

A Guide: Philippine NGO Leadership Competencies Framework



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This work built on the Philippine NGO Leadership Competencies Framework, which was developed by the Association of Foundations (AF) with funding support from the Peace and Equity Foundation.

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Association of Foundations Phils., Inc.

The Association of Foundations (AF) is the largest network of non-government organizations (NGO) and foundations in the Philippines with a current roster of 198 member organizations.

Established in 1972, AF is rooted in the continuous pursuit and passion for integrity and excellence in service. While it began as a clearinghouse of information and a venue for sharing knowledge and expertise among foundations, it has evolved and has dedicated much of its efforts to professionalizing the non-profit sector and strengthening the capacity of NGOs and foundations through activities geared toward improved board governance, institutional effectiveness and stability, and strategic partnerships.

Acknowledging the important role of leadership in steering the sector and the need to ensure that leadership will be turned over to capable hands and committed second-liners, AF embarked on a leadership succession program that started with a study in 2017, which consequently developed into a full course in 2018. "Leaders Empowered and Dedicated to Serve through the NGO Sector" or simply LEAD to Serve aims to contribute in attracting and keeping a pool of highly competent and committed NGO talents to become NGO leaders. This will be done primarily through capacity building hinged on the Philippine NGO Leadership Competencies Framework.

Through these efforts, AF works towards the fulfillment of its mission of "Building Foundations, Building a Better Future."

Forest Foundation Philippines

Founded in 2002, under two bilateral agreements between the governments of the United States of America and the Philippines, the Forest Foundation Philippines is a nonprofit organization that provides grants to organizations that empower the people to protect the forests.

Since its inception, the Forest Foundation Philippines has supported over 450 projects that improved the management of approximately 1.5 million hectares of forest lands, restored approximately 4,200 hectares of forests by reintroducing appropriate native species, established over 40 community conserved areas, and built more than 60 community enterprises.

Guided by the Forest Foundation Philippines Program Plan 2017–2021, the Foundation has allocated PHP 480 million to protect the country's most critical forest landscapes: Sierra Madre, Palawan, Samar and Leyte, Bukidnon, and Misamis Oriental.

Vision: Lush forests protected by empowered people

Mission: To support activities that foster forest protection

Message from Association of Foundations



Welcome! This is a guide on the use of the **Philippine NGO Leadership Competencies Framework**.

We are happy to share with you, most especially our colleagues in the Philippine development sector, this comprehensive Guide on adopting the *Philippine NGO Leadership Competencies Framework*. Through this Guide, the Association of Foundations (AF) is offering a strategic process to make our organizations better equipped with a pool of highly competent and committed NGO talents.

Over the last two decades, leadership development and succession has emerged as an issue among NGOs. However, this has taken more prominence in recent years with more and more of our NGO leaders pursuing new opportunities or approaching retirement, leaving a void in leadership transition.

Anchored on our mission to strengthen institutional capacities within and beyond our membership, we in AF embarked on a journey in 2018 to develop what we now know as the *Philippine NGO Leadership Competencies Framework*. We engaged seasoned NGO leaders as well as human resource and organizational development practitioners in a series of consultations and discourses to pin down the ten (10) leadership competencies, along with the behavioral indicators, that we believe are most essential across NGOs in the Philippine context. This Guide will walk you through the framework, showing how you and your organization may use and benefit from it.

In a rapidly changing environment, we have repeatedly seen the crucial role of NGO talents in the most difficult and challenging times. We truly hope that through this Guide, we will continue to inspire and see a growing community of development stakeholders who are deliberately promoting and developing future NGO leaders.

Our deepest gratitude to our donors, partners, colleagues, and mentors who contributed their time, expertise, and vast experience throughout the process of developing both the framework and this Guide. We are humbled by your passion to serve and your genuine concern to ensure a thriving and innovative NGO sector in the country.

Maraming salamat po!

Mario A. Deriquito
Chairperson
Association of Foundations

Message from Forest Foundation Philippines



Together with the Association of Foundations (AF), we are proud to share the Philippine NGO Leadership Competency Framework Guide with you.

In 2019, our grantee, AF, studied the leadership competencies of non-governmental organizations (NGOs) in the Philippines. They found out that there is a need to build the next generation leaders of most NGOs. The study showed that most NGO key leaders are thinking of retirement in the next five years while majority of young development professionals who are next-in-line are not prepared to take on leadership roles.

For two years, we have been working together with AF to address this impending dilemma and to foster an enabling environment for development professionals to drive social change. We are pleased that our collaborative work has made possible the publication of this Guide, which aims to encourage NGOs to support the development of their institutional leadership competencies.

Aside from this Guide, our partnership with AF has also led us to support the LEAD to Serve Module, a capacity building program that aims to build the leadership skills of young development professionals. We have likewise set up the LEAD to Serve Innovation Fund to open up opportunities for NGOs to pursue innovation that can collectively improve the lives of the Filipino people.

Through these efforts, we hope that the country's development sector grow to be more flexible, adaptable, and capable of innovative solutions as we continue to address the challenges of an increasingly complex world.

We are grateful for the hard work of the authors and our partners.

Thank you.

Atty. Jose Andres Canivel
Executive Director
Forest Foundation Philippines

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To the AF core team who found joy in those weekly team discussions to flesh out the details of the framework and seized the opportunity to produce this Guide. Their passion and tireless efforts to see things through to the end has resulted in a leadership competency framework and a corresponding guide that makes its use much easier. These will hopefully inspire many others to build on the current efforts of preparing future NGO leaders in the country.

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Lastly, but certainly not the least, our donors for their generous support and continued partnership with AF:

- Forest Foundation Philippines through our close collaboration with Atty. Jose Andres Canivel, Executive Director; Joan Laura Abes, Program Officer; and Diane Estephania Bagui, Program Officer. They encouraged us to create this knowledge product that can be an instrument in expanding the Philippine NGO sector's appreciation and use of the NGO leadership competencies. This will lead in building and maintaining a pool of highly competent and committed NGO leaders.
- Peace and Equity Foundation through our close collaboration with Roberto Calingo, Executive Director; Laurinette Alice Gonzalez, Senior Information Management Officer; and Maria Pia Villapando, Institutional Concerns Manager. They believed in our vision and enabled us to develop the Philippine NGO Leadership Competencies Framework, a one of a kind resource in the Philippine NGO sector, as well as to bring the LEAD to Serve Program to life.

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Why did AF develop this guide?

We started this journey in 2016 when we decided to get a clearer picture of what seems to be a persistent and growing concern among NGO leaders in the country about the lack of next-generation leaders to take the reins when they leave. With funding support from the Peace and Equity Foundation¹, we conducted the “**Study on Leadership Transition in the Philippine NGO Sector**”². The key results suggest that the Philippine NGO sector is facing a serious leadership issue. Among the 115 respondent NGOs:

- 65% of the NGO Executive Directors (or their equivalent) plan to leave in the next 5 years
- 55% of the NGOs have no leadership transition plans
- 45% of the NGOs with Executive Directors planning to leave in 5 years have no ready and willing successor within the organization

Informed by the study, we designed the **Leaders Empowered and Dedicated to Serve through the NGO Sector (LEAD to Serve) Program**. This Program fosters NGO talents to become competent and better leaders through capacity building. In addition, it helps the NGOs through improved policies and systems as well as the overall NGO sector through multi-sectoral conversations and testing out of innovative ideas.

To be more effective in helping address the leadership issue in our sector, we want to anchor our capacity building support on a competency framework. This compelled us to draw up the Philippine NGO Leadership Competencies Framework in 2018.

¹ The Peace and Equity Foundation (PEF) aspires to drive positive change in poor Filipino household communities by investing in social enterprises that will provide them with viable livelihood and better access to basic services. Founded in October 2001, PEF is the steward of an endowment fund and registered as a non-stock, non-profit organization based in Quezon City.

² The Study on Leadership Transition in the Philippine NGO Sector is available at <http://bit.ly/AFLeadershipStudy2018>. The infographics of the study could also be accessed at bit.ly/LeadershipStudyInfographics

We developed this Guide to **introduce, encourage, and promote a wider use of the Philippine NGO Leadership Competencies Framework among the NGOs in the Philippines.** Through this, we hope to see our sector become better at nurturing and enhancing our talents' interest, openness, and readiness to take on leadership functions and continue the gains of previous and existing leaders. The NGO sector will be more relevant, effective, and efficient in responding to increasing (*in quantity*) and highly complex (*in nature*) development issues in the Philippines. If the impact of our collective efforts is broadly felt and recognized, public trust on the NGO sector, which took a dip in 2015 and 2019,³ could also significantly improve.

This Guide is written to help:

1. Philippine NGOs
2. NGO talents (individuals or informal groups) who want to guide their career and personal growths

You can remix, tweak, and build upon the Framework and the Guide as long as following conditions are met⁴:

1. Your work is for non-commercial use.
2. You give credit to the Association of Foundations Phils., Inc. in your work.
3. Your license for any new work or creations must be under identical terms.

Our simple request is to give us your feedback at afonline@info.com.ph should you decide to use the Framework or the Guide in part or in whole, and whether formally or informally as an organization or as individuals/teams.

³ Data is based from: Caro, J.D. (2019 September 11). Survey shows church, government remain highly trusted; trust in media sharply declines. Vera Files. <https://verafiles.org/articles/survey-shows-church-government-remain-highly-trusted-trust-m>

⁴ Given our intentions, the Philippine NGO Leadership Competencies Framework and this Guide are under Creative Commons License Attribution-Non Commercial-Share Alike 4.0 International License. To view a copy of this license, please visit this link: <http://creativecommons.org/licenses/by-nc-sa/4.0/>

What you can do with this guide?

You may find this Guide useful when:

- 1. Updating your existing competency framework** – Some or all of the competencies in the Framework may be adapted and incorporated to your existing competency framework.
- 2. Starting to develop your organization's competency framework** – You may decide to use or adapt some or all of the competencies in the Framework for your leadership competencies. You can then channel more resources in drawing up your own set of core/organizational or functional competencies.
- 3. Enhancing your organization's human resource management and development system** – You may use some or all of the competencies in this Framework in your various human resource processes such as:
 - **writing job descriptions** – Differentiation of expectations across various positions could be easier when job descriptions of all positions are based on a competency framework.
 - **selection and recruitment** – Your selection process will be more objective when using a competency framework. You will assess all applicants based on the specific behavioral indicators desired for that position. You will ask questions that can help you assess how they measure up to the desired behavioral indicators for the job.
 - **career development** – When encouraging career growth within the organization including grooming talents to take on leadership functions, it will help to know the competencies that talents already possess and those that they need to develop.
 - **training/mentoring** – When you have identified the gaps based on a clear set of behavioral indicators, you can tailor training and mentoring to address those gaps.

- **performance management** – The use of competency framework can provide an objective and common basis for performance management between rater and ratee. The rater and the ratee could agree on behavioral indicators to assess and manage performance in addition to specific outputs/targets.

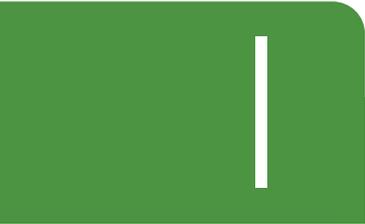
4. Planning for one's own career or personal growth – As an individual or group of individuals, you can use some or all of the competencies in the Framework to help you assess your current leadership competencies and seek out capacity building opportunities to further enhance them.

If you are using the Framework as basis for talent development, career, and personal growth, you would benefit from understanding the level of a person's leadership competency at present (*baseline*). Under Part 3, we are sharing possible options for you to consider as well as our own experience in setting the baseline and assessing the progress.

“ A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: We did it ourselves.

Lao Tzu





Background

LEAD to Serve Program

The Leaders Empowered and Dedicated to Serve through the NGO Sector (LEAD to Serve) Program⁵ aims to build and sustain a pool of highly competent and committed Philippine NGO talents who are attracted to and retained by their organizations and interested to take on leadership functions.

It offers support at three levels – individual, organization, and sector – which corresponds to components 1, 2, and 3 of the program.

- 1. INDIVIDUAL (*Component 1 – Capacity Building*):** To enhance, nurture, and sustain the competencies and passion to serve of NGO talents, the Program conducts competency-based capacity building activities. This comes in two tracks:
 - a. LEAD to Serve Module is an in-depth course covering all 10 competencies of the Philippine NGO Leadership Competencies Framework targeting the Executive Directors and the next in line staff/senior NGO staff. Capacity building interventions include formal training, mentoring, peer learning, and action planning.
 - b. LEAD to Serve Regional Learning Session covers standalone workshops delivered in various regions for greater accessibility to NGO talents constrained with resources. These standalone workshops are still based on the leadership competencies.

- 2. INSTITUTIONAL (*Component 2 – Institutionalization*):** The Program supports the NGOs in establishing new or improved systems based on their specific contexts. The priorities will be drawn from the action plans of the LEAD to Serve Module participants. This is how enhanced competencies of individuals are translated to tangible improvements in NGO policies and systems.

⁵ The infographics of the LEAD to Serve Program is available through this link bit.ly/LEADInfographics

3. SECTOR (Component 3 – Innovation): To support the NGO sector in general, the Program facilitates exchanges and dialogues with other sectors (e.g., academe, business, government) on issues that affect the sector. It also funds testing out of innovative ideas to address current and emerging needs of the sector. These innovative ideas/solutions could directly or indirectly improve the ability of the sector to attract, keep, and upskill the NGO talents.

Component 4 is the sustainability and accessibility of these various supports.

Philippine NGO Leadership Competencies Framework

During our consultations, various stakeholders including human resource and organizational development (HROD) practitioners recommended for a competency-based capacity building support.

While there are possible existing leadership competencies that can be adapted, we decided to develop a framework **for and by the NGO talents** to capture the Philippine NGO context and experiences. Consequently, the competencies are framed to be applicable across the various NGOs in the Philippines of different sizes, types, and locations.

For these reasons, we call the Framework the **“Philippine NGO Leadership Competencies.”**

Competency Framework Development Process

During the pilot phase of the LEAD to Serve Program in 2018, we gathered former and current NGO leaders to discuss the core leadership competencies that any NGO talent must possess to effectively and efficiently lead in a volatile, uncertain, complex, and ambiguous (VUCA) world. Building on the workshop output, a core team within AF completed the framework with the guidance and support of an HROD expert. We also organized sessions with NGO leaders to validate and fine-tune the draft framework.

After four months, we started sharing the Framework with a broader audience and crafted the first set of competency-based modules for our capacity building support. We also delivered these to 10 young NGO Executive Directors/Deputy Executive Directors (LEAD to Serve Batch 1).

The Framework.

The Philippine NGO Leadership Competencies Framework has 10 leadership competencies clustered into three.



Each of the 10 leadership competencies has a set of behavioral indicators. The Framework has a total of 29 behavioral indicators. Each behavioral indicator is described and elaborated in four proficiency levels (Levels 1 to 4) to show progression of the complexity of a behavior.

The details of the Framework are discussed in Part 3.

The Framework only covers the leadership competencies to become an effective and efficient NGO leader. It does not include core or organizational competencies⁶ (which are organization-specific) and functional competencies⁷ (which are job-specific) because these are developed in the context of specific organization or a specific position.

⁶ Core or organizational competencies directly relates to areas in which the organization wants to be distinguished from the others. As such, these competencies are organization-specific.

⁷ Functional competencies directly relate to specific jobs. These competencies enable a person to perform well in her/his job. These are job or position-specific.



“ The first and most important choice a leader makes is the choice to serve, without which one’s capacity to lead is severely limited.

Robert K. Greenleaf

2

Introduction to Competency

What is a competency?

Competency is **“a cluster of related knowledge, skills and attitudes (KSA) that affects a major part of one’s job (a role or a responsibility), that correlated with performance on the job, that (1) can be measured against well-accepted standards, and that (2) can be improved via training and development”** (Parry, 1996).

Table 1. Illustration of a Competency on Computer Literacy

Knowledge	Know the parts of a computer and its uses either through reading, training, or coaching
Skills	Create, type, and save a word file in the computer
Attitude	Appreciate the usefulness of computer in getting things done
Competency	Process words and numbers through the computer to meet the needs of the office

The competency can be shown through behavior. In this example, a person possesses the competency described if s/he is able to transform a handwritten report into an electronic report. Otherwise, s/he still does not have the competency.

How one behaves could be affected by one’s knowledge (what s/he knows), skills (what s/he can perform), and attitude (what s/he values). In the example, the competency requires the combination of the KSA described. In addition, the competency requires a related skill of creating, organizing, formatting, and saving a spreadsheet file (for number processing) using the computer.

The competency can be improved through training and development. If the person has difficulty processing numbers through Microsoft Excel, s/he can be given training on the software to enhance her/his competency.

What is a proficiency level?

The simplest definition of **proficiency** is **progress** (Merriam-Webster). In the context of a competency framework, proficiency levels show the progression of a specific behavior from basic to complex. This means that a person assessed at a higher proficiency level should have also demonstrated the behaviors described in the preceding proficiency level/s.

Proficiency levels serve various purposes⁸:

1. Allow comparison or differentiation of jobs or roles
2. Guide in hiring and selection
3. Facilitate performance planning and management
4. Guide the implementation and tracking of development (for personal development and/or career development)

In the case of LEAD to Serve Program, proficiency levels enable the Program to support LEAD to Serve Module participants to progress to a higher proficiency level.

⁸ Data is based from: Generic Competency Dictionary; For the Public Sector of the Philippine Government. (2016). Philippines Australia Human Resource

What are the main parts of the Framework?

1. Competency Title

Name of the Competency

COMPETENCY 1: Integrity

Definition

The ability to decide and act by reflecting and discerning based on the values of the organization that abide with the Universal Declaration of Human Rights.

2. Competency Definition

This defines how a specific competency is used in the Framework. Two frameworks may have the same competency title but very different definitions. It is important to have a clear definition because this dictates the behavioral indicators expected under it.

