development academy of the philippines

BOARD RESOLUTION NO. 034 (s. 2024)

APPROVING THE INTERNAL GUIDELINES, RULES AND REGULATIONS OF THE DEVELOPMENT ACADEMY OF THE PHILIPPINES (DAP) SEARCH AND SELECTION COMMITTEE (SSC)

WHEREAS, under Section 5(d) of Presidential Decree No. 205, otherwise known as the "DAP Charter", as amended, one of the responsibilities of the Board of Trustees (BOT) is to appoint the President, and one or more Vice-Presidents to assist the President, in the administration of the affairs of the DAP;

WHEREAS, the BOT, through Board Resolution No. 008 (s. 2024), and the Civil Service Commission (CSC), through a Letter dated 09 August 2024, approved the DAP Supplemental Merit Selection Plan (MSP): Guidelines in the Recruitment, Selection, and Placement (RSP) for the Positions of Executive Vice President, Senior Vice President, and Vice President, hereafter referred to as the "Supplemental MSP", which laid down the need to constitute the DAP SSC to source candidates for Second Level Executive Managerial positions in the DAP;

WHEREAS, the Supplemental MSP provides a policy statement on the promulgation, approval, adoption and amendment of the internal guidelines, rules and regulations of the DAP SSC, which states that:

> 2.5 The SSC shall be guided by the DAP Charter, CSC Resolution No. 100623, CSC MC No. 5 (s. 2016) and CSC MC No. 19 (s. 2019), among other relevant CSC issuances. Accordingly, the SSC shall promulgate internal guidelines, rules and regulations subject to the approval of the same by the BOT. Subsequent SSCs shall adopt such internal guidelines, rules and regulations unless sooner amended by the BOT.

WHEREAS, in compliance with the provisions of the Supplemental MSP, the DAP SSC, constituted through Board Resolution No. 026 (s. 2024) and Special Order No. SO-2024-130 dated 23 September 2024, approved the attached internal guidelines, rules and regulations (Annex "A") subject to the approval of the BOT;

WHEREAS, the DAP BOT determined that there is a need for a more detailed clarification of the criteria for the evaluation of job fit;

NOW, THEREFORE, BE IT RESOLVED, that the internal guidelines, rules and regulations of the DAP SSC are hereby approved, including the more detailed clarification of the criteria for the evaluation of job fit (Annex "B").

APPROVED on the 29th day of November 2024 in Pasig City.

BOARD RESOLUTION NO. 034 (s. 2024)

APPROVING THE INTERNAL GUIDELINES, RULES AND REGULATIONS OF THE DEVELOPMENT ACADEMY OF THE PHILIPPINES (DAP) SEARCH AND SELECTION COMMITTEE (SSC)

ACTION OF THE DAP BOARD OF TRUSTEES

ARSENIO M. BALISACAN
Secretary, National Economic and Development Authority
Chairperson

MAJAH-LEAH V. RAVAGO
President and Chief Executive Officer, DAP
Vice-Chairperson

ABSENT
MARILYN B. BARUA-YAP
*Chairperson,
Civil Service Commission*
Member

LUIS MEINRADO C. PAÑGULAYAN
*Undersecretary,
Department of Agrarian Reform*
Member-Alternate

AUGUSTO D. DELA PEÑA
*Undersecretary, Department of Environment
and Natural Resources*
Member

ABSENT
KENNETH G. RONQUILLO
Undersecretary, Department of Health
Member-Alternate

ABSENT
NIÑO RAYMOND B. ALVINA
OIC-Undersecretary, Department of Finance
Member-Alternate

ABSENT
ALLEN KRISTOPHER A. ANARNA
Assistant Secretary, Department of Agriculture
Member-Alternate

LEONIDO J. PULIDO III
*Assistant Secretary,
Department of Budget and Management*
Member-Alternate

ROGER B. MASAPOL
Assistant Secretary, Department of Education
Member-Alternate

JETHER K. CORPUZ
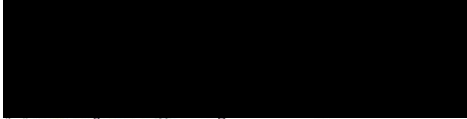*Director, Office of the President*
Member

BOARD RESOLUTION NO. 034 (s. 2024)

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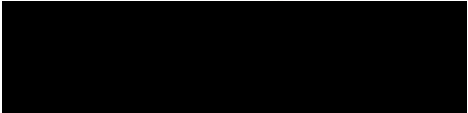*OIC-Undersecretary, Department of Finance*
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Member

DEVELOPMENT ACADEMY OF THE PHILIPPINES (DAP)

SEARCH AND SELECTION COMMITTEE (SSC)

INTERNAL GUIDELINES, RULES AND REGULATIONS

I. **Objectives of the Search and Selection Committee:**

A. To establish a system that is characterized by strict observance of the merit, fitness, and equality principles in the selection of the best candidate for appointment to positions of Executive Vice President (EVP), Senior Vice President (SVP), and Vice President (VP).

B. To create equal opportunities for employment to all qualified applicants to enter the government service and for career advancement in the Academy.

