organization body and their technical discussion groups • Researching and writing technical publications (i.e., related to human resource management/human resource development/organizational developmentorappropriate to the field of work of the concerned official or employee), preparation and delivery of technical papers

It should be noted that since all employees shall prepare their respective Individual Development Plan (IDP), development activities have to be identified that would ensure their continuing development during their employment with the CSC.

2014	Bridging mission-critical competency gap through learning and development interventions	2015	Increasing proficiency level through learning and development interventions	2016	Soaring high through continuing learning and development interventions

Three-Year L&D Agenda

The three-year L&D agenda resulted from stocktaking activities[2] involving CSC's L&D practitioners and specialists, officials and employees who are involved in strategic initiatives.

Reflecting on the past year's implementation of L&D programs and considering the recent challenges, there is a greater need to:

❑ **integrate competencies, to form the basis for all L& D interventions in the CSC**.The CSC recognizes that in order to increase itscapacity for delivering results, it needs to support the demonstration of competencies that bring about high performance through various means of training, coaching and other development interventions. Competency gaps shall be identified not only through competency assessment but also by performance appraisals and 360 degrees learning needs analysis.As competencies are strengthened, progression shall be deliberately sought and aimed to ensure that CSC employees will be able to consistently meet the competency standards of their positions;

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[2] The activities include Program on Learning and Development Workshops held last February and March 2014 in First Pacific Leadership Academy, Antipolo City and Torre Venezia Suites, Quezon City, respectively; and OSAP Workshop last March 10, 2014 in Luxent Hotel, Quezon City.

❑ **ensure meeting the competency targets under the CSC Balance Scorecard.** With the identification ofthe mission-critical competencies or MCCs (See **Annex A**) in 2013, the following scorecard targets have been set: by 75 % of CSC workforce meeting MCCs by 2014; 80% by 2015; and 85% by end of 2016.

❑ **involve CSC units and executives/managers/supervisors in L&D planning process**. With the requirement of an Individual Development Plan (IDP) for officials and employees, the CSC is systematically creating an environment where discussion is the most acceptable mode of establishing agreement on development. It is mutual and consensus-building that allows for better identification of specific skills and behaviors that target learners need to demonstrate after the training or other development interventions. These expectations are now being clarified with respect to the training modules that are being developed by the internal HR. The training designs are now being customized to meet these expectations;

❑ **ensure fair access and equitable participation of CSC employees and representation of Offices, albeit, based on learning needs, in L&D interventions**;

❑ **strengthen theoretical background on HROD systems through academic scholarships available to qualified employees.** Thethree-year focus of these scholarships shall be on key HRODsystems(Recruitment, Training and Development, Human Resource Management, Performance Management and Organizational Development) and emerging concerns such as eLearning, Knowledge Management, and Dispute Resolution;and

❑ **ensure the sustainability of L&D initiatives by establishing CSC's L&D Management System with key components such as L&D philosophy, curriculum framework, standards and process**.

Organizational Initiatives that Require Training Support

The CSC shall also prioritize the implementation of L&D interventions needed to support the following initiatives:

1. **PRIME-HRM** – As the CSC aims to influence the bureaucracy's HR systems, the need to ensure consistency and effectiveness of technical assistance is important. The CSC recognizes that the quality of technical assistance given not only by frontliners to the external customers, mostly HR practitioners and agencies, but by everyone in the organization to their internal customers have impact on the overall quality of service, hence customer satisfaction. It is, therefore, important to device a an L&D plan that will ensure demonstration of desired behaviors (e.g., subject matter expertise) in the organization.

2. **Service/client-orientation and total quality management programs such as the Anti-Red Tape Act and Quality Management System** – The CSChas a unique position in government for combining its expertise on HR and on OD to ensure and drive client satisfaction not just between the CSC and its clients but also facilitate the same with respect to other agencies and the latter's clientele.