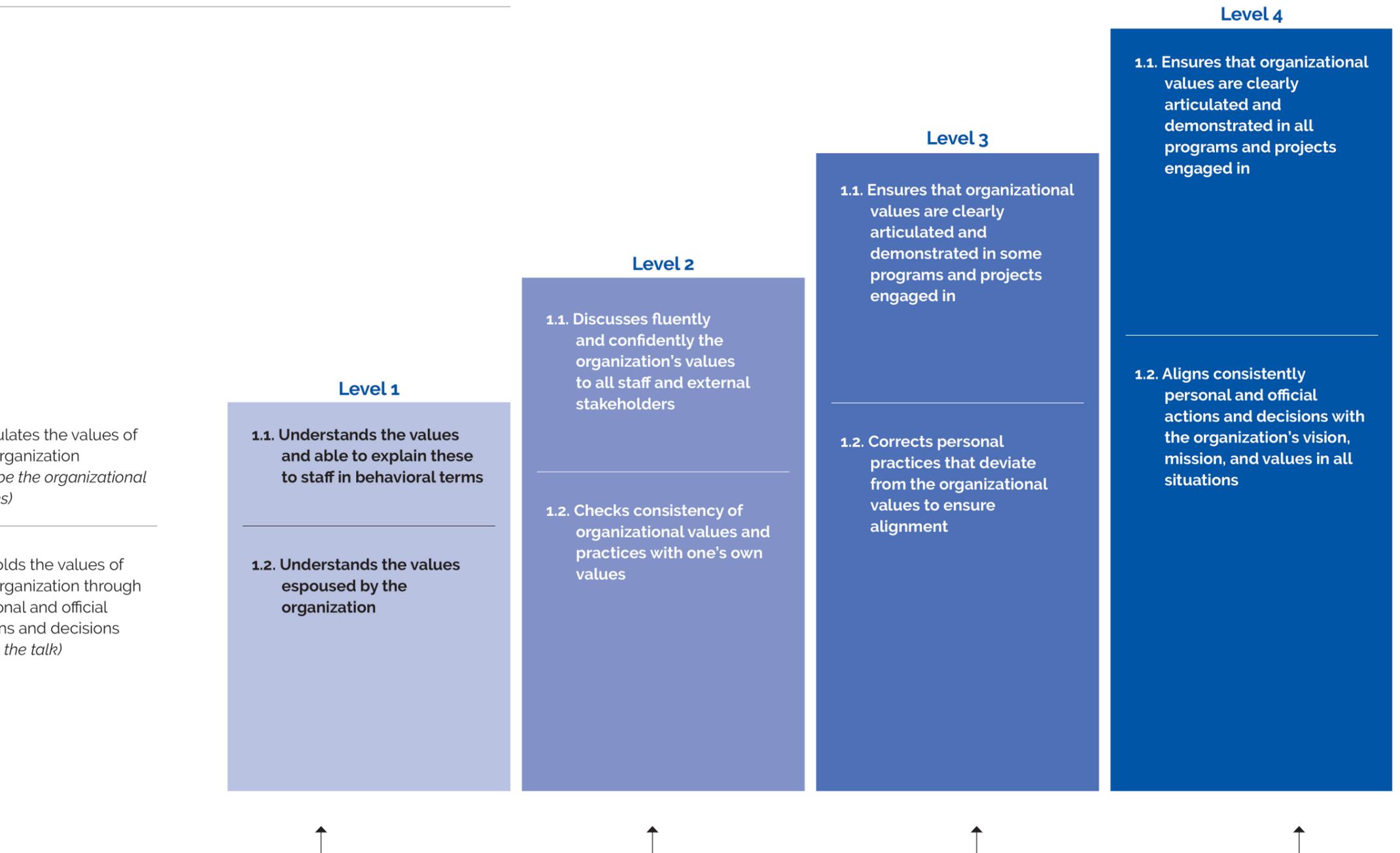
3. Behavioral Indicators

These are sets of behaviors that must be demonstrated by a person who possesses a competency. These are drawn out of the competency definition.

- 1.1. Articulates the values of the organization
(imbibe the organizational values)
- 1.2. Upholds the values of the organization through personal and official actions and decisions
(walk the talk)

4. Proficiency Level

These are related set of behaviors that show progression. Other frameworks do not have proficiency levels. These proficiency levels come in handy for talent development.



“ I will never be able to forgive myself if I will have to live with the knowledge that I could have done something and I did not do anything.

Benigno S. Aquino, Jr.



3

Using the Framework

This part gives the details and practical notes in using the Framework. This has two sections:

1. Options in Using the Framework – This offers illustrative processes when using the Framework.
2. Philippine NGO Leadership Competencies Framework – This section dissects the 10 competencies and provides explanations and guidance as you go through each of the competencies.

Options in Using the Framework

This section provides ways on how the Framework may be used. Regardless of the intended use, it is always good to remember the following points mentioned in the previous sections:

- This Framework was based on Philippine NGO context and experiences. This means that the Framework may need further work if applied to other civil society organizations in the Philippines such as cooperatives and people's organizations, or NGOs outside the Philippines.
- It was developed as basis for capacity building support for NGO talents to become competent and committed NGO leaders.
- It was written to be applicable to NGOs in the Philippines which vary in sizes, types, and locations. This has implications on the way the definitions and the behavioral indicators are framed. Some of the texts could be made more specific when applied to a particular organization.
- It only includes leadership competencies. It does not include core or organizational competencies (which are organization-specific) and functional competencies (which are job-specific).

The following options for using the Framework are not mutually exclusive.

Using the Framework to develop or update your own competency framework

You can go over the Framework in Section 2 to help you decide whether to use it:

- in its entirety (without any changes)
- with modifications to better adapt this to your organization's context
- by selecting aspects relevant to your organization such as using behavioral indicators in certain competencies when drafting a terms of reference or job description

Using the Framework to write a job description

The Framework can help you determine the required leadership competencies of a specific position. This serves as the description of the leadership competencies you expect in that position.

While there are leadership competencies that you want all talents to acquire, there may be others that are only suitable for certain positions. To calibrate the proficiency level across positions—with a senior staff expected to possess higher proficiency level than a junior staff—we recommend you to identify the critical competencies and corresponding behavioral indicators and proficiency levels across positions. It is important to involve in this process the staff who are carrying out the functions of relevant positions.

Once this is done, you can lift or revise the text of the relevant behavioral indicators in the identified proficiency level and include the text in the corresponding job description.

Using the Framework for selection and recruitment

A job description is one of the key reference materials during selection and recruitment. Selection processes such as interviews, cognitive ability tests, and work sample test wherein certain tasks are executed would be based on the expectations you have written down in the job description.

However, even in the absence of a written job description, you could still use the Framework in conducting your selection process. Just

like when you are using the Framework to write a job description, we suggest you start by identifying the critical competencies and corresponding behavioral indicators and proficiency levels across positions. The idea is that you know exactly the leadership competency expectations of the position under recruitment vis-à-vis the other positions in the organization.

Using the Framework as basis for talent development, career and personal growth

You need to understand your current level of leadership competency (baseline) to identify areas to continuously work on in order for you to achieve your desired level of proficiency. Once you know your current proficiency level in each of the competencies, you can choose your priority behavioral indicators and start to develop yourself in these areas within a certain period (e.g. a year). You may want to start with your three priority behavioral indicators. These can be in your areas of interest or related to work priorities.

At some point, you can measure your progress by comparing your level of leadership competency at that time with your baseline.

Understanding the Current Proficiency Level

You would know your current leadership competency proficiency level by assessing yourself using the Framework. To have a practical process, you need to strike a balance between ease and robustness given your purpose. This will be determined by “who will assess”. The number of people who will assess you could affect the ease of getting your assessment results. The fewer, the easier it is to complete the process. In addition, quantity and the perspective of people who will assess you could determine its robustness. The more robust it is, the more accurate is the assessment results, which could give you a better picture and understanding of your current proficiency level.

But remember, while single rater is a lot easier than having three or more raters, it may not give you the most appropriate assessment given your purpose. You lose out on objectivity (or the accuracy of the assessment to capture the “real” proficiency level) as the rater may tend to be either too harsh or too lax on you as the ratee. On the other hand, getting multiple individuals to assess may be more robust but it would require more time and effort to complete. Robustness is also not just about the number of raters. For instance, getting three raters who are a combination of supervisor, supervisee, and peer may give you

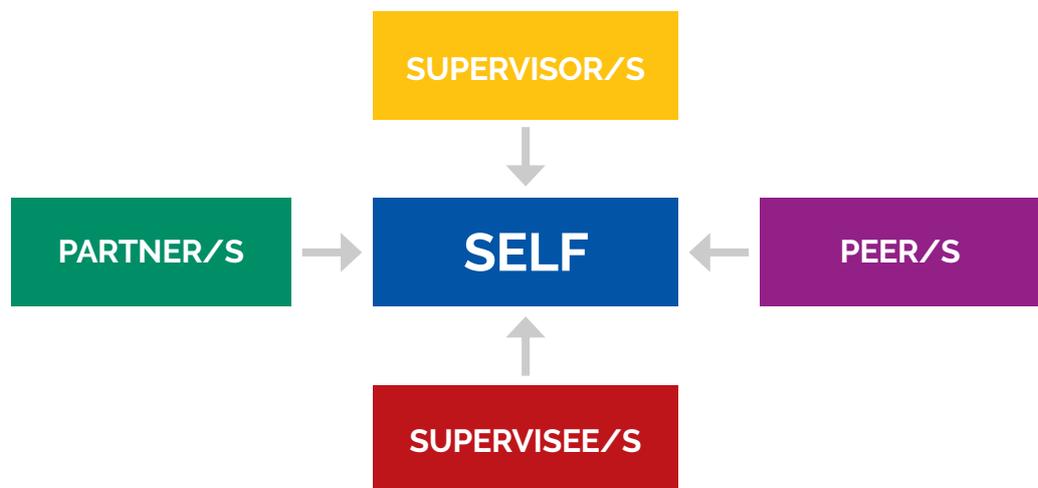
a more robust process than having five raters who are all your peers. The former brings in multiple perspectives (supervisor, supervisee, and peer) while the latter only has the perspective of the peers.

1. Who will assess

The rater (the person assessing) is ideally a person who knows or regularly observes the ratee's (the person being assessed) behavior. For the rest of the section, let us assume that you are the ratee.

The number of raters can range from a single-person rater, to a more complex process of having multiple raters like the supervisors, supervisees, peers, and partners. Single-person rater may be through self-assessment or an assessment done by another individual. The multiple raters can include self-assessment and other people rating you. The 360 degree assessment, as illustrated below, is considered the ideal.

Figure 2. The 360 Degree Assessment



- a. Self-assessment: You become both the ratee and the rater.
- b. Supervisor's assessment: Your direct or immediate supervisor would be the preferred rater because of your regular interaction with him/her.

If you are doing this process for personal use (e.g. not for work), you can ask your mentor, teacher, or someone more experienced or more of an expert than you to be your rater in lieu of a supervisor.
- c. Supervisee's assessment: Your direct or immediate supervisee/s would be the preferred rater/s because of your regular interactions with them.

If you are doing this process for personal use, you can ask someone junior in experience or expertise relative to you to be your rater in lieu of a supervisee.

- d. Peer's assessment: This could be your officemates of equivalent positions or officemates who are neither your supervisor or supervisee.
- e. Partner's assessment: This could be your clients, community members, or counterparts in a partner organization whom you have more regular and direct interactions.

If you are doing this process for personal use, you can ask your friends to be your raters.

If you have more than one supervisor, supervisee, peer, or partner, you may opt to get all of their assessments or just choose in each of the category of raters. It is also possible to get all in one category (say all supervisees) but only select few people in the other categories. Should you opt to select representatives in one category, it is best to choose those whom you have more direct and constant interactions.

Once you have decided your raters, you will have to inform them about your request and the purpose of the exercise. You may use assessment templates similar to what we used under the LEAD to Serve Program⁹. If you are using the Framework in its entirety, it may also be helpful to share this Guide with your raters.

2. How to assess

The raters will go through each of the 29 behavioral indicators. They will choose the proficiency level (from Levels 1 to 4) that accurately describes you as the ratee mindful that the **proficiency levels show progression**. This means that putting you at proficiency level 3, you would have also demonstrated the behaviors described in proficiency levels 1 and 2.

It is important for the raters to **assess based on the behaviors** they have observed from you. In this Framework, the proficiency level corresponds to the rating. This means proficiency level 1 would be a rating of 1, proficiency level 2 would be a rating of 2, and so on. For each behavioral indicator, there will be six possible ratings (see Table 2).

⁹ These templates can be access through these links: (a) bit.ly/LEADSelfAssessmentTool; (b) bit.ly/LEADSupervisorAssessmentTool; (c) bit.ly/LEADSuperviseeAssessmentTool; (d) bit.ly/LEADPeerAssessmentTool.

Table 2. Assessment Rating

Proficiency Level	Assessment Rating
Not yet acquired	0
Level 1	1
Level 2	2
Level 3	3
Level 4	4
Not observable	NO

If a rater has not observed you showing the behaviors described in any of the proficiency levels described, there are two possibilities:

- a. Not observable – This will be the option if the rater thinks that you possess the competency described but was not given the opportunity to demonstrate it. The rater may indicate “NO” (short for not observable).
- b. Not yet acquired – This will be the option if the rater thinks that you have yet to acquire the competency described. The rater may leave the specific behavioral indicator blank or indicate “0”.

3. How ratings are computed

For the assessment to be instructive, we do not encourage generating a total average of leadership competency rating—that is a single rating for all 29 behavioral indicators. This could divert the focus from recognizing strong areas and working on areas that need to be further strengthened. A rating for each of the 29 behavioral indicators will compel the person to examine each of the indicators and identify areas to sustain as well as areas to improve on.

There are two ways to do the rating: simple average and weighted average.

*Simple Average*¹⁰

For multiple raters, you can do simple averaging to get the final rating for each of the behavioral indicators. This assumes that ratings from various raters are treated equally. Table 3 shows how to derived ratings through simple averaging.

¹⁰ An excel sheet to compute the simple average may be accessed through this link bit.ly/LEADComputationSimpleAverage

Table 3. Computation of Rating Using Simple Averaging for Multiple Raters

Behavioral Indicator	Self	Supervisor	Supervisee	Peer	Partner	Average Rating
1. Articulates the values of the organization	3	3	2	2	3	2.6 Steps: $3+3+2+2+3=13$ $13/5$ raters = 2.6
2. Possesses the interest to serve	3	3	4	3	3	3.2 Steps: $3+3+4+3+3 = 16$ $16/5$ raters = 3.2
3. Provides critical information	1	NO	0	2	2	1.25 Steps: $1+0+2+2 = 5$ $5/4$ raters = 1.25

*Weighted Average*¹¹

A more elaborate process is to provide different weights to different categories of raters. In this case, you give more weight to the assessments made by one group of raters. For instance, you may choose to put more weight to the assessments made by your supervisor or your mentor than your self-assessment. The idea behind this is that a supervisor would have a better idea of the leadership function. You can assign the corresponding weight to different categories as long as the sum of all weights equals to 100%.

We will use our experience as an example of how you can assign weights for each category. We settled with three sets of raters (self, supervisor, and supervisee) given the limited time and resources.

Purpose : Nurture the leadership competencies of NGO talents
Raters : We have 3 sets of raters with assigned weights

See Table 4 for example of assigning weights to multiple raters and Table 5 for computing assigned weights for multiple raters. Each rating is multiplied by the assigned weight in Table 4 and results are added together as final rating.

¹¹ An excel sheet to compute the weighted average may be accessed through this link bit.ly/LEADComputationWeightedAverage

Table 4. Example of Assigned Weights for Multiple Raters

Raters	Assigned Weights
1. Self	30%
2. Direct supervisor/s	50%
3. Direct supervisee/s (or peers if there are no direct supervisees)	20%

Table 5. Computation of Rating Using Assigned Weights for Multiple Raters

Behavioral Indicator	Self	Weight	Supervisor	Weight	Supervisee A	Supervisee B	Weight
Articulates the values of the organization	3	30%	3	50%	2	3	20%
Weighted Rating	0.9 $3 \times .30 = 0.9$		1.5 $3 \times .50 = 1.5$		0.5 Steps: $2+3 = 5$ $5/2 \text{ supervisees} = 2.5$ $2.5 \times .2 = 0.5$		
Final Rating	2.9 $0.9 + 1.5 + 0.5 = 2.9$						

Important Points to Remember

Average rating is not a whole number: If the average rating is not a whole number, there are two possible options in determining which of the 4 proficiency levels to place the rating.

- **Round off to the nearest whole number:** Using this method, the final ratings for behavioral indicators 1, 2, and 3 in Table 3 would be 3, 3, and 1, respectively.
- **Conservative rating:** If you opt for this, you just need to drop all the decimal. Your final rating is equivalent to the remaining whole number. Using this method, the final ratings for behavioral indicators 1, 2, and 3 in Table 3 would be 2, 3, and 1, respectively. The rationale behind this is that an average rating of 2.6 in the case of behavioral indicator 1 meant that the proficiency level 3 has not yet been reached. Thus, you are placed at proficiency level 2.

A rating of “Not Observable”: If a rater has indicated “not observable” as shown in behavioral indicator 3 in Table 3, you do not include it when computing the average score. In this example, the divisor becomes 4 raters instead of 5 raters.

Philippine NGO Leadership Competencies Framework

This part explains each of the 10 Philippine NGO Leadership Competencies. Each competency is introduced in a matrix that contains the title, definition, and the behavioral indicators with four proficiency levels. Most of the behavioral indicators were given a shorthand for easier recall.

We highlight the key elements of each competency in explaining its substance. We draw out the behavioral indicators from these key elements to assess a person's leadership competency.

Annex 1 offers illustrative examples of what individuals would have achieved to be assessed on a specific proficiency level. These illustrative examples reflect the thinking behind the proficiency progression.

Competency Clusters



The three clusters highlight that a committed and competent NGO leader must:

1. possess integrity and commitment to serve others (*personal*)
2. be able to facilitate and sustain genuine collaboration and partnership with internal and external stakeholders to achieve tangible and lasting impact (*relational*)
3. be a manager who establishes and maintains systems and processes for an efficient and effective operation (*managerial*)

The clustering does not mean that elements found in one cluster are exclusive and could not be present in the other clusters. For instance, talent management which is under the managerial cluster has a lot to do with relating to people and working with and through others. Elements under Communication competency also cuts across all competencies. The clustering is intended to put structure as well as emphasis on how the set of competencies play out in each of the three areas of effective leadership – personal, relational, and managerial.



Integrity

The ability to decide and act by reflecting and discerning based on the values of the organization that abide with the Universal Declaration of Human Rights.



COMPETENCY 1: Integrity

Definition

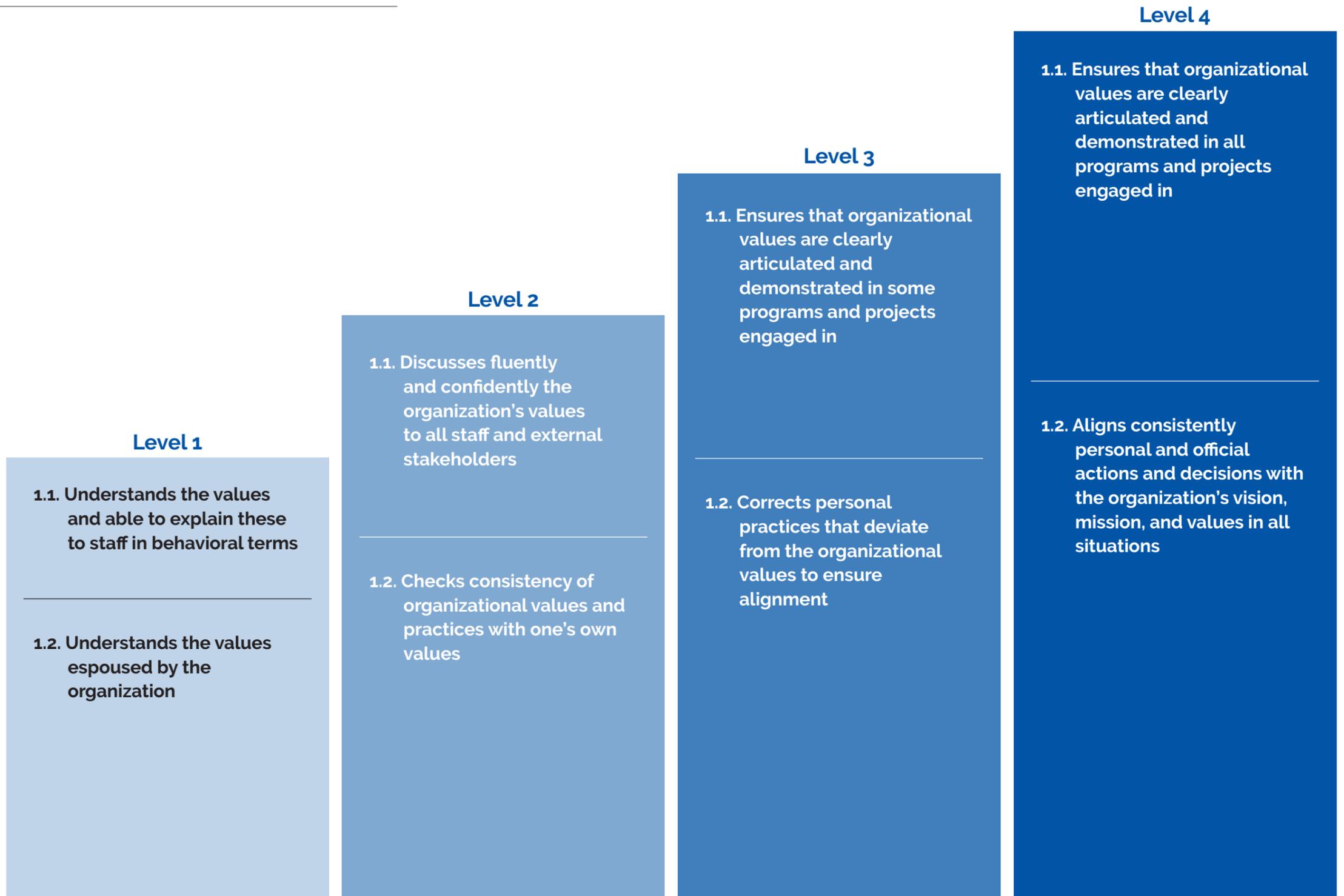
The ability to decide and act by reflecting and discerning based on the values of the organization that abide with the Universal Declaration of Human Rights.