II. **Procedural Norms:**

A. **Screening Methods:** In screening the applicants for EVP, SVP, and VP positions, the following methods shall be used:

a. Document Review - HRMDD screens the applicant's documents vis-a-vis the CSC qualifications standards for the position; and the SSC reviews the credentials vis-a-vis the functions of the position to come up with the selection line-up;

b. Online Assessment Test (i.e., Competency Assessment Test, Cognitive Ability Test, and Emotional Intelligence Test) - candidates from the selection line-up undergo online assessment tests, administered by the third-party provider, to assess required competencies of the position;

c. Panel Interview - candidates are interviewed by at least two (2) SSC members to validate the information in the Personal Data Sheet (PDS) and Work Experience Sheet (WES), and competencies. Interview Form attached as Annex "C-1"; and

d. Background Verification - HRMMD conducts employment / professional history and personal information verification (background verification form attached as Annex "C-2") to confirm the accuracy of the information declared in the PDS and WES.

However, the SSC shall not be limited to the aforementioned list. Additional methods of screening may be adopted as it deems necessary.

To facilitate a comprehensive assessment of the merit and fitness of the candidate, interviews may be participated in by the external members of the SSC.

B. **Selection Line-Up:** refers to the listing of qualified and competent applicants for consideration to a vacancy which includes, but is not limited to, the comparative information of their education, experience, training, civil service

eligibility, performance rating (if applicable), relevant work accomplishments, competencies, physical characteristics, psycho-social attributes, personality traits, and potential.

The selection line-up is posted in at least three (3) conspicuous places in the Academy, websites of government agencies, and other social media platforms for a period of at least fifteen (15) calendar days. The date of posting shall be indicated in the notice.

C. **Criteria for Evaluation:** The following set of criteria as basis for determining the merit and fitness of the candidate.

    1. **Civil Service Commission (CSC) Minimum Qualification Standard:**

        1.1. Education: Master's degree OR Certificate in Leadership and Management from CSC

        1.2. Experience: Five (5) years of supervisory/management experience

        1.3. Training: One hundred twenty (120) hours of supervisory/management learning and development intervention undertaken

        1.4. Eligibility: Career Service Professional/Second Level Eligibility

    2. **Competencies:** combination of DAP core and leadership competencies relevant to the supervisory and management position. These competencies are used in the Knowledge, Attitude, and Skills (KAS) Form (Annex "C-3), Online Competency Test, and Interview Form.

        2.1. Leadership Competencies: DAP identified competencies that are crucial for supervisory and management positions.

            2.1.1. Area of Expertise
            2.1.2. Planning and Organizing
            2.1.3. Resource Management
            2.1.4. Building Collaborative, inclusive Working Relationships
            2.1.5. Managing Performance and Coaching for Results
            2.1.6. Leading Change
            2.1.7. Thinking Strategically and Creatively
            2.1.8. Creating and Nurturing a High Performing Organization

        2.2. Core Competencies: DAP's foundational competencies essential to all employees

            2.2.1. Organizational Awareness
            2.2.2. Process and Results Orientation
            2.2.3. Public Service Orientation
            2.2.4. Valuing Diversity

    3. **Overall Job Fit:** refers to the alignment of the candidates' experience relevant to the roles and functions of the position; educational

background relevant to the roles and functions of the position; training relevant to the roles and functions of the position; potential to assume the leadership role of the position; and psycho-social attributes. Job Fit Form is attached as Annex "C-4".

4. **Evaluation** - The Evaluation Guide (attached as Annex "C-5") shall provide a structured framework for evaluating the candidate's competency and job fit for the position. This guide will assist the SSC in determining the suitability of candidates for specific executive positions.

D. **Raters:** The internal members of the SSC shall rate the candidates based on their fitness to the position to be filled, according to established criteria and rating system.

E. **Voting:** To constitute a favorable action from the SSC, a unanimous vote by all internal members is required before a candidate can be considered as one of those deemed most qualified for appointment to the vacant position. The internal members may consider the recommendation and input of the external members given their specialized knowledge, best practices, and considering the interests of external stakeholders.

F. **Quorum:** Attendance of a majority of the members, whether online or onsite, shall constitute a quorum.

G. **Mode of Meeting:** Face-to-face meetings shall be preferred whenever possible. However, online or hybrid meetings may be considered, particularly in cases where physical attendance is impractical or challenging.

H. **Document Sharing:** Documents and information relevant to the selection process may be shared electronically to expedite the review and evaluation process. All documents provided to the SSC shall be returned to the HRMDD/SSC Secretariat for proper filing and or disposal.

I. **Date of Effectivity of Appointments.** To provide ample time for the appointee to submit the supporting documents to the appointment paper, for the Secretariat to prepare the documentation of the selection process, for the signatories to review the documents, and facilitate a timely submission to the Civil Service Commission of the appointment papers, effectivity shall be one (1) month from date of deliberation. A different date of effectivity may be proposed if the circumstance/s warrant.

