

THE PHILIPPINE CIVIL SERVICE TRAINING SYSTEM

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Introduction

In the history of the Philippine Civil Service, one notes the consistent regard to training as a major intervention for improving administrative performance, and thus, promoting national progress. A foreign scholar has observed that "it is a national proclivity to resort to training as a method of compensating for, or correcting bureaucratic inefficiency and ineffectiveness". This may be attributed to Philippine societal values that confer high status to education, formal or informal, and to the so-called "colonial mentality" which considers it fashionable to copy Western trends.

When the Philippine Civil Service was established in the 1900's, the reforms that had swept the American Civil Service inevitably found their way into our country. The ideals of the merit system dictated the training Filipino civil servants for honest and effective service in preparation for the "Filipinization" of the Civil Service.

Historical Background

Thus, in 1907, the long-awaited Filipinization of the Philippine Civil Service commenced. However, a major obstacle to its full implementation was revealed when it was found out that the "Filipinos were unable to make readjustments required by the Filipinization to the service". The Filipinos were not competent enough to cope with the demands of their positions. It was said that this problem arose because of the main emphasis of the American administration on the protection of the Civil Service from the spoils system of party politics rather than on the training of Filipinos for technical and administrative positions.

It was only during the early days of the Philippine Republic, however, that more concrete steps were undertaken to fully strengthen the weaknesses of the Philippine Civil Service. This was spearheaded mainly by the Economic and Survey Mission to the Philippines (1950 Bell Mission). The report propounded that the training of subordinate employees for supervisory positions was one of the primary needs of

governmental management. As a consequence, the government introduced several measures to correct this major administrative oversight which, incidentally, started systematized training in the Philippine government. These measures were: (a) establishment in 1952 of the Institute of Public Administration (IPA) to develop in-service training programs, provide an academic program towards bachelor and master degrees in public administration, and to provide technical assistance in the formulation and conduct of executive development programs for national as well as local governments; (b) creation in 1953 of the Government Advisory Board for In-Service Training to provide official sanctions to training programs and ensure continuing policy guidance; (c) establishment in 1955 of the Training Coordination Council, composed of chief administrative officers, to identify training needs and coordinate all the agencies in their in-service training activities; and (d) installation in the same year of the Personnel Service Unit in the Bureau of the Civil Service to take care of in-service training.

In the sixties, several training institutions were established to further strengthen personnel training in the government. These were: (1) Philippine Executive Academy in 1962, a special unit of the Institute of Public Administration (now renamed as College of Public Administration), created to conduct senior management training; (2) National Defense College in 1963, founded to prepare elected executives from the private sector in national security and effective participation in policy formulation; and (3) Local Government Center in 1965, another unit of the IPA established to provide consultation, research and training courses for local government executives.

In the seventies, radical changes characterized the government machinery. Social and economic disturbances pressed for the early realization of national development plans and programs, and urged the use of decentralization as one of the strategies in governmental management. Thus, as a result, the purpose of training — which formerly was to acquire knowledge and skills to improve governmental operations — was broadened to include, as stated in LQI 317, the accomplishment of the nation's goals which are geared towards national development. There existed, therefore, the strong awareness that training could be an important instrument for improving administrative capabilities to ensure the achievement of national development goals.

In pursuance of the foregoing, the following roles in public personnel training were assigned to Ministries and Agencies:

(A) Civil Service Commission

Under PD No. 807, Civil Service Decree of the Philippines, sec. 32 and PD No. 1, it shall be responsible for the coordination and

integration of a continuing program of personnel development for all government personnel and whenever necessary for taking the initiative in the implementation of said programs.

Under PD No. 1218, secs. 1, 2, and 4, the Civil Service Academy which is chairmanned by the Chairman of the Civil Service Commission, shall be responsible for the planning, formulation and implementation of training and other employee or career development programs in the first and second level of the career service that have government-wide application, particularly those concerned with improving the level of competence of supervisors, from first line to middle management. It shall draw up and conduct continuing training programs for various employee levels in the career service without precluding individual departments and agencies from conducting their own training program.