Behavioral Indicators

- 1.1. Articulates the values of the organization
(imbibe the organizational values)

- 1.2. Upholds the values of the organization through personal and official actions and decisions
(walk the talk)

Proficiency Levels





There are three main elements of **Integrity** under the Framework:

1. Values: Integrity is about moral uprightness. Inevitably, it has to be linked to a set of values. But values could vary from person to person or from organization to organization. To limit the subjectivity, we linked the person's integrity to the organizational values, which are in turn linked to the Universal Declaration of Human Rights (UDHR).

The UDHR is a document that sets the rights of every human being ranging from civic and political rights to economic, social, and cultural rights. The United Nations General Assembly adopted UDHR in December 1948. As of today, 192¹² (out of 195¹³ countries in the world) are reported to have signed the UDHR¹⁴.

In the absence of an uncontested universal set of values, the UDHR is the practical parameter of a widely accepted and recognized principles. Consequently, integrity is considered non-existent in people working for organizations whose values contradict the UDHR.

Organizational values need to be practiced by all of the employees. The values must be well-defined and translated to expected organizational practices and individual behaviors. There is no hard and fast rule on the number of organizational values. For practical reasons, the organization should stick with few core values.

In the case of organizations with values that are still to be articulated and formally adopted, here are options to go about assessing an individual's integrity:

- Think of your organization as a person then discuss and agree on 3-5 values that you want your personified organization to possess.
- Deduce 3-5 values from established organizational practices and culture. For instance, fairness and transparency are two values that could be deduced if the organization consistently promotes fair and transparent practices.

2. Acceptance of values: One measure of integrity is the level of acceptance of the organizational values or the degree by which one has imbibed these values. This starts with the knowledge of the values, and how they are meant to be put into practice.

¹² Data based from: Youth for Human Right. United Nations Universal Declaration of Human Rights. <https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/introduction.html>

¹³ Data based from: Kershner, E. (2020 May 26). How Many Countries are there in the World?. WorldAtlas. <https://www.worldatlas.com/articles/how-many-countries-are-in-the-world.html>

¹⁴ Full text of the UDHR can be accessed in the United Nations website: <https://www.un.org/en/universal-declaration-human-rights/index.html>

3. Alignment of personal and organizational values: This is about how a person is practicing what s/he is preaching not only at work but also in her/his own private life. An organization that advocates against smoking would expect all employees to not smoke in the office. While this is the case at work, integrity is still compromised if the employee smokes when outside the office.



Commitment to a Purpose

The ability to serve and remain engaged for the completion of the tasks towards achievement of objectives amid adversity and challenges.



COMPETENCY 2: Commitment to a Purpose

Definition

The ability to serve and remain engaged for the completion of the tasks towards achievement of objectives amid adversity and challenges.

Behavioral Indicators

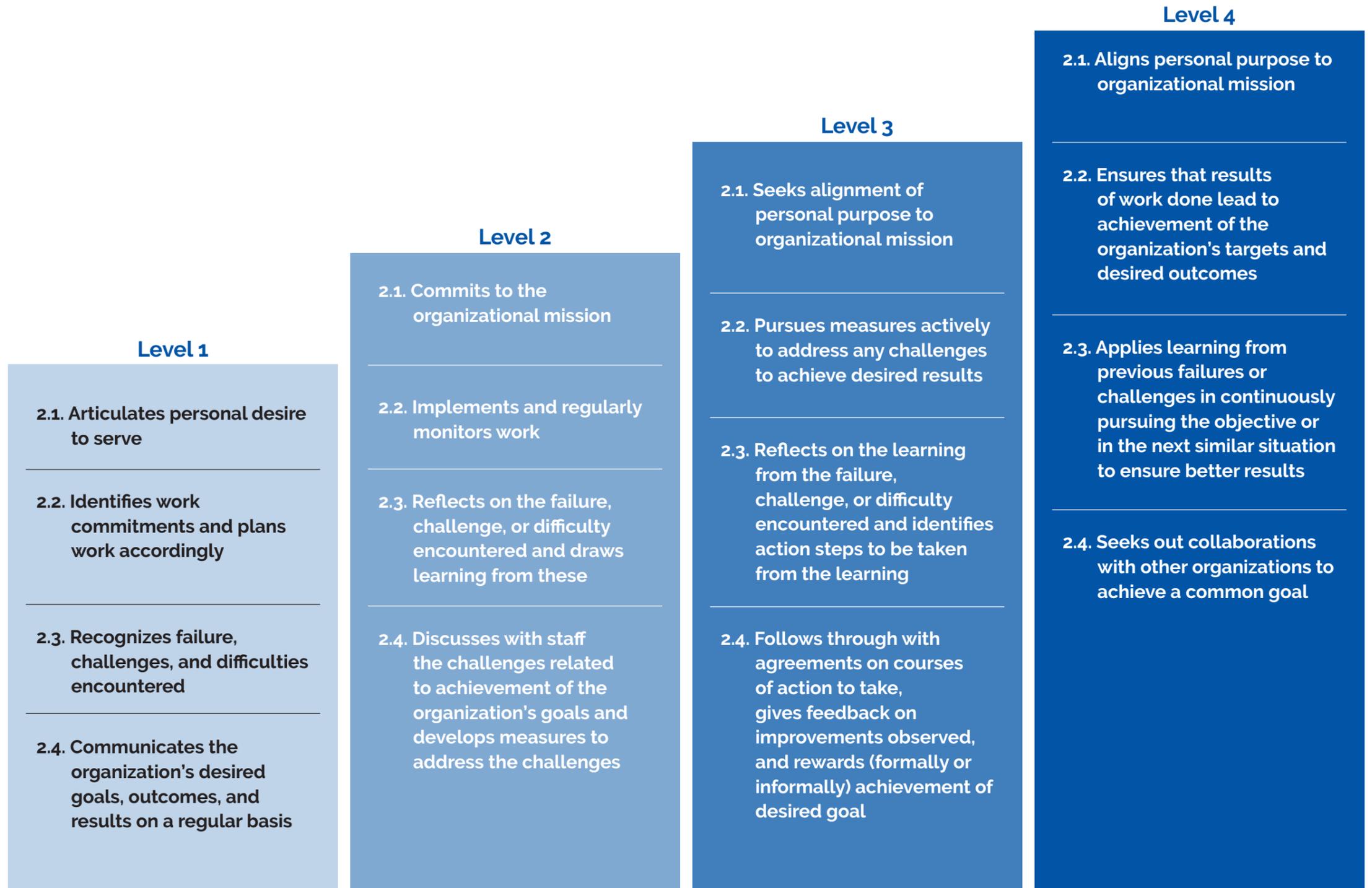
- 2.1. Possesses the interest to serve
(passion to serve)

- 2.2. Stays focused and sees through the process of achieving the objectives
(conscientious)

- 2.3. Recovers quickly from challenges, difficulties, and failures
(resiliency)

- 2.4. Motivates and inspires others within and beyond the organization to exert their best in reaching the organizational mission
(inspiring commitment)

Proficiency Levels





The five main elements of **Commitment to a Purpose** in the Framework are the following:

- 1. Purpose:** The Framework uses “purpose” liberally to mean not just an organizational mission but also the reason or objective of a certain activity or project. Nonetheless, in the context of NGO work, “purpose” even when used liberally is geared towards addressing societal issues as opposed to a self-serving reason. Purpose is also sometimes referred to as the mandate of an organization.
- 2. Service:** A foundation of NGO work and purpose is service for others. This element moves NGO talents to help solve problems that affect other people. Thus, one measure of an NGO worker’s commitment is the passion to serve.
- 3. Conscientiousness:** In the interest of serving and meeting the needs of others, an NGO worker has to be conscientious or willing to fulfill one’s responsibilities despite the challenges. This involves self-motivation.
- 4. Resiliency:** There will always be challenges, difficulties, and failures. The degree may even be higher to NGOs dealing with more complex issues but fewer resources. Resiliency is manifested when someone acknowledges the difficulties and failures but does not give up. Instead s/he continues to find ways to overcome the challenges and to see things through to the end.
- 5. Inspiring others:** Given the magnitude of issues that NGOs have to deal with, one has to reach out to others in order to motivate and inspire them. While this may be more intuitive for individuals supervising or supporting other co-workers, this could still apply across employees. Anyone can inspire and motivate others.



Strategic Management

The ability to create a clear vision and steer the organization towards it while simultaneously coping with changes. This is done through analyzing timely and appropriate information and engaging stakeholders in developing and implementing innovative/creative plans and strategies to keep the organization relevant, responsive, resilient, and sustainable.



COMPETENCY 3: Strategic Management

Definition

The ability to create a clear vision and steer the organization towards it while simultaneously coping with changes. This is done through analyzing timely and appropriate information and engaging stakeholders in developing and implementing innovative/creative plans and strategies to keep the organization relevant, responsive, resilient, and sustainable.

Behavioral Indicators

- 3.1. Organizes and analyzes data/information to anticipate trends, challenges, opportunities, and impact on the organization
(visionary and analytical)

- 3.2. Develops and implements innovative, creative, and proactive strategies to generate solutions for the organization to remain relevant and achieve sustainability
(strategist)

- 3.3. Plans the changes needed for the organization
(initiator)

- 3.4. Leads the implementation of the change management plan and sustains the change
(managing change)

Proficiency Levels

Level 1

- 3.1. Identifies useful information to understand current and future trends and issues

- 3.2. Develops a strategic plan and implements it without the direct participation of the Board and staff

- 3.3. Recognizes a need to change and initiates discussion on the plan and strategies for change

- 3.4. Motivates and keeps the level of morale and job performance of people to implement the plan

Level 2

- 3.1. Collects and organizes useful information to understand current and future trends and issues

- 3.2. Develops and implements a strategic plan with the participation of the Board and staff

- 3.3. Prepares a change management plan with appropriate strategies for the needed change

- 3.4. Addresses issues and guides stakeholders to adapt to the changes in their respective work in the process of implementing the plan

Level 3

- 3.1. Analyzes current and future trends and issues, and flags possible impacts to the organization

- 3.2. Develops and implements a strategic plan based on careful analysis of relevant data and with the participation of the Board and staff

- 3.3. Seeks formal approval on the plan and strategies for the needed change

- 3.4. Institutionalizes the new processes and practices as a result of the change agenda and adheres with them

Level 4

- 3.1. Recommends and pursues innovative and creative strategies given anticipated impacts to the organization

- 3.2. Establishes a system to consistently develop evidence-based strategic plans with the participation of the Board and staff and implements this through innovative, creative, and proactive strategies

- 3.3. Communicates the plan to various stakeholders and motivates them to implement and sustain the strategies for the needed change

- 3.4. Evaluates the compliance with the new processes and practices as a result of the change agenda



There are four main elements of **Strategic Management** which can be characterized as (i) “thinking” where vision is created, (ii) “doing” which constitutes proactively developing and pursuing creative and innovative plans and strategies towards the vision as well as managing change, and (iii) “means” to do the “thinking” and “doing” which involves analyzing and collaborating.

- 1. Analysis and collaboration:** In developing a vision, and the plans and strategies towards achieving the vision, this competency underscores the role of analysis and collaboration. These are essential to keep the organization relevant, resilient to the constantly changing environment, and responsive to the growing needs of its communities. Analysis and collaboration cuts across all the elements of strategic management.
- 2. Evidence-based vision:** A person with strategic management competency must be able to create a vision for her/his organization to become effective in what it wants to achieve. The vision has to be informed by evidence and analysis and should be shared with key stakeholders. A vision based on evidence gains more clarity and a better grounding of the realities and possibilities to be more responsive to the problems. Furthermore, a vision could hardly be attained by working alone. Collaboration within the organization and with external partners are critical to work towards the organization's goal.
- 3. Proactive, innovative, and creative plans and strategies:** The Strategic Management competency requires the person to be both a visionary and a strategist. Equipped with evidence, the plans and strategies to achieving the vision will have to be proactive, creative, and innovative. Proactive plans are well thought-out ideas that initiate action instead of just responding to circumstances. Creative and innovative plans necessitate a process of exploring new options to address key issues instead of simply settling with the status quo. With the growing needs at a time of declining NGO resources, NGOs have to try new ways of doing things. The process of creating and executing these kinds of plans are better done through collaboration.
- 4. Change management:** Changes could happen at various levels and it can be discomfoting to many people. One should be able to understand what the changes mean to the employees and initiate planning and managing of these changes. While minor changes would not warrant a change management plan, this is critical when the organization will be going through “significant” changes to help the people adjust and adapt.

A change management plan is focused on helping the people directly involved (mainly the internal stakeholders) in the changes to continue delivering their functions while transitioning to a new norm or set up. When done properly, the change management plan could lessen the burden and stress levels of all those affected by the change.

An example of this would be when there is an organizational restructuring. Staff are transitioning to join other teams or take on new roles and tasks but at the same time ensuring that operations of the office are not disrupted. The changes are significant not only for the organization but also for the individual talents who are in the process of coming in to terms with the changes; coping with the new role while doing the old function; coaching another person who will take one her/his old function; and dealing with others who are going through the same challenging process. To manage this process well, change management planning must be done.



Consensus Building

The ability to resolve issues and concerns by eliciting, facilitating, and synthesizing various and divergent perspectives and move people to decide and act collectively towards a desired objective.



COMPETENCY 4: Consensus Building

Definition

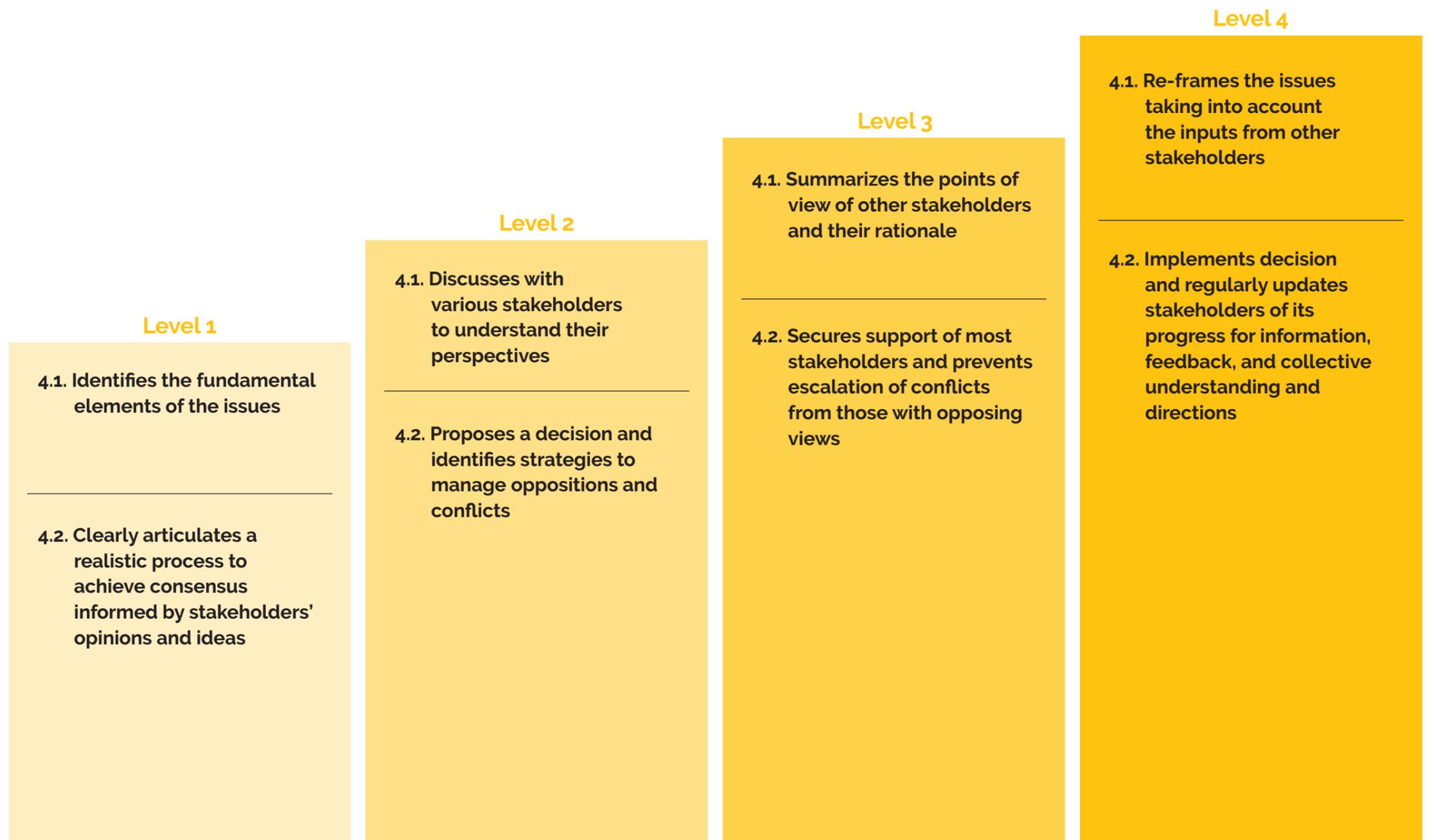
The ability to resolve issues and concerns by eliciting, facilitating, and synthesizing various and divergent perspectives and move people to decide and act collectively towards a desired objective.

Behavioral Indicators

- 4.1. Understands the issues and where various stakeholders are coming from
(synthesizer)

- 4.2. Harmonizes divergent perspectives towards collective decisions and actions
(bridging divergence)

Proficiency Levels





The three elements of Consensus Building competency are:

1. Resolution of issues: Consensus-building involves bringing various parties with differing perspectives or positions on a proposal—whether an issue, a policy, or a program—to a consensus or a generally agreed version of the proposal. The process should be able to resolve any issues. For instance, a proposed policy for the organization to adopt a fully paperless operation is not supported by all of its Board of Trustees (Board). The Board has to identify and discuss the issues of those who are against it and find solutions to the issues. If the Board decides on any policy through a consensus, the proposed policy has to be revised incorporating the discussion.

