

COMPETENCY-BASED LEARNING AND DEVELOPMENT MANAGEMENT SYSTEM IN THE CIVIL SERVICE COMMISSION

INTRODUCTION

This document is divided into two parts: the standards, and process and procedures for Learning and Development (L&D).

Part I provides the L&D Philosophy, Curriculum Framework and minimum standards in the implementation of L&D interventions and initiatives for the officials and employees in the CSC. It articulates the guiding principles of CSC in developing its people to ensure that all L&D interventions contribute meaningfully to the efficient, effective and ethical achievement of CSC's strategic objectives and goals pursuant to its mandates under the Constitution and the Administrative Code of 1987, as implemented through the Integrated Results-Based Performance Management System, Performance Governance System (PGS) and the Strategic Performance Management System (SPMS).

Part II documents the step-by-step process and procedures that will guide L&D implementers in the development, provision, coordination, delivery and evaluation of L&D activities of CSC officials and employees. It aims to serve as a guide in systematically translating CSC's strategic objectives for human resource development (HRD) into operational plans, such that CSC will be able to:

- Identify priority competency development targets/needs of officials and employees;
- Provide and plot L&D interventions that are appropriate to bridge the gaps, enhance competencies, improve job performance, increase productivity and develop the CSC workforce to manage efficiently and competently the changes and challenges in the CSC;
- Ensure that the Office for Human Resource Management and Development (OHRMD) and the Human Resource Division (HRD) of the Civil Service Regional Offices (CSROs) follow a process that will align individual development goals to the goals of the CSC; and
- Give the management, supervisors and individuals the opportunity to keep track of the plans to develop and maintain the competencies of CSC workforce.

COVERAGE

The standards, process and procedures intend to cover the following:

1. All L&D programs for CSC officials and employees delivered, arranged, purchased and/or outsourced by the OHRMD, HRD of the CSROs, the Civil Service Institute (CSI) and other Central Office units of the CSC; and
2. All phases of the L&D process adopted by the CSC, which begins from the competency-based learning needs assessment, design, delivery to evaluation.

PART I

COMPETENCY-BASED LEARNING AND DEVELOPMENT STANDARDS

Chapter 1

CSC's Learning and Development Philosophy

The CSC adheres to the overall L&D philosophy -- “**Shaping the Servant-Hero towards Public Service Excellence**”. The goal is to align all L&D interventions to CSC's mission and strategic objectives as it strives to become Asia's Leading Center of Excellence for Strategic Human Resource and Organizational Development by 2030.

The CSC L&D philosophy affirms the organization's overall focus on creating an excellent and high-performing organization through its people supporting the following strategic objectives in the CSC Balance Scorecard:

- High Performing, Competent, and Credible Civil Servants;
- Provide Excellent HR Processes;
- Enhance the Competency of our Workforce; and
- Cultivate Partnerships with Local and International Institutions.

Emphasizing that women and men in the organization matter, the CSC's aim is always to create significant changes in the workplace through programs that help CSC officials and employees:

- Strengthen mission-critical competencies particularly those of strategic groups such as the executives/managers, supervisors and HR practitioners;
- Develop the right capabilities, perspectives and mindset required to contribute meaningfully to the efficient, effective and ethical achievement of CSC's strategic priorities and to work harmoniously with others and with respect for women and men's rights; and
- Improve their self-knowledge and human potentials and strengthen their employability.

L&D interventions and initiatives in the CSC shall be hinged on the following overall principles:

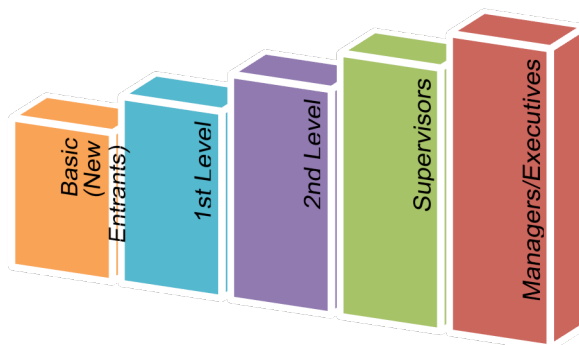
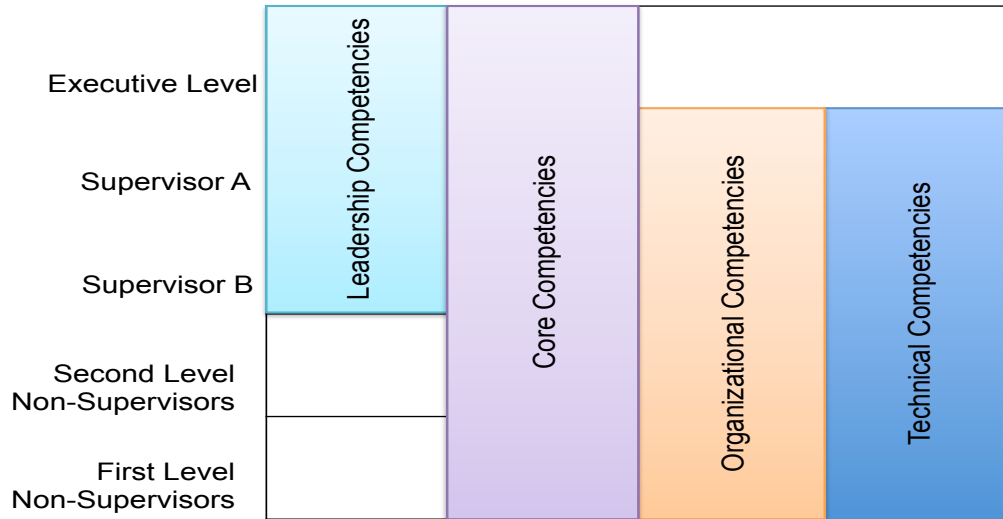
1. **Every CSC official and employee is an important resource valued by the organization.** The CSC gives priority and invests on L&D of every official and employee.
2. **L&D interventions for CSC officials and employees shall be purposive and aligned with the CSC strategic objectives and goals.** L&D is a means to upgrade the capability and expertise of CSC to address and respond to the multi-faceted HRD/HRM/OD needs of

the civil service. L&D shall be based on development needs as determined by competency assessment and performance assessment exercises. L&D shall likewise consider the differentiated needs of women and men in the organization to ensure equitable access to L&D interventions.

3. **L&D shall focus on the development, improvement or enhancement of competencies required by the current or future position/job of the official/employee.**
4. **L&D is a shared responsibility of the management, supervisors and the employees.** While CSC provides the nurturing and enabling environment by opening up opportunities, among others, employees and their respective supervisors have an equal responsibility to plan and manage their development and career by determining, seeking and seizing available opportunities.
5. **CSC regards investment for learning and development as equally important as investments in researches, information technology (IT), purchase of equipment and product development.** Capacity development of CSC officials and employees is given equal, if not a paramount importance in terms of allocating resources. Partnership with other institutions shall be explored to supplement existing resources for L&D.
6. **L&D shall be designed to increase the portability of skills of employees.** This, therefore, requires an approach or various approaches that will allow Heads of Offices and/or supervisors to easily recognize skills which may be transferable between jobs and/or assignments.
7. **Continuing upgrading of competencies is essential to the maintenance of a corps of professional officials and employees of the Commission.** It aims to develop a competent, credible, and high performing CSC workforce. Continuing competence is maintained and enhanced through lifelong learning and integration of learning into every facet of a Commission official or employee's working life.
8. **L&D shall drive performance management. It shall integrate recognition and rewards mechanism as a strategy to ensure learning application in everyday work settings.**

Chapter 2 Curriculum Framework

The establishment of the CSC Competency Model and Framework determined the position profile of CSC. This provides the basis for the L&D interventions appropriate to levels of positions or job families, as follows:



Building-Block Programs

Given the above curriculum framework, the CSC adopts a building-block approach to the delivery of its L&D programs. Basic courses are set to provide a foundation for future interventions during the employee's life cycle in the organization. This building-block approach addresses not only the current learning needs but also the career development of employees.

