Government of the Philippines
United Nations Development Program

PORTFOLIO ON ENABLING ENVIRONMENT:
POVERTY REDUCTION THROUGH GOOD GOVERNANCE

ACCOMPLISHMENTS
(July 2003 to February 2004)

Development of an Ethics-Oriented Personality Test in the Civil Service:
A Key to Better Accountability and Corruption-Free Environment

I.   INTRODUCTION

Under the auspices of the UNDP-GOP, the Commission began a project that aims to develop an assessment instrument to determine the behavioral tendencies and come up with personality profiles of individuals aspiring to enter or be promoted within the bureaucracy. The project seeks to introduce and institutionalize an *Ethics-Oriented Personality Test in the Civil Service* in the hope that the infusion of the behavioral dimension into the selection process will help promote greater accountability, efficiency, effectiveness, and responsiveness in the delivery of public service.

II.   ACCOMPLISHMENTS (July 2003 to February 2004)

The project, which began in July 2003 and is set to finish in December 2004, has been divided into three (3) phases: the *core values identification and conceptual clarification phase*; the *test development phase*; and the *test package promotion and institutionalization phase*.   This accomplishment report covers the initial activities undertaken from the commencement of the project until the end of February 2004.

A. Technical Working Group

After the proposal and the initial work and financial plan were drafted, a Technical Working Group (TWG), composed of six (6) members, was formed in November 2003 to give motion to the project and to ensure that the targets set are satisfactorily met. The TWG was also tasked to provide assistance to the consultant(s) and to document activities and write reports required by the UNDP Project Secretariat. In the course of the undertaking, the TWG saw the need to identify personnel to act as their support staff.

B. Core Values and Indicators

As part of the preliminary activities of Phase 1, surveys on the public's perception on the desired values or attributes of a public servant were conducted. Three (3) **Focused Group Discussions (FGDs)** for select CSC officials and members of the academe were also held. Said activities sought to clarify the conceptual framework of the project.

The surveys and FGDs helped determine the set of core public service values and identify their corresponding indicators.

C. Terms of Reference

The project was initially entitled *Development of an Ethics-based Assessment Test for Civil Servants.* Upon hiring the consultant, the project title was changed to *Development of an Ethics-oriented Personality Test for the Civil Service.*

To further define the parameters of the project, the TWG developed the **Terms of Reference (TOR)** for use in the hiring of a consultant for phases 1 and 2, excluding the I.T. component. The TOR contained a brief description of the project and discussed the tasks and deliverables, with the corresponding time frames, that the project entailed. It also identified the activities that have already been undertaken at that point.

With the TOR as guide, the TWG evaluated the proposals that have been submitted. The professional credentials of consultants were also assessed in determining the best consultant for phases 1 and 2. In December 2003, an agreement was forged between the Commission and the chosen consultant. After consultation meetings with the TWG, the consultant prepared and subsequently submitted the **Revised TOR** covering the first two phases of the project, excluding the I.T. component.

D. Evaluation Report

The activities covered by the Revised TOR included two (2) stages: the review of the existing system of testing in the Commission and the development of the ethics-oriented personality test.

For the first stage, the consultant reviewed reports on the previous studies conducted regarding the Commission-administered ability tests and interviewed personnel involved in test construction. The consultant also looked into the actual test forms to validate the findings of the studies.

In January 2004, the consultant submitted an **Evaluation Report** on the Civil Service Examinations.

E. Concept Paper

To start off the second stage, the theoretical framework for the ethics-oriented personality test had to be conceptualized and clarified.

The uniqueness of the instrument to be developed was given emphasis. The cultural appropriateness of items and the language of testing were among the technical considerations.

In concluding Phase 1 of the whole project, the consultant submitted a **Concept Paper**, which included the comments and suggestions of the TWG.

III.   ON-GOING ACTIVITIES

With the approval of the Concept Paper, the second stage in the Revised TOR began. Following is a brief discussion of the current activities being undertaken:

A. Test-Item Writing Workshop

The consultant has presented five item-writers to the Commission. After an evaluation of their professional background, the five were officially designated by the Commission to write items for the ethics-oriented personality test. They also made their pledge of confidentiality during the orientation session for the on-going Test-Item Writing Workshop.

B. Lecture Series

Preparations for the Lecture Series are being made. The lectures, which will be attended by the TWG and the Test Development Division, shall be on topics relevant to the project, such as personality testing, the five-factor model, statistics, test construction, reliability, and validity. The lecture series is expected to help its participants appreciate better the results of the test-item tryouts.

C. Test Item Tryouts

The workshop is expected to generate a pool of around 400 trial test items. These items will be subjected to item-tryouts to determine their statistical characteristics and performance. This is a necessary step to ensure the reliability and validity of the test. Currently, the schedule of the tryouts is being discussed.

Many activities have already been carried out according to plan. The project is now in full gear.   With the tenacity and dedication of everyone involved in the project, and the strong support of the Commission and the UNDP, the project to develop an *Ethics-Oriented Personality Test for the Civil Service* shall see completion and hopefully achieve its goal of reforming the bureaucracy into an honest, effective, efficient, and responsive institution.

FOCUSED GROUP DISCUSSIONS

Introduction

The three (3) Focused Group Discussions (FGDs), which were conducted on November 7, November 11, and December 17, 2003, sought to bring out the pre-selected groups' ideas and opinions on the essential work ethics and core values that a typical civil servant must possess to be effective and efficient at work. The FGDs helped a lot in determining the set of core public service values and identifying their corresponding indicators.

Focused Group Discussion I

Objective
To identify the values, traits and attitudes sought for in an applicant.

Participants
Originally intended to be a dry-run of the first FGD scheduled on November 11, 2003, the November 7 FGD was participated in by a cross-section of fifteen (15) CSC Personnel from Utility Worker (SG 4) to Director III (SG 25) representing eight (8) offices in the Commission Proper and one (1) regional office.