3. **Team Culture Building** – The CSC recognizes that the ability to deliver target depends largely on the ability to foster and demonstrate collaboration, commitment, diversity and inclusion, accountability and focus on results. In order to make this happen, the CSC needs to;

   3.1. sharpen the leaders' competencies to lead teams and manage change;

   3.2. establish norms for team cooperation, interaction and collaboration;

   3.3. improve everyone's ability to communicate openly in a safe environment of assertiveness and empowerment;

   3.4. strengthen the gender lens of everyone including their ability to accept diversity as a way of deepening understanding and fostering unity and harmonious relationship in the organization;

   3.5. equip everyone with tools they can use to creatively solve problems and make decisions or improve performance; and

   3.6. build an effective coaching environment.

Specific details of annual L&D priorities are, as follows:

> **2014: "Bridging mission-critical competency gaps through learning and development interventions"**

The L&D agenda for 2014 shall focus on strengthening mission-critical competencies (MCCs) and some most unmet competencies.The results of the 2013 Competency Assessment (**Annex B**)showed the following competencies as the priority for development in 2014:

    Core Competencies
- ❑ Solving Problems and Making Decisions
- ❑ Delivering Service Excellence

    Organizational Competencies
- ❑ Planning and Delivering
- ❑ Writing Effectively
- ❑ Championing and Applying innovation
- ❑ Managing Information
- ❑ Speaking Effectively

    Leadership Competency
- ❑ Partnering and Networking

Aside from these programs, interventions that will support the implementation of the PRIME-HRM shall be undertaken with L&D partners. These programs shall not only aim to better equip CSC officials and employees with desired competencies but also foster understanding on ASEAN integration.

Annex Ccontains the Scholarship Implementation Matrix for 2014-2016. **Annexes D to F** show the 2014 L&D Implementation Matrix, L&D Timeline for 2014 and Cost Estimate for 2014, respectively, which provide details on the training programs to be conducted, their description, target participants, timeline, budgetary requirement and concerned CSC unit.

2014 L&D will be complemented by the following initiatives:

Initiative	Timeline
Establishment of a Pool of Subject Matter Experts (SMEs)	April -December 2014
Adoption of a new scholarship business process	June 2014
Issuance of Succession Management Policy	July 2014
Finalization and approval of the CSC's Technical Competency Profile	July 2014
Development of Technical Competency Assessment Tools	August 2014
Review of career pathing and job rotation policies	October 2014
Conduct of the Technical Competency Assessment through an Online Assessment	November 2014
Development of internal Competency-Based Qualification Standards	December 2014
Integration of competency into the Strategic Performance Management System (SPMS) and Rewards and Recognition System	December 2014

2015: "Increasing proficiency level through learning and development interventions"

As the CSC fully completes the technical competency profile in 2014, 2015 will line up L&D interventions aiming to foster technical competency proficiency that is key and critical for CSC employees to deliver functional targets while at the same time being mindful of the need for consistent display of behaviors for mission-critical core, organizational and leadership competencies. The identification of L&D priority areas shall result from the annual competency assessment, among others.

2015 L&D will be complemented by the following initiatives:

Initiative	Timeline
Establishment of Deepening Program Example: Use of Job aids (regular CSC updates, CS Law & Rules)	January-March 2015
Establishment of eLearning Protocol and Policies Programs	January-March 2015
Development and Pilot Implementation of eLearning Programs	April-December 2015
Development of Supervisory and Leadership Development Programs as per CSC Curriculum	January -December 2015
Implementation of the Roadmap for Succession Management Program	January -December 2015

2016: "Soaring high through continuing learning and development interventions"

2016 will aim at the stabilization and normalcy of the Competency-Based L&D Management System (CBLDMS) allowing for continuing L&D program.