The following matrix provides a menu, which is a combination of training programs and other L&D interventions, to help employees navigate through current and future posts over a period of employment with the CSC:

From 0-1 year	More than 1 year to 5 years		From assumption - continuing	
	New Entrants	First Level	Second Level	Middle Management (Supvgs, DCs and their equivalent positions)
Orientation Program for New Entrants (OPEN) -3 days	Improving Planning and Delivery (IPAD) -2 days		Supervisory Development Program	Management/Executive and Leadership Development Program
Gender Sensitivity Seminar (GSS) - 1 day	Solving Problem and Making Decision (SPMD) - 3 days <hr/> Championing and Applying Innovation (CAI) -3 days			
Honing Effective and Responsive Officers towards Excellent Service (HEROES) -3 days	Basic Communication Training Program	Basic Communication Training Program (AO I, Stat I, Sec Ofr I)		
Delivering Personal Effectiveness (DPE) -2 days		Advance Communication Training Program		
Strategic Human Resource Course (3 days)	Managing Information			
Continuing				
Coaching				
Conferences Legal Practitioners' Conference Accountants & Budget Officers Conference, Executive Conference <i>(Strategic and Operational Planning Exercises, among others)</i> CNet Conference, GAD Focal Point System (GFPS) Conference HR Symposium Other technical/professional conferences and colloquia, including International Conferences				

Aside from the above, CSC allows the following interventions to address specific learning needs:

Formal Classroom Training	On-the-Job-Training	Self-Development	Developmental activities/interventions
<ul style="list-style-type: none"> • In-House training on <topic> • External training on <topic> 	<ul style="list-style-type: none"> • Coaching on the job from <supervisor/senior colleague> • Knowledge sharing and learning session on <topic> • Shadowing under the stewardship of <person> • Cross-posting Program, job rotation or rotational assignment or temporary assignment to <function> • Interventions such as counseling, secondment, team building 	<ul style="list-style-type: none"> • Programmed self-study through a third party provider, including self-study video or audio packages • Working on eLearning courses, PC tutorials or computer assisted training program or webinar on <topic> • Taking evening or weekend courses on <topic> • Tertiary courses run by academic/educational institutions • Reading books and other publications or journals on <topic> 	<ul style="list-style-type: none"> • Special work project on <topic> • Added responsibilities on <technical competency or work assignment> • Service on technical or research committees, Task Force or Committee assignment on <area>sanctioned by the Commission, other professional bodies or organizations • Appropriate educational and developmental activities presented under the auspices of CSC, academic/educational institutions, commercial establishments or other professional bodies such as but not limited to congresses, conferences, forums, conventions, courses, seminars, workshops, lectures, brown bag discussions, orientations, briefings and other professional educational activities • Meetings of professional organization body and their technical discussion groups • Researching and writing technical publications (i.e., related to human resource management/human resource development/organizational development or appropriate to the field of work of the concerned official or employee), preparation and delivery of technical papers

Chapter 3 Standards

Section 1 – Basis of Learning and Development Interventions

- a. L&D needs identification and analysis shall be based on alignment between CSC's strategic direction with employee performance and competency gaps and career growth.
- b. The CSC's Three-Year L&D Plan shall be prepared by the OHRMD. Each CSC Office shall also prepare its own L&D Plan with detailed strategies and budget.
- c. The Annual L&D Plan shall be prepared prior to the start of the year as a result of the analysis of the competency gap assessment and the consolidated Individual Development Plans (IDPs) (See **Annex B** for a copy of an IDP Form). As basis for OHRMD consolidation of the Commission's L&D and monitoring, the Heads of Offices shall submit their respective Annual L&D Plan and the programs to be conducted for other CSC employees to OHRMD every September 15th of each year.
- d. The L&D interventions identified in the Annual L&D Plan shall take into consideration the workforce development needs of the CSC, the public sector and the Philippine economy. Moreover, all L&D implementers shall establish the basis of the conduct of the programs primarily in connection with the competency gap assessment results generated.
- e. L&D hours per employee per year shall be based on the number of hours as indicated in the IDP.

Section 2 – Development and Approval of Learning and Development Interventions

- a. L&D programs that are participated by cross-section of the CSC shall require Commission Proper approval based on the review and recommendation of OHRMD. For example:
 - L&D programs of the OHRMD and CSI which shall target participation of CSC Offices nationwide;
 - Those run by CO units targeting technical competencies that are within their own areas of expertise and shall be participated by their own employees and those from other Offices of the CSC;
 - Those programs whose funding shall be charged outside an Office's MOOE or will require Commission Proper approval for its use, e.g., CO Training Fund, and
 - Other analogous cases.
- b. The Heads of Offices shall review and approve the IDPs of all the employees of their respective Offices. Prior to such approval, they shall check the appropriateness, relevance, timeliness, cost-efficiency and effectiveness of the L&D interventions indicated in the IDPs. The Commission Proper through the OHRMD may issue further guidelines to assist the Heads of Offices with the approval process and in consolidating the IDPs into an Office L&D Plan.

- c. The OHRMD, HRD of CSROs and other Commission L&D implementers may consult task experts who can communicate learning needs of officials and employees of the CSC. In developing and determining the learning objectives during the instructional design stage, the task experts should be assisted by L&D experts and subject matter experts. Moreover, program evaluation shall be considered in the instructional design to ensure better assessment of program effectiveness.

Section 3 – Qualifications and Selection of Learners

- a. As a general rule, all L&D interventions shall target intended learners based on the IDP of officials and employees. However, these interventions cannot be left to the discretion of individual employees especially when the L&D intervention has been earlier established. Thus, some programs may pre-identify the actual learners or participants.
- b. Registration for other programs shall be on a “first-come-first served” basis. The program shall close the registration once the target number of participants is reached or five (5) working days before the actual schedule of the program, whichever comes first. Thereafter, a confirmation shall be sent to the learners or participants.
- c. All employees whose competency assessment indicates not meeting the proficiency level for mission-critical competencies (MCCs) and other competencies required of their position shall also be prioritized in development interventions. The L&D implementers may determine relevant qualifications and criteria in so far as they relate to the objectives of the L&D.
- d. Profile of participants shall be prepared and provided by the concerned staff of the L&D implementer to the learning service provider within one (1) week before the conduct of the program. The profile shall include useful information such as, but not limited to, name, nickname, sex, age, position, Division/Office, number of years in the Commission, educational background, nature of work and similar programs attended. Persons or Groups with Special Needs may be identified, only when necessary to the program as well as when the relevant information will ensure access to L&D interventions and full learning opportunity.

Section 4 – Cancellation, Rescheduling and Substitution

- a. Rescheduling or cancellation of confirmed participants may be made only through notice to the L&D implementer by the Head of Office of the employees concerned a month before the scheduled program. Otherwise, the slot shall be forfeited and the fee shall be charged against the MOOE of the last-minute canceling participant’s Office. The Head of the L&D implementer shall be informed of the last-minute cancellation without substitution and may require the canceling participant’s Office to explain the reasons in writing. This information shall be included in the L&D documentation report.

- b. Cancellation of the names of pre-targeted participants shall give the concerned Head of Office, supervisors and employees the responsibility of ensuring that the indicated L&D intervention in the IDP shall still be pursued. They have the option of attending equivalent programs outside of CSC, albeit, at own expense of the canceling participants or whoever might have caused the cancellation.
- c. Substitution of participants may be allowed after a confirmation has been made only when the program design allows for replacement or substitution and an advice has been properly and timely made.
- d. In cases where replacements or substitutes may be allowed, the names of the employees shall be forwarded to the L&D implementer at least three (3) days before the date of the activity.
- e. Programs shall be cancelled or rescheduled due to any of the following circumstances:
 - Force majeure; or
 - Only half of the targeted number of participants have confirmed one month before the scheduled date of the program.

Section 5 – Equity and Access to Learning and Development Interventions

- a. The Commission is an equal opportunity employer. No one shall be discriminated from participating in and accessing L&D interventions of CSC on the basis of age, sex, gender, gender identity, sexual orientation, ethnicity, political affiliation, religion, economic and social status, and physical disability.
- b. Both women and men shall be equally encouraged and given opportunity to give their views and provide inputs to the discussion and other activities in any L&D intervention.
- c. The conduct of L&D programs shall ensure equal, adequate and safe participation of women and men, and those Groups with Special Needs taking into consideration the following:
 - Developmental needs of the individual as the basis for provision of and access to L&D;
 - Appropriateness of logistical arrangements such as training schedule, venue, safe transportation and lodging, facilities and meals; and
 - Use of gender-fair and bias-free language, examples and illustrations in all learning materials.
- d. The L&D implementers shall ensure gender balance¹ and equity among participants and learners, as far as practicable.

¹ Gender balance intends to maximize the participation of both women and men in training programs and other L&D interventions for the following reasons: (a) gender issues and realities of work-life will have a greater chance of being reflected accurately when both women and men have an equal voice and participation in the programs; and (b) collective understanding and appreciation of the subject matter of every L&D intervention will be enriched when both voices are heard. It must be emphasized, though, that participation of women and men is still based on an individual's learning need.