Facilitators
The facilitators for the FGD were the Director of the Human Resource Development Office (HRDO) and two (2) Field Office Directors from the National Capital Region (NCR).
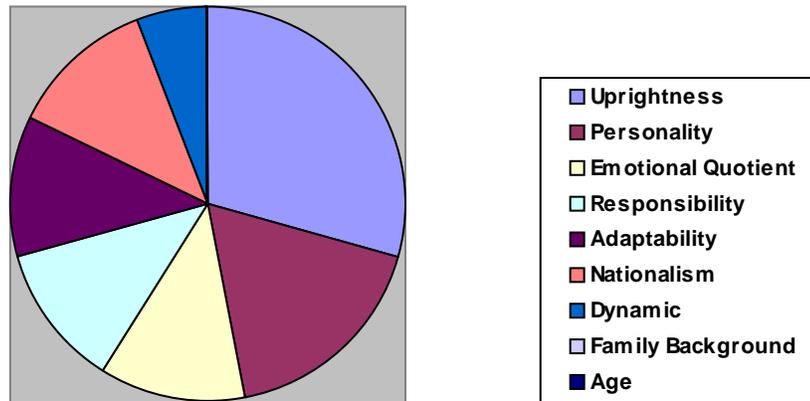
Methodology
The FGD started with an unfreezer which determined the three (3) group divisions of the participants for the entire FGD. Upon explaining the objectives and mechanics to the participants, the groups were given two (2) focus questions on which the group centered their respective discussions. Similar or relative answers to the questions were clustered and subsequently ranked according to importance. After each discussion, a plenary was called where the group representatives shared their respective group discussions. The FGD concluded with the group agreeing on the six (6) most important value clusters.

Results
The first focus question raised was *"If you had a free hand, apart from the QS, what other things would you look for in an applicant?"*
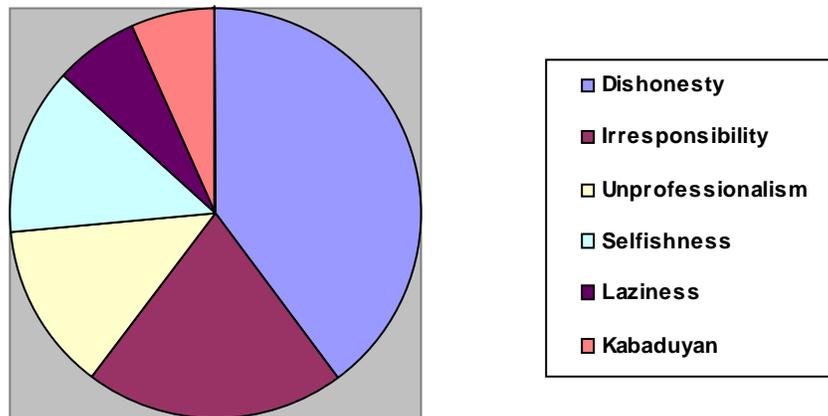
Among the value clusters generated, *Uprightness* ranked as the most important. This included values such as *God-fearing, Honest, Courteous, Character, Values, Integrity, Professionalism, Willingness to Work in Government, Dedication, Open-mindedness, Trustworthy,* and *Beliefs.* The cluster of *Personality,*

which included *Human Relations* and *X Factor*, came second in the ranking. The clusters of *Emotional Quotient, Responsibility, Adaptability* and *Nationalism* had the same rank of importance while the value clusters of *Dynamic*, *Family Background* and *Age* ranked the least. The following figure shows the values under each cluster and how each cluster was seen in terms of importance.

The second focus question raised was *"If you had a free hand in terminating the services or not promoting an employee, what negative traits, values, attributes, etc. are important for you to look into?"*

Among the value clusters generated, *Dishonesty* ranked as the most important. This included values such as *Immorality, Untrustworthiness, Corruption* and *Dishonesty*. The cluster of *Irresponsibility,* which included Disorganization and Incompetence, came second in the ranking. The clusters of *Unprofessionalism* and *Selfishness* had the same rank while the value clusters of *Laziness* and *'Kabaduyan' (or Y factor)* ranked the least. The following figure shows the values under each cluster and how each cluster was seen in terms of importance.

Focused Group Discussion 2

Objective
To identify the values, traits and attitudes sought for in an applicant.

Participants
The November 11 FGD was participated in by a cross-section of fourteen (14) CSC Personnel— positions ranging from Division Chief (SG 24) to Assistant Commissioner (SG 29)— and two (2) guest participants.

Facilitators
The facilitators for the FGD were the Director of the Human Resource Development Office (HRDO) and two (2) Field Office Directors from the National Capital Region (NCR).

Methodology
The FGD were conducted in a similar manner as that of the November 7 FGD. Improvements were however made particularly in the construction of the focus questions.

One of the highlights of this FGD was the presence of CSC Chair Karina Constantino-David in the plenary, during which she gave her reactions and further inputs, underscoring the important role the FGDs have in the completion of the Ethics-Based Assessment Test.

A third workshop followed where the participants were made to define their identified values in terms of behavior or observable manifestations. The FGD concluded with the presentation of the value definitions per group.

Results
The first focus question was *"When choosing or determining whom to hire apart from the QS, what values, traits, attitudes and attributes would you consider important?"*

Value clusters that surfaced during the discussions were *Commitment, Honesty, Emotinally Stability, Responsiveness, Pleasing Personality, Integrity, Motivation,* and *Nationalism*.

The second focus question was *"When choosing or determining whom to hire, apart from the QS what values, traits, or attributes would you consider as least important?"*

Answers were clustered into values such as *Moral Depravity* (dishonesty, corruption, arrogance, disrespect for laws, rules, and regulations), *Intellectual Depravity* (underachievement, irresponsibility, stupidity), *Personality Aberration* (trouble-making, "balimbing," persistent complaining, obnoxious personality, self-centeredness, neuroticism/psychotism), and *Organizational Insensitivity* (no organizational values).

The third workshop came up with several definitions of the values that were identified. Following are sample definitions for each value cluster:

Commitment   – rendering of overtime work, taking home urgent work and working to perfection.

Honesty   – using government resources properly, returning anything found and refusing bribes.

Emotional Stability – handling pressure well, owing/admitting mistakes openly and correcting mistakes.

Honesty   – distinguishing right from wrong, telling the truth, disapproval of people who steal and accept bribes.

Responsiveness   – inquiring on needs courteously, taking the extra mile, addressing the public needs promptly.

Commitment   – reporting on time, using time wisely, and meeting deadlines.

Integrity   – giving out accurate information, loyalty to absent peer, honesty on office hours

Motivation   – prompt delivery of service without discrimination, crediting ideas or accomplishments of workmates, ready volunteerism for assignment.

Nationalism   – advocacy for Filipiniana, promoting sensitivity to national issues/concerns and improving office systems and procedure to fit work culture (customized).

Focused Group Discussion 3

The third FGD had two workshops and was held during the Program Review and Evaluation Forum (PREF) conducted by the Examination, Recruitment, and Placement Office (ERPO).

Objective
Its objective was to identify the values, traits, and attitudes sought for in a civil servant through a discussion on "model employee/official" and "anti-model employee/official" as perceived by the participants.

Participants
The participants for the FGD were officials and examination personnel from 16 CSC Regional Offices nationwide.