(B) National Economic Development Authority (NEDA)

Under OP MC No. 129, it shall regulate overseas training and development opportunity for government employees and shall be responsible for the promulgation of pertinent rules and guidelines.

(C) Individual Department, Agency, Corporation or Local Government

Under LOI 217 and PD No. 807, Sec. 32, all departments, agencies and offices' government-owned or controlled corporations and local governments in coordination with the Civil Service Commission shall establish more extensive and intensive training programs of employee development at all levels and for this purpose shall set up their respective training classes, seminars or institutes in cooperation with other departments, agencies, offices, government-owned corporations or local governments.

(D) Central Staff Agencies and Specialized Institutes

Under PD No. 807, Sec. 32, they shall conduct a continuing centralized training for staff specialists from different agencies. However, on these cases where there is sufficient number of participants to warrant training at department or agency or local government level, such central staff agencies and specialized institutes shall render the necessary assistance and consultative services. To avoid duplication of efforts and overlapping of training functions, the following responsibilities are assigned:

(1) Public and private colleges and universities and similar institutions shall be encouraged to organize and carry out continuing training.

(2) The Civil Service Commission, the Commission on Audit, the General Services Administration and other central staff agencies shall conduct centralized training and assist in the training programs of the departments or agencies along their respective functional areas of

specialization.

(3) In coordination with the Civil Service Commission, the Department of Local Government and Community Development shall undertake local government programs.

Under PD No. 1136, the Joint Commission in Local Government and Personnel Administration shall sponsor training courses for local officials under the leadership of the Department of Local Government and Community Development and the Civil Service Commission: Provided that expertise for technical aspects of the training courses shall be drawn from the implementing agencies concerned, particularly among the member agencies of the Joint Commission.

(E) Development Academy of the Philippines (DAP)

Under PD No. 336, it shall conduct a continuing program of training and career development for members of the Career Executive Service.

(F) National Defense College of the Philippines (NDCP)

Under ED No. 44, it shall prepare national defense leaders to assume and discharge the responsibilities of high command staff and policy formulating functions within the national government and the national and international security structure.

THE ROLE OF CIVIL SERVICE COMMISSION IN GOVERNMENT PERSONNEL TRAINING

As the central personnel agency charged with the major responsibility for providing a competent workforce for the entire governmental machinery to effectively support the national development efforts and realize national goals, the Civil Service Commission's exclusive function should be the training of public personnel. However, the training of an estimated 1.2 million civil servants towards the accomplishment of national development goals is of such magnitude and complexity that any attempt of the Civil Service Commission to solely take charge of such undertaking would ultimately suffer disastrous failure for the apparent reasons of lack of necessary manpower and logistical support.

Decentralization of its training function, therefore, spelled for the Civil Service Commission maximum conservation of valuable human and financial resources without sacrificing the continued development of administrative capability. In this case, formulation and implementation of training programs were assigned to ministries and agencies while the Commission became concerned with the direction and control aspects of these training programs.

Direction and control mean that the commission shall be responsible for providing the general policy guidelines which would delineate the over-all direction or goals of training in the public service, the

required training standard and the installation of realistic methods of evaluation and control of training programs. It shall also be responsible for the coordination of all training programs in the government as well as the integration of such.

A. General Policy Guidelines on Training

LOI 317 clearly states the purpose of all training programs to be basically towards the accomplishment of national development goals. On this, the Commission sets the policy guidelines on training programs. These policy guidelines specify and delineate the authority delegated to each ministry or agency in the formulation of its training program, provide the necessary policy determinants for sources of revenue and direct the agency to consider certain values in designing its training program, such as the promotion of public interest. In this regard, the Commission also promulgates general guidelines on training standards that should be met by any training program before it can be officially accredited and used for other personnel actions, i.e., promotion.