Section 6 –Certification of Completion

- a. A Certificate of Completion shall be awarded to a participant or learner who has attended and participated in at least 90% of the session hours and submitted the required output/s.
- b. The L&D implementer shall ensure an accurate recording of attendance and list of submitted outputs as certified by the concerned training staff.
- c. Development interventions outside of a formal training may be declared as satisfying the training requirement under the QS Manual by the Commission through the recommendation of OHRMD.
- d. All certificates of completion issued by other CO offices or units in the Regions shall be attested by the Head of OHRMD for CO and Division Chief of HRD for ROs, or their authorized signatories, in their absence.

Section 7 – Learning Application

The official or employee shall submit to the Head of Office a Learning Application Plan (LAP) within three (3) days after attending an L&D intervention. Academic scholars, however, shall submit a Re-entry Action Plan (REAP), pursuant to existing guidelines on scholarships. **Annexes C and D** contain a sample LAP and REAP, respectively.

Section 8 – Support Requirements

- a. The CSC Annual Investment Plan for L&D interventions that shall be approved by the Commission Proper should be set according to CSC's strategic mandate.
- b. The quality, effectiveness, efficiency and costs of L&D interventions shall be important considerations in continuing the implementation of programs. Hence, the Commission shall allocate resources for approved L&D interventions. However, for those that will impose costs on the participating Offices, the fee shall be charged against the concerned Office of the participant.

Section 9 – Responsibilities

- a. The implementation of the Competency-Based L&D Management System is a shared responsibility of the management, Heads of Offices/supervisors, OHRMD, HRD of CSROs, L&D implementers Personnel Development Committee (PDC) and the individual employee.
- b. At the start of every quarter, a meeting of L&D implementers who submitted to OHRMD their proposed L&D programs shall be convened to ensure synchronicity of various interventions and programs to be conducted in CSC.

c. Sharing of responsibilities in the implementation of the Competency-Based L&D Management System shall consider the following roles:

Responsible Unit	Roles and Functions
Commission Proper	<ul style="list-style-type: none"> • Set and determine overall L&D Strategy and directions • Approve L&D proposals and plans of OHRMD, Heads of Offices, Supervisors and HRD of CSROs relative to development interventions that are appropriate to improve the job performance of the CSC workforce and increase productivity of the Commission • Provide the right resources and environment that supports the growth and development needs of an individual employee
Heads of Offices and Supervisors	<ul style="list-style-type: none"> • Primarily responsible for addressing the developmental needs of their respective employees • Support and monitor employees in the implementation of LAP.
Employee	<ul style="list-style-type: none"> • Identify goals and activities for development and prepare an IDP • Look for learning opportunities in everyday activities • Prepare and implement LAP or REAP
OHRMD	<ul style="list-style-type: none"> • Assist supervisors in preparing a well-crafted competency-based job description - it is the foundation upon which employee training and development activities are built • Undertake competency assessment or propose other modes of assessment • Prepare CSC's Three-Year L&D Plan and annual detailed L&D Plan • Design, deliver and evaluate learning and development interventions required for the employees to meet the mission-critical/ competency gaps • Support HRD and other L&D implementers with research/study, new L&D programs and new technology on L&D • Lead the L&D Planning Workshop to review the implementation of the Competency-Based L&D Management System and set the yearly L&D targets and programs
HRD	<ul style="list-style-type: none"> • Conduct competency assessment • Prepare RO L&D Plan • Design, deliver and evaluate learning and development interventions required for the

Responsible Unit	Roles and Functions
	employees to meet the mission-critical/ competency gaps
CSI	<ul style="list-style-type: none"> • Provide equal opportunity to the CSC officials and employees, when applicable, with minimal consideration on the amount to be paid for L&D program • Support OHRMD, HRD and other L&D implementers with research/study, new L&D programs and new technology on L&D
Personnel Development Committee	<ul style="list-style-type: none"> • Assists the Commission Proper, in cooperation with OHRMD/HRD of CSROs, in the review and identification of L&D interventions intended for CSC officials and employees based on the competency assessment results, performance review and other relevant factors • Evaluates potential nominees to external training programs and scholarships • Recommends to the Commission Proper L&D policy enhancement or issuance of new guidelines, as may be necessary • Participates in the review of the Competency-Based L&D Management System implementation in the CSC
Other CSC Units that implement L&D (L&D implementers)	<ul style="list-style-type: none"> • Design, deliver and evaluate learning and development interventions required for the employees to meet the technical competency gaps

Section 10 – Learning Service Provider Management

- a. **Criteria.** To ensure the quality of L&D activities, the following shall be considered in selecting individual resource persons, speakers, trainers and facilitators, and groups/institutions:

Area	Details
Education/Expertise	Background or area of specialization
Experience	Proven record that can substantiate any claims to the experience or skill and preferably with documented outcomes
Physical Attribute	Sustainability or fitness for the task or role
Integrity	Absence of critical incidents that might otherwise tarnish or put to question the person's credibility, character, ethical behavior or intellectual integrity as a learning service provider

If gender expertise is required in the L&D intervention, the same has to be included in the TOR

or letter of conformé as a prerequisite for selecting trainers/facilitators and resource persons.

- b. **Honorarium.** Professional fees of the learning service providers shall be based on the prevailing industry rate and as determined and approved by the Commission. Internal learning service providers may be given honoraria subject to the Commission's existing rules and regulations on the matter.
- c. **L&D Resource Pool.** An L&D Resource Pool shall be established and reviewed by OHRMD every year. All CSC Certified Trainers shall be part of the Pool. The CSC shall also engage local or international external learning service providers towards interactive learning and sharing. A gender balance among the members of the pool shall be maintained, as far as practicable.
- d. **Evaluation.** The performance of the LSPs shall be evaluated. Those who obtained a Very Satisfactory rating shall be retained in the L&D resource pool.

Section 11 – Green, Healthy and Safe Learning and Development Environment

The Commission's L&D implementers shall subscribe to the principle of "Green, Healthy and Safe Environment". In order to put this principle to action, the implementers shall promote and observe the following:

- a. **Green Environment.** This means all L&D implementers shall use appropriate technology and materials that will reduce energy consumption. As such, the following shall be undertaken, among others:
 - Turn-off electrical appliances, equipment, gadgets and paraphernalia when not needed, particularly, for long period of time;
 - Make use of reusable bag as L&D kit; and
 - Reproduce learning materials only when they are determined necessary and useful, but, possibly recycled papers. As an alternative to hard copy reproduction of materials especially voluminous handouts, presentations, documents and reference materials, an e-copy (through CDs and thumb drives) may be resorted to.
- b. **Healthy Environment.** This would refer to creating an environment where participants to the L&D programs are not only intellectually but also physically and emotionally nourished. Hence, L&D implementers shall consider the following:
 - MC 8, s. 2011 (Reiteration of the Physical Fitness Program or the Great Filipino Workout);
 - Simple exercises such as nine-joint exercise (<http://www.youtube.com/watch?v=34F9grR4INc>) and chair exercises: (<http://exercise.about.com/cs/exerciseworkouts//blofficeworkout.htm>);
 - Anti-Smoking prohibition shall apply all programs and extend to those conducted or ran by implementers outside of the CSC premises;
 - Serving healthy and nutritious meals avoiding junk foods and drinks;
 - Wellness corner in the venue; and
 - Monitoring of hygiene and sanitary facilities.

- c. **Safe Learning Environment.** All L& D implementers shall set up a safe learning and development environment focused on:
- **fostering positive relationship among learners, trainers and HRD staff by encouraging participation and active involvement during training and other development interventions.** CSC shall not tolerate commission of sexual harassment, bullying and intimidation. If such incident occurs, a report shall be made immediately by the concerned training staff to the Head of the L&D implementer who shall then take the necessary and appropriate action within 24 hours from receipt of the report or information; and
 - **protection from hazards and promotion of sustainable work environment.** This includes availability of safety regulations at the workplace or L&D venue, provision of First Aid and assistance to vulnerable groups or groups with special needs, and reporting of occupational hazards and their preventive measures. Relevant CSC Offices shall participate in the implementation of this provision.