Facilitators
The first workshop was facilitated by ERPO personnel while CSC Chair Karina Constantino-David conducted the second one.

Methodology
1ST PART
The 42 participants were divided into six (6) groups having seven (7) members each.

Just like in the first two FGDs, there were two (2) focus questions given. Three groups were assigned to discuss the first focus question: *How would you describe a Model Official and a Non-Model Employee?* The remaining three (3) groups were assigned to look into the second focus question: *How would you describe a Model Employee and a Non-Model Official?*

Every group was asked to come up with three (3) adjectives each to describe a model official, a model employee, an anti-model official, an anti-model employee, depending on the types assigned to the group. The adjectives culled were clustered and ranked according to importance. A plenary ensued for the group reports. Consensus was reached among the groups regarding the most important traits in determining a model official/employee and/or a non-model official/employee.

2ND PART

2ND PART
Participants were divided randomly to form two big groups. The first group was instructed to "think of a Model Employee/Official and write down a brief description of that person". The second group, on the other hand, was instructed to "think of an anti-model employee/official and write down a brief description of that person."

Results
1ST PART
The traits described to be characteristic of a Model Official included *honest, with Integrity, committed, competent, people-oriented, conscientious, with will-power, efficient/effective,* and *flexible*. The perceived traits of an Anti-Model Official, in contrast, included u*nfair, highly politicized, corrupt, abusive, unprofessional, incompetent,* and *self-centered*.

The traits described to be characteristic of a Model Employee included *committed, honest, competent and efficient, courteous,* and *proactive*. The perceived traits of an Anti-Model employee, on the other hand, included s*uspicious, self-centered, not committed, courteous, corrupt, arrogant incompetent, irresponsible,* and *dishonest*.

At the end of the workshop, the group decided that the most important traits for a Model Official are *competence, commitment,* and *honesty* while the most important traits for a Model Employee are *being honest* and *committed, competent and efficient,* and *proactive.*

2ND PART
The **list of traits** reveals narrative statements or phrases that make up a "model employee/official" and "anti-model employee/official" based on scales ranging from *intelligence, emotional stability, creativity*, and other dimensions that fall under certain <u>trait dimensions</u>. The list also represents the characteristics that make individuals different from each other in a relatively permanent and consistent way.

It is observed that in describing model or anti-model employees/officials with adjectives such as *honest, not corrupt, sensitive*, etc., participants were actually using <u>trait terms</u>. These trait terms were most probably abstracted by the participants from behavior they have seen or observed from their imagined model employee/official or anti-model employee/official, whichever the case might be.

LIST OF TRAITS

Most of the data obtained/gathered from the narrative statements of the participants yield a fairly small number of dimensions. The five (5) most named dimensions for a model employee/official have been underlined.

TRAIT DIMENSIONS	BRIEF DESCRIPTION
<u>CONSCIENTIOUS</u>	➢ a person of integrity ➢ honest ➢ fair in dealing with employees ➢ not corrupt ➢ practices honesty and integrity ➢ listens to both sides of the story ➢ work oriented and people oriented ➢ has concern for public service reforms ➢ transparent in all office transactions ➢ primary goal is to serve the people or clients ➢ supportive, approachable, honest, committed to public service ➢ makes decisions without discrimination ➢ works beyond office hours ➢ takes care of her concern, but also of others ➢ renders assistance to office workers beyond his/her responsibilities ➢ transparency in his/her agenda ➢ true ➢ man of honor
<u>SELF-ASSURED</u>	➢ brings out the best in people ➢ shares his knowledge and skills/talents ➢ creates an environment in the office which greatly motivated the staff ➢ teacher of important values ➢ a crusader for the preservation of the environment ➢ able to learn his job in a short period of time with minimum supervision ➢ a leader ➢ have very high education but is still willing to do odd jobs ➢ performs well without close supervision ➢ always punctual ➢ has motivation to work efficiently and effectively ➢ anticipates problems/situations ➢ believes that public service is a noble vocation ➢ does not refuse any assignment ➢ always gives his best ➢ works without complaining

SERIOUS	➢ Went through college through his own efforts ➢ A man who walk his talk ➢ Committed to work ➢ Sense of responsibility ➢ Loves work and put heart into it ➢ Doing what should be ➢ Very punctual ➢ Does what he advocates ➢ Works very hard ➢ Dedicated ➢ Sincere with his work ➢ Strict but humane ➢ Works to serve ➢ Works beyond office hours ➢ Finished reports/responsibility with quality ahead of deadline
SELF-SUFFICIENT	➢ has high level of stamina ➢ confident with his leadership ➢ readily accepts responsibilities and assignments ➢ continues to improve his/her profession ➢ never lets anybody influence him/her ➢ has the spirit of volunteerism ➢ a very principled man ➢ performs duties/work w/o being told and w/o supervision ➢ can stand up and speak for things and ideas that he/she believes in
MORE INTELLIGENT	➢ competent ➢ wise spender ➢ has a sharp tongue but had a way of attacking officials w/o necessarily hurting the ego of the official ➢ brilliant, humble ➢ intelligent ➢ capable ➢ simple but talented ➢ evaluates situations rationally
TOUGH-MINDED	➢ Discharge his duties and functions with much gusto ➢ Manifests political will ➢ Stands on his decision ➢ Firmness on applying policies consistently ➢ has high level of stamina ➢ easily find solutions to problems ➢ ready to accept consequences of his decision ➢ makes decisions based on policies or in accordance with rules and regulations ➢ unfazed by threat on her life
TRUSTING	➢ honest and fair ➢ kind and approachable
PRACTICAL	➢ practical
RELAXED	➢ calm in dealing with arrogant clients
OUTGOING	➢ always volunteers himself to perform ➢ actively participates in community projects ➢ involves himself in the activities of the office ➢ never fails to interact with the other staff ➢ willing to help other employees ➢ able to work with low profile people

EMOTIONALLY STABLE	➢ does not have any hang-ups ➢ has courage to face the challenges that come her way ➢ can adjust to different kinds of personality
DOMINANT	➢ wants people to work hard ➢ strong character ➢ a motivator ➢ strong personality ➢ firm in decision-making ➢ responsive in his decisions ➢ a person with character
VENTURESOME	➢ accepts new challenges with minimum doubt or reluctance ➢ is willing to undertake tasks and responsibilities ➢ goes beyond her duties and obligations
IMAGINATIVE	➢ improvise or find creative ways of imparting lessons ➢ never complain but fund a way to solve problems ➢ looks for alternatives and solutions ➢ exert efforts to make innovations ➢ has initiatives
EXPERIMENTING	➢ does not limit the job to the usual function per position description
CONTROLLED	➢ knows when to fight and when to let go ➢ knows how to respect authority

Conclusion

The two FGDs conducted and the workshops on Model/Anti-Model Employee/Official reveal that the traits of *Honesty, Integrity* and *Commitment* were always considered most important for civil servants to possess.