Reaching a consensus though does not mean everyone agreeing to every aspect of it. In many cases, a consensus is a negotiated position of stakeholders. It is about satisfying the “non-negotiables” of all parties involved. This general agreement does not necessarily mean unanimity but something that they can all “live with”.

2. Synthesizing: Reaching a consensus necessitates engaging with stakeholders and understanding, summarizing, and combining their ideas to have a new proposal that they can all live with. This process enables the person facilitating the consensus building to identify and confirm the “non-negotiables” of relevant stakeholders.

3. Bridging convergence: This process is about managing strong disagreements and conflicts among key stakeholders around a proposal. This requires an iterative process particularly when some of the “non-negotiables” are at odds. All efforts should be exerted to find a proposal that is generally acceptable. But given the resource constraints, the process cannot go on forever. In the end, there has to be a recognition that in the course of building a consensus, other stakeholders will choose to disengage or even become adversarial. While this should not diminish the process, part of the consideration should be about minimizing oppositions and conflicts.



Communication

The ability to express ideas in a clear, concise, and compelling manner and to consider other people's ideas that generate a deeper level of discourse and influence the relevant stakeholders to make decisions and take action.

COMPETENCY 5: Communication

Definition

The ability to express ideas in a clear, concise, and compelling manner and to consider other people's ideas that generate a deeper level of discourse and influence the relevant stakeholders to make decisions and take action.

Behavioral Indicators

- 5.1. Listens and considers carefully the perspectives of relevant stakeholders (*active listening*)
- 5.2. Crafts and delivers, verbally and in writing, clear and concise audience-appropriate messages (*effective communication*)
- 5.3. Connects and sustains constructive engagements with relevant stakeholders towards a desired result (*communicating with influence*)

Proficiency Levels

Level 1

- 5.1. Creates an atmosphere that is conducive for people to talk and express their thoughts and ideas
- 5.2. Prepares verbal or written communications following rules of grammar and syntax
- 5.3. Listens actively and shares information, as appropriate, to demonstrate openness

Level 2

- 5.1. Seeks ideas from all concerned and draws responses from all relevant stakeholders
- 5.2. Recognizes the different needs of the audience and adjusts styles to capture the recipient's attention
- 5.3. Applies tact and diplomacy by knowing the right timing to deliver a clear message to the relevant audience

Level 3

- 5.1. Clarifies and asks appropriate questions to ensure common understanding
- 5.2. Commands respect when conveying a message
- 5.3. Demonstrates adaptability to different protocols, working styles, and individual differences with people inside and outside the organization

Level 4

- 5.1. Organizes responses to come up with a clear understanding and agreement on the idea being discussed
- 5.2. Presents ideas with impact, either verbally or in writing; key messages resonate with the audience and leaves a positive impression
- 5.3. Uses appropriate and context-sensitive communication mechanisms, varying the language, tone, content and style to influence diverse stakeholders



In communication—whether verbal (spoken), non-verbal (action without words), and written—there is a “sender” of the message who expresses ideas and a “receiver” of the message who actively listens. Communication can only be effective if it has influenced and brought about the desired response to the intended receiver. This can only happen when communication becomes a dialogue, where the “sender” also becomes the “receiver” at certain points of the process and vice versa.

All these key elements are likewise required in the Consensus Building competency. Active listening and clearly expressing ideas are fundamentals to building a consensus across various stakeholders. A key factor that distinguishes Consensus Building from Communication is the presence of divergent ideas. If there is divergence of ideas, Consensus Building competency will be needed.

The three key elements of Communication competency are:

- 1. Active listening:** To influence one's decision and action, active listening is as equally important as clearly expressing one's thoughts. Active listening requires focus and conscious effort to accurately capture and understand what the other parties are saying. This involves paying attention not only to words but also the other non-verbal forms of communication such as gestures and facial expressions. These are evident in a face-to-face verbal communication.
- 2. Expressing ideas:** Putting across one's message requires expressing ideas in a way that the receiver could clearly understand. This necessitates a degree of understanding about the receiver. For instance, the words and manner of explaining climate change would have to be different when speaking with a child and when discussing this with an adult. It is important that the sender clearly understands climate change. But more critical than this is how the sender expresses one's understanding of climate change in a way that the receiver would be able to understand. A video or experiment of a melting ice would be more effective when talking to a child than simply expressing the idea in words.

In short, to express ideas clearly is to speak the “language” of the receiver.

- 3. Communicating with influence:** Active listening and expressing ideas clearly are building blocks to deeper and impactful discourse that leads to influencing other people's decisions and actions.



Governance Support

The ability to provide technical and management support to enhance and sustain the effectiveness of the Board of Trustees.



COMPETENCY 6: Governance Support

Definition

The ability to provide technical and management support to enhance and sustain the effectiveness of the Board of Trustees.

Behavioral Indicators

6.1. Provides critical information

6.2. Creates opportunities for board engagement

6.3 Builds good working relationship with the Board of Trustees to achieve results

Proficiency Levels

Level 1

6.1. Assists in setting the agenda

6.2. Assists in orienting new Board of Trustees

6.3. Makes efforts to know the Board of Trustees

Level 2

6.1. Provides information to each of the agenda item

6.2. Ensures attendance of Board of Trustees to meetings

6.3. Appreciates and deals with the uniqueness of each of the Board of Trustees

Level 3

6.1. Identifies strategic issues, and recommends inclusion in the Board agenda

6.2. Offers opportunities for Board's exposure to programs

6.3. Establishes good working relationships with individual Board of Trustees

Level 4

6.1. Identifies policy gaps and drafts governance policies for the Board's consideration

6.2. Creates venues for Board's active participation in programs

6.3. Deals effectively with the Board as a collective in achieving results



The Governance Support competency has the Executive Director (ED) and other positions directly engaging with the Board of Trustees (Board) in mind. This is about providing the right kind and amount of “ingredients” and “tools” at the right time for the Board to fulfill its roles and responsibilities, individually and collectively. The two key elements of this competency are:

1. Technical support: The Board should have the right information at the right time to effectively perform its role. Without the benefit of being directly involved in the operations of the organization and the full appreciation of all issues involving the organization, the Board relies on the ED or members of the Secretariat to equip them with the right data and information to make decisions and take action at the right time.

The technical support mainly includes data, information, analysis, and brief on matters related to the main responsibilities of the Board, which are generally the following:

- **Organizational direction** – This involves determining and revisiting the organization's vision, mission, and values; strategic planning; and setting policies.
- **Resources** – This includes financial and human resources for the organization to deliver the current and future commitments and targets. This means being engaged in resource mobilization to ensure the financial feasibility and sustainability of the organization as well as planning for the right mix of human resources to enable the organization to deliver its targets. A subset to this is putting in place the leadership succession plan.
- **Oversight** – This could include alignment of programs and projects with the organizational vision, mission, and values; financial oversight to ensure financial integrity and prevent any forms of risks to the organization.
- **Stewardship** – This is about establishing and maintaining public trust over the organization.

The challenge is deciding the kind and amount of information to provide to the Board, many of whom are busy, in order to keep them at a strategic level of engagement instead of dealing with operational details.

2. Establishing relationship: The ED would have to work at establishing various relationships—between her/him and the individual Trustees; between her/him and the Board as a collective group; among the Board; and between the Board and external stakeholders. These relationships enable the Board to maximize the use of the technical inputs in order to perform its responsibilities and achieve results. In short, even with all the excellent technical inputs, the Board will be significantly limited in dispensing its function without good working relationships.



Talent Management

The ability to attract, retain, and upskill the competencies and commitment of the staff by applying appropriate human resource development methods and strategies to improve individual and institutional performance.

COMPETENCY 7: Talent Management

Definition

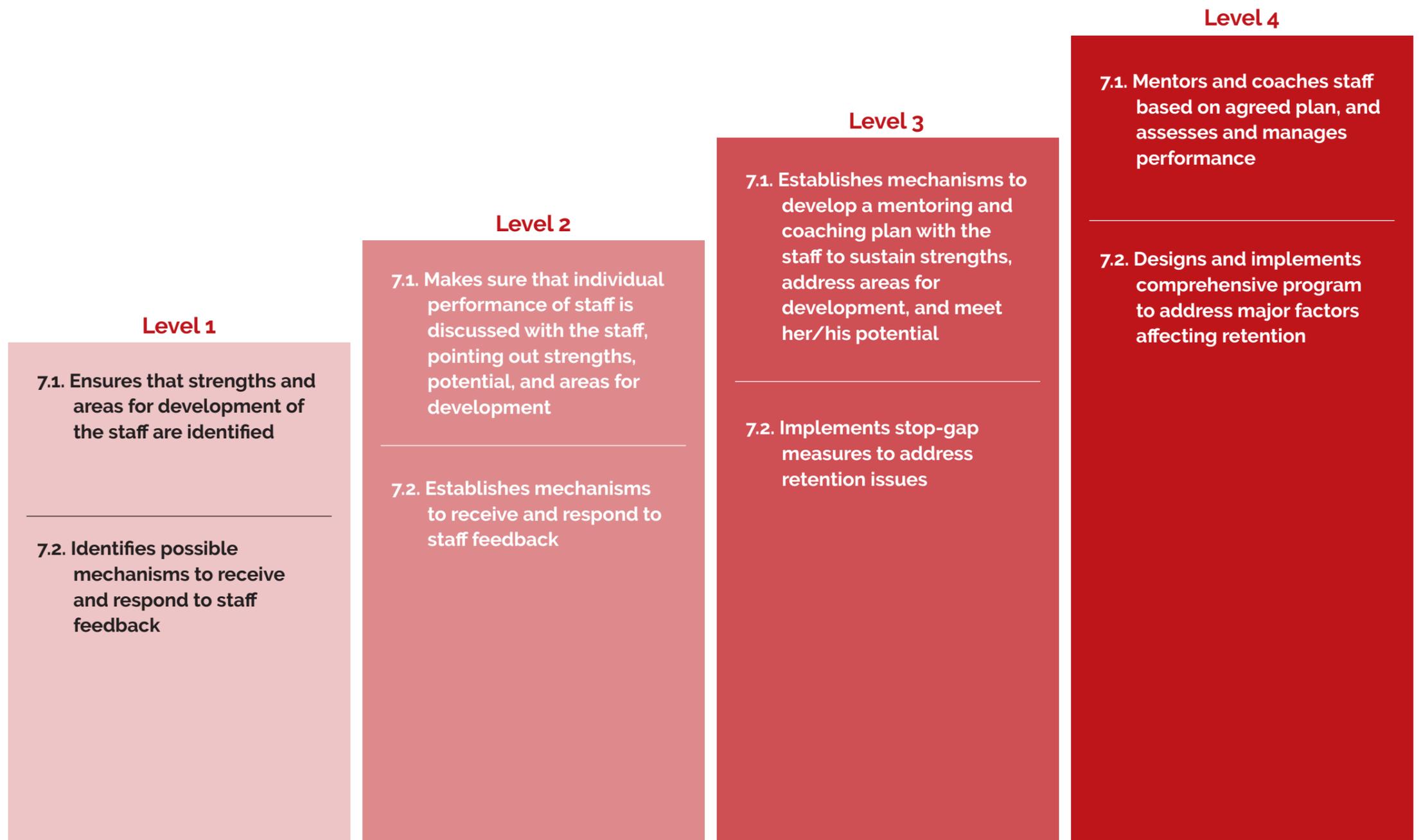
The ability to attract, retain, and upskill the competencies and commitment of the staff by applying appropriate human resource development methods and strategies to improve individual and institutional performance.

Behavioral Indicators

- 7.1. Develops talents for current and future needs through mentoring and coaching
(mentors/coaches)

- 7.2. Retains talents

Proficiency Levels





The Talent Management competency gives focus to a primary asset of the organization—its talents or employees. Others refer to talent management as human resource development and management. Talent management covers how to attract, keep, motivate, and develop the talents to achieve the targets of the organization. In short, this is about getting the right people to the right job at the right time to achieve results. This systematically looks into the current and future needs of the organization.

This competency is at the heart of building and maintaining a pool of competent and committed NGO talents who will take on leadership functions and is critical in addressing NGO leadership issues. Through talent management, competencies and commitment of the talents are developed and enhanced. As a result, a pool of competent and committed NGO talents and leaders is sustained. Coupled with sufficient preparation and planning on leadership transition, talent management will help individual NGOs minimize leadership issues.

Talent management is under the managerial cluster given the systems that need to be in place to manage the talents effectively and efficiently. However, relating and working with people (*relational*) is a critical element to make this work. As in the case of Governance Support where support is given to the Board, Talent Management is also about supporting the rest of the internal stakeholders—the talents.

While there are many aspects of talent management, the Talent Management competency in this Framework focuses on the following:

1. Human resource development methods and strategies: These are interventions to develop the talents and bridge the gap between the current knowledge, skills, and expertise of the talents and the organizational needs.

Talent development affects the ability of the organization to attract, motivate, and retain talents. Talent development contributes to personal growth, which consistently appears as one of the main reasons for the talents to apply, stay, and aspire for leadership roles based on AF's Study on Leadership Transition in the Philippine NGO Sector.

There are a number of human resource development methods but at its core is performance management. Performance management is the process of setting individual and collective targets aligned to the strategic goals of the organization; planning and agreeing on the

expected performance targets of the individual talents; monitoring and assessing progress; identifying areas for development of the talent to help deliver the expected performance targets; and rewarding performance. From this, appropriate human resource development methods are determined. These could include training, mentoring, coaching, conferences, and career planning.

Recognizing that many of the NGOs in the Philippines have very limited resources, the Framework has given focus on three human resource development methods—performance management, coaching, and mentoring.

Coaching and mentoring could sometimes be interchangeably used. The Table 6 below shows a quick comparison of the two:

Table 6. Comparison Between Coaching and Mentoring

Aspects	Coaching	Mentoring
Timeline	Short-term	Long-term
Main objective	Improving work performance	Developing talents
Areas of application	Enhancing or transferring skills	Developing competencies
Who sets the agenda	Jointly done by talent and manager or coach based on work performance assessment	Set by the talent and supported by the mentor

2. Retention: This involves keeping a motivated and effective talent pool. It is costly – both monetary and non-monetary – for NGOs particularly those with limited resources to constantly deal with resignations or high turnover rate. To minimize the cost, it is important for the organization to set up a system that will secure feedback for its talents, address conflict and other employee concerns, and respond to these concerns. This is in addition to the human resource development methods.



Financial Management

The ability to generate and manage the financial resources of the organization by ensuring adherence to financial and accounting standards, and analyzing reports for effective and efficient use of these resources.



COMPETENCY 8: Financial Management

Definition

The ability to generate and manage the financial resources of the organization by ensuring adherence to financial and accounting standards and analyzing reports for effective and efficient use of these resources.

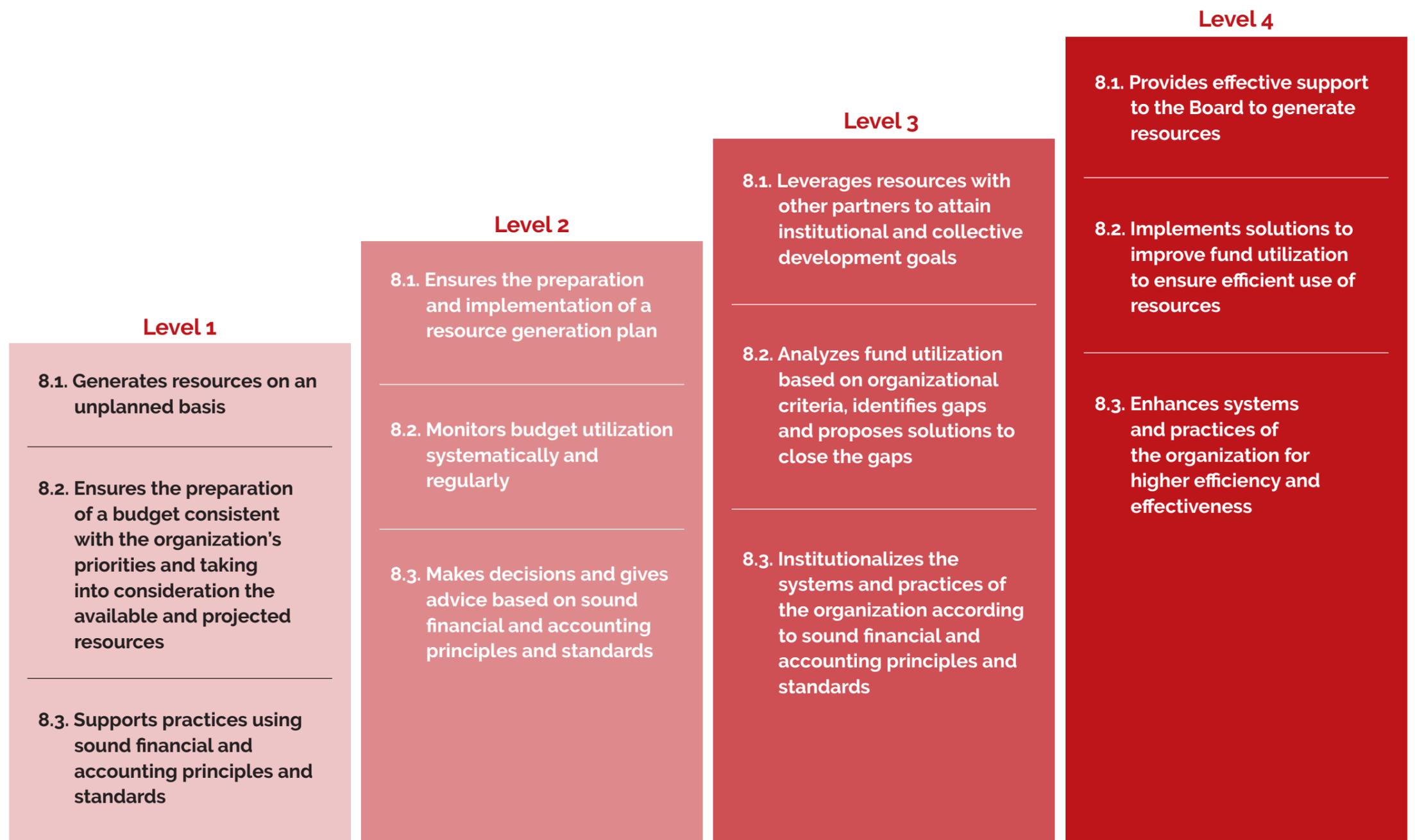
Behavioral Indicators

- 8.1. Generates financial resources for the organization through appropriate strategies (*resource mobilization*)

- 8.2. Allocates and uses resources efficiently based on priorities of the organizations (*effective and efficient use of resources*)

- 8.3. Understands and ensures sound financial and accounting principles and standards (*financial adeptness*)

