



## Leadership and Managerial Competency Profiling of Junior-Level Civil Servants: Basis for a Structured Executive Development Program

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### Abstract

This study examined the leadership and managerial competency levels of junior-level civil servants as a basis for designing a structured executive development program. Using a descriptive-correlational research design, data were gathered from junior executives at the Civil Service Institute through a validated researcher-made questionnaire. The study assessed leadership skills, managerial competencies, learning needs, job attitudes, and performance qualities using a 5-point Likert scale. Descriptive and inferential statistical tools, including weighted mean, t-test, ANOVA, and Pearson correlation, were employed to analyze the data.

Findings revealed that junior executives demonstrated a moderate level of leadership skills across analytical decision-making, communication, delegation, and time management domains. Similarly, managerial competencies ranged from average to low average, particularly in delegation, communication, collaboration, and project management. Results further showed that demographic variables such as age, sex, years of service, and educational attainment had no significant effect on leadership or managerial competencies. However, a strong and significant positive relationship ( $r = 0.80$ ,  $p < 0.05$ ) was found between leadership skills and managerial competencies, indicating that improvements in leadership capabilities are associated with better managerial performance.

The study also identified key challenges, particularly in communication, collaboration, and delegation. Based on these findings, a structured leadership development program titled "LEADER & IGNITE" was proposed to address competency gaps through training, mentoring, and experiential learning. The study concludes that targeted, competency-based interventions are essential for enhancing the effectiveness of junior civil servants and strengthening public sector leadership pipelines.

**Keywords:** Leadership competencies, managerial competencies, junior executives, civil service, competency profiling, executive development program, public administration, training and development, leadership skills, management skills

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### Introduction

Learning played a central role in human development, functioning as a process through which individuals experienced change and improved their potential for enhanced performance (Ambrose et al., 2010) <sup>[1]</sup>. As societies evolved, the mechanisms and outcomes of learning became fundamental to personal and organizational progress, enabling individuals to adapt to shifting environments and complexities (Cruz, 2018). Conceptually, learning was not merely a transactional acquisition of knowledge but an adaptive response that shaped behavioral adjustments to environmental demands. This adaptive perspective was consistent with foundational theories of experiential learning, which posited that deep learning occurs through engagement with real-world situations and reflective practice (Dewey, as cited in Parankimalil, 2014) <sup>[15]</sup>.

Previous studies emphasize that learning was universal among living beings but uniquely advanced in humans due to higher cognitive capacities that supported complex problem-solving and knowledge creation (Parankimalil, 2014) <sup>[15]</sup>. Furthermore,

contemporary thinkers emphasized that learning was lifelong, spanning the continuum of human experience and influencing professional trajectories beyond formal education (Drucker, 2021)<sup>[6]</sup>. Within organizational contexts, continuous learning and competency development were especially salient, given their linkage with adaptive capacity, performance improvement, and career progression.

In the public sector, leadership and managerial competencies were identified as critical determinants of effectiveness, organizational performance, and public service delivery (Illias et al., 2014)<sup>[9]</sup>. Competency-based frameworks provided structured approaches to articulate the knowledge, skills, and behaviors necessary for public administrators to meet evolving governance challenges. Research on public sector leadership competencies suggested that effective leaders exhibited a combination of strategic thinking, communication, teamwork, and adaptability to diverse stakeholder needs. Moreover, competency models were increasingly used to guide formal leadership development and training programs, aligning individual capabilities with organizational goals and performance expectations (Romualdo et al., 2023).

Similarly, empirical studies on managerial competencies signified the role of both technical and interpersonal skills in ensuring organizational success. Managerial competences, such as planning, delegation, decision-making, and collaboration, were foundational to achieving institutional objectives and enhancing human resource performance (Fanelli et al., 2020). In public administration, well-designed training interventions built on these competency domains have been shown to contribute to stronger leadership pipelines and improved governance outcomes by equipping mid-level executives with the skills needed to navigate complex policy and administrative environments.