It may be noted however that a minor difference in traits for officials vis-à-vis employee has been observed. This may be considered significant in the development of test items for the completion of the project.

In sum, the conduct of the three FGD can be considered successful for they have served their purpose of helping determine the set of core public service values and their corresponding indicators.

TERMS OF REFERENCE
(OUTLINE)

Title of the Project:

DEVELOPMENT OF AN ETHICS-BASED ASSESSMENT TEST FOR CIVIL SERVANTS (APPLICANTS & EXISTING PERSONNEL)

Brief Description:

This project focuses on the development of an ethics-based assessment test for the civil service, which is a key to better accountability within the bureaucracy and to a corruption-free government workforce. It will entail two stages that will cover a range of activities including the review of existing test instruments, the development of a conceptual framework for ethics-based testing, and the development (construction, pre-testing, pilot-testing) of a standardized test.

With the integration of the ethics-based assessment test in the recruitment and placement of civil servants, the Philippine Civil Service Commission hopes to reform the bureaucracy into an honest, effective, efficient, and responsive government. The test hopes to surface propensity for engaging in corrupt activities, among other undesirable traits, of an aspiring individual entering the public service.

Overall Objective:

The project aims to provide an instrument that would evaluate the fitness (behavioral competencies and ethical values) of both government applicants and existing civil service personnel as a critical approach to further promote ethics, transparency, and accountability and service delivery excellence.

Tasks and Deliverables

The project has two stages: *Stage 1*- Development of the Test Instrument; *Stage 2*- Pre-testing, Pilot-testing, and Standardization of the Test Form.

Current funding covers Stage 1, which is the CSC's immediate concern. The consultant however must be willing to undertake Stage 2, given favorable performance during Stage 1 and the availability of resources.

OBJECTIVES	TASKS	DELIVERABLES	TIME FRAME
STAGE 1 To design an ethics-based assessment test	Conduct surveys	Analysis of survey results	Two months
	Conduct FGD	Analysis of FGD outputs	
	Evaluate existing test instruments	Evaluation report	
	Formulate conceptual framework detailing the parameters to be considered in developing the test instrument	Concept paper acceptable to proponents	
	Development of the Values Test Design -Formulation of areas of competencies/ test parameters	• List of areas of competencies/ test parameters • Test outline	
STAGE 2 To pilot-test and standardize the ethics-based test instrument	Test construction/ development -Identification of Special Examiners -Briefing/orientation of Special Examiners -Test Item-Writing Seminar-workshop	• Pool of Special Examiners • Test items	Three months
	Pre-testing of items	Item-analysis report	
	Pilot-testing -Draft test form -Processing and evaluation of test results -Repeat pilot-test until test data requirements are reached	Evaluation Report	

	Standardization Process
	-Test norming
	-finalization of standard test form, examination documents
	-Preparation of preliminary draft for other components of the Test Package:
	  - Manual for Administration
	  - Training Design for Personnel Officers
		Standardized test form(s), examination documents
		
		Drafts:
		• Manual for Administration
		• Training Design for Personnel Officers	

REVISED TERMS OF REFERENCE

DEVELOPMENT OF AN ETHICS-ORIENTED PERSONALITY TEST
FOR THE CIVIL SERVICE

This project aims to develop a test that will identify individuals who will likely show work behavior consistent with standards of honesty, industry, reliability and public service. The use of an ethics-oriented personality test by the Civil Service Commission as part of its system of recruitment and placement of civil servants is in line with efforts to reform the bureaucracy into an honest, effective, efficient, and responsive government institution. The results of this test may also be used by government agencies as additional basis for selection among applicants who have already been granted eligibility based on the results of the existing ability examinations.

The first phase of this project will be devoted to a review of the existing ability-based examinations for civil service eligibility. The second phase will cover the development of the ethics-oriented personality test.

TASKS, WORK PROGRAM, EXPECTED OUTPUTS, AND WORK CALENDAR

Following is a table showing the tasks to be accomplished, the work program with the expected outputs, and the work calendar for the program:

TASKS	*WORK PROGRAM AND EXPECTED OUTPUTS*	*CALENDAR*
I. REVIEW OF THE EXISTING SYSTEM OF TESTING		**December 18 to January 23**
	1) Review of the reports on the Subprofessional, Professional and Executive examinations	Dec 18
	2) Interview with personnel involved in test construction	Jan 14
	3) Review of the latest examinations, if necessary	Jan 14-23
	Output: Evaluation report	

TASKS	WORK PROGRAM AND EXPECTED OUTPUTS	CALENDAR
II. TEST DEVELOPMENT	1) The test will be developed in Filipino and then translated into English. A 200-item test with 20 subscales is set as target. 2) Reliability of both versions will be estimated. 3) Equating scores on the two versions will also be undertaken.	**January 26 to July13**
1. Conceptualization of theoretical framework for the test	**Output: Concept paper acceptable to proponents** *Submission of First Draft* *Submission of Final Draft*	Feb 9 Feb 16
2. Item-writing	1) Identification of 5 item-writers 2) Official designation of item-writers by CSC 3) Orientation of item-writers 4) Item-writing workshop **Output: Pool of 400 trial items**	Feb 16 – Mar 20

3. Item try-outs	1) First try-out: The initial item pool will be assembled into 2 sets, each 200-item set answerable in 1 hour (all subsequent trial tests will require 1 hour).
	  a) Printing of test materials
	  b) Administration
	  c) Encoding of test responses
	  d) Item analysis
	
	2) Second try-out, involving the set of best 200 items
	  a) Printing of test materials
	  b) Administration
	  c) Encoding of test responses
	  d) Item analysis
	
	3) Third try-out, including modifications of items failing in the second try-out
	  a) Modification of items
	  b) Printing of test materials
	  c) Administration
	  d) Encoding of test responses
	  e) Item analysis
		Mar 22-26
		Apr 6-8
		
		Apr 9-14
		Apr 15-22
		
		Apr 23-26
		Apr 27-28
		
		Apr 29- May 3
		May 4-5
		
		May 6-7
		May 8-10
		May 11-12
		
		May 13-15
		May 17

TASKS	WORK PROGRAM AND EXPECTED OUTPUTS	CALENDAR

	4) Two more try-outs may be necessary
	  a) Modification of items
	  b) Printing of test materials
	  c) Administration
	  d) Encoding of test responses
	  e) Item analysis
	