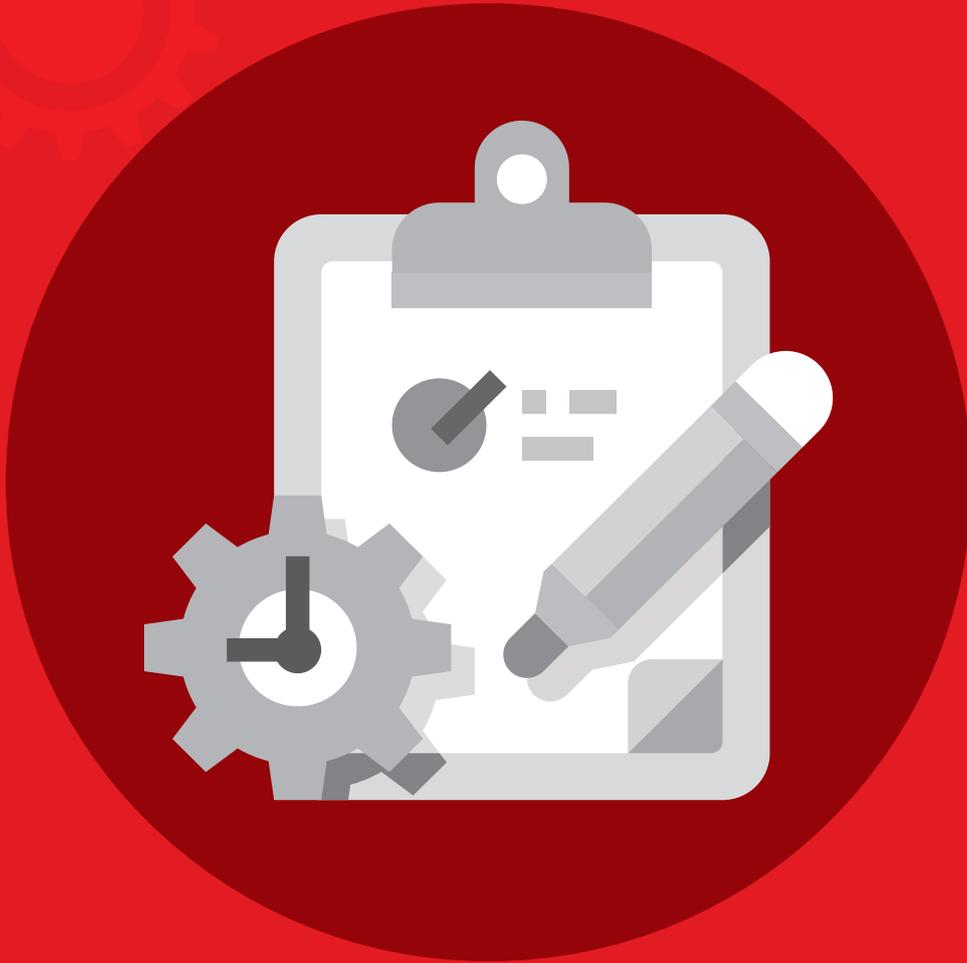
Proficiency Levels





The three key elements of Financial Management competency are:

- 1. Resource generation and management:** This is about generating sufficient financial resources for the organization and using these resources to achieve the desired results at the least possible cost. Generating resources is one of the main functions of an NGO Board that the ED should be supporting.
- 2. Financial and accounting standards:** This pertains to compliance with the laws, rules, regulations, and standards that govern all aspects of the organization's finances including assets, liabilities, revenue, and expenses. The standards must be adhered to at all times for transparency and accountability. This requires establishing systems within the organization.
- 3. Financial analysis:** This involves getting an accurate grasp of the story behind the numbers in any financial reports and understanding what the story and the number mean in relation to the other aspects in the organization.



Project/Program Management

The ability to ensure the organization's programs/projects are implemented according to plan.



COMPETENCY 9: Project/Program Management

Definition

The ability to ensure the organization's programs/projects are implemented according to plan.

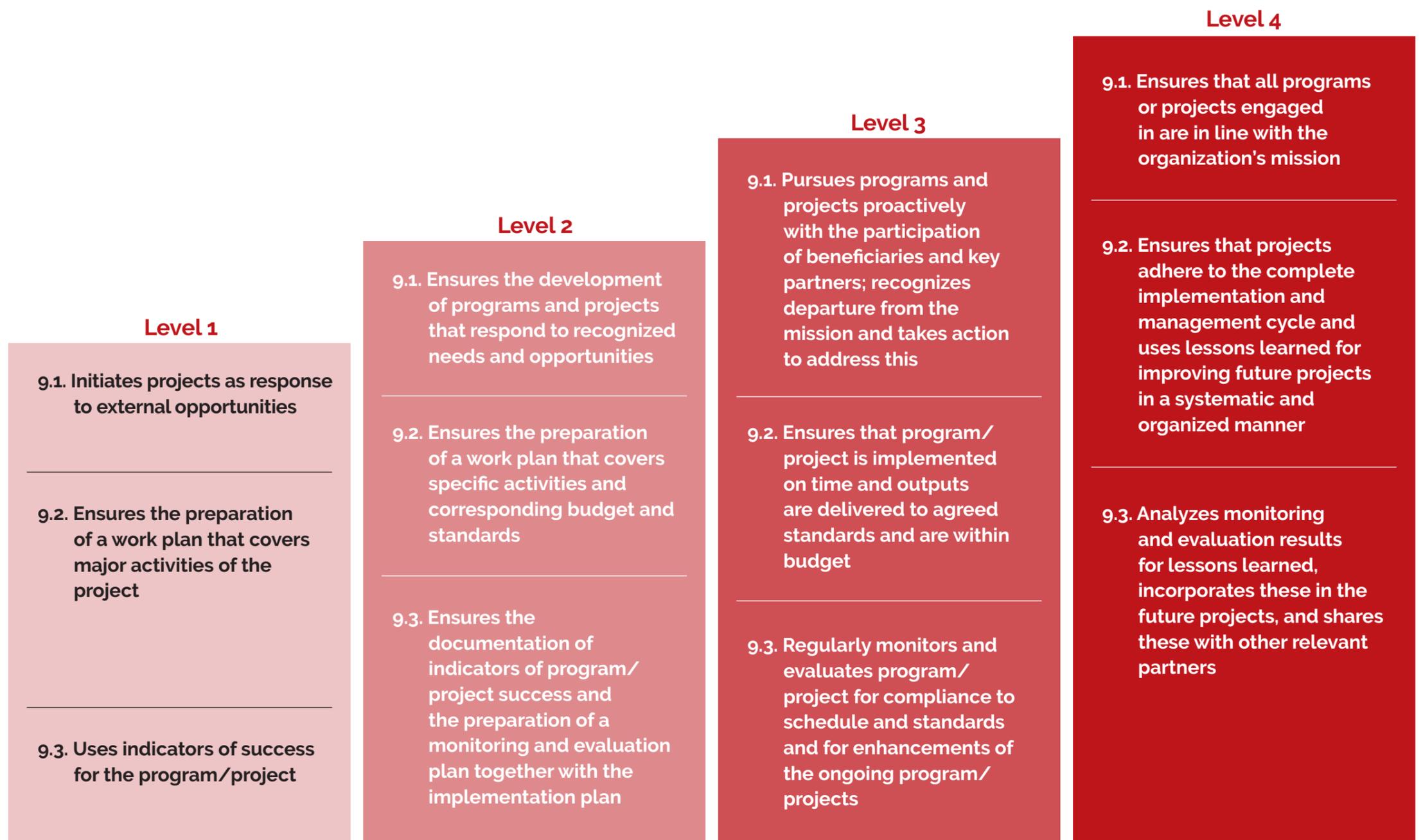
Behavioral Indicators

- 9.1. Pursues programs and projects aligned with the organization's mission

- 9.2. Implements and manages programs and projects following the principles of effective program/project design, implementation, and monitoring and evaluation (PDIME)

- 9.3. Monitors and evaluates programs and projects following the principles of effective PDIME

Proficiency Levels





The three key elements of the Program/Project Management competency which also corresponds to the program management cycle are:

1. Planning: The programs and projects of the organization must be anchored on its mission and must respond to a real need. These two—organizational mission and needs—must be aligned when crafting programs and projects.

Typically, this will involve consultations with key stakeholders particularly the communities who will directly benefit from the initiatives. The problems and possible solutions should be taken from their perspectives. Instead of defining these for the communities, the communities should be empowered to determine and decide how they want to be supported. Complementing this would be the analysis of the sector, previous or similar programs and projects, and other evidence to help come up with a responsive program/project.

The proposal should indicate the rationale of the program/project, the intended results, and how the various activities are expected to lead to the intended results. The Board will review the consistency of the program/project to the mandate before giving its approval.

The actual work such as writing of the proposal may not necessarily be done by the person being assessed but s/he is directly supervising or is on top of the process.

2. Implementation: After the program/project has been designed and approved, the next phase is implementing it. This involves drawing up an implementation plan that details the activities, timeline, resources and deliverables; the actual delivery of the program/project; and adjustments to the program/project in the course of implementation. The implementation plan feeds into the monitoring and evaluation of the program/project.

3. Monitoring and evaluation: Inherent in program/project management is monitoring and evaluation. Through this, progress is measured and assessed; implementation issues are resolved in a timely manner to minimize risk; and continuous refinements of program/project delivery are made to enhance the chances of success. This is critical in determining whether the program/project has delivered the results it was meant to deliver within the available resources. This would also enable the organization to systematically capture invaluable lessons learned to feed into

future programs/projects. In addition, this makes it easier for the organization to tell the story to the stakeholders and the general public that could build and establish public trust and confidence.

Monitoring and evaluation should not be seen as a risk to organization's reputation. It should be seen as an enabling mechanism for the organization to deliver results, continuously learn from experiences, and create a positive image through its stories.

The basis of the monitoring and evaluation system is the program/project design. The implementation plan could cover the activity and output level. These need to be linked up to outcome level based on the program logic. This means asking the questions of:

- what does the program/project intend to do to address the problem (*program/project objective*)
- what changes should be in place for the program/project to achieve this objective (*outcome, intermediate outcome*)
- what activities and outputs should be delivered to put in place these changes (*activity and output*)
- what resources are needed to deliver the activities and outputs (*inputs*)



Administrative Management

The ability to organize work in an effective and efficient manner.

COMPETENCY 10: Administrative Management

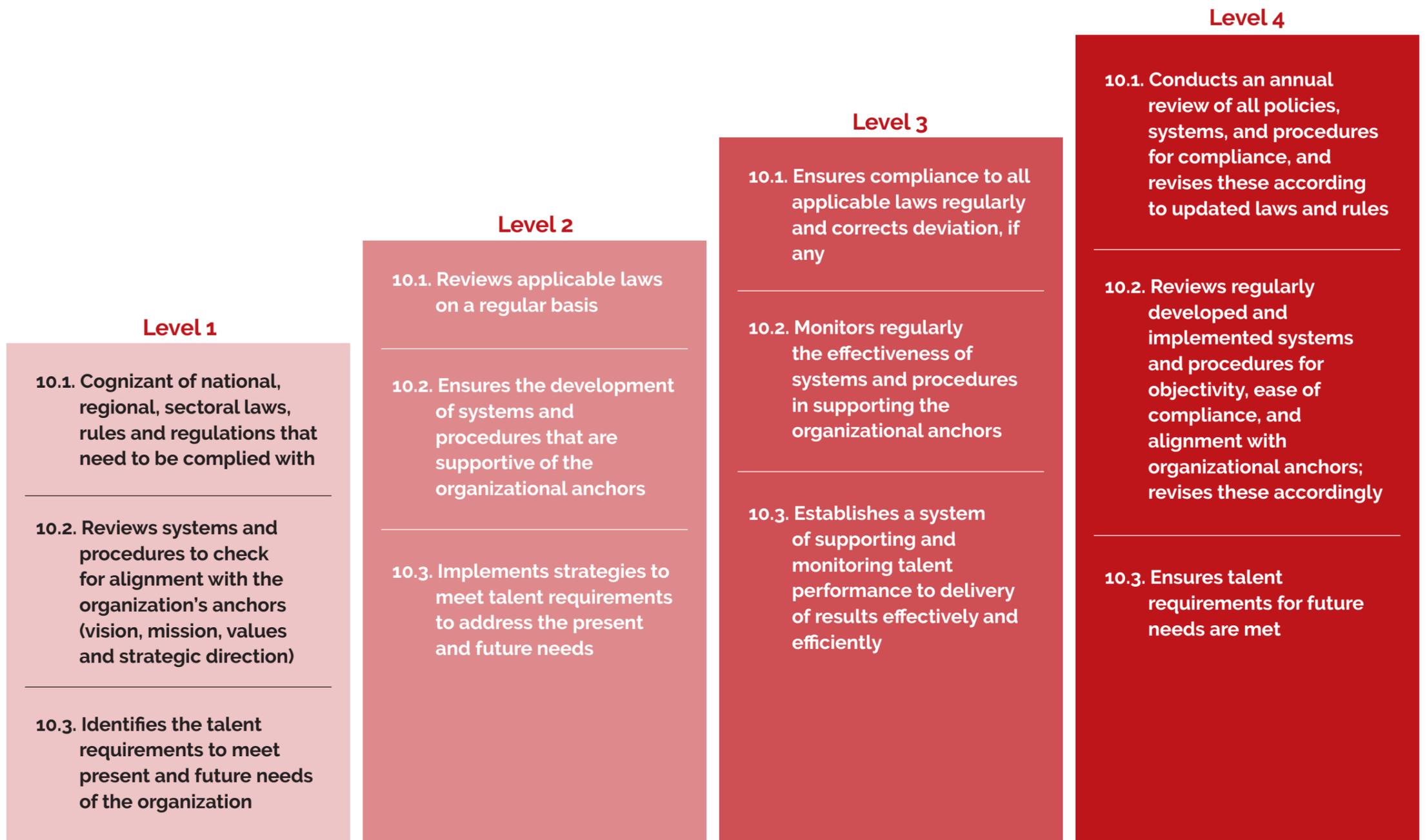
Definition

The ability to organize work in an effective and efficient manner.

Behavioral Indicators

- 10.1. Ensures that organizational policies, systems, and procedures are compliant to all applicable laws and regulations
- 10.2. Designs and implements systems and procedures that are objective, facilitative, and supportive
- 10.3. Ensures talent availability and fit vis-a-vis the functions to deliver results effectively and efficiently

Proficiency Levels





Administrative Management competency is about setting good “organizational routines” for effective and efficient operations. Its three key elements are:

- 1. Compliance with the law:** All legitimate and trustworthy organizations must comply with the laws and policies. For the NGO sector that has struggled to maintain public trust, the fault of few would have great impact on the sector. When one organization is found violating the laws and policies, its credibility and integrity will be compromised and its entire operations will be put into question.
- 2. Reliable system:** This is about developing systems – policies, processes, procedures, operating standards – that are objective, facilitative, and supportive. An objective system means everyone is treated with equity. They are consistently applied to the same situation. Furthermore, the system has to be facilitative and supportive. Instead of putting unnecessary burden, it should help ease the operations without compromising compliance to any laws and policies.

Establishing and maintaining reliable systems entails knowing not just the laws and policies that have to be complied with but also the nature of the organization. A “perfect” system in one organization may be the “worst” system when applied in another organization because it does not serve its purpose.

- 3. Strategic planning of talents:** This involves systematically planning the needed talents for the organization – for the short, medium, and long terms. This enables the organization to determine who to recruit and by when, which then feeds into talent management. The strategic plan is a good basis for short- and medium-term strategic planning of talent. The idea is to have the right number and type of talents to engage in order to deliver the targets set in the strategic plan. This presumes that the strategic plan is updated.

In addition, the process includes planning for changes in leadership—whether due to planned (e.g. retirement) or unplanned (e.g. health emergencies) departure. The organization should be able to maintain effective and efficient operations despite the leadership transitions.

However, many organizations fail to plan strategically for their talents. Resources may constrain the organizations to undertake this process but being proactive through planning would allow for organizations to nourish and grow.

Annex: Illustrative Examples for Each Proficiency Level

COMPETENCY 1: INTEGRITY				
DEFINITION The ability to decide and act by reflecting and discerning based on the values of the organization that abide with the Universal Declaration of Human Rights.				
BEHAVIORAL INDICATORS (BI)	Level 1	Level 2	Level 3	Level 4
1.1. Articulates the values of the organization (<i>imbibe the organizational values</i>)	Understands the values and able to explain these to staff in behavioral terms	Discusses fluently and confidently the organization's values to all staff and external stakeholders	Ensures that organizational values are clearly articulated and demonstrated in some programs and projects engaged in	Ensures that organizational values are clearly articulated and demonstrated in all programs and projects engaged in
1.2. Upholds the values of the organization through personal and official actions and decisions (<i>walk the talk</i>)	Understands the values espoused by the organization	Checks consistency of organizational values and practices with one's own values	Corrects personal practices that deviate from the organizational values to ensure alignment	Aligns consistently personal and official actions and decisions with the organization's vision, mission, and values in all situations

COMPETENCY 1: INTEGRITY			
BI 1.1. Articulates the values of the organization (imbibe the organizational values)			
Level 1	Level 2	Level 3	Level 4
Understands the values and able to explain these to staff in behavioral terms	Discusses fluently and confidently the organization's values to all staff and external stakeholders	Ensures that organizational values are clearly articulated and demonstrated in some programs and projects engaged in	Ensures that organizational values are clearly articulated and demonstrated in all programs and projects engaged in
<p>A person should have:</p> <p>i. shared the organizational values and what they mean in practice with other internal stakeholders</p> <p>Internal stakeholders could be office management, supervisor, supervisee, and peers.</p>	<p>ii. shared the organizational values with external stakeholders</p> <p>The sharing of knowledge about the organizational values now goes beyond the organization.</p>	<p>iii. practiced organizational values in the implementation of <i>some</i> programs and projects</p> <p>From sharing the knowledge of organizational values with others, this now requires "putting words into action."</p> <p>The proficiency is measured by how one demonstrates the organizational values in the programs and projects s/he is involved in.</p>	<p>iv. practiced organizational values in the implementation of <i>all</i> programs and projects</p> <p>This emphasizes consistency of "putting words into action" across all programs and projects where one is involved in.</p> <p>Hypothetically, if one is involved in only one program, then proficiency levels 3 and 4 become the same.</p> <p>If one has generally been demonstrating the organizational values in all of the programs/projects s/he is involved in but there were few times s/he missed or acted in contradiction to the organizational values, then one could be rated proficiency 3 instead of 4.</p>

COMPETENCY 1: INTEGRITY

BI 1.2. Upholds the values of the organization through personal and official actions and decisions (walk the talk)

Level 1	Level 2	Level 3	Level 4
Understands the values espoused by the organization	Checks consistency of organizational values and practices with one's own values	Corrects personal practices that deviate from the organizational values to ensure alignment	Aligns consistently personal and official actions and decisions with the organization's vision, mission, and values in all situations
<p>A person should have:</p> <p>i. enumerated the organizational values and what they mean in practice.</p>	<p>ii. determined one's own values</p> <p>iii. compared organizational values and practices to one's own values and practices.</p>	<p>iv. exerted efforts to align one's values to the organizational values</p> <p>If at work the person has not shown any action or behavior that is contradictory to the organizational values, then s/he can be rated under proficiency level 3.</p> <p>If there are contradictions but s/he has expressed and exerted effort to resolve these contradictions then s/he can also be rated under proficiency level 3.</p>	<p>v. practiced organizational values <u>both</u> at work and in personal actions/decisions</p> <p>In practice, this is hard to assess because this requires knowledge of the person's actions and decisions outside work.</p> <p>Without any evidence to the contrary outside of work, it may be sufficient to rate the person at this level.</p>

COMPETENCY 2: COMMITMENT TO A PURPOSE

DEFINITION The ability to serve and remain engaged for the completion of the tasks towards achievement of objectives amid adversity and challenges.