The SSC is authorized to formulate internal guidelines, rules, and regulations, in accordance with the approved Supplemental MSP, subject to the approval by the BOT. These internal rules shall form part of the records of the SSC Secretariat and shall be adopted by subsequent SSCs.

COMPARATIVE MATRIX OF CREDENTIALS / QUALIFICATIONS

No.	NAME	AGE / SEX	JOB FIT CRITERIA NO. 1 (20%) — Relevance of Educational Background to the roles and functions of the position applied for — 1 pt for every relevant Degree: Business/MBA; Finance and Economics; Industrial Engineering; Technology Management; Strategic Management / Organizational Strategy / Organizational Management; Law / Public Administration / Governance (maximum of 3 pts)			JOB FIT CRITERIA NO. 2 (20%) — Relevance of the training attended to the roles and functions of the position applied for	JOB FIT CRITERIA NO. 2 (20%)	JOB FIT CRITERIA NO. 3 (20%) — Relevance of Past Work Experience to the roles and functions of the position applied for	JOB FIT CRITERIA NO. 4 (20%) — Potential to assume the leadership role of the position		JOB FIT CRITERIA NO. 5 (20%) — Psycho-Social Attributes		OVERALL RATING
			Bachelor's Degree	Master's Degree / Diploma / Certificate	Doctorate	CSC QS	CSC QS	CSC QS	Data source: Competency Assessment Test and Panel Interview		Data source: Results from the Emotional Intelligence Test and Cognitive Ability Test		1 Not Fit (less than adequate) 2 Good Fit (Adequate) 3 Best Fit (More than Adequate)
						ELIGIBILITY / GOVERNMENT EXAMS / LICENSURE	120 HOURS OF SUPERVISORY / MANAGERIAL TRAINING	Relevant Work Experience on Strategic and Operations Planning, Risk Management, Planning and Performance Management, Internal Quality Audit, Results-Based Performance Management System	Met	Not Met	Emotional Intelligence Test Result (10%)	Cognitive Ability Test Result (10%)	
							Relevant Training on Strategic and Operations Planning, Risk Management, Regulatory Compliance: IQA, ESC, SPMS, ISO 9001:2015, Customer Service / ARTA	1 if < 5 years in private or government setting 2 if = or > 5 years in private or government setting 3 if > 5 years in a GOOD	1 met 0-8 competencies 2 met 9-11 competencies 3 met all 12 competencies				
			1 if 0 relevant Degree 2 if at least 1 relevant Degree 3 if 2 or more relevant Degree				1 if < 40 hours 2 if = to 40-80 hours 3 if > 80 hours						
1													
2													
3													
4													
5													
6													

CANDIDATES NOMINATED TO THE <POSITION TITLE> FOR <OFFICE>

*** Nothing follows ***

development academy of the philippines

SEARCH AND SELECTION COMMITTEE (SSC) INTERVIEW FORM

I. CANDIDATE PROFILE

Name	:	Date of Interview	:
Age	:	Position Applied for	:
Sex	:	Salary Grade / Rate	:
Current Position / Job	:	Plantilla Item / Employment Status	:
Agency / Company	:	Place of Assignment / Location	:

II. QUALIFICATION STANDARDS ASSESSMENT

QUALIFICATION STANDARDS (CSC Minimum Requirements)		CANDIDATE'S QUALIFICATIONS	QS ASSESSMENT
Education	Master's degree OR Certificate of Leadership and Management from CSC		MET
Work Experience	Five (5) years of supervisory or managerial experience		MET
Training	120 Training hours of supervisory/ management learning and development intervention		MET
Eligibility	Civil Service (Professional) / Second Level Eligibility		MET

III. INTERVIEW

1. ORGANIZATIONAL AWARENESS
Understands the structure, objectives, workings, values, and culture of the Academy as well as the political, social, and economic issues affecting it

Guide Questions:
a. Describe a time when you identified underlying problems affecting organizational or individual performance, such as political conditions, competitor actions, or other external forces. How did you approach analyzing these issues, and what steps did you take to address them?
b. How do you ensure that important management instructions and directions are effectively communicated and cascaded throughout your team or organization? Can you provide an example of a situation where your communication strategy significantly impacted the implementation of these directives?
c. Describe a time when you actively supported an agency-wide event, program, or activity. How did you encourage and facilitate participation among your subordinates, and what impact did their involvement have on the success of the initiative?

	KEY BEHAVIORS	NOTES	RATING
☐	Identifies underlying problems affecting organizational or individual performance such as political conditions, competitor actions, and other external forces		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe
☐	Cascades and communicates important Management instructions / directions regularly		
☐	Welcomes and encourages collaboration with other units/offices to achieve a target/goal		
☐	Supports the Agency-wide events, programs, and activities; and encourages and allows subordinates to participate		*(Please write your rating inside the box.*

SEARCH AND SELECTION COMMITTEE (SSC) INTERVIEW FORM

2. PROCESS AND RESULTS ORIENTATION
Ability to set targets and deliver quality results in accordance with the Academy's goals, strategic directions, and standards; and does so in a way that is consistent with legal and procedural requirements

Guide Questions:
a. Provide an example of a time when you improved work processes or procedures while ensuring compliance with legal standards and maintaining high-quality results. What specific steps did you take to implement these improvements, and how did you measure their effectiveness?
b. Share an experience where you identified a non-compliance issue and needed to act on an Opportunities for Improvement (OFI) report. What steps did you take to correct the issue, how did you ensure that corrective actions were implemented within the prescribed timeframe, and what was the outcome?
c. How important are quality standards in your current (most recent) role? What do you find most difficult or challenging about working to quality standards? What might you do to improve quality standards? How do you personally ensure that all quality standards are met?