	Outputs: 1) Item-analysis reports
	       2) Final Filipino version of the test
		May 17-31

4. Estimation of reliability and norming of the Filipino version	Reliability will be computed based on 300 examinees from the professional group. Norms will be constructed based on this sample.
	  1) Printing of test materials
	  2) Administration
	  3) Encoding of test responses
	  4) Reliability analysis
	  5) Preparation of normative table
	
	Outputs:1) Reliability analysis report
	      2) Normative table
		June 1-4

5. Translation of the test into English	**Output: English version of the test**	June 1-4

6. Scoring studies	Two scoring studies will be undertaken.
	1) Comparison of the professional applicant sample with an equivalent non-applicant sample, to find out to what extent scores in the former group are inflated. This will give an idea of the real level of a given examinee score. This can be helpful in establishing a disqualification score. The data gathered for estimating the reliability of the test (Task 4) will be compared with data from the same number (N=300) of graduate students similar in composition to the applicant sample in age and sex.
	  a) Printing of test materials
	  b) Administration
	  c) Encoding of test responses
	  d) Statistical analysis
		June 7-11

TASKS	WORK PROGRAM AND EXPECTED OUTPUTS	CALENDAR
	2) Comparison of the scores of model employees with nonmodel employees (N=200 for both groups; the model group will be tested first, possibly in a gathering of model employees; for the second testing, model employees will be asked not to participate, "so as not to double participation"). Comparison with the model employee minimum score can provide useful information. a) Printing of test materials b) Administration c) Encoding of test responses d) Statistical analysis **Output: Report on the two scoring studies**	
7. Equation of scores on the Filipino & English versions	Using a sample of 200 comparable to the norming sample (applicants in the professional category), the translation equivalence (correlation of scores per subscale) of the two versions will be determined; subsequently the necessary analysis for equating scores on the two versions will be undertaken. 1) Printing of test materials (for 2 versions of the test) 2) Administration (one group will be tested first with the Filipino version then with the English version; the other group will be tested in the reverse order.) 3) Encoding of test responses 4) Reliability, correlational and statistical analyses, equating of scores **Output: Report on the reliability, correlation, statistical analyses, and equation of scores**	June 7-11

TASKS	WORK PROGRAM AND EXPECTED OUTPUTS	CALENDAR
8. Estimation of the reliability of the English and Filipino versions using the executive sample	Anticipating that it would be the executive applicants who will mostly opt to take the English version of the test, its reliability will be estimated using this sample. Also, in recognition of the possibility that the executive sample might be different from the professional sample, the reliability of the Filipino test will also be estimated using a second executive sample. 1) Printing of test materials (for two versions of the test) 2) Administration (6 assistants administering to 100 examinees) 3) Encoding of test responses 4) Reliability analysis	June 7-11 June 13 June 14-18 June 14-July 13
9. Manual writing	**Output: Test manual draft for the Filipino and English versions**	June 23
10. Training design for Personnel Officers	**Output: Draft training design for Personnel Officers**	June 30
11. Training (for CSC technical personnel)	Nine hours of training will be provided on topics relevant to the project, organized into 3 three-hour lecture sessions. The lectures will be on: 1) Statistics for test construction 2) Reliability and validity 3) The Five-Factor Model and Personality Testing **Output: Report on the conduct of training for technical personnel**	March 17, 24, & 31

EVALUATION REPORT
ON THE CIVIL SERVICE EXAMINATIONS
***(This is a brief description of the actual report submitted by the Consultant for
Phases 1 & 2 of the UNDP-funded Project to Develop an Ethics-Oriented Personality
Test. The actual report contains some confidential information.)***

The eligibility examinations administered by the Civil Service Commission has been studied by test experts twice in the past, at the request of the Commission itself. The reports on these studies have been used as one of the bases of this evaluation report.

The Evaluation Report particularly focused on determining the following: 1) appropriateness of the contents of the tests; 2) the difficulty level of the items (including the resulting shape of test score distribution); and 3) reliability of the tests.

The consultant explains that due to time constraints, " the above tasks were partly (Number 1) or wholly based (2 and 3) on the reports submitted by the authors of the two earlier reviews. It was reasoned that if the test construction procedures have remained largely the same since the reports were written, it may be assumed that current examinations would be similar in the properties investigated to those earlier reported on. Interviews with personnel from the Test Development and Research Division sought to determine to what extent this was a reasonable assumption and the evaluations were adjusted accordingly."

The findings of the current study reveal that the examinations administered by the Commission measure general ability. The consultant further states that since general ability is considered "the single best predictor of the quality of work performance, it is clear that the content of the eligibility examinations is appropriate. Further, the concern to supplement this selection tool with others such as the planned personality test will likely improve the validity of the CSC's selection procedure." The consultant also asserts that "the reliability of the current tests would be similar to the satisfactory values reported in (the) earlier reviews."

The evaluation report also made recommendations with regard to the tests' length, language, and system of item try-outs.

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The Development of an Ethics-oriented Personality Test for the Civil Service

Gregorio E. H. Del Pilar, Ph. D.

The quality of work performance in any organization depends on a combination of general abilities, specific job-related abilities and personality-related dispositions. The perfectly adequate selection procedure would thus include measures corresponding to these attributes. At the present time, selection for employment in the civil service usually goes through two major stages: the granting of eligibility on the basis of an examination that tests general ability; and selection, from among those with eligibility, on the basis of more job-related ability assessment (diplomas or certificates, special ability tests) and personality tests.

In the Philippines, personality testing for employment is still at some distance from where it should be. This is true regardless of whether one looks at the private or the public sector. The overwhelming majority of tests remain American,[1] using English, a language over which majority of Filipinos have inadequate mastery. Although a few of these have been translated into Filipino and possibly some other Philippine languages, they cannot but have at least some items unsuited to the Philippine cultural setting. The inappropriate language of testing and the presence of culturally inappropriate items, discussed further below, likely limit the validity of most current personality testing in the country. Because of these reasons, the present project aims to construct a more culturally appropriate personality test in Filipino. In anticipation of the possibility that some language groups might have some difficulty with the language of such a test, an English translation will also be constructed.

Theoretical framework

Briefly, the personality test to be constructed will aim to identify those likely to behave according to high ethical and work standards.