Section 12 – Records Maintenance and Management

- a. The following records shall be maintained by the OHRMD and by other implementers when applicable to them:
- Matrix of Trainings/Development Interventions Attended Per Employee;
 - L&D Documentation Report to include: Office Order and List of Participants per training/development intervention, Evaluation Report, Liquidation Report, Bids and Awards Records, L&D design, Learning Materials and handouts, Correspondences and CD containing of all e-copy of the presentations and pictures taken. The report shall specify workplace issues including gender issues, if any, on the agenda and how they were discussed;
 - List of participants per training/development intervention conducted by other CSC offices containing a breakdown of female and male learners and participants and their levels of positions; and
 - List of LSPs and programs they facilitated/conducted.
- b. A copy of the Certificate of Attendance/Participation/Completion (only for external programs), program materials and the LAP shall be submitted by the employee to the Head of Office and the OHRMD within three (3) working days from the completion of the L&D. This information shall be captured in the HR Record Update Form (**Annex E**) and shall be forwarded, together with the program materials, by the Head of Office to OHRMD for consolidation every 5th day of the ensuing month to ensure continuing compliance with the ISO Certification.
- c. For OHRMD-conducted or initiated programs, OHRMD shall automatically record the employee attendance to the said programs. Heads of Offices who are likewise initiating or conducting training programs to Commission officials and employees shall also submit the same information to OHRMD.
- d. Should there be new or additional data on education and experience of an employee, the same shall be communicated every 5th day of the month to OHRMD using the HR Record Update Form.

Section 13 –Performance Metrics

Over time, the OHRMD shall develop appropriate performance metrics in the area of L&D.

Appropriate combination of time, quantity, quality, cost, meeting needs, diversity, among others, shall be established as standards. OHRMD is not precluded from proposing percentage weight allocation for every measure to get the total performance level. Below is an example:

Performance Measure	Description
Time	No. of L&D hours per employee per year based on the IDP Cycle time (in months) of developing new L&D interventions
Quantity	No. of employees gone through L&D per year (with sex disaggregation)
Quality	Satisfaction rating of L&D attendees (scores in the evaluation form/reaction sheet)
Cost	L&D cost factor (L&D cost/Employees trained) L&D cost per hour
Meeting the needs	Difference between the number of people that need training and the number of people that attend the training Net benefit (i.e., total benefits less total costs) Decrease in number of complaints
Diversity	No. of different programs conducted/offered to employees

PART II

LEARNING AND DEVELOPMENT PROCESS

Chapter 1

Learning Needs Assessment

Learning Needs Assessment is the process of determining the areas for development of an individual based on the results of the competency assessment to bridge the identified gaps.

Section 1 – Conduct of Competency Assessment

The first step is the conduct of competency assessment. Tools used are the self and supervisor's rating forms and the Competency Assessment Scoring Template. The latter is an MS Excel scoring format used in the survey to determine the Person Profile. Each position cluster uses different scoring template. A similar online assessment tool may also be used for the purpose.

The Competency Level Assessment determines the proficiency level of the officials and employees of CSC on the competencies required for their positions: core, organizational and leadership. As such, an employee is assessed whether he/she exceeds, meets or does not meet the required proficiency level especially the Mission-Critical Competency.

Exempted to be assessed are the following:

- a) Chairperson;
- b) Commissioners;
- c) Newly hired employees who are less than three (3) months in the service; and
- d) Those who are soon to retire from the service within the next six (6) months.

The detailed procedure for the conduct of competency assessment is found in **Annex G**.

Section 2 – Conduct of Learning Needs Assessment

After conducting the Competency Assessment and after consolidating the results, the HRD of ROs and L&D specialists of OHRMD shall make a summary report and submit it to OHRMD together with a copy of the supervisors' rating not later than 15 days after the assessment. For online competency assessment, the OHRMD shall generate the results and provide each Office with a copy.

The OHRMD's consolidated competency assessment results shall be reviewed to determine the areas of development for various groups of positions in the CSC. It shall likewise determine the gap per competency to determine area of focus of L&D interventions.

The Competency Assessment results shall be one of the references in the crafting of the IDP. Supervisors shall not rely solely on the assessment results. Their observations and objective assessment of their subordinates' performance results as well as the individual preference for career growth play a vital role in coming up with quality IDP.

Section 3 – Preparing an Individual Development Plan

After receipt of competency assessment results, analysis shall look into the top gaps or weaknesses among the competencies assessed for an individual, which will then be the focus for development, improvement or enhancement as indicated in the IDP.

It is also important to check the purpose/s in accomplishing the IDP so that the supervisor will be able to focus on the appropriate learning interventions that needs to be undertaken.

The consolidated IDPs of each Office as well as the Competency Assessment Results will form part of the Learning Needs Analysis for the entire Commission.

A copy of Pointers in accomplishing the IDP is found in **Annex H**.

Chapter 2

Learning Design and Development

In developing learning design, there is a need to prioritize the identified Unmet Mission Critical Competencies to ensure that CSC Workforce are fully equipped with the required competencies to realize the Vision of the CSC of becoming Asia's leading center of excellence in Human Resource and Organizational Development by 2030. Should there be competency gaps; L&D priorities will be developed to address these gaps.

The CSC Strategy Map ensures that the attainment of the CSC strategic objectives to enhance the competency of the CSC Workforce is aligned with the vision. This is also in consonance with the CSC's Reform Agenda (2010-2030) of transforming the CSC into a client-focused organization, among others.

Since the inception of the Performance Governance System in 2010, the CSC has been able to climb the ladder of performance from the Initiation Stage (Formulation of Strategy Map and Governance Scorecard) in 2010 to fully compliant (Compliance Stage) in 2011, being proficient (Proficiency Stage) in 2013, and institutionalized (Institutionalization Stage) starting 2014. To support CSC's vision, human resource policies and programs should be aligned to its internal plans and budgeting so that all are geared towards the realization of its HR strategy and roadmap.

Section 1 –Identifying Competency-Based Learning and Development Interventions

In identifying the competency-based L&D interventions for CSC officials and employees, the same shall be aligned with the CSC's strategic objectives and goals. As earlier discussed, it shall be based on development needs as determined by competency assessment and performance assessment exercises.

For example, as indicated in the CSC Enterprise Scorecard, the following are the competency targets for the year 2013-2015:

1. 70% of CSC workforce meeting the mission-critical competencies (MCC) by 2013; and
2. 80% by 2014; and 85 % by end of 2015.

The MCCs for categories of positions are as follows:

Category of Position	No. of Mission-Critical Competencies	Mission-Critical Competencies
Executive/Managerial	5	Core: * Exemplifying Integrity * Delivering Service Excellence * Solving Problems and Making Decisions Leadership: * Partnering and Networking * Leading Change
Supervisor A - Div. Chief	5	3 Core plus: * Managing Performance * Thinking Strategically
Supervisor B - Asst. Div. Chief	4	3 Core plus: * Thinking Strategically
2 nd Level Non- Supervisory and 1 st Level Non-Supervisory	6	3 Core plus: 3 Organizational: * Demonstrating Personal Effectiveness * Championing and Applying Innovation * Planning and Delivering

It is imperative to note that MCC varies from one cluster position to another but the Core MCCs are constant to all positions. It is also assumed that as the individual employees step up the ladder of promotion specifically, supervisory positions and above, they already possess the organizational competencies.

Given the competency assessment results and the criticality of addressing the gaps, the following criteria may be used in determining L&D priorities:

- **S**eriousness of the gaps;
- **U**rgency; and
- **G**rowth potential.

The report below describes the recent actual CSC experience in determining the L&D priorities:

CSC Experience

In 2013 the OHRMD conducted the Commission-wide Competency Assessment. The assessment actually covered 1,130 CSC personnel.

There were 762 personnel corresponding to 65.86% who meet the required competencies of their positions. Breakdown is as follows: 176 or 51.16% of the total CO personnel; and 586 or 72.08% of the total RO personnel.

On meeting the Mission-Critical Competencies for the Positions, there were 884 personnel corresponding to 76.40% who meet the mission-critical competencies of their positions, well above the target of 70% for 2013 in the CSC Refreshed Scorecard. Breakdown is as follows: 226 or 65.69% of personnel in the Central Office; and 658 or 80% of the CSC RO personnel.

Unmet Competencies

There are 176 assessed personnel who failed to meet all the required competencies. The number of unmet competencies ranges from 1 to 9 or all of the required competencies. This represents about 15.58% of the assessed personnel and 15.21% of the target personnel complement.