KEY BEHAVIORS	NOTES	RATING
☐ Improves work processes, procedures, and parameters without compromising results and without deviating from proper and legal procedures		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe
☐ Sets Office / Center / Department targets that are aligned with the Agency's strategic directions		
☐ Reviews performance regularly, provides feedback, and adjusts targets when needed		
☐ Corrects non-compliance and acts on OFI reports and/or corrective actions within the prescribed timeframe		*(Please write your rating inside the box.)*

3. PUBLIC SERVICE ORIENTATION
Provides complete, high quality, accessible, helpful, and courteous service without violating the public trust

Guide Questions:
a. Provide an example of a time when you had to evaluate the potential consequences of a decision or action on clients and your agency. What factors did you consider in your analysis, and how did you ensure that your decision aligned with the best interests of both parties?
b. Describe a situation where you faced a complex issue or concern that required prompt action. How did you ensure that your response complied with relevant policies, laws, and standards? What steps did you take to resolve the issue effectively, and what was the outcome?
c. Give an example of a time when you had to satisfy a particular customer or client need (this could be an internal or external customer). How did you establish what the customer's needs and expectations were? What steps did you take to ensure that the client/customer was fully satisfied with your work? How effectively do you think you satisfied the client's expectations?

KEY BEHAVIORS	NOTES	RATING
☐ Tailors services for a variety of client groups / needs		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe
☐ Moves client thinking forward by helping them understand issues beyond their day-to-day work		
☐ Identifies possible consequences of an action or decision on clients and the Agency		
☐ Acts on complex issues / concerns promptly without violating policies, laws, and standards		*(Please write your rating inside the box.)*

4. VALUING DIVERSITY

Ability to accept and capitalize on individual and cultural differences; promotes fair treatment and equal opportunity for all

Guide Questions:

a. Share an example of how you have actively provided equal opportunities for employment and advancement to individuals from diverse backgrounds and cultures. What specific strategies did you implement to ensure inclusivity, and what impact did your efforts have on the team or organization?

b. Describe a situation where you encountered racist, sexist, or otherwise discriminatory behavior in the workplace. How did you respond to ensure that it was addressed according to existing policies and laws? What steps did you take to support affected individuals, and what was the outcome of your actions?

c. What sort of ethics or values do you need to uphold in your work? Why are these important? What do you do to uphold these? How have you dealt with company ethics or values which were different from your own?

KEY BEHAVIORS		NOTES	RATING
☐	Provides equal opportunities for employment and advancement to people from varied backgrounds and cultures		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe
☐	Supports ideas, programs, policies, and endeavors that promotes mental health, equality, diversity, and halts discrimination and abuse within the Agency		
☐	Ensures that racist, sexist, abusive, and other discriminatory behavior are stopped and punished according to existing policies and laws		*(Please write your rating inside the box.)*

5. AREA OF EXPERTISE

Acquires extensive knowledge and skills through formal learning, experiences, and research; and uses these to accomplish a result, fulfill clients' needs, and advance the Academy's interest

Guide Questions:

a. Provide an example of how you have engaged with a community of practice to advance your field or knowledge in a specific area. What initiatives or contributions did you make, and how did they impact your professional development and the community as a whole?

b. Describe your experience leading a Technical Working Group or Committee aimed at addressing a specific purpose or management change initiative. What strategies did you employ to facilitate collaboration and ensure the group's goals were met? How did you measure the success of the initiative?

c. Give an example of a time when you developed a new or different solution to a problem. Why did you think the problem needed a new solution? How did you develop the solution? What feedback did you receive on how it was working?

KEY BEHAVIORS		NOTES	RATING
☐	Shows commitment to a community of practice to advance the field or knowledge or an endeavor		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe
☐	Uses one's specialized knowledge to suggest improvements in the systems and operations of the Agency		
☐	Represents the Agency in local / international knowledge-sharing activities as a subject matter expert		
☐	Leads a Technical Working Group or Committee to take on a specific purpose, study, or a Management change initiative		
☐	Serves as the supervising fellow of a high-level program, if applicable		
☐	Receives awards or acknowledgement from an external organization for contributions / work accomplishments		*(Please write your rating inside the box.)*

6. PLANNING AND ORGANIZING
Sets targets and translates them into implementable plans

Guide Questions:
a. Share an experience where you directed or oversaw the activities of a group to ensure alignment with your agency's strategic plan and mandates. What specific measures did you implement to maintain this alignment, and how did you assess the effectiveness of your approach?
b. Provide an example of a time when you anticipated potential obstacles to meeting a project or organizational target. What steps did you take to develop contingency plans, and how effective were those plans in overcoming the challenges you faced?
c. Give me an example of when you had to work against a deadline. How did you monitor progress towards the deadline? What problems did you encounter? What would you have done differently?