Ethical behavior can be looked at as characterizing the highest level of a developmental process involving the motivational sources of behavior. As an individual matures from childhood to adulthood, behavior generally develops from being sourced in

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[1] These include well-known tests such as the 16PF, the Guilford-Zimmerman Temperament Survey, the Edwards Personal Preference Schedule, and the Gordon Personality Inventory, mentioned in Lazo, Vazquez-de Jesus and Edralin-Tiglao, 1987; but also more recent tests such as the Myers-Briggs Type Inventory (Myers & McCaulley, 1985), the Basic Personality Inventory (Jackson, 1989) and the NEO PI-R (Costa & McCrae, 1992).

immediate wants to being governed by rules and principles far removed from immediate desires, or eventually, even from personal interest. These rules and principles learned from parents, caregivers, and teachers, first instruct the growing child to postpone gratification, because by doing so, one can plan for and work toward bigger goals. Eventually, by extending this reasoning, and by building on habits earlier acquired, the individual may broaden his concerns to include those of larger and larger groups. He/she makes commitments to promote the interests of the groups with which he identifies and subordinates his self-interest to that of the group.

The displacement of one's source of behavior from the self to social rules and principles is necessarily accompanied by a parallel development in one's interactions with others. From an unreasoned attachment to the tiny circle of caregivers, the child is taught to develop relationships less strongly emotional but involving ever-widening circles of relatives, friends, neighbors, peers and community.

Respect for others, the capacity and willingness to honor one's commitments, and the subordination of personal interest to the greater good, probably characterize the essentials of ethical behavior. They arise from a set of traits that would include self-discipline, order, goal-orientedness, and dutifulness. They would usually be accompanied by helpfulness, tact, modesty, and the capacity for empathy. These two sets of traits have been grouped within the Five-Factor Model (FFM), discussed further below, under the broad terms *Conscientiousness* and *Agreeableness,* respectively. Research has shown that these two, plus traits collectively labeled *Emotional Stability*, are likewise associated with good work performance. The test to be constructed will target these broad traits, plus two more to be discussed below.

Empirical support for the broad traits associated with good work performance

In a widely referenced study, Barrick and Mount (1991) meta-analyzed about 120 studies conducted from 1958 to 1988 involving various occupations which they classified into professionals, managers, police, sales personnel and skilled/semi-skilled workers. The criteria investigated were classified into three groups, namely, job proficiency (supervisory ratings and productivity data), training proficiency (training performance ratings, work sample data), and personnel data (salary level, status change and tenure). The different studies employed a variety of personality instruments which Barrick and Mount, using the Five-Factor Model, classified into those measuring Emotional Stability, Introversion-Extraversion, Openness to Experience[2], Agreeableness and Conscientiousness. The authors found that the average correlations of the Conscientiousness scales with <u>all</u> three criteria for <u>all</u> occupational groups were significant (for managers and sales personnel, Extraversion was also shown to be a valid predictor of all three criteria; and so was Openness to Experience for the training proficiency criteria).

Ones and Viswesvaran (2001), drawing also from meta-analytic data from a large number of studies, confirmed the above findings for Conscientiousness. Their study

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[2] Individuals who score high on Openness to Experience are characterized by Costa & McCrae (1992), primary exponents of the Five-Factor Model, as having an "active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, intellectual curiosity and independence of judgment " (p.15).

dealt with so-called criterion-focused occupational personality scales (COPS), instruments specifically constructed to predict more specific work behaviors such as integrity, stress tolerance and customer service. They reported that of the five broad traits in the Five-Factor Model, "conscientiousness appears to be what integrity tests mainly measure" (p.34). Additionally, Conscientiousness was also correlated with both customer service measures as well as stress tolerance measures. In the case of these two latter measures, however, Agreeableness and Emotional Stability ranked higher in terms of average correlations, in that order for customer service, and in the reverse order for stress tolerance.

In a recent workshop conducted for the purpose of generating input for this project, directors and division chiefs independently drew up lists of traits they would look for in a hiring situation as well as of personality attributes that they considered undesirable in the civil service. Inspection of Table 1, which contains practically all of the attributes listed by the two groups, shows close correspondence between the contents of the lists and the traits to be measured by the test.

DIVISION CHIEFS	DIRECTORS
Uprightness/*Dishonesty*	Integrity, honesty/*moral depravity, dishonest, integrity crises*
Dynamism/*Laziness*	Responsiveness, motivation, commitment
Lack of professionalism	*Low work standards, lack of responsibility*
Emotional Quotient	Emotional stability/ *personality aberration, emotional instability*
Adaptability	*Negative attitude*

Table 1. Attributes listed by CSC division chiefs and directors when asked what they would look for in a hiring situation (normal script) and what they considered undesirable in the civil service (italics).

Technical considerations

A. **Cultural appropriateness of the scales.** A foreign-made test will usually contain some items that refer to cultural features relatively unfamiliar in other cultures to which the test is exported. The I7Q, a research instrument used to measure the tendency to be impulsive and spontaneous (Eysenck, Pearson, Easting & Allsopp), contains three items that each refers to nautical skiing, mountain skiing, and "spelunking" (cave exploration), respectively. In the NEO PI-R (Costa & McCrae, 1992) one item contains a reference to vacationing in Las Vegas, while another states a preference for vacationing at the beach rather than in an "isolated cabin in the woods" (McCrae, Costa, del Pilar, Rolland, & Parker, 1998). Items such as the above could be misunderstood or could evoke reactions different from those expected. They are therefore not harmless, inasmuch as they could lower the reliability of the scales to which they belong.

More serious than items with culturally inappropriate referents are scales that measure a trait in the test's culture of origin which differs from the equivalent Filipino trait in important ways. A case in point is the NEO PI-R Agreeableness scale, which incorporates the subscale *Straightforwardness,* defined as "frank, sincere and ingenuous" (Costa & McCrae, 1992, p.17). Although the question of the best-fitting Filipino equivalent for Agreeableness might elicit some debate, few would contest that in Filipino culture, straightforwardness, particularly its frankness component, is <u>not</u> associated with being agreeable. Filipino authorship of the test to be constructed will insure that item content will not be foreign to most test-takers; and that scales will match traits such as they exist in Philippine culture.[3]

B. ***The language of testing.*** Most Filipinos' inadequate mastery of the English language is perhaps most often observed by those who teach in Philippine schools. This phenomenon, often referred to as a decline in Filipino students' command of the English language, is probably normal in ex-colonies like the Philippines, where the task of instruction in the colonial language has passed on from native speakers to non-native speakers. One can expect that teachers who are non-native speakers would be less able in the target language than teachers who are native speakers. Further, each generation of non-native teachers can be assumed to be less able than *their* teachers, and their students less able than them. Thus, through time, as one moves away from the original group of teachers who were native speakers, ability in a foreign language learned from successive generations of teachers who are non-native speakers is almost certain to decline.