2016 L&D will be complemented by the following initiatives:

Initiative	Timeline
Review of the Three-Year L&D Plan (2014-2016)	August 2016
Policy Review on CB LDMS	August 2016

CHAPTER 5. STRATEGY FOR ENSURING TRANSFER OF LEARNING

1. OHRMD shall give a thorough briefing using appropriate technology to concerned Heads/Assistant Heads of Offices about the L&D interventions so they can better appreciate the content of the programs and how they can support the demonstration of desired behaviors and performance at the workplace.

2. Each learner or participant is required to complete and submit to their Heads of Offices Learning Application Plan (LAP) or Re-Entry Action Plan (REAP). It identifies the learning goals of the learner/participant and describes how learning may be applied to the workplace. Thus, it contains a participant's commitment to identify an opportunity to apply the learning at work, and then later report the result to the supervisor and/or Head of Office. It is the responsibility of the Head of Office/supervisor to demand the completion of the said Plan to motivate the participants to demonstrate the desired behaviors.

3. The L&D staff shall be required to submit a comprehensive training documentation report about the L&D interventions and the participants. The report shall contain highlights of the training programs and other development interventions, the learning service providers/facilitators' observations and their recommendations on how the Heads of Offices/supervisors will be able to further support the L&D interventions.

4. In order to encourage employees to demonstrate the desired behaviors, appropriate recognition shall be given by the Commission Proper/Performance Management Team/PRAISE Committee/OHRMD/Heads of Offices/supervisors, as the case may be, as a result of the completion of their LAP/REAP. There may also be recognition to supervisors/superiors for successfully coaching their direct reports to demonstrate the behaviors the participants learned in the training.

5. OHRMD/HRDs shall encourage the use of various learning approaches to suit the participants' learning styles. A budget may be allocated for purchase of needed books and other forms of self-paced learning media to help learners who prefer those approaches. Employees may opt-out of traditional classroom approaches, and use other learning sources. When they are ready, they will be asked to prepare a LAP as a result of their learning through the mode they chose and go through the same process as those who attended classroom training.

6. Heads of Offices and OHRMD shall partner in implementing and monitoring ofIDPs to ensure that employees are following their respective plans for achieving their learning and career goals in the CSC. The Commission/Heads of Offices may opt to send a participant to a public seminar/external training if they deem this as the most suitable way to address the learning and development need provided that the participant prepares and submit a LAP at the end of the training or intervention.

CHAPTER 6. MONITORING AND EVALUATING THE L&D PLAN

The Table below presents the monitoring and evaluation of the L&D Plan from 2014-2016.

OBJECTIVES	OBJECTIVELY VERIFIABLE INDICATOR	MEANS OF VERIFICATION	RISKS & ASSUMPTIONS	PERIOD OF MONITORING
IMPACT Efficient and professional delivery of quality public service	Client Satisfaction	Survey Results Feedback Report	**Assumption:** Responses of survey questionnaire **Risk:** Clients' refusal to report negative feedback	**Yearly**
OUTCOME Competent and credible CSC Workforce	CSC Workforce meeting the required mission-critical competency of their position	Competency Assessment Result Performance Report	**Assumption:** Responses of competency assessment **Risk:** Employees' failure to submit competency assessment	**Yearly**
OUTPUTS Well implemented L&D Plans	• No. of learning and development programs conducted as against targeted • No. of course design prepared and implemented • Satisfaction rating of learners	Performance Report/ Accomplishment Report	**Assumption:** Management Support **Risk:** Target date of conduct is not met Target pax is not available or has conflict in schedule	**Semestral**
ACTIVITIES Issuance and orientation of the CB LDMS and L&D Plan	Approved CB LDMS andL&D Plan Percentage of Offices that received information on the L&D Plan	Receipt of CB LDMS andL&D Plan	**Assumptions:** Management support **Risk** Offices or individuals did not receive the information	**Once**

This outlines the core messages from 2014-2016 and approaches to be employed in communicating the L&D Plan to the CSC officials and employees. Below is the L&D Plan communication plan table.