The three most unmet competencies are as follows:

Most Unmet Competencies

Competency	Total No. Assessed	Exceeding		Meeting		Failing to Meet	
		No.	%	No.	%	No.	%
Planning and Delivering	995	581	58.40%	222	22.30%	192	19.30%
Writing Effectively	853	519	60.98%	215	25.03%	119	13.98%
Solving Problems and Making Decisions	1130	867	76.73%	184	16.28%	80	7.08%

Solving Problems and Making Decisions is a core competency and a mission critical competency required for all positions. Planning and Delivering is an organizational competency, and a mission-critical competency for the first and second level positions.

Proposed Competency-Based L&D Interventions

With the abovementioned Unmet Competencies plus the Existing Mission Critical Competency the Commission through the Philippine Australia Human Resource and Organisational Development Facility developed the following six (6) Priority L&D Programs:

1. *IPAD: Individual Planning and Delivery Seminar Workshop*
2. *Positive Results Through Effective Problem Solving and Decision Making*
3. *Honing Effective and Responsive Officers Towards Excellent Service (HEROES)*
4. *Speaking Effectively*
5. *Writing Effectively*
6. *Advancing Innovation in the Workplace*

This priority Competency-Based Learning and Development are geared towards meeting specific competencies. Other developmental activities vital to competency building include the following:

- a) *Coaching on the job from <supervisor/senior colleague>*
- b) *Knowledge sharing and learning session on <topic>*
- c) *Shadowing under the stewardship of <person>*
- d) *Self-study on <topic>*
- e) *Taking evening or weekend courses on <topic>*
- f) *Local or Foreign Scholarship related to work*
- g) *Watching educational or training videotapes on <topic>*
- h) *Reading books and other publications or journals on <topic>*
- i) *Working on PC tutorials or computer assisted training program or webinar on <topic>*
- j) *Special work project on <topic>*
- k) *Added responsibilities on <technical competency or work assignment>*
- l) *Cross-Program, Rotational assignment or Temporary assignment to <function>*
- m) *Task Force or Committee assignment on <area>*

Section 2 – Designing an Evaluation Plan for the Interventions

To ensure the effectiveness of an L&D and to maximize learning by the trainees, an evaluation of the said activity shall be undertaken after its conduct. Evaluation should likewise be part of the program design preparation.

The L&D documentation report, which includes the evaluation, shall be submitted to the Head of Office of an L&D implementer and approved by the latter within 30 days from the conduct of the last L&D activity. The following shall be followed:

1. Evaluation shall always be built into all in-house run or coordinated by L&D implementers and those and external training programs outsourced to external learning service providers using the Kirkpatrick model². An evaluation plan shall be prepared. A form for this purpose is attached as **Annex I**.
2. At the very least, Level 2 or Learning evaluation shall be part of the training responsibility of implementers. An Evaluation Form/Reaction Sheet and a LAP requirement shall always be integrated in every L&D design for approval by either the Head of Office or the Commission, as the case may be. The L&D implementers shall devise tools such as, but not limited to, pre- and post-tests, pre and post surveys, interview, observation, or simulations within the program, right after or two (2) to three (3) weeks after the program.

² Donald Kirkpatrick developed an evaluation model that has been used since the late 1950s. His model includes four (4) levels or steps of outcome evaluation. Recently developed is the fifth level or step:

- Level 1 Evaluation—Reaction
- Level 2 Evaluation—Learning
- Level 3 Evaluation—Behavior
- Level 4 Evaluation—Results
- Level 5 Evaluation—Return of Expectation

3. For Behavioral or Application Level or Level 3 evaluation, the superior or immediate supervisor of the official or employee shall be asked by OHRMD/HRD/other CSC Office in charge of L&D regarding the extent of improvement in job as a result of the L&D four (4) to six (6) months after the intervention. Other interviewees may also be considered as long as they have actual knowledge of how the employee performs the tasks or delivers services. Aside from interview, other methods such as interview, observation, document review, simulations and tracking charts may be used. The LAP prepared by the learner and submitted to the Head of Office within three (3) working days upon return to the workplace, shall be used as basis for evaluation.
4. The instructional design including the training activity plan and learning materials for programs that are regularly conducted for CSC officials and employees shall be reviewed every year as a result of the evaluation process. The training implementers are, therefore, not precluded from making some adjustments to the instructional design, training activity plan and learning materials when necessary.

Chapter 3 Learning and Development Implementation

Section 1 – Communicating Learning and Development Plan

A communication plan outlines who to communicate with, about what and how it is going to be done.

The most important thing to remember is that no matter what approach to take, there should always be three things in mind: what, who and how.

Below is an example of an L&D Plan communication table.

Core Message	Target Audience	Method	Timeline
What trainings and other development interventions are available and to be offered	CSC employees, in general	Social Media sites such as Facebook and Twitter, CSC website, orientation, Office Memos, training catalogue, CNet, Bulletin Board, eBoard, CSC Reporter, Monday Flag-raising ceremony, Office Staff Meetings, word-of-mouth	Within two (2) weeks from approval of the L&D Plan
Impact of the L&D Plan to delivery of OPCR/3 rd level scorecard targets and achievement of CSC Enterprise Scorecard	Heads/Assistant Heads of Offices/supervisors	Presentation to Officials during Exec Conferences, Execom meetings and Office Mancom	As scheduled with appropriate offices within a month from approval of the L&D Plan
		Memos	Within two (2) weeks from approval of the L&D Plan

Section 2 – Implementing the Plan

An L&D Implementation Matrix is a record containing various information on how the L&D Plan will be implemented. On the other hand, tasks for implementing a specific L&D intervention are identified through partnership based on Terms of Reference, Agreement or Letter of Conformé, distribution of load among OHRMD/HRD/L&D implementing Office's staff and their levels of position according to the Job Description. To guide the person/s-in-charge of a specific L&D intervention, **Annex J** provides an L&D Management Checklist.

Chapter 4 Monitoring and Evaluation

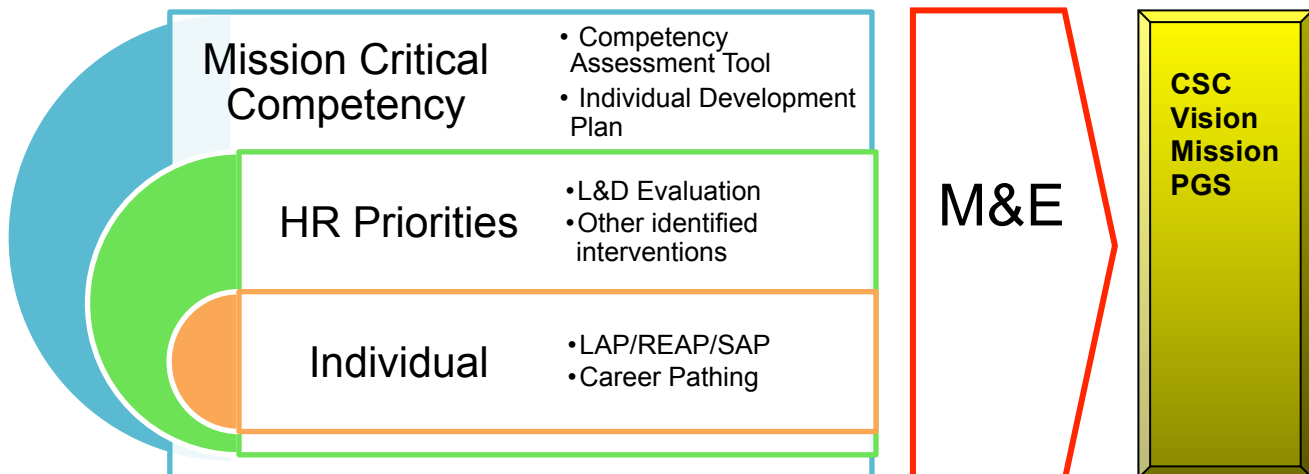
Any plan should be monitored and evaluated. To be effective, the CSC L&D Plan implementation will be monitored and evaluated so as to ensure that:

1. The effectiveness of the plan is assessed by verifying the critical process such as the profiling, competency assessment etc.;
2. Properly identify the correct L&D interventions to the workforce;
3. Ensure that L&D interventions be implemented;
4. Provide accurate percentage of accomplishment of the plan;
5. Assess the performance of the Office/Division who is in charge of the L&D Plan implementation; and
6. Set future development on different workforce path.

The diagram below denotes that the L&D Plan is a process of interconnected HR system geared towards organization and individual development. The breakthrough started with the creation of the CSC competency table, from here there were identified competency gaps were different HR interventions were developed to address these gaps.