Moreover, since the Commission exercises direction and control over all government training programs, it shall, therefore, be responsible for installing a method of evaluation that will appraise not only the training content of training programs but also measure its effectiveness as well as its impact on public service in particular and the welfare of the country in general.

B. Coordination

The role of the Civil Service Commission as coordinator of government training programs was charted as early as in 1955 when the Government Training Coordinator of the Institute of Public Administration was transferred to the Bureau of the Civil Service to head the Personnel Service Unit. Later, when this unit was elevated to division - The Personnel Service Division - it became responsible for overseeing the implementation of government policy on training. This role was given legal sanction in the new Civil Service Law of 1959, wherein the Civil Service Commission was assigned for the leadership in establishing a continuing program of employee training, supervisory, career and executive development and "each department, bureau, office or agency shall establish their own in-service training program in accordance with the standard laid down by the Commission". Furthermore, the division was also authorized to request technical assistance from the Budget Commission, Institute of Public Administration and other professional and technical organizations in the implementation of government training programs.

Finally, with PD No. 1 and PD No. 807, the Civil Service Commission was given the responsibility for coordinating a continuing program for

personnel development. Also, as specified in LOI 317, "all departments, agencies, and offices, government-owned and controlled corporations and local governments, in coordination with the Civil Service Commission shall establish more extensive and intensive continuing of employee development at all levels."

C. Integration

Under PD No. 1 and Under PD No. 807, the Civil Service Commission is assigned the role of intergrating a continuing training program of personnel development for all government personnel. In other words the Commission shall be responsible for establishing an integrative unity among the different training activities and programs involving the civil service which is one of the major obfectives of the Civil Service Academy, the training arm of the Civil Service Commission.

At present, The Civil Service Commission through its Office of Training and Personnel Development audits three divisions: Reserch and Information Division, Training Standards Division, and Evaluation Dvission, is basically concerned with the following functions:

1. provides general policy guidelines on training;
2. formulates the requisite training standards;
3. evaluates the training programs; and
4. coordinates and integrates all government training programs.

However, cognizant of the urgency of improving administrative capability in the governmental machinery and the awareness that a successful decentralization of training function warrants the presence of certain organizational inputs as well as basic structural changes in the agency undertaking the training program, the Civil Service Commission opted for the centralization-decentralization scheme in public personnel training. This means, that, as stated in PD No. 807, Sec. 32, the Commission takes the initiative in the implementation of training programs in the public service without precluding ministries from conducting their own.

TRAINING FOR DIFFERENT LEVELS

Training for the three levels of the career service is organized under the Integrated Training System developed by the Civil Service Commission. The program, as indicated in the attached scheme, spans the career of civil servants from entry to the service through to retirement. The role and responsibilities of training agencies/institutions are defined using the combined centralization-decentralization approaches.

The training of the Career Executive Service and the middle managers is centralized with the Development Academy of the Philipppnes and the

Civil Service Academy, respectively. First line supervisory, and first and second level training are essentially decentralized except those in specialized areas within the sole competence of certain central staff agencies. Even in the latter case, decentralization is observed for the ministry or agency organizes and conducts the program, where there are enough trainees to warrant such a program, and where adequate local instructional skills for the subject matter areas are available. In this case, the central staff agencies provide technical support assistance.

Programs under the Integrated Training System are as follows:

A. Orientation/Reorientation

The initial training intervention under the Integrated Training System is the Orientation Program for new entrants to the civil service or orientation in the case of those who move on to other ministries/agencies. This is the responsibility of individual agencies or ministries.

The orientation program is intended to serve as information and motivational device to spark off understanding of government programs and operations, and hopefully lead to their internalization by new employee. Invariably, the orientation program consists of the following subjects: role of the agency in national development, and its specific functions and responsibility; the organization's structure and the functions of the various organizational subdivisions; introduction of officials either by having them appear to discuss the structure of function and description of their respective offices, or simply a pictorial presentation and description of their personalities, and a general discussion of significant civil service law and rules especially those relating to promotion, performance evaluation, benefits and privileges and discipline, including the procedures and processes involved in their operations.