Junior executives, often positioned at the intersection of operational execution and strategic planning, were tasked with responsibilities ranging from report analysis and project coordination to stakeholder engagement and decision formulation. As entry-level professionals in organizational hierarchies, their capacity to lead, manage teams, and contribute to strategic initiatives was vital for both individual career advancement and organizational effectiveness (Career Insights, 2022)<sup>[3]</sup>. Assessing the leadership and managerial competencies of junior executives, therefore, provided essential findings for crafting targeted development programs that responded to actual competency gaps and promoted sustained professional growth.

Recognizing the significance of these competencies, the present study was conducted to identify the leadership and managerial competencies of selected junior executives working within the Civil Service Commission. The findings were intended to inform the development of a structured Junior Executive Program, aimed at enhancing knowledge, skills, attitudes, and performance.

## Methodology

### Research Design

The study employed a descriptive-correlational research design within a qualitative framework. Descriptive research was used to accurately depict the characteristics of junior-level executives without manipulating variables, allowing the researcher to present the phenomena as they naturally existed (Thomas, 2020). This design provided a path of understanding leadership and managerial competencies, as

well as associated learning needs, attitudes, and performance qualities. Complementing this, the correlational method was applied to examine the relationships between leadership skills and managerial competencies. This non-experimental approach allowed the researcher to assess the statistical associations between variables without intervention, preserving the natural conditions of the study setting (Creswell & Creswell, 2018)<sup>[5]</sup>.

### Population and Sample

The population consisted of junior executives employed at the Civil Service Institute (CSI). A simple random sampling technique was used to select participants, ensuring that each member of the population had an equal chance of inclusion, minimizing selection bias, and enhancing the validity of the results (Thomas, 2020). The sample size was determined using Slovin's formula to ensure representativeness. All selected participants were formally invited to participate and provided informed consent prior to data collection.

### Research Locale

The study was conducted at the Civil Service Institute, Constitution Hills, Batasan Pambansa Complex, Diliman, Quezon City, the training and research arm of the Civil Service Commission. CSI was chosen for its mandate to provide competency-based training, leadership development, and human resource interventions to government officials and employees. Its programs emphasized values formation, leadership capacity development, and HR/OD initiatives, making it an ideal setting to evaluate the leadership and managerial competencies of junior executives and inform the design of targeted professional development programs.

### Method or Procedure

Prior to data collection, the researcher secured formal approval from the head of CSI. The total population of junior executives was obtained through institutional records. Following this, the sample was selected, and written informed consent was obtained from each participant. The researcher personally administered the survey questionnaires, providing guidance to ensure completeness and accuracy of responses. Data collection was conducted under careful supervision, and all responses were systematically organized for analysis.

### Instruments

Data were collected using a researcher-designed questionnaire adapted from validated instruments. The questionnaire consisted of five sections. The first section measured leadership competencies, adapted from the *Leadership Philippines Survey 2021* by Human Capital Solutions. The second section assessed managerial competencies, including analytical and problem-solving skills, conflict resolution, delegation, and time management, using a 5-point Likert scale. The third section measured learning needs, such as communication, interpersonal, adaptability, and self-management skills. The fourth section evaluated job attitudes, including job satisfaction, involvement, personal commitment, and organizational commitment. The final section assessed performance qualities, including creativity, decision-making, organization, and overall competency proficiency. The instrument was validated by a panel of experts in leadership, human resource development, and research.

Content validity was ensured through expert review, and reliability was assessed using a pilot test with head teachers from the Department of Education, Mandaluyong City Division. Adjustments were made based on expert feedback to enhance clarity, relevance, and comprehensiveness of the instrument.

**Statistical Treatment**

Collected data were analyzed using appropriate descriptive and inferential statistical techniques. Descriptive statistics, including weighted means, frequencies, and percentages, were used to summarize respondents’ profiles, levels of leadership and managerial competencies, learning needs, job

attitudes, and performance qualities. Inferential statistics were applied to test the study’s hypotheses and examine relationships among variables. Independent-samples t-tests and analysis of variance (ANOVA) were conducted to identify significant differences in leadership and managerial competencies across groups categorized by demographic characteristics. Pearson’s product-moment correlation was employed to determine the strength and direction of relationships between leadership skills and managerial competencies. The Likert scale responses were interpreted to assess the participants’ perceptions and ratings of their competencies, attitudes, and performance.