BEHAVIORAL INDICATORS	Level 1	Level 2	Level 3	Level 4
2.1. Possesses the interest to serve <i>(passion to serve)</i>	Articulates personal desire to serve	Commits to the organizational mission	Seeks alignment of personal purpose to organizational mission	Aligns personal purpose to organizational mission
2.2. Stays focused and sees through the process of achieving the objectives <i>(conscientious)</i>	Identifies work commitments and plans work accordingly	Implements and regularly monitors work	Pursues measures actively to address any challenges to achieve desired results	Ensures that results of work done lead to achievement of the organization's targets and desired outcomes
2.3. Recovers quickly from challenges, difficulties, and failures <i>(resiliency)</i>	Recognizes failure, challenges, and difficulties encountered	Reflects on the failure, challenge, or difficulty encountered and draws learning from these	Reflects on the learning from the failure, challenge, or difficulty encountered and identifies action steps to be taken from the learning	Applies learning from previous failures or challenges in continuously pursuing the objective or in the next similar situation to ensure better results
2.4. Motivates and inspires others within and beyond the organization to exert their best in reaching the organizational mission <i>(inspiring commitment)</i>	Communicates the organization's desired goals, outcomes, and results on a regular basis	Discusses with staff the challenges related to achievement of the organization's goals and develops measures to address the challenges	Follows through with agreements on courses of action to take, gives feedback on improvements observed, and rewards (formally or informally) achievement of desired goal	Seeks out collaborations with other organizations to achieve a common goal

COMPETENCY 2: COMMITMENT TO A PURPOSE

BI 2.1. Possesses the interest to serve (*passion to serve*)

Level 1	Level 2	Level 3	Level 4
<p>Articulates personal desire to serve</p>	<p>Commits to the organizational mission</p>	<p>Seeks alignment of personal purpose to organizational mission</p>	<p>Aligns personal purpose to organizational mission</p>
<p>A person should have:</p> <p>i. verbalized desire to serve</p> <p>The first instance that a person may have to mention her/his desire to serve is during job interview.</p>	<p>ii. described the organizational mission</p> <p>iii. agreed to work in the organization</p> <p>The act of accepting the job offer is taken as a manifestation that a person commits to the organizational mission despite the still limited knowledge about the organization.</p>	<p>iv. persisted in figuring out if one's passion to serve is best delivered through the organization's mission OR stayed in the organization for at least two years without any serious performance issues</p> <p>As one started to get to know more about what the organization does and its mission, s/he may have expressed some concerns or tensions between personal priorities and aspirations vis-à-vis organization's priorities and mission. For instance, the person doubts whether staying with the organization will enable her/him to achieve her/his personal goal.</p> <p>But for those who have not expressed any tensions, this could mean being in the job for two years without any serious performance issues. Two years¹ is the ideal minimum years that one should stay in a job.</p>	<p>v. resolved any conflict or tensions between personal priorities and organizational priorities and mission OR continued to work satisfactorily in the organization for at least 8 years,² the average length of stay of Philippine NGO talents.</p>

¹ Papandrea, D. *How long should you stay at a job?*. Monster. <https://www.monster.com/career-advice/article/how-long-to-stay-at-your-job>; Indeed. (2020 March 12). *How Long Should You Stay at a Job?* <https://www.indeed.com/career-advice/career-development/how-long-should-you-stay-at-a-job#:~:text=Experts%20agree%20that%20you%20should,value%20growing%20in%20your%20career.>

² Association of Foundations. (2018). *Study on the Leadership Transition in the Philippine NGO Sector* (pp 16, 21).

COMPETENCY 2: COMMITMENT TO A PURPOSE

**BI 2.2. Stays focused and sees through the process of achieving the objectives
(conscientious)**

Level 1	Level 2	Level 3	Level 4
Identifies work commitments and plans work accordingly	Implements and regularly monitors work	Pursues measures actively to address any challenges to achieve desired results	Ensures that results of work done lead to achievement of the organization's targets and desired outcomes
<p>A person should have:</p> <p>i. taken initiative to develop an individual plan to accomplish one's tasks</p> <p>One should have taken the initiative to plan for her/his own work to deliver expected results with inputs from others.</p>	<p>ii. delivered some of the expected outputs within acceptable timeframe and quality</p> <p>In the course of executing the plan, one could seek guidance or inputs from others.</p>	<p>iii. identified implementation challenges that hinder the delivery of other expected outputs and pursued solutions</p> <p>The genuine effort of finding solutions is what puts the person in this rating whether or not the efforts have sufficiently resolved the issues.</p>	<p>iv. demonstrated contribution in the achievement of a desired outcome through the outputs delivered</p> <p>The outcome delivered by a person in this proficiency level should help achieve organizational targets and higher-level outcomes.</p> <p>This level measures not only the outputs (e.g., reports, activities conducted) but some of the "small" changes that the person has made, which are necessary or would lead to the "big" changes that the organization targets to achieve.</p>

COMPETENCY 2: COMMITMENT TO A PURPOSE

BI 2.3. Recovers quickly from challenges, difficulties and failures (*resiliency*)

Level 1	Level 2	Level 3	Level 4
<p>Recognizes failure, challenges, and difficulties encountered</p>	<p>Reflects on the failure, challenge, or difficulty encountered and draws learning from these</p>	<p>Reflects on the learning from the failure, challenge, or difficulty encountered and identifies action steps to be taken from the learning</p>	<p>Applies learning from previous failures or challenges in continuously pursuing the objective or in the next similar situation to ensure better results</p>
<p>A person should have:</p> <p>i. admitted failures and identified work-related challenges</p> <p>Failure is part of growth and learning. Everyone should be given space to fail and make mistakes. The important thing is that the person learned from these experiences. The person in this level displays humility and understanding about the challenges and failures and is able to determine what could be done differently if similar circumstances are to happen.</p>	<p>ii. shared learning from the failures and challenges</p> <p>A manifestation of one's retrospection is sharing the learning with others. If this happened, it is highly likely that the individual has already done what is required under proficiency level 1.</p>	<p>iii. identified changes needed in behavior, practice, or strategies to address challenges and avoid the same failures in the future</p> <p>From sharing the learning with others, s/he may now start discussing with others how to overcome the challenges or to avoid the same failures in the future.</p>	<p>iv. changed behavior, practices, or strategies to address challenges and avoid the same failures</p> <p>If the person demonstrates and sustains the changes, it is highly likely that requirements under proficiency levels 1, 2 and 3 are met.</p>

COMPETENCY 2: COMMITMENT TO A PURPOSE

**BI 2.4. Motivates and inspires others within and beyond the organization to exert their best in reaching the organizational mission
(inspiring commitment)**

Level 1	Level 2	Level 3	Level 4
Communicates the organization's desired goals, outcomes, and results on a regular basis	Discusses with staff the challenges related to achievement of the organization's goals and develops measures to address the challenges	Follows through with agreements on courses of action to take, gives feedback on improvements observed, and rewards (formally or informally) achievement of desired goal	Seeks out collaborations with other organizations to achieve a common goal
<p>A person should have:</p> <p>i. reminded others why they are doing what they are doing</p> <p>The person is able to motivate others to contribute towards achieving the goal and mission.</p>	<p>ii. discussed with concerned staff or colleagues their performance issues or challenges and solutions to these challenges</p> <p>In this context, the person is helping another person within the organization (whether supervisee or peer) formally or informally to manage performance issues or work-related challenges. The focus would be helping the concerned staff to acknowledge the challenges and find ways to overcome them.</p>	<p>iii. helped concerned staff or colleagues to pursue the solutions to performance issue and challenges</p> <p>iv. gave feedback on progress</p> <p>v. provided rewards when applicable</p> <p>Part of managing performance issues is helping the concerned party to correct the issues by encouraging her/him to pursue any agreed solutions and giving feedback or incentive on progress.</p>	<p>vi. reached out to other like-minded organizations to build and nurture partnerships</p> <p>This is going outside of one's organization to inspire and motivate others to remain steadfast in the commitment to the same cause.</p> <p>This could be through personal or institutional engagements and relationships. It could also be formal or informal (like being a friend to counterparts in other NGOs).</p>

COMPETENCY 3: STRATEGIC MANAGEMENT

DEFINITION The ability to create a clear vision and steer the organization towards it while simultaneously coping with changes. This is done through analyzing timely and appropriate information and engaging stakeholders in developing and implementing innovative/creative plans and strategies to keep the organization relevant, responsive, resilient, and sustainable.

BEHAVIORAL INDICATORS	Level 1	Level 2	Level 3	Level 4
3.1. Organizes and analyzes data/information to anticipate trends, challenges, opportunities, and impact on the organization (<i>visionary and analytical</i>)	Identifies useful information to understand current and future trends and issues	Collects and organizes useful information to understand current and future trends and issues	Analyzes current and future trends and issues, and flags possible impacts to the organization	Recommends and pursues innovative and creative strategies given anticipated impacts to the organization
3.2. Develops and implements innovative, creative, and proactive strategies to generate solutions for the organization to remain relevant and achieve sustainability (<i>strategist</i>)	Develops a strategic plan and implements it without the direct participation of the Board and staff	Develops and implements a strategic plan with the participation of the Board and staff	Develops and implements a strategic plan based on careful analysis of relevant data and with the participation of the Board and staff	Establishes a system to consistently develop evidence-based strategic plans with the participation of the Board and staff and implements this through innovative, creative, and proactive strategies
3.3. Plans the changes needed for the organization (<i>initiator</i>)	Recognizes a need to change and initiates discussion on the plan and strategies for change	Prepares a change management plan with appropriate strategies for the needed change	Seeks formal approval on the plan and strategies for the needed change	Communicates the plan to various stakeholders and motivates them to implement and sustain the strategies for the needed change
3.4. Leads the implementation of the change management plan and sustains the change (<i>managing change</i>)	Motivates and keeps the level of morale and job performance of people to implement the plan	Addresses issues and guides stakeholders to adapt to the changes in their respective work in the process of implementing the plan	Institutionalizes the new processes and practices as a result of the change agenda and adheres with them	Evaluates the compliance with the new processes and practices as a result of the change agenda

COMPETENCY 3: STRATEGIC MANAGEMENT

**BI 3.1. Organizes and analyzes data/information to anticipate trends, challenges, opportunities, and impact on the organization
(visionary and analytical)**

Level 1	Level 2	Level 3	Level 4
Identifies useful information to understand current and future trends and issues	Collects and organizes useful information to understand current and future trends and issues	Analyzes current and future trends and issues, and flags possible impacts to the organization	Recommends and pursues innovative and creative strategies given anticipated impacts to the organization
<p>A person should have:</p> <p>i. identified the right information to understand current and future operating context and where and how to get this information</p> <p>With so many information available these days, a key challenge for a person in this proficiency level is distinguishing useful from not-so-useful information about current and future operation context. The person at this level displays the ability to appreciate macro (“big picture”) and micro (specific and targeted) information. The big picture information includes country and sector analysis as well as reports on local and international trends. The more focused information includes program reports and evaluation, consultations, and strategic plans of the organization.</p>	<p>ii. gathered and processed the right information at the right time</p> <p>After knowing which information are useful, the person is able to gather and process them to better understand the current and future operating context.</p> <p>In a volatile, uncertain, complex, and ambiguous (VUCA) world, timely analysis is always critical to help one consider possibilities and react better and quicker on any changes.</p>	<p>iii. analyzed the information and linked this to the current and future operating context</p> <p>iv. created scenarios for the organization's continued relevance and sustainability based on the analysis</p> <p>With a better understanding of the operating context, one is able to identify potential impact to the organization. These scenarios of possibilities for the organization can help in revisiting and reassessing its vision.</p>	<p>v. proposed innovative and creative plans and strategies based on analysis in pursuit of the vision</p> <p>Working towards the vision requires plans and strategies. One should aspire for innovations and creativity in their plans and strategies to overcome the challenges of increasing demand but decreasing resources coupled with the effects of other external and uncontrollable factors (such as climate change that increases the frequency and severity of natural calamities) which could diminish any gains made.</p> <p>In practice, the Executive Director initiates and drafts the plans and strategies with a team to facilitate the process. But this should not compromise active participation of NGO management and staff and consultations with external stakeholders. The plans and strategies will then be presented as recommendations for comments and approval by the NGO Board of Trustees.</p>

COMPETENCY 3: STRATEGIC MANAGEMENT

BI 3.2. Develops and implements innovative, creative, and proactive strategies to generate solutions for the organization to remain relevant and achieve sustainability (strategist)

Level 1	Level 2	Level 3	Level 4
Develops a strategic plan and implements it without the direct participation of the Board and staff	Develops and implements a strategic plan with the participation of the Board and staff	Develops and implements a strategic plan based on careful analysis of relevant data and with the participation of the Board and staff	Establishes a system to consistently develop evidence-based strategic plans with the participation of the Board and staff and implements this through innovative, creative, and proactive strategies
<p>A person should have:</p> <p>i. developed a strategic plan that has limited analysis and has not involved the Board and the staff. S/he has also led in implementing the strategic plan</p> <p>The strategic plan referred would include implementation strategies that are directed towards achieving the organization's vision, mission or targets.</p>	<p>ii. engaged the Board and the staff in developing and implementing a strategic plan that has limited analysis</p>	<p>iii. incorporated analysis and evidence in the plans and strategies</p>	<p>iv. established practices, processes and system for consistency of stakeholder participation and analysis in developing plans and strategies that are proactive, innovative and creative</p>

COMPETENCY 3: STRATEGIC MANAGEMENT

**BI 3.3. Plans the changes needed for the organization
(initiator)**

Level 1	Level 2	Level 3	Level 4
<p>Recognizes a need to change and initiates discussion on the plan and strategies for change</p>	<p>Prepares a change management plan with appropriate strategies for the needed change</p>	<p>Seeks formal approval on the plan and strategies for the needed change</p>	<p>Communicates the plan to various stakeholders and motivates them to implement and sustain the strategies for the needed change</p>
<p>A person should have:</p> <ul style="list-style-type: none"> i. expressed the importance of looking at the impact of any change in organization to its talents ii. identified possible implications iii. initiated discussions to develop change management plan, if applicable <p>The plan and strategies referred here are for managing change to help people get through the changes in the organization.</p>	<ul style="list-style-type: none"> iv. developed a change management plan appropriate for the expected changes in consultation with key stakeholders <p>A decision has to be made whether the change would warrant a more systematic change management planning process. When the proposed changes will have significant impact on the talents, a person at this level does <u>not</u> avoid a change management planning. Instead of looking at it as additional burden, s/he views it as a way to help maintain productivity and minimize unnecessary anxiety.</p> <p>The person in this level has continuous engagement with internal stakeholders in the drafting of the change management plan. This may be done through ad hoc committees.</p>	<ul style="list-style-type: none"> v. presented the change management plan to the Board of Trustees <p>This proficiency level is satisfied regardless of the Board of Trustees' decision.</p>	<ul style="list-style-type: none"> vi. secured approval of the Board of Trustees on the change management plan vii. engaged all key stakeholders in implementing the change management plan and sustain the gains of the implementation

COMPETENCY 3: STRATEGIC MANAGEMENT

BI 3.4. Leads the implementation of the change plan and sustains the change (managing change)

Level 1	Level 2	Level 3	Level 4
Motivates and keeps the level of morale and job performance of people to implement the plan	Addresses issues and guides stakeholders to adapt to the changes in their respective work in the process of implementing the plan	Institutionalizes the new processes and practices as a result of the change agenda and adheres with them	Evaluates the compliance with the new processes and practices as a result of the change agenda
<p>A person should have:</p> <ul style="list-style-type: none"> i. implemented the change management plan ii. established strategies to keep others motivated <p>A person at this level is able to implement the change management plan to put in place the desired change in the organization.</p> <p>After the approval of the change management plan, the Executive Director is expected to lead its implementation. To share the huge tasks of leading change, an ad hoc team can closely work with the Executive Director to create champions for the change.</p>	<ul style="list-style-type: none"> iii. engaged concerned staff in resolving any concerns brought about by the change iv. helped staff develop a new norm, practice, process, or system to support the desired change <p>At this proficiency level, one is able to resolve challenges in the process of transitioning to the desired change in the organization.</p>	<ul style="list-style-type: none"> v. established the new norm, practice, process, or system that supports the desired change <p>The person is now able to facilitate in embedding the desired change as the new norm in the organization. This could be in the form of policies that formalizes the changes made.</p>	<ul style="list-style-type: none"> vi. monitored and assessed how well people follow the new norm, practice, process or system <p>The person is able to facilitate and manage the sustainability of the new norm.</p>

COMPETENCY 4: CONSENSUS BUILDING

DEFINITION The ability to resolve issues and concerns by eliciting, facilitating, and synthesizing various and divergent perspectives and move people to decide and act collectively towards a desired objective.

BEHAVIORAL INDICATORS	Level 1	Level 2	Level 3	Level 4
4.1. Understands the issues and where various stakeholders are coming from <i>(synthesizer)</i>	Identifies the fundamental elements of the issues	Discusses with various stakeholders to understand their perspectives	Summarizes the points of view of other stakeholders and their rationale	Re-frames the issues taking into account the inputs from other stakeholders
4.2. Harmonizes divergent perspectives towards collective decisions and actions <i>(bridging divergence)</i>	Clearly articulates a realistic process to achieve consensus informed by stakeholders' opinions and ideas	Proposes a decision and identifies strategies to manage oppositions and conflicts	Secures support of most stakeholders and prevents escalation of conflicts from those with opposing views	Implements decision and regularly updates stakeholders of its progress for information, feedback, and collective understanding and directions

COMPETENCY 4: CONSENSUS BUILDING

BI 4.1. Understands the issues and where various stakeholders are coming from (*synthesizer*)

Level 1	Level 2	Level 3	Level 4
Identifies the fundamental elements of the issues	Discusses with various stakeholders to understand their perspectives	Summarizes the points of view of other stakeholders and their rationale	Re-frames the issues taking into account the inputs from other stakeholders
<p>A person should have:</p> <p>i. outlined the main points of the issue at hand</p> <p>The person at this level must have a good grasp of the issue, policy, or program to anticipate the likely areas of contention and the possibilities to secure consensus. Through this, one distinguishes the negotiables and non-negotiables of her/his organization.</p> <p>The issue refers to what needs to be addressed through a consensus. It may also be a policy position, a proposed program, or a recommended direction.</p>	<p>ii. discussed the main points of the issue with stakeholders</p> <p>iii. summarized the perspectives and rationale of stakeholders on the issue</p> <p>The person is able to present clearly the main elements of the issue, policy, or program, and gather the different perspectives of key stakeholders on the matter.</p> <p>In this process, it is important to be mindful of one's own biases and to focus on understanding where the stakeholders are coming from.</p>	<p>iv. listed the agreements and disagreements among the key stakeholders and their respective reasons</p> <p>In this proficiency level, a person is able to validate with stakeholders of their perspectives or positions to ensure accuracy.</p>	<p>v. synthesized the various perspectives of stakeholders by revising the issue, policy, or program</p> <p>This is the process where one attempts to accommodate "non-negotiables" of other stakeholders without compromising the organization's non-negotiables.</p>

COMPETENCY 4: CONSENSUS BUILDING

**BI 4.2. Harmonizes divergent perspectives towards collective decisions and actions
(bridging divergence)**

Level 1	Level 2	Level 3	Level 4
Clearly articulates a realistic process to achieve consensus informed by stakeholders' opinions and ideas	Proposes a decision and identifies strategies to manage oppositions and conflicts	Secures support of most stakeholders and prevents escalation of conflicts from those with opposing views	Implements decision and regularly updates stakeholders of its progress for information, feedback, and collective understanding and directions
<p>A person should have:</p> <p>i. analyzed key stakeholders' motivations, level of interests, and influence on the matter at hand</p> <p>ii. defined a plan of action to reach a consensus</p>	<p>iii. sought out perspectives of various stakeholders on the matter at hand</p> <p>iv. proposed a decision or action based on various stakeholders' perspectives within acceptable period of time</p> <p>v. prepared strategies to manage possible oppositions and conflicts</p>	<p>vi. secured support from most stakeholders</p> <p>vii. pursued mitigating measures to prevent conflicts or to prevent them from escalating</p>	<p>viii. implemented the agreement reached by a consensus</p> <p>ix. monitored and updated the group on progress</p> <p>Equally important to implementing the agreed decision and action, a person at this level is able to update the key stakeholders about how things are moving along.</p>

COMPETENCY 5: COMMUNICATION

DEFINITION The ability to express ideas in a clear, concise and compelling manner and to consider other people's ideas that generate a deeper level of discourse and influence the relevant stakeholders to make decisions and take action.