Reorientation training is given to employees who are recently promoted or transferred to familiarize them with the new job. It is also given to old employee to introduce them to new policies and programs of the government or the ministry or the agency. A government-wide reorientation program was directed by the President when, in 1973, he required all ministries and agencies to hold regular discussions among superior and subordinate officials on the seven major problem thrusts of government with the objective of developing greater understanding among, and commitment of the civil servants to the goals of the "new society."

B. Training for the First Level: The Clerical, Trades and Crafts

Training for the first level is essentially skills training and is

decentralized to the ministries or agencies, in view of the vast number of the trainees and the peculiarities of deferring skills required in these ministries. Such training is in the form of employee development programs objective of which is either to increase on-the-job proficiency or to prepare employees for higher responsibilities. The emphasis is on the proper use and maintenance of machines/tools necessary in the work.

Among the courses commonly conducted by ministries are those on clerical, secretarial and office skills development, safety-driving and energy conservation of drivers, and land training for security guards. One civil service regional office has pioneered a program which is called the First Level Efficiency Training (FLET) for clerks, janitors and craft workers in the region. Ministries also hold specialized training programs designed to import and/or enhance the skills required for such technicians' tasks as welding and motor rewinding. For these, the ministries request the technical assistance of resource persons from the government agencies, the private industry, or vocational schools.

One of the significant developments in first-level training is the development and implementation of a CSO-NMYC Development Program for Blue-Collar Workers. The Civil Service Commission, through the Office of Training and Personnel Development in collaboration with the National Manpower and Youth Council (NMYC), embarked on this program in 1981 to maintain a high level of competency among government workers, particularly those in the trades, crafts and custodial group of the career service.

Although agencies are actually responsible for the training of first-level employees, the high cost of training makes it uneconomical for individual agencies to train their skilled workers. Agencies also lack the expertise and facilities to handle such programs. The Commission, therefore, felt, that in the absence of such capability by the agencies, it is its responsibility to initiate training of this segment of the government work-force.

In general, the joint program aims to develop among its trainees a deeper understanding of their craft and of their job as workers in the government and reorient them to correct job practices and to make them proficient in the performance of their jobs.

The program offers courses along the areas of automotive, diesel, electrical, refrigerations and air conditioning, electrical wiring installation, motor rewinding, welding, plumbing, audio-visual aids and electronics, among others. While in 1981 and 1982, the program catered only to those skilled workers with at least one year experience, it now

offers basic courses for workers who have no experience but who show aptitude for a particular skills.

C. Training for the Second Level: Professional, Technical and Scientific Group

The primary objective of training in the second level is to enhance indigenous expertise in specialized/professional fields needed for the performance of the substantive function of the ministries/agencies concerned. The Civil Service Commission and the central staff agencies provide the centralized programs in their respective fields of specialization while the ministries are expected to organize and conduct other programs by their in-house capability or by contracting outside training resources. Personnel management training is generally administered by the Commission while auditing and record supply management courses are conducted by the Commission on Audit and the General Services Administration, respectively.

It is our observation that the second level training utilizes extensively outside institutions and opportunities, including local & overseas scholarships and training. Obviously owing to the size of the group and the diversity of disciplines, the second level training also accounts for the largest number of training courses and the largest share of the expenditures for training among the three levels in the Philippine civil service. It eats up approximately half of the total expenditure for in-service training in the government.

The courses, whether organized by the ministries or by outside institutions, are as varied as there are distinct functions in the government and specialist activities within the functions. Among the courses commonly conducted by government agencies, for their second level personnel are: Accounting and Budgeting for Development, Human Resource Development, Financial management, Program Evaluation Review Technique/Critical Path, Management Information System, Project Planning, and Development Management. The majority of courses are limited to the particular ministry or agency, viz., courses on forestry and fishery for the Ministry of Natural Resources, police, legal and intelligence courses for the National Police Commission, and various courses in engineering and related fields for ministries involved in infrastructure and utilities.