**Results and Discussions**

**Table 1:** Level of Leadership Skills of Junior Level Executives

Variable	Weighted Mean	Verbal Interpretation
Analytical and Decision-Making Skills	2.09	Moderate
Communication and Conflict Resolution Skills	2.04	Moderate
Delegation and Teamwork Skills	2.07	Moderate
Time Management, Planning, and Organizational Skills	1.94	Moderate

The table above indicates that junior level executives demonstrate a moderate level of leadership skills across all assessed dimensions. Analytical and decision-making skills show that executives value teamwork and incorporate team suggestions moderately, yet there is room to enhance inclusivity in decisions (Lee, Park, & Kim, 2020) <sup>[13]</sup>. Communication and conflict resolution skills similarly reflect moderate competence, suggesting that while executives can motivate and guide subordinates, interpersonal communication could benefit from structured development programs (Anderson, Smith, & Johnson, 2019) <sup>[2, 19]</sup>.

Delegation and teamwork competencies indicate an awareness of core skill requirements and goal transparency, yet adaptability to change requires strengthening (Carter et al., 2019) <sup>[4]</sup>. Lastly, time management and planning skills reveal that executives moderately align strategic objectives with task execution but require further development in multitasking and engagement with complex assignments (Johnson, Smith, & Davis, 2018) <sup>[10, 18]</sup>. Hence, these findings imply that targeted training in decision-making, communication, delegation, and organizational skills could enhance overall leadership effectiveness.

**Table 2:** Level of Management Competencies of Junior Level Executives

Variable	Weighted Mean	Verbal Interpretation
Clarity on Responsibilities and Priorities	2.61	Average
Effective Delegation Skills	2.26	Low Average
Communication and Collaboration Skills	2.22	Low Average
Project Management Skills	2.19	Low Average

The findings suggest that junior level executives exhibit moderate-to-low competency in management domains. Clarity on responsibilities and priorities shows that while executives can handle specific tasks, their ability to integrate the broader strategic vision is limited (Johnson, Davis, & Thompson, 2020) <sup>[11, 12]</sup>. Effective delegation skills are perceived as low average, indicating challenges in resource allocation and personnel management, consistent with prior research emphasizing the need for structured mentorship and practical exercises (Smith et al., 2018; Johnson & Anderson, 2020) <sup>[18, 2, 11, 12]</sup>. Communication and collaboration skills are

also low average, highlighting difficulties in navigating organizational social dynamics and conflict resolution (Thompson et al., 2019) <sup>[20]</sup>. Project management competencies similarly fall in the low average range, with executives demonstrating limited confidence in strategic planning and proactive problem-solving (Santos, 2020) <sup>[17]</sup>. These results imply the necessity for targeted professional development programs, emphasizing emotional intelligence, resource management, and project planning to improve management competencies among junior level executives.

**Table 3:** Significant Differences in Leadership Skills and Management Competencies Based on Profile Variables

Variable	Test	F/t	p	Interpretation
Leadership Skills by Age	ANOVA	1.23	0.31	Not Significant
Leadership Skills by Years of Service	ANOVA	1.23	0.31	Not Significant
Leadership Skills by Sex	t-test	-0.72	0.472	Not Significant
Leadership Skills by Educational Attainment	t-test	1.25	0.215	Not Significant
Competency Level by Age	ANOVA	0.82	0.51	Not Significant
Competency Level by Years of Service	ANOVA	1.92	0.12	Not Significant
Competency Level by Sex	t-test	0.31	0.68	Not Significant
Competency Level by Educational Attainment	t-test	-0.47	0.53	Not Significant

The hypothesis testing results indicate no statistically significant differences in both leadership skills and management competencies across profile variables such as age, years of service, sex, and educational attainment. This suggests that demographic factors do not substantially influence the development of leadership or managerial capabilities among junior level executives. These findings align with previous literature that emphasizes individual experiences, training opportunities, and organizational

support as more critical determinants of leadership and management skill development than inherent demographic characteristics (Smith et al., 2019; Rodríguez & García, 2020; García & López, 2018) <sup>[19, 8, 16]</sup>. Consequently, interventions to improve competencies should focus on structured professional development programs, mentorship, and experiential learning rather than assuming differences based on profile characteristics.