KEY BEHAVIORS		NOTES	RATING
☐	Directs or oversees overall framework / activities of the Group to ensure alignment with the Agency's strategic plan and mandates		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe
☐	Anticipates potential obstacles to meeting targets and develops contingency plans to overcome them		
☐	Visualizes and sets long-term plan for the Group		*(Please write your rating inside the box.*

7. RESOURCE MANAGEMENT
Ability to appropriately allocate resources, monitor their use, and make adjustments when necessary (resources may include materials, money, human resource, facilities, and equipment) to ensure sustainable operations of Departments / Centers / Offices

Guide Questions:
a. Describe a situation where you established practices within your group to promote the economical use of resources and prudent management of funds, all while maintaining quality and efficiency. What specific initiatives did you implement, and what were the outcomes?
b. Share an experience where you were responsible for monitoring the financial situations of various centers, departments, or offices within your group. What strategies did you use to ensure financial and operational stability, and how did you address any issues that arose during your monitoring?
c. Provide an example of how you effectively managed resources—such as budget, personnel, and time—during a critical project or initiative. What strategies did you use to optimize resource allocation, and how did your decisions impact the overall success of the organization?

KEY BEHAVIORS		NOTES	RATING
☐	Establishes Group practices that encourage economical use of resources and prudent use of funds without sacrificing quality and efficiency		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe
☐	Implements adjustments in the resource allocation of Departments / Centers when the situation calls for		
☐	Promotes good practices that will increase productivity and employee satisfaction within the group		
☐	Ensures financial and operational stabiity of the Group by regularly monitoring and checking up on the financial situations of the Centers / Departments / Offices		*(Please write your rating inside the box.*

SEARCH AND SELECTION COMMITTEE (SSC) INTERVIEW FORM

8. BUILDING COLLABORATIVE, INCLUSIVE WORKING RELATIONS

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.

Guide Questions:

a. Tell me about a time when you successfully built and leveraged collaborative partnerships or networks to improve work outcomes. What specific actions did you take to develop these relationships, and how did they contribute to achieving your goals?

b. Tell me about a time when you found it difficult to build an effective working relationship with a customer or colleague. How did you deal with this? To what degree did you adapt your approach to others? What efforts did you make to understand the situation from other people's perspective?

c. Think of a time when you have had to establish a relationship with more senior people in your organization. How effective do you think you were in relating to them? What have you learned about how to approach such interactions?

CSC CORE DESCRIPTION		NOTES	RATING
☐	Builds and then leverages on collaborative partnerships and networks to deliver or enhance work outcomes.		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe *(Please write your rating inside the box.*

9. 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.

Guide Questions:

a. Share an example of how you led your organization by example and coached your team to develop a performance-based culture. What specific actions did you take to promote high standards of performance in public service, and how did you measure the success of your efforts?

b. Tell me about a time when you managed a group of people in order to achieve an important outcome. How did you set objectives for the group? How did you lead and motivate them? What was the most difficult part of the role?

c. Give an example of something you have done to bring out the best in another person. What made you aware of their potential to develop? How successful were you? What skills related to developing people would you like to improve?

CSC CORE DESCRIPTION		NOTES	RATING
☐	Leads the organization by example and through coaching towards a Performance-based culture and the achievement of public service performance standards.		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe *(Please write your rating inside the box*

10. 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.

Guide Questions:
a. Provide an example of a change management plan you developed to enhance organizational effectiveness. How did you plan and define the key elements of the initiative, and what steps did you take to secure buy-in and full support from stakeholders across the organization?
b. Tell me about the time when you had to take responsibility for a group of people or a project. What did you do? What was particularly successful? What was less successful?
c. Describe a situation that required you to make a prompt decision. What factors did you consider? How did you assess the risks involved? How comfortable were you making this decision?

	CSC CORE DESCRIPTION	NOTES	RATING
☐	*Plans, defines, and exhibits buy-in and full support for the change management plan to succeed organization-wide to improve organizational effectiveness.*		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe *(Please write your rating inside the box.*

11. 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 different ways to enhance organizational effectiveness and responsiveness

Guide Questions:
a. Describe a time when you analyzed a complex and volatile environment impacting your agency or organization. How did you interpret the key factors at play, and what actions did you take to reposition the organization strategically to better address both current and future challenges?
b. To what extent has your current (or previous) role allowed you to work strategically? How much do you enjoy planning in the longer term? What issues do you take into account when thinking strategically? To what extent do you consider the future of the business within your everyday work?
c. Describe a decision or plan that you have made that has had a wider impact upon other functions or departments within the organization. How did this impact other departments or areas of the organization? To what extent did you take this into account when making your decision? To what extent did the actual impact match what you had expected when making your decision?