The second level training courses varies in length, content and methodology according to the subject matter area. The duration may be short (one day to two weeks) for seminars and conference type programs, medium (from two to six weeks) and long term (over six weeks). Training programs for professional development are relatively shorter than the technical/scientific courses which generally are for over six weeks up

to six months. Local and foreign universities, professional organizations, and non-government owned institutions provide a fair share of the training for the second level.

Since the training in the second level for non-supervisory positions falls within the responsibility of the agency, the Civil Service Commission has continuously exerted efforts to build the capabilities of both the personnel officers/managers and the agency trainers who must work hand in hand so that such varied activities may be strengthened and coordinated. Capability-building among the personnel and training specialists focus on the vital roles these two must play, the skills necessary to perform such roles and a broader and pro-action outlook on the human demands of the organization. This support comes in the form of the OTPD training programs for training officers earlier discussed in this paper.

D. Training for Supervisory and Middle-Management Development

The training of supervisors is divided into several distinct programs as follows:

1. Supervisor Development Course

Employees in the first and second levels who are promoted from non-supervisory to supervisory positions, are required to complete a course on supervision. The supervisory development course is also intended for those identified by their immediate superiors as having a high supervisory potential.

The Supervisory Development Program is intended to provide first line supervisors, chiefs of division, and probable promotees to these positions, with specific management skills and tools, particularly those relating to giving work assignments and follow-up, employee motivation and discipline. The course is generally composed of two groups of topics, namely Introduction to Supervision and Basic Supervision. The former deals with the concepts of supervision, the place of supervisors in the organization and their relationships with other officials, while the latter discusses specific supervisory functions and techniques for handling subordinates. The first line supervisory development training is decentralized to the agencies and ministries, which generally adopt practically the same course content and syllabus for all agencies of government. Supervisors who reach division chief positions or equivalent are required to go through another program, the Junior Executive Training-Supervisory Training for Effective Administrative Management (JET-STREAM).

2. The Junior Executive Training-Supervisory Training for Effective Administrative Management (JET-STREAM)

This program, which was described by the President as "the most

significant of the civil service reforms..." was started in 1974 in recognition of the need to enhance the effectiveness of middle managers who occupy critical positions in the bureaucracy. As the line that transforms policies into plans and programs, implements them and, in general, oversees the performance of employees, it is believed that the attainment of organizational objectives hinges on the managerial capability of this group. (In explaining its establishments, the President stated, "While we have been training higher level managers (referring to the senior executives)... we have forgotten the middle managers who constitute the vital link to posterity, " and the force who "must seek to stabilize the younger generation." Prior to its institutionalization, middle management training was, limited to the public administration scholarship programs and a few other programs initiated by the department or agency. Only the richer or more progressive-thinking agencies provided training opportunities as their middle managers.

The JET-STREAM Program is intended to (a) reorient middle managers to the managerial effectiveness requirements of the new society; (b) arouse in them a new spirit of professionalism, discipline and dedication to the public service; and (c) instill in them awareness of the central role of the civil service in supporting the programs for national development.

The course content of the JET-STREAM has been designed with the objective of providing participants with a working knowledge of the basic concepts of effective management, supervision and administration, relates and commits their roles to the goals of the organization and to the overall national development goals, and contributes positively to the involvement of a distinct Filipino ideology and cultural identity. The Program is divided into four major areas of study which looks into the nature and extent of developmental change; under the present orientation; the roles and responsibilities of chiefs of divisions; the human component of management as it affects organizational performance; and the greater social system where man and organization belong.