It is important to come up with monitoring and evaluation mechanisms apart from the L&D evaluation so as to assess the general progress of the CSC L&D plan as well as discover future development for the organization, in general and employees, in particular.

The monitoring and evaluation process will ensure that the MCC of each employee will be determinant of the realization of the CSC Vision and Mission and above all Public Service Excellence



DEFINITION OF TERMS

1. **Competencies** – are observable, measurable and vital *knowledge, skills* and *attitudes* that are translations of capabilities deemed essential for organizational success.
2. **Competency-Based Training Needs Assessment (CBTNA)** – is a first step in training development and implementation which discovers or identifies the training gap in terms of the knowledge, skills and attitudes of individuals to determine what is currently in place and what is needed, now and in the future, of the organization.³ CBTNA shall also be adopted as a source of basis for the development and provision of not only formal training but also other L&D interventions.
3. **External Training** – refers to a program conducted or implemented by learning service providers other than the Commission’s L&D implementers.
4. **Groups with Special Needs** – include officials and employees who by the very nature of their work or existing situation such as, but not limited to their health and physical condition, (e.g., drivers, persons with disability, pregnant women, nursing or lactating women) have needs that should be considered in the L&D implementation.
5. **In-house Training** – refers to training conducted and/or arranged by the OHRMD or HRD for Commission officials and employees.
6. **Learning and Development (L&D)** – is broadly defined as a set of interventions for the personal, career and professional development of Commission officials and employees that intend to improve individual and organizational performance.
7. **Learning and Development (L&D) Implementer** – refers to the Commission’s own learning service providers which may be any of these units: OHRMD of the Central Office, HRD of the Civil Service Regional Office, CSI or other CSC Central Office units that implement L&D programs for Commission officials and employees.
8. **Learning and Development (L&D) Expert** – refers to an individual within or outside of the CSC who is proficient in the pedagogy of learning and whose expertise will be sought in the design and development of effective L&D to include such areas as learner characteristics, learning objectives, delivery methods, instructional strategies and materials.
9. **Learning Materials** – are knowledge products or knowledge tools designed and utilized in L&D programs to facilitate the learning process.

³Adapted from Miller, Janice A., SPHR and Osinski, Diana M., *Training Needs Assessment*, February 1996 (http://www.ispi.org/pdf/suggestedReading/Miller_Osinski.pdf).

10. **Learning Service Providers** – refer to an individual, a group of individuals, a unit or an institution/organization within or outside of the CSC who provide interventions and initiatives that aim to capacitate Commission officials and employees through direct provision of L&D and/or facilitation.
11. **Mission Critical Competencies (MCC)** - are essential in the attainment of the Office and Commission scorecards/targets.
12. **Subject Matter Experts** – are individuals who are an authority on a particular topic or area based on their professional or work experience.
13. **Task Experts** – are individuals who are in the best position to provide directions and information as to an employee’s training needs primarily as a result of their interaction with the employee or because they determine the business process, consequently, the tasks and deliverables of an employee/unit/office. They include, but are not limited to, Commission proper, Heads/Assistant Heads of Offices, supervisors, frequent clients, among others.

INDIVIDUAL DEVELOPMENT PLAN (IDP)

1. Name (Last, First, MI)	TEDDY GRAFILO	6. Two-Year Period	November 2013 to December 2014
2. Current Position	Personnel Specialist II	7. Division	TDD
3. Salary Grade	SG-16	8. Office	OHRMD
4. Years in the Position	3 years	9. No further development is desired or required for this year/s (Please check the box here.)	
		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 2 <input type="checkbox"/> Both years
5. Years in the CSC	19 years	10. Supervisor's Name (Last, First, MI) Editha M. dela Pena	

- PURPOSE:** [] To meet the competencies of current position.
 [/] To increase the level of competencies of current position.
 [] To meet the competencies of the next higher position.
 [] To acquire new competencies across different functions/position.
 [] Others, please specify. _____

COMPETENCY ASSESSMENT AND DEVELOPMENT PLAN

Target Competency (1)	Priority for IDP (2)	C O D E	Specific Behavioral Indicators NOT Consistently Demonstrated (3)	Development Activity (4)	Support Needed (5)	Trainer/ Provider (6)	Schedule or Completion Date (7)
Solving Problems and Making Decisions <i>(core competency with not consistent and undemonstrated behavior)</i>	1		Distinguishes the musts and wants in a decision or choice dilemma and compares or matches these with available alternatives to produce an accurate decision.	Coaching, counseling Self-reading of related materials	Access to internet or available materials in the CSC	Director	Twice a month November to March or up to the time when behavior is learned/ displayed
			Breaks down problems or dilemma into small components and examines those using analytical techniques before making decision.	Attendance to formal training program		OHRMD or external LSP	December 2013

Championing and Applying Innovation <i>(mission-critical competency with not consistently demonstrated and not demonstrated behaviors)</i>	2		Seeks information from other fields and/or areas to discover new approaches or alternatives applicable to current work or organizational set-up.				
Writing Effectively <i>(organizational competency with not consistently demonstrated behaviors)</i>	3		Knows and uses appropriate vocabulary, formats, and sentence formation to achieve cohesion in the composition of sentences.				
			Solicits feedback from superiors or experts on the appropriateness of the written material for a given audience.				
			Replies to queries and prepares memoranda, presentations, position papers, talking points and reports using templates, references and research tools.				

11. Employee Signature	Date	12. Supervisor's Signature	Date	13. Head/Assistant Head of Office's Signature	Date
14A. Updated (Initials)	Date	14B. Updated (Initials)	Date	14C. Updated (Initials)	Date
15. Check applicable copy designation as shown:	<input type="checkbox"/> Employee's Copy <input type="checkbox"/> Supervisor's Copy <input type="checkbox"/> OHRMD/HRD's Copy				

Instructions:

Based on the periodic competency assessment conducted and/or the review of performance review results, please identify the top gaps or weaknesses among the competencies assessed that you need to focus on for development, improvement or enhancement. You also need to check your purpose/s in doing this IDP so that your supervisor will be able to focus on the appropriate learning interventions that you need to undertake.

Column 1 (Competency Gaps) – This refers to the Competencies that are NOT MET as seen in the Individual Competency Assessment Results.

Column 2 (Priority for IDP) - This refers to the competencies that are not met, to be extracted from Column 1 and that are needed to be prioritized in the crafting of the IDP. In choosing your priorities for IDP, the MISSION-CRITICAL COMPETENCIES have to be considered first.

If all the Mission-Critical Competencies are already met, then you should prioritize the UNMET COMPETENCIES with the least number of specific behaviors that are not demonstrated for you to be able to meet the said competencies within a short period of time. The Unmet Competencies with the most number of specific behaviors that are not demonstrated can be your long term goal.

Column 3 (Specific Behavioral Indicators NOT Demonstrated) - Please refer to the behavioral indicators of the Unmet Competencies in Column 2 or the Priority for IDP, which will be culled from the COMPETENCY TABLES.

Column 4 (Development Activity). Identify one or more specific actions you can take to meet an objective. Consider a variety of developmental approaches.

Formal Classroom Training	On-the-Job-Training	Self-Development	Developmental activities/interventions
<ul style="list-style-type: none"> ▪ Internal training on <topic> ▪ External training on <topic> 	<ul style="list-style-type: none"> ▪ Coaching on the job from <supervisor/senior colleague> ▪ Knowledge sharing and learning session on <topic> ▪ Shadowing under the stewardship of <person> 	<ul style="list-style-type: none"> ▪ Self-study on <topic> ▪ Taking evening or weekend courses on <topic> ▪ Watching educational or training videotapes on <topic> ▪ Reading books and other publications or journals on <topic> ▪ Working on PC tutorials or computer assisted training program or webinar on <topic> 	<ul style="list-style-type: none"> ▪ Special work project on <topic> ▪ Added responsibilities on <technical competency or work assignment> ▪ Cross-Program, Rotational assignment or Temporary assignment to <function> ▪ Task Force or Committee assignment on <area>

Column 5 (Support Needed).What assistance (resources, feedback, permissions, tools) will you need to accomplish each development activity?

Column 6 (Trainer or Provider).Indicate a person or an office/institution whether internal or external which can assist you achieve your Development Activity.

Column 7 (Schedule or Completion Date).This is the target date or expected date of completion of the Development Activity.