	CSC CORE DESCRIPTION	NOTES	RATING
☐	*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 be better address the challenges it faces both now and into the future*		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe *(Please write your rating inside the box.*

SEARCH AND SELECTION COMMITTEE (SSC) INTERVIEW FORM

12. 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

Guide Questions:
a. Describe a situation where you fostered a shared sense of commitment among team members while managing complex relationships. What steps did you take to cultivate a learning culture that prioritized continuous improvement and talent development, and what impact did this have on the organization?
b. Share an example of a time when you took the initiative to shape a high-performing organization. What strategies did you employ to enhance performance and engagement among team members, and what outcomes did you achieve as a result?

CSC CORE DESCRIPTION	NOTES	RATING
☐ *Fosters and cultivates a shared sense of commitment between and/or complexities of relationships and leads the organization towards a learning culture committed to continuous improvement and talent development.*		Scale: 3 - More than Acceptable 2 - Acceptable 1 - Less than Acceptable 0 - No opportunity to Observe *(Please write your rating inside the box.)*

IV. ADDITIONAL INTERVIEW'S NOTES

Interviewed by:

NAME / SIGNATURE
Selection and Search Committee

development academy of the philippines

DATE

Human Resource Division

Greetings!

One of your former employees, **NAME**, is currently applying to our office, Development Academy of the Philippines (DAP). Per his/her application, **Mr./Ms. Surname**, was employed by **NAME OF AGENCY** and he/she holds the position of **POSITION (OR REFERENCE POSITION)** from DATE to DATE.

In line with this, we would like to conduct a background confirmation and ask some questions regarding his/her record in your office. It could be the Human Resource (HR) or his/her previous Supervisor/Manager who may answer the listed questions below.

1. Kindly verify the below employment data of the applicant by answering TRUE or FALSE:
    a. Nature of Employment: (PLANTILLA, COS, JO, CONSULTANT, RESOURCE PERSON). _____
    b. Job Title: (JOB TITLE) _____
    c. Basic Monthly Salary/Compensation: (STATE BMS) _____
    d. Responsibilities: (STATE MAJOR RESPONSIBILITIES) _____
2. How was his/her performance during the last rating period? What was noted as needing improvement during this performance review, if any? His/her stengths?
3. How was his/her working relationship with his/her supervisor, manager and colleagues?
4. Does he/she supervise other employees? How effectively?
5. How does he/she handle conflict? How about pressure? Stress?
6. Has he/she been cleared of any property, money, or work-related obligations before separating from the company?
7. Does he/she have any bad record or have been blacklisted in your office?
8. What is his reason for leaving?
9. Would you rehire him/her if the opportunity arose?

Your response to our e-mail will be highly appreciated. Thank you.

KAS STAR DATA FORM

SENIOR VICE PRESIDENT - SG 28 /

VICE PRESIDENT - SG 27

APPLICANT: *Full name*
CURRENT POSITION: *Current Position*
EMPLOYMENT STATUS/SALARY or JOB GRADE: *Current ES/SG or JG*
AGENCY/COMPANY: *Current Employer*

Please provide relevant data using the S.T.A.R. method for each Knowledge, Attitude, and Skills: (KAS) and Competencies required for this position. Please bear in mind that the S.T.A.R. method underscores your "success stories", "shining moments", or milestones in your current and/or previous engagements/experiences.

The guides below should help you craft your S.T.A.R. Data

Situation

Describe a critical incident, a problem, or situation in which you were involved that had a positive outcome. Give context

Task

Describe the tasks involved in the situation.

Action

Specify what actions you took in the situation to complete the tasks and achieve your results.

Results

What results followed due to your actions?

Before crafting your S.T.A.R. Data please consider the following:

1. Analyze the position for which you are being considered and determine what K.A.S. or competencies are required.
2. Evaluate and reflect upon your background to identify your skills and experiences related to the position. Think about your experiences and skills gained in class, internships, leadership positions, and activities and relate them to the skill sets required by the position for which you are a candidate.
3. Identify three to five top selling points—attributes that set you apart from others or you think you excel at
4. Be honest and specific in your stories.
5. Quantify wherever possible. It is evidence of your achievements, accomplishments, and efforts.

Knowledge, Attitude, Skills (KAS)	Situation What was the challenging situation?	Task What were you trying to achieve?	Action What did you do?	Result(s) What were the outcomes? What were achieved? What was learned?
1. Organizational Awareness *Identifies underlying problems affecting organizational or individual performance such as political conditions, competitor actions, and other external forces;* *Cascades and communicates important Management instructions / directions regularly;* *Welcomes and encourages collaboration with other units/offices to achieve a target/goal; and* *Supports the agency-wide events, programs, and activities; and encourages and allows subordinates to participate.*				
2. Process and Results Orientation *Improves work processes;* *procedures, and parameters without compromising results and without deviating from proper and legal procedures;* *Sets office targets that are aligned with the agency's strategic directions;* *Reviews performance regularly, provides feedback, and adjusts targets when needed; and* *Corrects non-compliance and acts on OFI reports within the prescribed timeframe.*				
3. Public Service Orientation *Tailors services for a variety of client groups / needs;* *Moves client thinking forward by helping them understand issues*				