CORE MESSAGES	TARGET AUDIENCE	METHOD	TIMELINE
Overview of the CBLDMS and the L&D Plan	1st and 2nd Level Employees	Short AVP Presentation during the Flag-raising Ceremony AVP to be played on the eBillboard (OHRMD to prepare the AVP for distribution to the CSROs)	4th week of May 2014
1. Components of the CB LDMS 2. 2014-16 L&D Agenda and Themes 3. Available L&D interventions 4. Impact of the L&D Plan to delivery of 1st and 2nd level Scorecards	CSC Officials at the CO and ROs III, IV and NCR	Orientation Copy of the CBLDMS Guidebook to be distributed	4th week of May 2014
	Other CSC Officials in the ROs	Copy of the CBLDMS Guidebook and L&D Plan to be distributed Short AVP instruction to introduce guidebook and L&D Plan	2nd week of June 2014
	L&D Project Team	Orientation (Materials for cascade to be provided by OHRMD)	2nd week of June 2014
1. What CBLDMS is and how it will impact on	1st and 2nd Level Employees at the CO	Orientation per Office Office Memo, CSC Website	May 26-30, 2014

CORE MESSAGES	TARGET AUDIENCE	METHOD	TIMELINE
employees 2. Available L&D interventions		eCatalogue Tarpaulin at the lobby	
3. How to access and participate in the L&D interventions	1st and 2nd Level Employees at the RO	RO L&D Project Team member to conduct Orientation	3rd week to last week of June 2014
Monthly plugging or reminders of the training programs		CNet, CSC FB, Newsletter, CSC Website	Monthly

MISSION-CRITICAL COMPETENCIES (MCCs)

The MCCs are essential in the attainment of the Office and Commission scorecards/targets. They are, as follows:

Category of Position	No. of Mission-Critical Competencies	Mission-Critical Competencies
Executive/Managerial	5	Core: * Exemplifying Integrity * Delivering Service Excellence * Solving Problems and Making Decisions Leadership: * Partnering and Networking * Leading Change
Supervisor A (Division Chief and equivalent positions)	5	3 Core plus: * Managing Performance * Thinking Strategically
Supervisor B (Asst. Div. Chief and equivalent positions)	4	3 Core plus: * Thinking Strategically
2nd Level Non-Supervisory and 1st Level Non-Supervisory	6	3 Core plus: 3 Organizational: * Demonstrating Personal Effectiveness * Championing and Applying Innovation * Planning and Delivering

2013 COMPETENCY ASSESSMENT

The 2013 competency assessment of CSC officials and employees determined the current status of the CSC workforce in terms of meeting the competency requirements as well as the mission critical competencies of the positions.

There are 1,170 CSC personnel at the time of the assessment in November to December 2013. There are personnel who were on scholarship, were newly hired and with less than three (3) months in the service from the conduct of competency assessment and are soon to retire, which were no longer assessed. As such, the assessment actually covered 1,130 CSC personnel who have complete assessment forms. However, the 1,157 officials and employees identified to be assessed was used as basis in computing the percentage of personnel meeting the required and the mission-critical competencies.

On the Competencies Required for the Positions

There are 762 employees corresponding to 65.86% who meet the required competencies of their positions. Breakdown is as follows: 176 or 51.16% of the total number of employees in the Central Office; and 586 or 72.08% of the total number of employees in the Regional Offices.

On the Mission-Critical Competencies for the Positions

There are 884 personnel corresponding to 76.40% who meet the mission-critical competencies of their positions, well above the target of 70% for 2013 in the CSC Refreshed Scorecard. Breakdown is as follows: 226 or 65.69% of personnel in the Central Office; and 658 or 80% of the CSC RO personnel.

Assessment Results per Competency

Of the competencies, Exemplifying Integrity, a core competency, is the most met with 1026 or 90.72% exceeding the current proficiency level requirements; and 100 or 8.84 % meeting the requirements of their positions. Only 5 personnel or a low .44% do not meet this competency.