**Table 4:** Relationship Between Level of Leadership Skills and Level of Management Competencies of Junior Level Executives

Variable	Leadership Skills	Management Competency Level
Leadership Skills	1.00	0.80**
Management Competency Level	0.80**	1.00

N = 150. \*\*p < 0.05, indicating a statistically significant correlation.

Table 4 presents the Pearson correlation analysis between leadership skills and management competency level among junior level executives, revealing a strong, positive, and statistically significant correlation (r = 0.80, p < 0.05). This indicates that executives who exhibit higher leadership skills, such as decision-making, delegation, and communication, also tend to demonstrate greater management competency in areas including clarity of responsibilities, effective delegation, collaboration, and project management. The high correlation suggests a substantial linear relationship between

the two constructs, confirming that improvements in leadership skills are likely to translate into enhanced management performance. This finding aligns with Fernandez and Martinez (2019) <sup>[7, 14]</sup>, who emphasized that the cultivation of leadership behaviors significantly contributes to management effectiveness. Consequently, organizations can benefit from structured leadership development programs that target these competencies, fostering a workforce capable of achieving strategic objectives and improving overall organizational outcomes.

**Table 5:** Key Issues and Concerns Faced by Junior Level Executives Regarding Their Leadership Skills and Management Competency

Issue/Concern	Mean	Rank
Communication and Collaboration Skills	3.76	1
Delegation and Teamwork	3.67	2
Clarity on Responsibilities and Priorities	3.62	3
Analytical and Decision-Making Skills	3.54	4
Effective Delegation Skills	3.45	5
Communication and Conflict Resolution Skills	3.12	6
Time Management and Planning Skills	3.21	7
Project Management Skills	3.38	8

Table 5 ranks the key challenges faced by junior level executives concerning leadership and management competencies, highlighting communication and collaboration skills as the most critical issue (mean = 3.76), followed by delegation and teamwork, and clarity on responsibilities and priorities. These findings suggest that while executives generally possess moderate leadership and management skills, effective communication, coordination, and prioritization remain significant barriers to optimal performance. Analytical and decision-making skills, project management, and time management are also noteworthy but less pressing. The results corroborate previous studies by Martinez and Sanchez (2019) <sup>[14]</sup>, who emphasized that communication and collaboration are fundamental determinants of leadership success and organizational goal attainment. These signify the need for targeted interventions, such as workshops on interpersonal communication, delegation strategies, and strategic planning, to strengthen executive competencies and improve overall management effectiveness.

**Proposed Program**

**Program Title: LEADER & IGNITE: Elevating Junior Executives through Advanced Leadership and Management Training**

**Objective**

The program is designed to holistically enhance the leadership skills and management competency of junior-level executives by addressing priority areas identified through empirical analysis: communication and collaboration, delegation and teamwork, clarity on responsibilities and priorities, analytical and decision-making skills, and other supporting competencies such as project management and time management.

**Rationale**

The findings indicate a significant positive correlation between leadership skills and management competency (r = 0.80, p < 0.05), highlighting the critical role of leadership development in improving organizational performance. Junior-level executives face key challenges, particularly in

communication, delegation, teamwork, clarity of responsibilities, and analytical skills. Addressing these gaps through structured professional development ensures a pipeline of competent leaders capable of driving organizational efficiency, innovation, and sustainable growth. The program adopts a holistic approach, integrating theoretical knowledge, practical exercises, mentoring, and continuous assessment to ensure skill acquisition and application.

### Duration

Six months, combining workshops, seminars, coaching sessions, and practical exercises.

### Program Components

1. **Communication and Collaboration Skills:** Effective communication, conflict management, and team collaboration.
2. **Delegation and Teamwork:** Principles of delegation, team-building exercises, and effective task management.
3. **Clarity on Responsibilities and Priorities:** Goal setting, role clarity, and time management strategies.
4. **Analytical and Decision-Making Skills:** Critical thinking, problem-solving frameworks, and evidence-based decision-making.
5. **Additional Skills:** Advanced delegation, project management, and strategic planning skills.