The last part of the course is an interesting study on the Societal Milieu which focuses on Intra-Inter Agency Community relations. It shows the inter-relationships of all government agencies vis-a-vis the various community sectors working in union to sustain a high degree of cohesiveness and harmonious relationship. The highlight of this module is the six-day social laboratory exercise which seeks to instill among the participants the meaning of poverty and underdevelopment. During this phase of the course, the participants

are required to live in depressed communities to observe and interact with the community, evaluate existing government projects and recommend possible solutions to existing community problems. Interaction is not only with the ordinary man but most especially with local officials who become recipients of reports which contain valuable recommendations.

Apart from its development function, the JET-STREAM has two other career implications (a) it is accredited six (6) academic graduate units in public administration on management, and (b) for purposes of promotions, civil service examinations and other personnel actions, it is considered the equivalent of one year of supervisory experience.

3. The Development Managers Training (DMT)

This program was formulated in support of the government's desire to develop the countryside. The target of the program are heads of departments in cities and provinces whose effectiveness extend beyond the internal affairs of their immediate office into the community where they have to interfere constantly in cooperative effort with the rural people. The course, which is a joint effort of the Civil Service Commission, the Ministry of Local Governments and the College of Public Administration of the University of the Philippines, is aimed at transforming local government administrators into professional managers in the sense of managing the immediate concerns of their offices and linking these efficaciously with the community where they operate.

The Development Managers Training is a four-week residential program with participants coming from the various local government units in the country. Utilizing essentially the same learning methodologies as the JET-STREAM, this program has four modules built on the same structure as the JET-STREAM but modified to suit the specific needs of local government administration. The first module deals with the new Philippine Republic, its socio-political and economic dimensions. The second module is on Local Government Administration, more specifically on structure and linkages, personnel management, local fiscal processes and project management and evaluation. The third module is the social laboratory exercise and the last module is on interpersonal relations skills focusing on value clarification, intra-interpersonal communications, conflict resolution and team building.

The third module, Community Outreach is significant in that participants are asked to study a successful local government project or a model community. Participants are divided into groups of ten with each group determining the program/project or the model

community it wishes to study. Their study requires a five-day stay in the community or project for actual appreciation of the factors behind the success of the project, and a more thorough investigation of the organization, the mechanics of the program planning, organizing and implementation, the identification of outstanding management practices, positive or negative, and their effects on the program, and problems involved. In a sense, the study is an application of what have been learned in the various earlier course modules.

The program is accredited six units of academic study for purposes of admission to relevant civil service examinations and other personnel actions.

4. The Social Executive Development Program (SEDP) the Development Program for Schools District Supervisors (DPSDS) and the Development Program for Secondary Schools Principals (DPSSP)

This program has been designed to develop the leadership and management skills of the school superintendents as administrators of educational program and as leaders in community development. Executive leadership skills as pursued within the context of the total development effort, bearing in mind that the educational system is embedded within the administrative, political, and social system and, thus, affects and is affected by such system. These school executives are developed to a) manage most effectively their respective organizations, b) implement educational development programs within the region in the most innovative and facilitative manner, c) work within the barangay and community as change agents thus expediting transfer and implementation of technology and information, including non-formal education programs, and d) increase awareness of self and others for greater work effectiveness/efficiency.

The program is a four-week residential activity which was started in 1979 as a component of the superintendents examination, without which no superintendent eligibility may be obtained. The Civil Service Commission with the assistance of the Ministry of Education, Culture and Sports, the College of Public Administration of the University of the Philippines designed the program which is composed of three modules namely: personal awareness, educational leadership, and management skills and organizational leadership.

The Personnel Awareness module outlines the requirements of nation-building, inculcation of Filipinism toward commitment of national interests, seeking to relate current efforts for reformation along political, social and cultural lines. The second module pertains to the total environment of the school executive. It focuses on the MECS program thrusts and its relevance to national development goals. The

last module draws the attention of the participants to the development of managerial decision-making and leadership abilities.

One important component of the program is a two-day field trip to communities where model school projects affecting community economic development may be observed. Projects undertaken here are evaluated by the participants in terms of viability in relation to availability of local materials, manpower requirements, marketability, and community involvement. Upon return to the training venue, action plans are prepared on projects which may be replicated in their own localities.