BEHAVIORAL INDICATORS	Level 1	Level 2	Level 3	Level 4
5.1. Listens and considers carefully the perspectives of relevant stakeholders (<i>active listening</i>)	Creates an atmosphere that is conducive for people to talk and express their thoughts and ideas	Seeks ideas from all concerned and draws responses from all relevant stakeholders	Clarifies and asks appropriate questions to ensure common understanding	Organizes responses to come up with a clear understanding and agreement on the idea being discussed
5.2. Crafts and delivers verbally and in writing, clear and concise audience-appropriate messages (<i>effective communication</i>)	Prepares verbal or written communications following rules of grammar and syntax	Recognizes the different needs of the audience and adjusts styles to capture the recipient's attention	Commands respect when conveying a message	Presents ideas with impact, either verbally or in writing; key messages resonate with the audience and leaves a positive impression
5.3. Connects and sustains constructive engagements with relevant stakeholders towards a desired result (<i>communicating with influence</i>)	Listens actively and shares information, as appropriate, to demonstrate openness	Applies tact and diplomacy by knowing the right timing to deliver a clear message to the relevant audience	Demonstrates adaptability to different protocols, working styles, and individual differences with people inside and outside the organization	Uses appropriate and context-sensitive communication mechanisms, varying the language, tone, content and style to influence diverse stakeholders

COMPETENCY 5: COMMUNICATION

BI 5.1. Listens and considers carefully the perspectives of relevant stakeholders (active listening)

Level 1	Level 2	Level 3	Level 4
<p>Creates an atmosphere that is conducive for people to talk and express their thoughts and ideas</p>	<p>Seeks ideas from all concerned and draws responses from all relevant stakeholders</p>	<p>Clarifies and asks appropriate questions to ensure common understanding</p>	<p>Organizes responses to come up with a clear understanding and agreement on the idea being discussed</p>
<p>A person should have:</p> <p>i. planned about what will make the other parties (whom one is communicating with) comfortable to express themselves</p> <p>ii. demonstrated the openness and sincerity to engage through all forms of communication – verbal, non-verbal, and written</p> <p>One is able to set an enabling environment for open communication.</p> <p>This is easier if s/he has established a good relationship with the parties involved. This is challenging when s/he is meeting others for the first time or with others whom s/he had less pleasant engagements. A person in this proficiency level should know how to put oneself in the other parties' shoes and understand where they could be coming from.</p>	<p>iii. given equitable considerations to all parties to share ideas and give feedback</p> <p>In practice, this could mean that the person is giving equitable opportunity for all to express themselves; minimize certain parties from dominating the conversation; and employing strategies that can draw out ideas from as many people as possible like small group discussions or use of metacards. Consideration of communication styles may also come into play when seeking for ideas. For instance, some people are more comfortable writing their ideas instead of verbalizing them.</p>	<p>iv. asked questions to clarify matters</p> <p>A person at this level, feeds back the message received to make sure that s/he got the correct message from the parties s/he engaged with.</p>	<p>vi. summarized key points to ensure common understanding and agreements</p> <p>The person at this level is able to confirm all key points to all involved parties so that everyone is on the same page.</p>

COMPETENCY 5: COMMUNICATION

BI 5.2. Crafts and delivers, verbally and in writing, clear and concise audience-appropriate messages (*effective communication*)

Level 1	Level 2	Level 3	Level 4
Prepares verbal or written communications following rules of grammar and syntax	Recognizes the different needs of the audience and adjusts styles to capture the recipient's attention	Commands respect when conveying a message	Presents ideas with impact, either verbally or in writing; key messages resonate with the audience and leaves a positive impression
<p>A person should have:</p> <p>i. good command of the language (including rules on grammar)</p> <p>ii. drafted written communication or had verbal conversations applying the rules of the language used</p>	<p>iii. identified the different perspectives of different audiences</p> <p>iv. adjusted similar messages based on the needs of the audience</p> <p>One knows how to map and analyze stakeholders. While basic information about the audience like age, educational background, sex, nationality, and positions may be sufficient in many cases, stakeholder analysis would be critical in certain instances.</p>	<p>v. built confidence in delivering messages whether verbal or written</p> <p>One builds confidence with constant practice and continuous learning as well as constructive feedback.</p>	<p>vi. gotten the desired action, decision, or response from the person/s one is communicating to</p>

COMPETENCY 5: COMMUNICATION

**BI 5.3. Connects and sustains constructive engagements with relevant stakeholders towards a desired result
(communicating with influence)**

Level 1	Level 2	Level 3	Level 4
Listens actively and shares information, as appropriate, to demonstrate openness	Applies tact and diplomacy by knowing the right timing to deliver a clear message to the relevant audience	Demonstrates adaptability to different protocols, working styles, and individual differences with people inside and outside the organization	Uses appropriate and context-sensitive communication mechanisms, varying the language, tone, content and style to influence diverse stakeholders
<p>A person should have:</p> <p>i. established good rapport with most partners and stakeholders</p> <p>One is able to establish an enabling environment for communication to happen.</p>	<p>ii. handled difficult conversations that made the situation better</p> <p>In addition to establishing an enabling environment for communication, this requires the person to know when and how to deliver a difficult message so that it gets across well to the other party.</p>	<p>iii. engaged with at least two stakeholders through different ways</p> <p>In this proficiency level, the person is expected to nuance messages depending on who s/he is talking to. The content should be the same but the manner will be different. One is expected to speak the "language" of the receiver. This measures the "how" of the engagement and not the outcome.</p>	<p>iv. facilitated conversations that led to the resolution of an issue/problem and a collective decision moving forward</p> <p>The person adopts various ways to resolve the issues and to reach a decision. Conversations may be simultaneous like in meetings or could be non-simultaneous like holding different conversations with different stakeholders. One is rated in this proficiency level if s/he has managed to achieve the desired outcome of the engagement. That means the issue has been resolved and an agreement moving forward has been achieved.</p>

COMPETENCY 6: GOVERNANCE SUPPORT

DEFINITION The ability to provide technical and management support to enhance and sustain the effectiveness of the Board of Trustees.

BEHAVIORAL INDICATORS	Level 1	Level 2	Level 3	Level 4
6.1. Provides critical information	Assists in setting the agenda	Provides information to each of the agenda item	Identifies strategic issues and recommends inclusion in the Board agenda	Identifies policy gaps and drafts governance policies for the Board's consideration
6.2. Creates opportunities for board engagement	Assists in orienting new Board of Trustees	Ensures attendance of Board of Trustees to meetings	Offers opportunities for Board's exposure to programs	Creates venues for Board's active participation in programs
6.3 Builds good working relationship with the Board of Trustees to achieve results	Makes efforts to know the Board of Trustees	Appreciates and deals with the uniqueness of each of the Board of Trustees	Establishes good working relationships with individual Board of Trustees	Deals effectively with the Board as a collective in achieving results

COMPETENCY 6: GOVERNANCE SUPPORT

BI 6.1. Provides critical information

Level 1	Level 2	Level 3	Level 4
Assists in setting the agenda	Provides information to each of the agenda items	Identifies strategic issues and recommends inclusion in the Board agenda	Identifies policy gaps and drafts governance policies for the Board's consideration
<p>A person should have:</p> <p>i. provided inputs in setting the Board agenda</p> <p>In practice, this is likely to mean that one is working closely with the Board President/Chairperson to assist her/him in planning and deciding for the Board meeting agenda. Part of this is for the person to identify the action required from the Board for each agenda item (e.g., for information, confirmation, discussion, or approval).</p>	<p>ii. packaged relevant information in relation to the proposed agenda</p> <p>With the agenda decided by the Board President or Chairperson, the person ensures full staff work in preparing corresponding materials.</p> <p>This does not mean giving the Board plenty of materials to read. Part of it is the ability of the person to filter relevant information and packaging them in a way that will make it easier for the Board to digest.</p>	<p>iii. identified strategic concerns</p> <p>iv. explained these to the Board President or Chairperson who decides on the agenda</p> <p>Under this proficiency level, the person is expected to proactively engage the Board President/Chairperson on strategic issues that should be in the agenda. This requires strategic thinking and more preparation.</p>	<p>vii. prepared solutions or way forward to the strategic concerns raised to the Board</p> <p>This emphasizes that the person would not only stop at raising issues and concerns but proactively seeking for solutions that could be proposed to the Board.</p>

COMPETENCY 6: GOVERNANCE SUPPORT

BI 6.2. Creates opportunities for board engagement

Level 1	Level 2	Level 3	Level 4
Assists in orienting new Board of Trustees	Ensures attendance of Board of Trustees to meetings	Offers opportunities for Board's exposure to programs	Creates venues for Board's active participation in programs
<p>A person should have:</p> <p>i. planned an orientation and prepared the necessary material for the new Board of Trustees</p> <p>ii. participated in orienting new Board of Trustees</p> <p>The person sees orientations as a way to help the new Trustees take on her/his role. One should be able to explain to the Trustee what are expected from Trustees and how they could contribute in order to increase the engagement level of the new Trustees.</p>	<p>iii. explained to the Board the importance of Board meetings, frequency and duration, and discussed how limitations of the Board may be addressed</p> <p>iv. notified the Board of meeting well in advance</p> <p>One should have the ability to foster active participation of the Trustees during meetings. This increases interaction among them, which could build and enhance relationships.</p>	<p>v. identified opportunities to involve the Board</p> <p>vi. presented these opportunities and their rationale to the Board</p> <p>A person in this proficiency level is able to maximize opportunities that have come up to build relationships between the Board and the external stakeholders.</p>	<p>vii. planned activities for Board to participate taking into account factors that will make it more feasible for Board participation</p> <p>viii. discussed the plan with the Board in advance</p> <p>The person proactively plans activities where the Board could participate. S/he considers accessibility and timing to increase chances of Board participation. For instance, holding an activity in a venue more accessible or dovetailing this to a Board meeting would increase the engagement.</p>

COMPETENCY 6: GOVERNANCE SUPPORT

BI 6.3. Builds good working relationship with the Board of Trustees to achieve results

Level 1	Level 2	Level 3	Level 4
Makes efforts to know the Board of Trustees	Appreciates and deals with the uniqueness of each of the Board of Trustees	Establishes good working relationships with individual Board of Trustees	Deals effectively with the Board as a collective in achieving results
<p>A person should have:</p> <p>i. exerted effort to get background information of individual Board of Trustees</p> <p>ii. reached out to each of the Board of Trustees to know them better</p> <p>The person is able to make use of the orientations of new Trustees to get to know each other better.</p>	<p>iii. adjusted the manner of engaging with each of the Trustees to account for the individual uniqueness</p>	<p>iv. maintained quality inputs and respectful and professional manner of engaging with every member of the Board</p> <p>v. tried to address individual concerns without compromising fairness, policies, and procedures</p>	<p>vi. maintained quality inputs and respectful and professional manner of engaging with the Board during meetings and other official functions</p> <p>vii. received a satisfactory performance review from the Board OR received a generally good performance feedback from the Board</p>

COMPETENCY 7: TALENT MANAGEMENT

DEFINITION The ability to attract, retain, and upskill the competencies and commitment of the staff by applying appropriate human resource development methods and strategies to improve individual and institutional performance.

BEHAVIORAL INDICATORS	Level 1	Level 2	Level 3	Level 4
7.1. Develops talents for current and future needs through mentoring and coaching (<i>mentors/coaches</i>)	Ensures that strengths and areas for development of the staff are identified	Makes sure that individual performance of staff is discussed with the staff, pointing out strengths, potential, and areas for development	Establishes mechanisms to develop a mentoring and coaching plan with the staff to sustain strengths, address areas for development, and meet her/his potential	Mentors and coaches staff based on agreed plan, and assesses and manages performance
7.2. Retains talents	Identifies possible mechanisms to receive and respond to staff feedback	Establishes mechanisms to receive and respond to staff feedback	Implements stop-gap measures to address retention issues	Designs and implements comprehensive program to address major factors affecting retention

COMPETENCY 7: TALENT MANAGEMENT

BI 7.1. Develops talents for current and future needs through mentoring and coaching (mentors/coaches)

Level 1	Level 2	Level 3	Level 4
Ensures that strengths and areas for development of the staff are identified	Makes sure that individual performance of staff is discussed with the staff, pointing out strengths, potential, and areas for development	Establishes mechanisms to develop a mentoring and coaching plan with the staff to sustain strengths, address areas for development, and meet her/his potential	Mentors and coaches staff based on agreed plan, and assesses and manages performance
<p>A person should have:</p> <p>i. identified the talent's strengths and areas for development</p> <p>This is mainly based on one's observation of what the talents can or cannot do based on expectations of the job.</p>	<p>ii. planned with the talents her/his performance targets drawn from organizational targets</p> <p>iii. conducted performance assessment highlighting achievements and areas for improvements</p> <p>The person is able to set up the performance management system.</p>	<p>iv. initiated coaching and mentoring program informed by the performance assessment of talents</p> <p>The person is able to put in place the coaching and mentoring program as part of the organization's performance management system.</p>	<p>v. discussed and planned a coaching and mentoring engagement with the talent</p> <p>vi. coached or mentored a talent</p> <p>vii. assessed talent development progress brought about by coaching or mentoring</p> <p>The person mentors and coaches someone based on an agreed plan and assesses these interventions.</p>

COMPETENCY 7: TALENT MANAGEMENT

BI 7.2. Retains talents

Level 1	Level 2	Level 3	Level 4
Identifies possible mechanisms to receive and respond to staff feedback	Establishes mechanisms to receive and respond to staff feedback	Implements stop-gap measures to address retention issues	Designs and implements comprehensive program to address major factors affecting retention
<p>A person should have:</p> <p>i. identified feasible mechanisms to get candid feedback from the talents and respond to these feedback</p> <p>To assess the feasibility of any feedback mechanisms, the person at this level holds conversation with the talents to assure them that the mechanism/s will respect their opinions and will not unduly put them at a disadvantage. S/he likewise considers the talents' level of comfort, putting an option for anonymity in order to encourage candid feedback.</p>	<p>ii. established the mechanism to get candid feedback from the talents and respond to these feedback</p> <p>Under this proficiency level is the implementation of the feedback mechanism. There may be concerns that are challenging to resolve. Thus, a person at this level is able to acknowledge the concerns raised and is able to gather ideas to resolve the issues.</p>	<p>iii. identified key factors that cause people to leave the organization</p> <p>iv. implemented at least a stop-gap measure to address these retention issues</p> <p>A person at this level is able to implement stop-gap measures, which are steps that can be taken in short term to partly (not sufficiently) address the issues.</p> <p>Retention issues could be elements within the organization that "pushes" talents out such as unreasonable workload or demotivating work culture. It can also be elements outside of the organization that "pulls" talents out such as more attractive remuneration package in other organization.</p>	<p>v. proposed a comprehensive program to address main retention issues</p> <p>vi. secured approval from the Board of Trustees</p> <p>vii. implemented this comprehensive program</p> <p>From the stop-gap measures, a person at this level is able to move towards finding sufficient solutions to the key factors that cause talents to leave.</p>

COMPETENCY 8: FINANCIAL MANAGEMENT

DEFINITION The ability to generate and manage the financial resources of the organization by ensuring adherence to financial and accounting standards and analyzing reports for effective and efficient use of these resources.

BEHAVIORAL INDICATORS	Level 1	Level 2	Level 3	Level 4
8.1. Generates financial resources for the organization through appropriate strategies (<i>resource mobilization</i>)	Generates resources on an unplanned basis	Ensures the preparation and implementation of a resource generation plan	Leverages resources with other partners to attain institutional and collective development goals	Provides effective support to the Board to generate resources
8.2. Allocates and uses resources efficiently based on priorities of the organizations (<i>effective and efficient use of resources</i>)	Ensures the preparation of a budget consistent with the organization's priorities and taking into consideration the available and projected resources	Monitors budget utilization systematically and regularly	Analyzes fund utilization based on organizational criteria, identifies gaps and proposes solutions to close the gaps	Implements solutions to improve fund utilization to ensure efficient use of resources
8.3. Understands and ensures sound financial and accounting principles and standards (<i>financial adeptness</i>)	Supports practices using sound financial and accounting principles and standards	Makes decisions and gives advice based on sound financial and accounting principles and standards	Institutionalizes the systems and practices of the organization according to sound financial and accounting principles and standards	Enhances systems and practices of the organization for higher efficiency and effectiveness

COMPETENCY 8: FINANCIAL MANAGEMENT

BI 8.1. Generates financial resources for the organization through appropriate strategies (resource mobilization)

Level 1	Level 2	Level 3	Level 4
Generates resources on an unplanned basis	Ensures the preparation and implementation of a resource generation plan	Leverages resources with other partners to attain institutional and collective development goals	Provides effective support to the Board to generate resources
<p>A person should have:</p> <p>i. raised resources for the organization not necessarily based on a plan</p> <p>Under this proficiency level, the assumption is that there is no existing resource management plan but the person seizes the opportunities to raise revenues.</p>	<p>ii. proposed a plan to raise resources for the organization</p> <p>iii. engaged with the Board of Trustees for their approval</p> <p>iv. supported the implementation of the plan</p> <p>From just maximizing opportunities that presented themselves, the person is now proactively addressing resource concerns through planning.</p> <p>A revenue generation plan may be initiated by the Executive Director or any of the staff to facilitate the process for the Board. A person at this level ensures that the Board is engaged and onboard on any plan that will be implemented.</p>	<p>v. partnered and collaborated with organizations sharing the same development goals</p> <p>A person at this level is able to establish genuine partnerships and collaboration to address increasing needs given tighter NGO resources, allowing the organization to achieve more results at a lesser cost than if it were done individually by these partners.</p> <p>Beyond the typical fundraising, this proficiency emphasizes partnership and collaboration as a way to generate resources for the organization not necessary in actual monetary contribution but resources that enable the achievement of targets.</p>	<p>vi. influenced the Board to lead in revenue generation and enabled a culture for this</p> <p>A person in this proficiency level is able to convince the Board to take the lead in revenue generation. S/he is able to provide support to the Board in leading the revenue generation activities.</p>

COMPETENCY 8: FINANCIAL MANAGEMENT

**BI 8.2. Allocates and uses resources efficiently based on priorities of the organizations
(effective and efficient use of resources)**