### Methodology

- **Workshops and Seminars:** Interactive sessions with practical case studies.
- **Coaching and Mentoring:** Individualized support to address participant-specific gaps.
- **Practical Exercises:** Simulated and real-world projects to apply learned skills.
- **Assessments and Feedback:** Continuous evaluation to monitor progress and reinforce learning.
- **Networking and Peer Learning:** Collaborative learning to foster exchange of best practices.

### Program Flow

- **Month 1:** Communication and Collaboration Skills
- **Month 2:** Delegation and Teamwork
- **Month 3:** Clarity on Responsibilities and Priorities
- **Month 4:** Analytical and Decision-Making Skills
- **Months 5-6:** Advanced Skill Development (Delegation, Conflict Resolution, Time Management, Project Management)

### IGNITE Program Structure

The IGNITE framework (Inspiring Goals, Nurturing Inner-Self & Team Members, Empowering Efficiency & Efficacy) provides a layered approach with 11 comprehensive courses focusing on personal development, team engagement, transformational leadership, strategic thinking, innovation, and workplace efficiency. Key courses include:

- **W.A.V.E.:** Aligning personal mission, vision, and work values.
- **Mind-You-Heart:** Developing self-awareness, emotional intelligence, and reflective practices.
- **Transformational Leadership:** Cultivating ethical and visionary leadership aligned with organizational objectives.

- **Collaborative Communication:** Enhancing interpersonal communication, conflict resolution, and team engagement.
- **Innovation Workshop:** Fostering creativity, problem-solving, and team-based innovation.
- **Advanced Leadership Program:** Developing authentic, ethical, and impactful leadership behaviors.
- **Strategic Planning & Growth Mindset:** Equipping executives with strategic thinking, resilience, and adaptability to thrive in dynamic organizational contexts.

### Evaluation and Follow-Up

Post-program assessments will evaluate the effectiveness of the training and identify areas for further development. Continuous mentoring ensures reinforcement of acquired skills and facilitates sustainable professional growth.

### Conclusions and Recommendations

The study established that junior level executives exhibited moderate proficiency across key leadership dimensions, including analytical and decision-making skills, communication and conflict resolution, delegation and teamwork, and time management, planning, and organizational skills, indicating critical areas for development. Profile variables such as age, years in service, gender, and educational attainment were not found to significantly influence leadership or management competencies, suggesting that other intrinsic or contextual factors may play a more decisive role. Management competencies varied across clarity of responsibilities, people and resource management, communication and collaboration, and project management, highlighting specific domains for targeted improvement. Importantly, a strong and significant positive correlation between leadership skills and management competency underscores the interdependence of these constructs, while the prioritization of communication, collaboration, delegation, and analytical skills identifies the focal points for strategic capacity-building interventions. The findings mutually support the design of structured programs, such as the proposed LEADER initiative, aimed at systematically enhancing both leadership and management capabilities among junior level executives.

In light of these conclusions, it is recommended that organizations implement comprehensive, targeted development programs to strengthen analytical thinking, decision-making, communication, conflict resolution, delegation, teamwork, and time management skills among junior level executives. Given that demographic variables were not significant determinants of leadership and management competencies, organizations should explore alternative influencing factors, such as practical experience, job complexity, individual traits, and prior training, to inform development strategies. Structured interventions should address specific gaps in management competencies, including clarity on responsibilities, people and resource management, communication and collaboration, and project execution. Integrating leadership development with management competency initiatives is strongly advised to leverage the observed positive relationship between these constructs, ensuring that executives are equipped to lead and manage effectively. Furthermore, organizations may prioritize programs that enhance communication, collaboration, delegation, and analytical skills, as identified

concerns, while operationalizing initiatives like the LEADER program to provide hands-on, practical training that systematically elevates the leadership and management capacity of junior level executives, thereby promoting sustained organizational performance and effectiveness.

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