E. Training the Third Level

The training and development of the third level in the Career Executive Service is being provided by a number of public or private training and education institutions and professional associations on or open and voluntary basis. Training programs of the residential type involving a fair number of officials from the Career Executive Service, have also been conducted by the Philippine Executive Academy of the University of the Philippines and the National Defense College of the Philippines.

As prescribed by regulations, however, training for the third level are conducted by two institutions: the Development Academy of the Philippines and the Civil Service Academy.

1. The Career Executive Service Development Program (CESDP)

The DAP conducts the Career Executive Service Development Program for the Career Executive Service Board. The Program aims to transform the members of the Career Executive Service into development executives, i.e., knowledgeable and skillful administrators committed to national development.

The Career Executive Service Development Program (CESDP) has been organized around the roles that the development executive is expected to play in national progress, namely, expert change agent and leader.

As expert, the development executive should be capable of identifying and solving problems, and recognising priorities of development tasks and applying his expertise on them. As change agent, he should know the conditions and directions of change, understand his roles in helping people adjust to change and be able to organize and mobilize organizational resources towards objectives; as leader, he must be dedicated to the execution of plans, and initiate policies to develop fully the skills of his men; cooperate with other institutions engaged in national development, and bring together various groups to work for development goals. The program consists of eleven (11) weeks of in-class residential training and six months follow-up and

monitoring of progress back on the job. During the live-in portion the courses offered in lectures, discussions, games, workshops and other experiential exercises cover the following major topics: development perspectives, contemporary socio-cultural change, human relations and communications, the Philippine administration system, national and regional development management. Apart from this instructional method, the residential nature of the program is intended to provide added learning experience in which living, playing, eating and interacting with fellow participants, and the faculty may be considered part of the method of study. Individual and intergroup athletic competitions are provided as a way of reminding participants that a healthy mind thrives in a healthy physique.

Following the principle that an effective administrator is an integrated individual, selfawareness is fostered through exercises in which participants see themselves as others see them. A recent feature to improve the program is the "barrio immersion" exercise which brings participants to the barrios where they "live" for two weeks with the rural people to be able to experience first hand, life in the rural areas and experientially understand how successfully the government delivers the essential and basic services to the majority of the people in the country. Essentially supportive of the President's program of countryside development, the senior executives go to the barrios as "learners and change agents". By interacting with the rural people informally and in organized meetings with them in the actual rural environment, participants learn the rural problems and help the barrio folk identify the sources of their problems and put forth solutions or innovations to solve them.

The experience of living with the barrio folks is calculated to create a sobering effect on senior executives who formulate policies and programs directly affecting the community. It is expected that such exposure could further enhance commitment to the welfare of the people.

During the last week of the in-class session, executive participants are required to draw up their individual "re-entry" plans which they are expected to implement upon their return to their agencies. This re-entry plan is the basis for the six-month monitoring/follow-up training conducted by the faculty of the Academy to ensure that ideas generated in classroom training and improvement plans are on re-entry to the service, operationalised.

The Career Executive Service Development Program has direct incentive effect on participants. Upon successful completion of the in-class and the follow-up portions, the Career Executive Service

Board makes recommendations to the President as to the ranks to be conferred on graduates. The ranking system is attached to a progressive and attractive salary plan. The program itself is accredited by the Ministry of Education and Culture with eighteen (18) academic units leading to a Master's degree in Management for related fields.

As of today, all incumbent of Career Executive positions numbering about 1000 have undergone the training. To provide a continuing reservoir from which replacement may be drawn for the Career Executive Service, the Development Academy of the Philippines has started a second phase program using tests and assessment centers to determine, from among the middle manager, those who may participate. The course content and methodology of the CESDP has been slightly modified to suit the needs of younger, less experienced group. Significantly, the program is extended to fifteen weeks residential in-class, 10 weeks of rural community immersion, and 6 weeks of cross-posting with different agencies of government.