The problem posed by English in testing was hinted at by Ibe (1999) in her report on the Career Service Examinations of the CSC. Attempting to explain the generally low scores obtained on the different subtests of the Executive examinations, she looked in the direction of "the present state of ability in English Reading Comprehension of the general population…and even [that of] the target clients of the CSEE" (p.29).

Regardless of the validity of the observations in the two preceding paragraphs, data show that examinees generally find questions phrased in Filipino easier than questions written in English. In a paper on the admissions test used at the University of the Philippines, Del Pilar (2001, p.5) wrote:

> *"The statistics from the 2000 edition of UPCAT show that the average p-value of Filipino items are higher than that of the English items, showing that Filipino items were generally found to be easier than English items. The extent of this difference can be seen in the percentage of examinees per high school type performing better on the Filipino items than on the English items: 57% for those from foreign high schools; 78% and 83% respectively for applicants from UP high schools and science high schools; 90 % for applicants from private high schools; and 93%, 94% and 96% respectively for public vocational, state, and public general high schools."*

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[3] It is noted that the NEO PI-R Agreeableness scale does not contain items involving frankness. However, given the way it is conceptualized, future editions of the test may very well have such items.

The same trend can be found in the Subprofessional and Professional examinations of the CSC for the years 1988-1990. Table 2 below, constructed from the Technical Report submitted by the Ateneo Guidance Bureau (1991) to the CSC, shows significantly higher p-values for Filipino items in all twenty-one of the possible comparisons.

TASKS	SUBPROFESSIONAL			PROFESSIONAL		
	1988	1989	1990	1988	1989	1990
Vocabulary						
English	.31	.37	.31	.23	.33	.32
Filipino	.46*	.63*	.51*	.53*	.49*	.61*
Grammar & Correct usage						
Error recognition						
English	.23	.37	.31	.34	.27	.28
Filipino	.52*	.45*	.39*	.35*	.42*	.42*
Sentence structure						
English	.29	.39	.38	.42	.33	.31
Filipino	.55*	.70*	.59*	.58*	.60*	.67*
Sentence completion						
English						.28
Filipino						.78*
Reading comprehension						
English		.24	.32			
Filipino		.41*	.55*			

TABLE 2: Average difficulty level of the English and Filipino items in sections where both types of items were used. The asterisk indicates a significant difference in difficulty level, with alpha = .05, .01 or even less.

Since there is a direct relationship between item comprehensibility and reliability, it has been decided that the test to be constructed will be in Filipino. However, in anticipation of the possibility that some language groups might have some difficulty with a Filipino test, an English translation, as previously mentioned, will also be constructed.

C. *Social desirability.* A concern that might be raised regarding the use of personality tests for job selection is the possibility of faking responses so as to present oneself in a more favorable light. People differ in the extent to which this tendency, called "social desirability," affects the way they respond to personality scales (Felipe, 2002; Johnson & Fendrich, 2003). However, it should be clear that this differential tendency does not translate to responding that is totally unrelated to one's actual personality characteristics, but merely "enhances" one's trait standings. One need only recall the findings from the two studies cited above, showing that more favorable scores on some personality traits do predict better work performance. Apparently then, this differential tendency does not interfere too much with the rank order of trait scores.

Consequently, the correlation coefficient, whose value depends to a considerable extent on rank correspondence between the two variables correlated, can still reflect the relationship between trait and criterion scores (such as Conscientiousness and performance ratings). Nevertheless, taking the social desirability tendency could further improve the scale's validity. Consequently, a social desirability scale will be built into the test to be constructed so that procedures for adjusting trait scores depending on one's standing on the scale can be studied.

The use of the Five-Factor Model

The test to be constructed will operationalize the Five-Factor Model, which organizes personality traits into five broad traits or domains: Neuroticism or (lack of) Emotional Stability, Introversion-Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. The model is the object of considerable consensus in Psychology, both in the US where it was discovered as well as in other parts of the world (McCrae, Costa, Del Pilar, Rolland & Parker, 1998). Its applicability particularly in the Philippine setting was investigated and verified by Katigbak, Church, Guanzon-Lapeña, Carlota & Del Pilar, 2002. It is considered by many to be a breakthrough in Personality Psychology and related areas because it has allowed the organization of seemingly unrelated findings into coherent trends (Pervin, 1996). The meta-analyses of data from studies using many different scales organized according to the model, such as the two discussed earlier, have become possible with the use of the model.

The output of this project will be the first locally-developed test to be based on the Five-Factor Model. As the earlier discussion indicated, although Conscientiousness, Agreeableness and Emotional Stability seem to be the most important broad traits predictive of ethical behavior and good work performance in a wide variety of occupations, Extraversion and Openness to Experience also figure in a more limited way (i.e., for managers and sales personnel when predicting performance in training). Further, measuring all five broad traits will allow further uses of the test to profit from research findings from other parts of the world, which will likely continue to be done within the framework of the Five-Factor Model.

The following table shows the narrower traits or facets within each domain that will be measured by the test. The overlapping traits in each domain, most of them indicated by their tentative Filipino labels, seem to the author to be the most appropriate for the intent of the test. The definitions of the domain and facet traits are given in the appendix.

Emotional Stability	Extraversion	Openness to Experience	Agreeableness	Conscientiousness

Di-nerbyoso
Di maramdamin
Buo ang loob
Lamig ng ulo
	Bilis
	Masayahin
	Gregariousness
	Excitement-
	   seeking
		Fantasy
		Aesthetics
		Ideas
		Values
			Matulungin
			Di-mayabang
			Maunawain
			Ingat na di manakit ng
			   damdamin ng iba
				Matapat
				Responsable
				Disiplina
				Pagkamaayos

Future research

The simplest way scores on a test are used is to select on the basis of rank: the individuals with the highest scores on the traits presumed to be important are selected. The present project includes two studies that aim to provide information for possibly more valid use of test scores. More specifically, the first one can be made the basis of a disqualification score (scoring very low, i.e., one standard deviation below the mean, on important traits) while the second one can suggest minimum scores for positions that require occupants of very high caliber. Nevertheless, further research can be undertaken to further increase the validity of test score use.

The wide variety of jobs in the civil service will require a study regarding the best way to combine scores on the different scales depending on particular job requirements. Jobs sharing common features can be grouped together and samples from the different groups can be administered the test. A multiple regression equation can then be computed for each of the groups, using an appropriate criterion as dependent variable. The equation would assign appropriate weights to the different scale scores depending on the relative importance of the different traits for a particular job group. Subsequently, the decision to hire can be based on the predicted score on the criterion.