Level 1	Level 2	Level 3	Level 4
Ensures the preparation of a budget consistent with the organization's priorities and taking into consideration the available and projected resources	Monitors budget utilization systematically and regularly	Analyzes fund utilization based on organizational criteria, identifies gaps, and proposes solutions to close the gaps	Implements solutions to improve fund utilization to ensure efficient use of resources
<p>A person should have:</p> <p>i. prepared OR supervised preparation of a budget that is aligned to the organizational mandate and has accounted for current and anticipated resources</p> <p>In this proficiency level, a person delivers a budget plan. The budget must be based on the mandate and priorities of the organization. This is particularly crucial when resources are limited.</p>	<p>ii. established a system to regularly monitor budget utilization</p> <p>iii. followed the system of regularly monitoring the budget</p> <p>In this proficiency level, a person implements and monitors the budget.</p>	<p>iv. analyzed budget utilization</p> <p>v. identified deviations from the plan</p> <p>vi. proposed solutions to any gaps</p> <p>Through regular monitoring, a person at this level can analyze how much of the budget was spent for what and when and how different is the actual budget execution from the budget plan and why the deviation, if any.</p> <p>The person provides reasonable justifications or solutions to these deviations, which could include funding gaps and gaps in terms of timeline or nature of spending.</p>	<p>vii. proposed and implemented proactive solutions to improve fund utilization</p> <p>In this proficiency level, the person is proactive in finding solutions to improve fund utilization instead of just responding to the budget deviations as in the case in proficiency level 3.</p>

COMPETENCY 8: FINANCIAL MANAGEMENT

BI 8.3. Understands and ensures sound financial and accounting principles and standards (*financial adeptness*)

Level 1	Level 2	Level 3	Level 4
Supports practices using sound financial and accounting principles and standards	Makes decisions and gives advice based on sound financial and accounting principles and standards	Institutionalizes the systems and practices of the organization according to sound financial and accounting principles and standards	Enhances systems and practices of the organization for higher efficiency and effectiveness
<p>A person should have:</p> <p>i. explained financial and accounting principles and standards</p> <p>ii. ensured that these principles and standards are observed</p> <p>In this proficiency, a person carries out sound financial accounting that is not necessarily embedded in the system of the organization yet.</p>	<p>iii. read financial reports</p> <p>iv. given advice OR made decisions on financial matters based on sound financial and accounting principles and standards</p> <p>The person at this level knows how to read all the financial reports and understand the story behind the numbers in order to make sound advice or decision.</p>	<p>v. established the system OR updated the system to ensure adherence to financial and accounting principles and standards</p> <p>vi. implemented the system</p> <p>The person at this level is able to embed in the system the sound financial principles and standards which the organization should observe.</p>	<p>vii. established a system a policy for a regular review of the policies, processes, and procedures</p> <p>viii. updated the policies, processes, and procedures to address the gaps and to improve effectiveness and efficiency</p> <p>Beyond establishing the system, a person in this proficiency level is able to establish a systematic process of reviewing whether the system is working or if there are still ways to enhance them.</p>

COMPETENCY 9: PROGRAM/PROJECT MANAGEMENT

DEFINITION The ability to ensure the organization's programs/projects are implemented according to plan.

BEHAVIORAL INDICATORS	Level 1	Level 2	Level 3	Level 4
9.1. Pursues programs and projects aligned with the organization's mission	Initiates projects as response to external opportunities	Ensures the development of programs and projects that respond to recognized needs and opportunities	Pursues programs and projects proactively with the participation of beneficiaries and key partners; recognizes departure from the mission and takes action to address this	Ensures that all programs or projects engaged in are in line with the organization's mission
9.2. Implements and manages programs and projects following the principles of effective program/project design, implementation, and monitoring and evaluation (PDIME)	Ensures the preparation of a work plan that covers major activities of the project	Ensures the preparation of a work plan that covers specific activities and corresponding budget and standards	Ensures that program/project is implemented on time and outputs are delivered to agreed standards and are within budget	Ensures that projects adhere to the complete implementation and management cycle and uses lessons learned for improving future projects in a systematic and organized manner
9.3. Monitors and evaluates programs and projects following the principles of effective PDIME	Uses indicators of success for the program/project	Ensures the documentation of indicators of program/project success and the preparation of a monitoring and evaluation plan together with the implementation plan	Regularly monitors and evaluates program/project for compliance to schedule and standards and for enhancements of the ongoing program/projects	Analyzes monitoring and evaluation results for lessons learned, incorporates these in the future projects, and shares these with other relevant partners

COMPETENCY 9: PROGRAM/PROJECT MANAGEMENT

BI 9.1. Pursues programs and projects aligned with the organization's mission

Level 1	Level 2	Level 3	Level 4
Initiates projects as response to external opportunities	Ensures the development of programs and projects that respond to recognized needs and opportunities	Pursues programs and projects proactively with the participation of beneficiaries and key partners; recognizes departure from the mission and takes action to address this	Ensures that all programs or projects engaged in are in line with the organization's mission
<p>A person should have:</p> <p>i. designed OR supervised the design of a program/project in response to opportunities</p> <p>This is about designing a program/project mainly driven by external opportunities such as the availability of funds. When there are call for proposals or other opportunities to make a proposal, a person at this level is able to develop a project that responds to these opportunities. Some of these may not find full alignment to the organization's mission.</p>	<p>ii. designed OR supervised the design of a program/project in response to the needs and opportunities</p> <p>The program/project design is now driven by two factors – needs and opportunities. A person at this level considers both in project design/development. S/he uses existing studies, analysis or conversations with the stakeholders to determine the needs.</p>	<p>iii. conducted consultations with key stakeholders in determining needs and designed OR supervised the design of program/project based on the needs</p> <p>iv. addressed, to the extent possible, any departure of program/project from the mission</p> <p>This refers to all program/projects of the organization. While the design of new programs may be based on needs, a person at this level recognizes that not all are fully aligned to the organization's mission. S/he makes efforts to address the gaps.</p>	<p>v. established a system or a policy that ensures all programs/ projects are based on identified needs and the organization's mission</p> <p>A person at this level pursues programs/projects that are fully aligned to the organization's missions.</p>

COMPETENCY 9: PROGRAM/PROJECT MANAGEMENT

BI 9.2. Implements and manages programs and projects following the principles of effective program/project design, implementation, and monitoring and evaluation (PDIME)

Level 1	Level 2	Level 3	Level 4
Ensures the preparation of a work plan that covers major activities of the project	Ensures the preparation of a work plan that covers specific activities and corresponding budget and standards	Ensures that program/project is implemented on time and outputs are delivered to agreed standards and are within budget	Ensures that projects adhere to the complete implementation and management cycle and uses lessons learned for improving future projects in a systematic and organized manner
<p>A person should have:</p> <p>i. drawn up an implementation plan of the key activities OR supervised in developing this implementation plan</p>	<p>ii. drawn up a more detailed implementation plan capturing the activities, timeline, deliverables, standards for the deliverables, budget, and risk management plan OR supervised the development of a detailed implementation plan</p> <p>In this proficiency level, the person is able to prepare an implementation plan with specific details on the critical aspects of the program/project, not just key activities.</p>	<p>iii. implemented the activities on time and delivered quality outputs within budget</p> <p>From crafting an implementation plan in proficiency levels 1 and 2, a person at this proficiency level is able to implement the program/project according to the agreed quality and standard.</p> <p>Also, the person is able to make changes or adjustments to the plan within reasonable justifications in order for the plan to work better for the organization.</p>	<p>iv. established system or a policy that ensures all programs/projects adhere to the program/project implementation and management cycle</p> <p>More than just implementing the planned activities, the person monitors, evaluates, and refines the program/project in the course of the implementation. Furthermore, part of this is time to reflect and document lessons learned from the existing program/project that should feed into the subsequent programs/projects.</p>

COMPETENCY 9: PROGRAM/PROJECT MANAGEMENT

BI 9.3. Monitors and evaluates programs and projects following the principles of effective PDIME

Level 1	Level 2	Level 3	Level 4
Uses indicators of success for the program/project	Ensures the documentation of indicators of program/project success and the preparation of a monitoring and evaluation plan together with the implementation plan	Regularly monitors and evaluates program/project for compliance to schedule and standards and for enhancements of the ongoing program/projects	Analyzes monitoring and evaluation results for lessons learned, incorporates these in the future projects, and shares these with other relevant partners
<p>A person should have:</p> <p>i. described what success looks like</p> <p>ii. identified indicators that will tell that program/project is on track and success has been achieved</p> <p>A person at this level is able to specify indicators that are specific, measurable, achievable, relevant and time-bound (SMART). Success indicators are meant to tell someone of the achievement of results – whether progress or objective.</p>	<p>iii. drafted OR supervised the preparation of a monitoring and evaluation (M&E) plan for the program/project</p> <p>The person in the level is able to draft an M&E plan that contains:</p> <ul style="list-style-type: none"> - program/project background - changes expected from the project and how these are brought about (theory of change or program logic) - success indicators (outcome, intermediate outcome, output) - how indicators and information are collected, stored, and analyzed - who are responsible for collecting, storing, and analyzing 	<p>iv. established an M&E system for a program/project</p> <p>v. enhanced program/project accordingly based on M&E</p> <p>The person in this level is able to establish an M&E system that informs decisions and adjusts the ongoing program. S/he is able to initiate a process that will determine whether or not to continue implementing the program as originally designed. It does not make sense to continue if there were assumptions that do not hold.</p>	<p>vi. analyzed OR supervised the analysis of data and information collected through the M&E system and identified lessons learned</p> <p>vii. used the analysis and lessons for the organization's future programs/projects</p> <p>viii. shared the analysis and lessons with other stakeholders</p> <p>A person at this level is able to facilitate the adoption of a policy to establish an M&E system across all programs and projects.</p>

COMPETENCY 10: ADMINISTRATIVE MANAGEMENT**DEFINITION** The ability to organize work in an effective and efficient manner.

BEHAVIORAL INDICATORS	Level 1	Level 2	Level 3	Level 4
10.1. Ensures that organizational policies, systems, and procedures are compliant to all applicable laws and regulations	Cognizant of national, regional, sectoral laws, rules and regulations that need to be complied with	Reviews applicable laws on a regular basis	Ensures compliance to all applicable laws regularly and corrects deviation, if any	Conducts an annual review of all policies, systems, and procedures for compliance, and revises these according to updated laws and rules
10.2. Designs and implements systems and procedures that are objective, facilitative, and supportive	Reviews systems and procedures to check for alignment with the organization's anchors (vision, mission, values and strategic direction)	Ensures the development of systems and procedures that are supportive of the organizational anchors	Monitors regularly the effectiveness of systems and procedures in supporting the organizational anchors	Reviews regularly developed and implemented systems and procedures for objectivity, ease of compliance, and alignment with organizational anchors; revises these accordingly
10.3. Ensures talent availability and fit vis-a-vis the functions to deliver results effectively and efficiently	Identifies the talent requirements to meet present and future needs of the organization	Implements strategies to meet talent requirements to address the present and future needs	Establishes a system of supporting and monitoring talent performance to delivery of results effectively and efficiently	Ensures talent requirements for future needs are met

COMPETENCY 10: ADMINISTRATIVE MANAGEMENT

BI 10.1. Ensures that organizational policies, systems, and procedures are compliant to all applicable laws and regulations

Level 1	Level 2	Level 3	Level 4
<p>Cognizant of national, regional, sectoral laws, rules and regulations that need to be complied with</p>	<p>Reviews applicable laws on a regular basis</p>	<p>Ensures compliance to all applicable laws regularly and corrects deviation, if any</p>	<p>Conducts an annual review of all policies, systems, and procedures for compliance, and revises these according to updated laws and rules</p>
<p>A person should have:</p> <p>i. identified all laws, policies, and rules and regulations that the organization must comply</p> <p>A person at this level understands the laws, policies, rules and regulations that the organization should comply with.</p>	<p>ii. kept updated of any new laws or revisions to existing laws</p> <p>Under this proficiency level, a person reviews any existing laws or keeps updated about new laws that the organization need to comply with.</p>	<p>iii. ensured compliance with all laws applicable to the organization</p> <p>iv. determined compliance gaps and addressed them</p> <p>The person at this level ensures compliance with the laws and policies.</p>	<p>v. established a system or put in place a policy to conduct regular review of the laws to determine compliance gaps</p> <p>vi. updated own rules and procedures to fully comply with the laws by revising organization's manuals</p> <p>The person at this level conducts regular review of laws and documents the required changes in the organization's operational procedures and policies.</p>

COMPETENCY 10: ADMINISTRATIVE MANAGEMENT

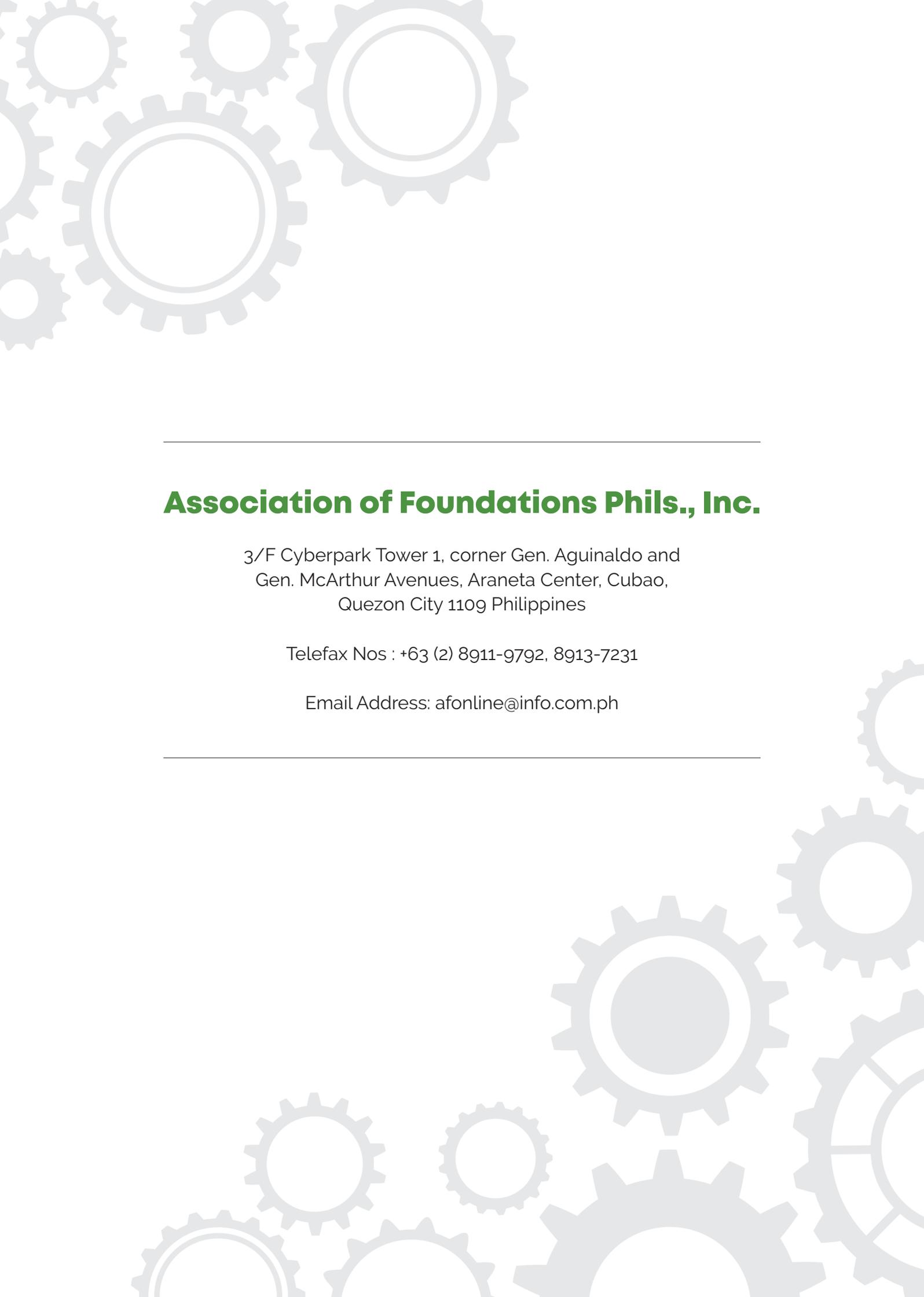
BI 10.2. Designs and implements systems and procedures that are objective, facilitative and supportive

Level 1	Level 2	Level 3	Level 4
Reviews systems and procedures to check for alignment with the organization's anchors (vision, mission, values and strategic direction)	Ensures the development of systems and procedures that are supportive of the organizational anchors	Monitors regularly the effectiveness of systems and procedures in supporting the organizational anchors	Reviews regularly developed and implemented systems and procedures for objectivity, ease of compliance, and alignment with organizational anchors; revises these accordingly
<p>A person should have:</p> <p>i. conducted a review of the systems and procedures</p> <p>ii. identified areas for improvement</p> <p>At this level, one should have a good grasp of its current system – what it can and cannot do.</p>	<p>iii. put in place new systems and/or enhanced existing systems</p> <p>A person at this level takes action from the knowledge of what the system can and cannot do.</p> <p>For organizations that have yet to fully develop their systems, this could mean that a person creates new policies and procedures. For an organization with more advanced systems, this may mean a person is able to increase the effectiveness and efficiency of the system (e.g., streamlining or quicker turnaround time).</p>	<p>iv. monitored the effectiveness and efficiency of the systems</p> <p>A person at this level is able to regularly secure candid feedback from the key stakeholders like the users and process-owners of the system.</p>	<p>v. established a system or a policy for regular reviews of the systems and procedures to improve efficiency and ease of compliance</p> <p>vi. enhanced system based on results of the review and documented changes appropriately</p> <p>A person at this level embeds in the organization's operations a regular process of review and develops new or enhances existing systems and monitoring.</p>

COMPETENCY 10: ADMINISTRATIVE MANAGEMENT

BI 10.3. Ensures talent availability and fit vis-a-vis the functions to deliver results effectively and efficiently

Level 1	Level 2	Level 3	Level 4
Identifies the talent requirements to meet present and future needs of the organization	Implements strategies to meet talent requirements to address the present and future needs	Establishes a system of supporting and monitoring talent performance to delivery of results effectively and efficiently	Ensures talent requirements for future needs are met
<p>A person should have:</p> <p>i. conducted OR supervised the conduct of inventory of competencies, skills, education, and experiences of existing talents</p> <p>ii. assessed and identified talent gaps based on a current strategic plan</p> <p>A person at this level essentially knows the capacity of existing talents versus the capacity required to deliver the strategic plan.</p>	<p>iii. created policies, processes, or initiatives to meet the talent requirements</p> <p>iv. developed a plan to anticipate leadership transition</p> <p>From knowing the gaps, a person at this level deals with how to address the gaps. Among the initiatives would be recruitment; partnering with institutions for professional volunteers, interns or fresh graduates; and fundraising activities to cover cost of hiring additional talents. There is also emphasis on leadership transition planning as part of the solution to the NGO leadership issue.</p>	<p>v. established a performance management system</p> <p>vi. identified and implemented strategies to develop talents</p> <p>From securing the talent needed, a person at this level monitors their performance and supports them in delivering results.</p>	<p>vii. established the system and policy to regularly and systematically do the things expected in levels 1-3</p> <p>A person at this proficiency level institutionalizes the strategic planning of talents and talent management.</p>



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