beyond their day-to-day work; Identifies possible consequences of an action or decision on clients and the agency; and Acts on complex issues / concerns promptly without violating policies, laws, and standards.			
4. Valuing Diversity *Provides equal opportunities for employment and advancement to people from varied backgrounds and cultures;* *Supports ideas, programs, policies, and endeavors that promotes mental health, equality, diversity, and halts discrimination and abuse within the agency; and* *Ensures that racist, sexist, abusive, and other discriminatory behavior are stopped and punished according to existing policies and laws.*			
5. Building collaborative, inclusive working relationships *Builds and then leverages on collaborative partnerships and networks to deliver or enhance work outcomes.*			
6. Managing and Coaching for results *Leads the organization by example and through coaching towards a Performance-based culture and the achievement of public service performance standards.*			
7. Leading change *Plans, defines, and exhibits buy-in and full support for the change management plan to succeed organization-wide to improve organizational effectiveness.*			

Competency			
8. Thinking strategically and creatively *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 be better address the challenges it faces both now and into the future.*			
9. Creating and nurturing a high performing organization *Fosters and cultivates a shared sense of commitment between and/or complexities of relationships and leads the organization towards a learning culture committed to continuous improvement and talent development.*			
10. Area Expertise *Makes oneself available to others to help solve technical or procedural problems or issues related to one's field.*			
11. Resource Management *Establishes office practices that encourage economical use of supplies and frugal use of funds.*			
12. Planning and Organizing *Directs or oversees the overall framework/activities of the office; Anticipates potential obstacles to meeting the targets and develops contingency plans to overcome them.*			

JOB FIT EVALUATION FORM

The purpose of this form is to determine the alignment of the candidates' experience relevant to the roles and functions of the position; educational background relevant to the roles and functions of the position; training relevant to the roles and functions of the position; potential to assume the leadership role of the position; and psycho-social attributes with the demands and functions of the position.

Position Title / SG	
Place of Assignment	
Functions of the Office	
Brief Description of the Position's Role	
Key Roles / Responsibilities / Functions of the Position	

Instructions : On a scale of 1 to 3, please rate the candidates based on the criteria listed below.

CRITERIA FOR THE JOB FIT	CANDIDATES FOR THE <POSITION TITLE> FOR <OFFICE>					
	CANDIDATE NO. 1	CANDIDATE NO. 2	CANDIDATE NO. 3	CANDIDATE NO. 4	CANDIDATE NO. 5	CANDIDATE NO. 6
1. Relevance of past work experience to the roles and functions of the position applied for						
2. Relevance of the educational background to the roles and functions of the position applied for						
3. Relevance of the training attended to the roles and functions of the position applied for						
4. Potential to assume the leadership role of the position						
☐ Role / Function No. 1						
☐ Role / Function No. 2						
☐ Role / Function No. 3						
☐ Role / Function No. 4						
☐ Role / Function No. 5						
5. Psycho-social attributes						

Concurred:

NAME AND SIGNATURE SSC Chairperson	**NAME AND SIGNATURE** SSC Member	**NAME AND SIGNATURE** SSC Member	**NAME AND SIGNATURE** SSC Member

Rating Scale

3	More than Adequate (Best Fit)	The candidate's experience, educational background, and training relevant to the roles and functions of the position; potential to assume the leadership role of the position; and psycho-social attributes **align well** with the demands and functions of the position
2	Adequate (Good Fit)	The candidate's experience, educational background, and training relevant to the roles and functions of the position; potential to assume the leadership role of the position; and psycho-social attributes **somewhat align** with the demands and functions of the position, but is not an ideal match
1	Less than Adequate (Not Fit)	The candidate's experience, educational background, and training relevant to the roles and functions of the position; potential to assume the leadership role of the position; and psycho-social attributes **does not align** with the demands and functions of the position

In assessing the job fitness of candidates, the following shall guide the raters:
1. Regardless of the average rating, if one criteria has a rating of one (1), it is deemed that the candidate does meet the job fit requirements of the position.
2. Consensus rating must be reached by the raters.

development academy of the philippines

Evaluation Guide
for the Recruitment, Selection, and Placement
of Executive Vice President, Senior Vice President, and Vice President Positions

PURPOSE

This document provides a structured framework for evaluating the candidate's competency and job fit for the position. This guide will assist the SSC in determining the suitability of candidates for specific executive positions.

METHODOLOGY

To assess fitness for the position, candidates will be asked to accomplish a KAS (Knowledge, Aptitude, Skills) Data Form, take an online competency assessment test, and undergo a panel interview. These methods are intended to collect varied information to provide a more comprehensive view of the candidate's competencies.

Panel Interview

For the panel interview, at least two members of the Search and Selection Committee shall interview the candidate. The interviewers will rate based on the responses of the candidate to the behavior-based interview questions. Sample and guide questions are provided for each dimension.