LEARNING APPLICATION PLAN (LAP)

**CSC LEARNING APPLICATION PLAN
(LAP Form)**

Learner: _____ Office: _____
 Title of Intervention: _____ Date Conducted: _____
 Specific Competency Targets to Develop/Enhance:

Learning Goals What skills, knowledge and attitudes do I require to achieve competency target? (MUST be a SMART objective)	Current Status What level of skills, knowledge and attitudes do I have now with respect to this learning goal?	Learning Strategies How will I reach my learning goal?	Required Resources What resources do I need to achieve this learning goal?	Key Performance Indicators How can I demonstrate to myself and others that I have achieved this learning goal?
Example: Be able to evaluate and analyze data as a reference to policy interpretation and represent result in graph/chart form over the next two months	During the training program, I tabulated and computed data using MS Excel	<ul style="list-style-type: none"> • Review one office assignment that requires data generation and evaluation • Work on this assignment by evaluating and analyzing data • Present the results in an appropriate graph/chart • Request the supervisor to review output 	<ul style="list-style-type: none"> • Assignment • Supervisors to check output and provide feedback • Computer 	Supervisor is satisfied with the output generated; if at all, only minimal correction noted

Signature: _____
 Head of Office Supervisor Learner
 Date: _____ _____ _____

RE-ENTRY ACTION PLAN (REAP)

**CSC RE-ENTRY ACTION PLAN
(REAP Form)**

Learner: _____	Office: _____
Title of Intervention: _____	Date Conducted: _____

REAP Title	
Objectives	
Duration	
Expected Outputs	
Success Indicators	

Specific Actions	Resources	Target Date	Status/Remarks

Budgetary Requirements: _____

Signature: _____	Head of Office	Supervisor	Learner
Date: _____	_____	_____	_____

HR RECORD UPDATE FORM

Date: _____

Name of Official/Employee: _____

Office/Division: _____

A. EDUCATION (starting with the most recent)

Course/Title Degree	Date Finished/Graduated	School/Institution

B. ELIGIBILITY (starting with the most recent)

Type of Eligibility Obtained	Date Obtained	Issuing Office

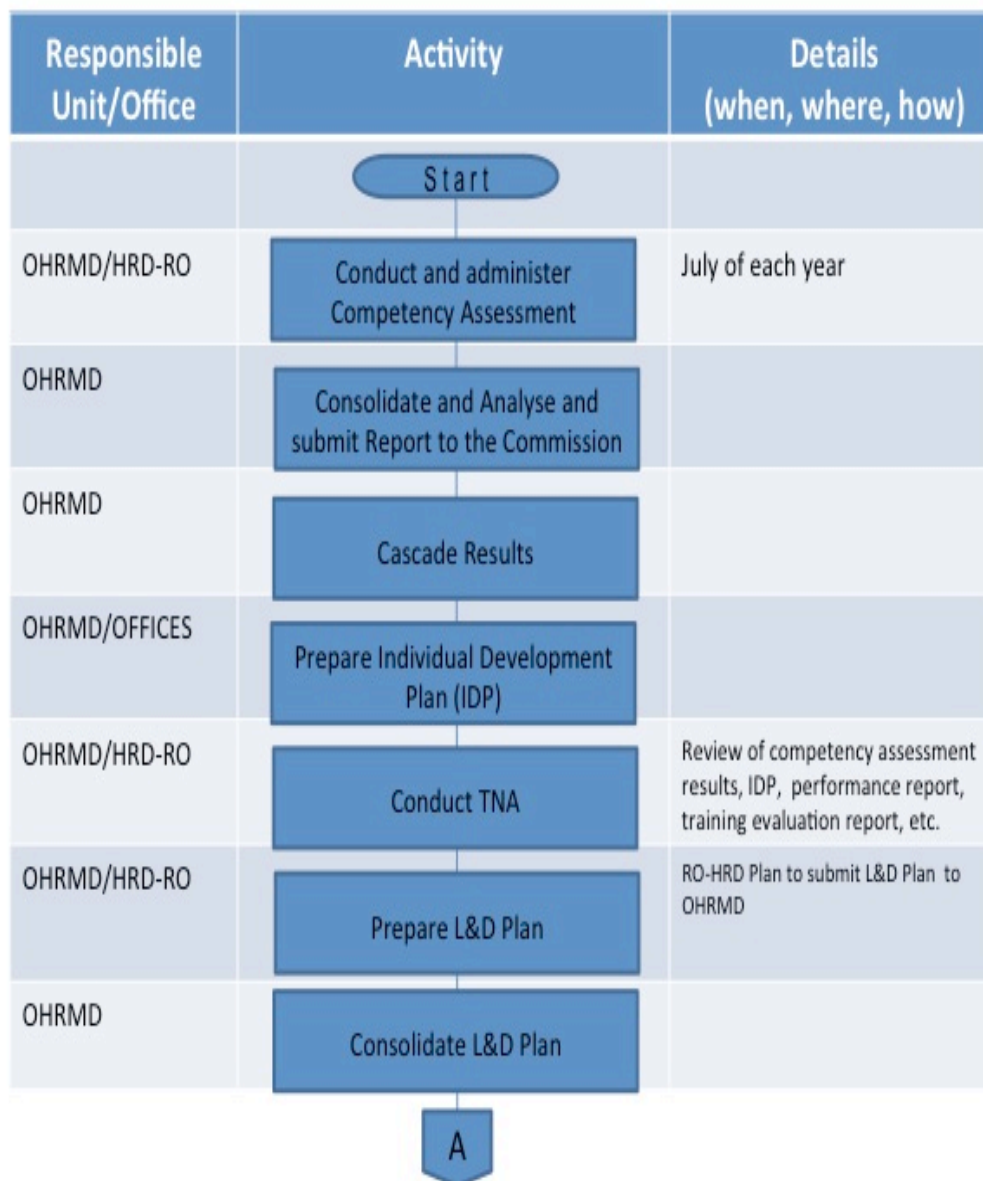
C. WORK EXPERIENCE (starting with the most recent)

Position	Agency/Company	Department	Division	Inclusive Dates

D. TRAINING (starting with the most recent)

Program Training Course	Date Attended	No. of Hours	Training Institution/Sponsoring Institution	Competencies Acquired

LEARNING AND DEVELOPMENT PROCESS FLOWCHART



Responsible Unit/Office	Activity	Details (when, where, how)
	A	
OHRMD/HRD-RO	Identify and develop CB-L&D Interventions	Prioritize L&D according to seriousness, urgency & growth potential
OHRMD/HRD-RO	Design an Evaluation Plan for the Intervention	
OHRMD	Submit the CSC L&D Plan to the Commission for approval	September of each year
OHRMD Commission	<div style="display: flex; justify-content: center; align-items: center;"> <div style="margin-right: 10px;">No</div> <div style="border: 1px solid black; padding: 5px;">B</div> </div> <div style="display: flex; justify-content: center; align-items: center; margin: 5px 0;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">Approve?</div> <div style="margin-left: 10px;">Yes</div> </div>	
OHRMD/HRD-RO	Communicate L&D Plan	
OHRMD/HRD-RO	Implement the Plan Administer L&D Evaluation	Prepare L&D Management Checklist; Learner to submit Learning Action Plan (LAP) or Re-Entry Action Plan (REAP) to Heads of Offices within 3 days after the L&D Intervention
OHRMD/HRD-RO	C	

Responsible Unit/Office	Activity	Details (when, where, how)
OHRMD HRD-RO	Submit Evaluation Report to the L&D Implementer /Course Designer	Within 30 days from the conduct of the L&D intervention
OHRMD HRD-RO	Conduct a Post Evaluation Session	Within 30 days from the conduct of the L&D intervention
OHRMD HRD-RO	Target Achieved?	
OHRMD HRD-RO	Implement Corrective Actions	
OHRMD HRD-RO	Prepare and submit training documentation	Submit training documentation including evaluation report to the OHRMD/HRD-RO within 30 days after the conduct of L&D Intervention
Offices	Submit HRD Record Update to OHRMD	Offices to submit update every 5 th day of the month OHRMD to submit monthly monitoring to the Quality Management System (QMS) every 10 th of the month
	Monitor and Evaluate the Plan	
	END	

HOW TO CONDUCT THE COMPETENCY ASSESSMENT (PAPER)

The following instructions to L&D specialists of the CO and ROs provide a guide in conducting competency assessment:

1. In conducting the competency assessment, make sure the following are prepared: Office Order, Venue, Time and Date, if possible, meals, and reproduce assessment forms according to employee count.
2. During assessment proper, do or say:
 - a. To facilitate the distribution of forms, we will group you according to position levels
 - Group 1 – 1st Level
 - Group 2 – 2nd Level (Non-Supervisory)
 - Group 3 – 2nd Level (Supervisory)
 - Group 4 – 2nd Level (Exec/Managerial)
 - b. There will be two (2) types of survey:
 - Self-Assessment
 - Immediate Supervisor's Assessment
 - c. You are given one (1) hour to accomplish the self-assessment form.
 - d. For the supervisors, you will be given a maximum of three (3) days to submit subordinate assessment forms.
 - e. For any clarification, please raise your hand so we will approach and assist you.
3. On accomplishing the form do or say:
 - a. Read each sample behavior.
 - b. Assess and determine as honestly and accurately as you can whether or not you are demonstrating the sample behavior, using the scale:
 - A – I demonstrate the sample behavior consistently.
 - B - I demonstrate the sample behavior but not consistently.
 - C1 - I am not demonstrating the sample behavior. I need assistance to demonstrate it consistently.