Demonstrating Personal Effectiveness, an organizational competency is the next most met competency. About 827 or 92.71% exceed the proficiency level required of their positions; and 56 or 6.28% meet the requirements of their positions. Only 9 or 1.01% employees do not meet this competency.

The three most unmet competencies are as follows:

Most Unmet Competencies

Competency	Total No. Assessed	Exceeding		Meeting		Failing to Meet	
		No.	%	No.	%	No.	%
Planning and Delivering	995	581	58.40%	222	22.30%	192	19.30%
Writing Effectively	853	519	60.98	215	25.03	119	13.98%
Solving Problems	1130	867	76.73	184	16.28%	80	7.08%

Competency	Total No. Assessed	Exceeding		Meeting		Failing to Meet	
		No.	%	No.	%	No.	%
and Making Decisions							

Solving Problems and Making Decisions is a core competency and a mission critical competency required for all positions. Planning and Delivering is an organizational competency, and a mission-critical competency for the first and second level positions.

The most unmet competencies for the Executive/Managerial group is Partnering and Networking. For the rest of the positions, planning and delivering is the most unmet competency, as shown below:

Category of Position	Competency	With Unmet Competencies	
		No.	% *
Executive/Managerial	Partnering and Networking	19	14.39
Supervisor A – DC	Planning and Delivering	21	20.59
Supervisor B – Asst. DC	Planning and Delivering	29	21.97
Second Level Non-Supervisory	Planning and Delivering	74	13.81
First Level Non-Supervisory	Planning and Delivering	68	29.82

* Number of those with unmet competency over the number of those assessed

Priority Development Targets

Given the competency assessment results, the following competencies are priority for development for 2014:

  Core Competencies
❑ Solving Problems and Making Decisions
❑ Delivering Service Excellence
  Organizational Competencies
❑ Planning and Delivering
❑ Writing Effectively
❑ Championing and Applying innovation
❑ Managing Information
❑ Speaking Effectively
  Leadership Competency
❑ Partnering and Networking

SCHOLARSHIP IMPLEMENTATION MATRIX CY 2014-2016

FIELDS OF STUDY	PROPOSED COURSES	TARGET PARTICIPANTS		NUMBER OF SLOTS		
		OFFICE	POSITION	2014	2015	2016
Australian Development Scholarship						
Training and Development	Master of Learning and Development (Univ of Southern Queensland)	CSI, OHRMD RO	Supvg&Sr PS	2		
Public Relations and Advertising	Master of Public Relations and Advertising (Griffith Univ)	CSI, PAIO RO	Supvg&Sr PS	1		
Human Resources Management	Master of Human Resource Management (Univ of New Castle)	CSI, OHRMD RO	Supvg&Sr PS	9		
Organizational Development	MS in Organizational Development (Univ of Queensland) Master of Strategic Management (Univ of Wollongong)	OSM RO	Supvg&Sr PS	3	2	
Recruitment	Master of Human Resources and Employment Relations (Sydney University)	OHRMD RO-HRD	Supvg&Sr PS		2	
Performance Management	Master of Commerce - Performance Management (Univ of Adelaide)	HRPSO RO	Supvg&Sr PS		2	4
Knowledge Management	Master of Arts in Information and Knowledge Management (Univ of Technology, Sydney)	IRMO, PAIO RO	Supvg&Sr PS		2	3
e-Learning	Master of Learning Sciences and Technology (Univ of Sydney)	CSI, OHRMD, IRMO RO-HRD	Supvg&Sr PS		4	5
Dispute and Resolution	Master of Dispute Resolution (CharesSturt University)	PRO RO	Supvg&Sr PS		3	3
	TOTAL			15	15	15

ANNEXES D-1 and D-2

L&D IMPLEMENTATION PLAN MATRIX FOR 2014
See Separate Files

ANNEX E

L&D IMPLEMENTATION TIMELINE FOR 2014
See Separate File

ANNEX F

COST ESTIMATE FOR 2014 L&D IMPLEMENTATION
See Separate File