The interview rating scale is as follows:

DAP RATING SCALE	INTERPRETATION
3	More than acceptable
2	Acceptable
1	Less than acceptable
0	No opportunity to observe

Online Competency Assessment

Online Competency Assessment Examination will provide summarized data on the candidate's preferred style or typical way of behaving that is likely to influence their potential performance on competencies. The result is based on the candidate's responses to the Occupational Personality Questionnaire (OPQ) which have been compared against a large relevant comparison group to describe the candidate's preferred work approach.

Additionally, the results of the assessment describe the preferred ways of behaving, rather than actual skill levels. The accuracy of the results depends on the frankness with which the individual has answered the questions as well as their self-awareness.

The dimensions of the online test were matched to the DAP competencies to obtain the rubric as shown below:

DAP COMPETENCIES	OPQ DIMENSIONS
1. Organizational Awareness	Deciding and Initiating Action
2. Process and Results Orientation	Delivering Results and Meeting Customer Expectations
3. Public Service Orientation	Delivering Results and Meeting Customer Expectations
4. Valuing Diversity	Adhering to Principles and Values
5. Resource Management	Planning and Organizing
6. Area of Expertise	Creating and Innovating
7. Planning and Organizing	Planning and Organizing
8. Building Collaborative, inclusive Working Relationships	Relating and Networking
9. Managing and Coaching for Results	Leading and Supervising
10. Leading Change	Deciding and Initiating Action
11. Thinking Strategically and Creatively	Formulating Strategies and Concepts
12. Creating and Nurturing A High Performing Organization	Relating and Networking

Following the DAP rating scale, the result of the Online Competency Assessment Test will be assessed as follows:

DAP RATING SCALE	INTERPRETATION	OPQ DESCRIPTION
3	Exceeds Requirements	(5) Key Strength
2	Meets Requirements	(4) Likely Strength
		(3) Moderate
1	Does Not Meet Requirements	(2) Likely Limitation
		(1) Key Limitation
0	Not Applicable	Not Applicable

ANALYSIS OF DATA FOR THE COMPETENCY ASSESSMENT

The competency assessment methods are designed to bring about the demonstration of behavioral indicators related to the identified competencies of the DAP. The online examination is administered by the DAP-partnered Assessment Center while the Panel Interviews are conducted by the SSC members supported and guided by the candidate's KAS Data Forms.

Results of the competency assessment methods is analyzed and cross-validated during the SSC deliberation meeting using the rubric, as shown below:

COMPETENCY ASSESSMENT METHOD	SCALE PER METHOD / RATING EQUIVALENT					
	3 **STRONGLY DEMONSTRATED** (The applicant demonstrates competencies that exceed the expectations for the position)	2 **MODERATELY DEMONSTRATED** (The applicant meets the competencies required for the position)		1 **NOT DEMONSTRATED** (The applicant lacks the necessary competencies for the position)		0 **NA / No Opportunity to Observe**
Online Assessment	Key Strength (5)	Likely Strength (4)	Moderate (3)	Likely Limitation (2)	Key Limitation (1)	N/A
Panel Interview	More than Acceptable (3)	Acceptable (2)		Less than Acceptable (1)		No Opportunity to Observe (0)

Per competency dimension, results are interpreted based on the ratings described below:

SCORE	INTERPRETATION PER COMPETENCY	RATING RECEIVED
3	Partially exceeds competency standard	All ratings are 3
2	Meets competency standard	No rating of 1 from the Panel Interview
1	Not meeting the competency standard	With a rating of 1 from the Panel Interview

The rating scale for the **overall score** of the competency assessment of each candidate is shown below:

OVERALL SCORE	INTERPRETATION
3	Met all the required competencies
2	Met more than half of the required competencies
1	Met half or less than half of the required competencies

INTERPRETING THE RESULTS OF OTHER ASSESSMENT TESTS

Cognitive Ability Test

This test assesses critical thinking, problem-solving, and decision-making skills, essential for analyzing data, identifying trends, and developing solutions.

Use the rating scale below to determine the overall score for this test:

OVERALL SCORE	INTERPRETATION
3	A score of 91% and up / 36 and up correct score
2	A score of 51% to 90% / 20 to 25 correct score
1	A score of 50% or less / 19 and low score score

Emotional Intelligence Test

This test assesses emotional intelligence, crucial for building relationships, resolving conflicts, and effective communication with diverse stakeholders.

In determining the overall score for this test, a rating scale is used as shown below:

OVERALL SCORE	INTERPRETATION
3	A rating of high-range on EI
2	A rating of mid-range on EI
1	A rating of low-range on EI

DETERMINING OVERALL JOB FIT

The criteria for determining the overall job fit is as follows:
1. Relevance of past work experience to the roles and functions of the position applied for;
2. Relevance of the educational background to the roles and functions of the position applied for;
3. Relevance of the training attended to the roles and functions of the position applied for;
4. Potential to assume the leadership role of the position; and
5. Psycho-social attributes

SCORE	SCALE	INTERPRETATION
3	More than Adequate (Best Fit)	The candidate's experience, educational background, and training relevant to the roles and functions of the position; potential to assume the leadership role of the position; and psycho-social attributes **align well** with the demands and functions of the position
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