Appointments to Career Executive Service positions are made only from those who have successfully completed this program.

2. Executive Leadership and Management (ELM) Program

In 1979, equivalent program for senior managers of government corporations was established by the Civil Service Academy. It was established after an Executive Forum where the CSA consulted with the academy, practitioners and heads of public enterprises. The ELM, as the program is called, is to serve as the basic screening and assessment mechanism for recruitment, selection and promotion in managerial and executive ranks of government-owned or controlled corporations. Thus, no one may be appointed to the corporate career executive service without completing the ELM, which in effect confers an eligibility for appointment to these positions.

The program provides the executives skills for coping with the exacting demands of national and international forces affecting the corporate operations of the government, serves as a venue for the exchange of idea and experiences among executives in their respective areas of involvement, and provides a variety and in-depth study of specific topics of executive concern in government.

It is a four-week residential training program with intensive experiential learning activities on six main areas of concern, namely, the environment of public enterprise, the political and social responsibility of public enterprise managers, the development of public enterprise policies and strategies, managing of productivity, decision-making, and the last part focuses on the corporate managers

sensitivity to the needs of the community especially those which are considered as developing areas. This last phase of the course provides a five-day actual stay among developing barangays, wherein small-scale programs/projects which might contribute to solving part of the larger development problems of the people are identified. It further seeks to bring the executive closer to the common man with the end in view of enabling him to look deeper into the values, customs and traditions which make the plight of the poorer segments of our society worthwhile looking into.

Conclusion

Training in the Philippine civil service has gone a long way since its inception as an institutionalized government effort in the fifties geared primarily towards improving employee performance in their jobs. It has now emerged as a major vehicle for human resource, organizational, and national development. Top government officials, training staff, and scholars have reposed great faith in training to provide the knowledge, skills and attitude required to ensure the realization of national development goals. Efforts have likewise been exerted by the various institutions tasked with the maintenance of a viable training system in the country. One major problem, however, that needs immediate solution is in the area of coordinating and integrating all training efforts in the proper direction. While several training institutions have been individually contributing to the overall manpower development programs of the government, a well-coordinated and integrated training scheme still has to be formulated. Only then can we truly say that training in the Philippine civil service has found its rightful place.

THE CIVIL SERVICE INTEGRATED TRAINING SYSTEM (CS-ITS)
(Revised, 1980)

Programs	Targets	Approach		Organization Responsible	CSC Role
		*Cen	**DCN		
Pre-Retirement Counseling	All 60 years & above	X	X	GSIS-CSC Ministry/Agency	1 Policy Direction 2 Program Coordination & Integration 3 Program Prioritization
Executive Development •CESDP •LADP •ELW Others	C.S. Levels	X X X		DAP, CSA, UP/CPA UP/LGC, PEA NDCP	
Middle Management Development •JET-STREAM Others •SEDP & UPSDS •DMT Public Administration Scholarships	Division Chiefs & Equivalent	X X X	X	CSA CSA CSA Ministry/Agency	
Supervisory Development Introduction to Supervision Basic Management Other Specific Areas	Section Chiefs		X X X	Ministry/Agency Ministry/Agency Ministry/Agency	4 Standards Setting
Professional, Technical, Scientific Staff Development Substantive Areas Specialized Management Areas	C.S. Level 2	X	X	CSC Ministry/Agency NEDA, WB, COA MGS, Others	5 Information Exchange 6 Evaluation 7 Technical Assistance
Leadership Programs For Buklod ng Kabataang Kawani Future Leaders Program Leadership Institutes	Below 30 yrs. old	X X		CSC-BDCP CSC/PROD/ Ministry/Agency	8 Training Program Implementation
Employee Development Office Training Skills Development	C.S. Level a		X X X	Ministry/Agency CSC/NNYC Ministry/Agency	
Orientation/Reorientation	All		X	CSC Ministry/Agency	