Whereas the foregoing study would aim primarily at predicting work efficacy, another study could be undertaken to identify the traits that would be most related to ethical behavior. As indicated earlier, it is hypothesized that these would primarily be the conscientiousness traits, and possibly the agreeableness traits. This study can correlate scale scores with behaviors specified in Republic Act 6713, which lays down a code of conduct for government employees. Rating scales can be constructed and accomplished by supervisors and/or peers to assess the extent to which employees conform to the standards set down by the above-mentioned law. These include the efficient and honest use of public resources, devotion and dedication to duty, prompt, courteous and adequate public service, respect for the rights of others, public accountability, and simple living. Verification of this hypothesis could suggest minimum scores on conscientiousness and agreeableness that could be used in combination with the predicted criterion score for work efficacy.

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APPENDIX

SCALE DEFINITIONS OF THE ETHICS-ORIENTED PERSONALITY TEST FOR THE CIVIL SERVICE

DOMAINS (modified from Pervin, 1996)

Emotional stability – freedom from psychological distress, unrealistic ideas, excessive cravings or urges, and maladaptive coping responses; tendency to be calm, relaxed, unemotional, hardy and secure; low scorers are worrying, nervous, emotional, insecure, inadequate, hypochondriacal

Extraversion – characterized by high activity level, need for stimulation, capacity for joy; tendency to be sociable, active, talkative, person-oriented, optimistic, fun-loving, affectionate; low scorers are reserved, sober, unexuberant, aloof, task-oriented, retiring and quiet

Openness to experience – characterized by proactive seeking and appreciation of experience for its own sake, toleration and exploration of the unfamiliar; curious, broad interests, creative original, imaginative, untraditional; low scorers are conventional, down-to-earth, have narrow interests, unartistic, unanlytical

Agreeableness – soft-hearted, good-natured, trusting, helpful, forgiving, understanding; low scorers tend to be cynical, rude, suspicious, uncooperative, irritable, manipulative

Conscientiousness – characterized by persistence, goal-directedness, dependability, organization, reliability, hard-work, self-discipline, punctuality, scrupulousness, neatness, ambition, perseverance; low scorers are aimless, unreliable, lazy, careless, lax, negligent, weak-willed, hedonistic

FACETS

EMOTIONAL STABILITY
Di nerbyoso (Calmness) – calm and relaxed; low scorers are uneasy, apprehensive, worry about what may happen

Di maramdamin (Not sensitive) – readily able to shrug off criticism, more willing to interpret ambiguous signals from others as non-aggressive; low scorers are quick to take offense, overconcerned about others' approbation, cannot bear criticism of one's work or person

Buo ang loob (Capacity to withstand stress) – feels capable of handling oneself in difficult situations; low scorers are unable to cope with stress, becoming dependent, hopeless or panicked when faced with emergency situations; (Costa & McCrae, 1992)

Lamig ng ulo (Cool-headed) – easygoing and slow to anger; low scorers have tendency to experience anger and related states such as frustration and bitterness (Costa & McCrae, 1992)

EXTRAVERSION

Bilis (Activity) – energetic and rapid in actions, difficulty in keeping still; low scorers prefer doing things slowly, can tolerate or even enjoy periods of inactivity

Masayahin (Cheerfulness) – high spirits, optimistic, looks at the bright side; low scorers, though not depressed nor pessimistic, are not characteristically upbeat

Gregariousness – likes meeting new people, enjoys mixing and chatting; low scorers prefer being alone, usually say less than their interlocutors in conversations

Excitement-seeking – seeks novelty, stimulation and excitement; low scorers have no problem with routine and find the environment preferred by high-scorers overstimulating

OPENNESS TO EXPERIENCE *(modified from Costa & McCrae, 1992)*

Openness to Fantasy – high scorers have a vivid imagination and an active fantasy life; they daydream not only as an escape but as a way of creating for themselves an interesting inner world; low scores are more prosaic and prefer to keep their minds on the task at hand

Openness to Aesthetics – high scorers, though not necessarily artistically talented, have a deep appreciation for art and beauty, are moved by poetry, absorbed in music and intrigued by art; low scorers are relatively insensitive to and uninterested in art and beauty

Openness to Ideas – high scorers, though not necessarily characterized by high intelligence, are characterized by intellectual curiosity, an active pursuit of intellectual interests for their own sake, a willingness to consider new, perhaps unconventional ideas; they enjoy both philosophical arguments and brain-teasers; low scorers have limited curiosity and, if highly intelligent, narrowly focus their resources on limited topics

Openness to Values – refers to readiness to reexamine social, political, and religious values; low scorers tend to accept authority and honor tradition and as a consequence are generally conservative, regardless of political party affiliation

AGREEABLENESS

Matulungin (Helpfulness) – believes that those who are in a position to extend a helping hand should do so, willing to aid those he sees to be in need, readiness to come to the aid of those who need help; low scorers believe that people should help only themselves, unwilling or reluctant to extend aid

Di-mayabang (Not boastful) – Dislikes, or uneasy about, talking of one's own accomplishments or good qualities, ill at ease at being praised openly, easily admits shortcomings; low scorers like talking about themselves, dislike that others are more favorably regarded than themselves, and are loathe to admit deficiencies or faults

Maunawain (Understanding) – willing to give the benefit of the doubt, to assume good faith, to explain people's wrongdoing as resulting from circumstances rather than bad intentions; low scorers are punitive, have a tendency to view people as good or evil, and are quick to attribute misbehavior to basic flaws in people's character

Ingat na di manakit ng kalooban ng iba (Tact?) – high scorers have basic respect for others, are careful not to offend or hurt others' feelings; low scorers say what they feel, with little regard for how the other might take their remarks

CONSCIENTIOUSNESS

Matapat (Honesty) – truthful, does not steal, does not cheat; low scorers are not too concerned about the veracity of what they say or recount, they do not find helping themselves to what belongs to others, or to giving themselves undue advantage, such a grave misconduct

Responsable (Responsible)– accomplishes one's tasks, can be counted upon to do what one has committed oneself to do, has initiative; low scorers are not reliable

Disiplina (Self-discipline) – willing to undergo and having high tolerance for discomfort and deprivation to achieve one's goals; low scorers have difficulty planning how to achieve goals and keeping to their plans

Pagkamaayos (Orderliness) – carefully schedules one's activities, prefers surroundings to be neat and orderly; low scorers are not too concerned about organizing their activities and in keeping their things in their proper places

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