- C2 - I am not demonstrating the sample behavior. I need the opportunity to demonstrate it.
- c. Write the letter of the appropriate rating which indicates your assessment of your demonstration of the sample behavior.
- d. For the Supervisors:
- After accomplishing your Self-Assessment Form, rate your subordinates.
 - Collect the Self-Assessment Forms accomplished by your subordinates.
 - Transfer the ratings of the subordinates in the Supervisor's Assessment Form particularly in the self-rating column.
 - Check for items where the self-assessment and the supervisor assessment differ. Conduct dialogue with your subordinates on these items so that agreed ratings are reached.
4. Ensure that the Agreed Rating Column in the Supervisor Assessment Forms is filled-in.
- a. Conduct validation if:
- There are items with no Agreed Rating. In this case, behavioral event interviews have to be conducted by the L&D Representative to come-up with ONE rating (equivalent of the Agreed Rating).
 - There are issues due to personnel action/movement such as: newly hired, rotated and reassigned employees.
- b. For new employees, supervisors may not be able to rate them especially if they are barely few months old (less than six months) with the division, hence, behavioral event interviews shall be conducted with the concerned employees.
- c. For newly rotated/reassigned employees, their previous supervisors shall be the ones to assess them.
- d. Ensure that for employees with designations, they shall be assessed on their current positions and not on their designated positions.
- e. *Employees retiring within the next six months shall no longer be covered in the assessment.*

POINTERS IN ACCOMPLISHING THE IDP

1. Column 1 (Competency Gaps) – This refers to the Competencies that are NOT MET as seen in the individual Competency Assessment Results;
2. Column 2 (Priority for IDP) - This refers to the competencies that are not met, to be extracted from Column 1 and that are needed to be prioritized in the crafting of the IDP. In choosing your priorities for IDP, the MISSION-CRITICAL COMPETENCIES have to be considered first;
3. If all the Mission-Critical Competencies are already met, then you should prioritize the UNMET COMPETENCIES with the least number of specific behaviors that are not demonstrated for you to able to meet the said competencies within a short period of time. The Unmet Competencies with the most number of specific behaviors that are not demonstrated can be your long term goal.
4. Column 3 (Specific Behavioral Indicators NOT Demonstrated) - Please refer to the behavioral indicators of the Unmet Competencies in Column 2 or the Priority for IDP, which will be culled from the Competency Assessment Forms you have accomplished.
5. Column 4 (Development Activity). Identify one or more specific developmental activities you can take to address the specific competencies not meet. Consider a variety of developmental approaches like learning and development, coaching, mentoring, job shadowing, self-study, etc.
6. Column 5 (Support Needed). What assistance (resources, feedback, permissions, and tools) will you need to accomplish each development activity?
7. Column 6 (Trainer or Provider). Indicate a person or an office/institution whether internal or external which can assist you achieve your Development Activity.
8. Column 7 (Schedule or Completion Date). This is the target date or expected date of completion of the Development Activity.

SAMPLE EVALUATION PLAN

Evaluation Plan Training “Positive Results Through Effective Problem-Solving and Decision-Making”					
Evaluation Levels	User	Data Source	Data Gathering Methodology	Data Gathering Time	Data Gathering Place
Level 1 - Reaction Administration Facilitation Design Materials	OHRMD Facilitators/RPs/LSPs Instructional Designers/OHRMD Instructional Designers/OHRMD	Administrator Facilitators/RPs/LSPs Participants	Evaluation Questionnaire Freedom Wall or Suggestion Box	At the end of the training	Training Venue
Level 2 Learning Objective 1 Learning Objective 2 Learning Objective 3 Learning Objective 4	Facilitators/RPs/LSPs Instructional Designers/OHRMD Participants	Participants	Pre-Test (Theory and Current practice) Learning Checks Questions to be integrated in the Evaluation Questionnaire	A week before During After	Via email Training Venue Training Venue
Level 3 – Application Performance Obj. 1 Performance Obj. 2 Performance Obj. 3 Performance Obj. 4	Instructional Designers Supervisors/DCs Heads of Offices OHRMD Commission	Participants Supervisors/DCs Heads of Offices	Group Problem-Solving Implementation Plan Feedback Questionnaire for Supervisors FGD among Participants	Immediately after training After six months After three months	Training Venue Online CSC Function Room
Level 4- Impact Outcome – Adoption of the Problem-Solving Process and Resolution of Problem/Issue	Participants Heads of Offices OHRMD Commission	Participants Supervisors/DCs Heads of Offices	Status Report of Implementation Plan	After six months	
Level 5 Return of Investment					

LEARNING AND DEVELOPMENT MANAGEMENT CHECKLIST

CONCERNS	PARTICULARS	Person/s Responsible	Time Frame	Remarks
1) COMMUNICATIONS/MEETINGS				
a. Discuss L&D Implementation Matrix as per approved plan				
	Review the L&D implementation matrix including course/program design, session plan and budget estimate			
	Assign person responsible for each L&D intervention			
b. Prepare the following documents				
	Memo-Invitation/advisory for HOs indicating pre-identified participants, among others			
	Memo-Invitation/Letter of Conform to Resource Persons			
	Program (schedule of activities)			
	Office Orders			
	Authority to Hold Cash Advance and voucher			
c. Follow-up/confirmation of the Resource Persons and participants to the L&D intervention				
d. Facilitate BAC Requirements				
	Prepare Memo to OFAM/MSD			
	RIS/PR for supplies and materials			
	RIS/PR for service provider (caterer)			
	Approved BAC Memo			
	Canvass (at least three [3] service providers)			
2) LOGISTICS				
a. L&D Venue				
	Memo to OFAM/MSD re: venue, AV equipment			
	Reserve venue and break-out rooms (if needed) with room layout (physical arrangement of the venue)			
	Lighting & ventilation			
	Coffee area			
	Reading corner/lounge area			
	Secretariat area			
b. Training Equipment, etc.				
	Sound system			
	Microphone/lapel			
	Laptop, Multi-media projector			

	Wide screen			
	Whiteboard/easel stand/eraser			
	Flagpole			
	Lectern			
	Backdrop/Stage decors			
c. Transportation and Accommodation for participants and RPs				
	Coordinate with the Resource Persons if needed, re: accommodation and transportation			
	Coordinate with Regional participants if needed, re: accommodation and transportation			
	Coordinate with participants the schedule of their travel (date and time of arrival/departure)			
	Coordinate with OFAM/staff-in-charge re: dormitory and transportation service to/from airport			
	Prepare room assignments/signages			
	Groceries/supplies for participants billeted in the dorm			
d. Meals				
	Meal requirements			
	Menu			
	Special dietary needs			
	Flowing Coffee			
	Schedule of service			
	Meal serving area			
	Candies, nuts, chips (during sessions)			
3) PREPARE FOR THE CONDUCT OF TRAINING				
a. Vouchers				
	Honoraria of Resource Persons (if any)			
	Caterer			
b. Training Aids, Supplies and Materials				
	Purchase and have training materials and supplies inspected by OSM/MSD(e.g., easel sheets, cartolina, colored paper, pentel pens, whiteboard pens, crayons, masking tape, mounting tape or "blue tack", metacards, tuck pins, puncher, paper clips, stapler with staple wire, scissors, cutter, glue, pointer, folders, blank CDs)			
	Participants Kit			
	Learning Aids			
	Reading/workshop materials and handouts			
	SLE materials			
	PowerPoint presentation slides			
	House Rules			
	Other visual aids			

	Other L&D materials:			
	Tarpaulin			
	Certificates			
	Attendance/sign-in sheets			
	Prizes and tokens			
	Printer, camera, various music CDs			
	CD on National anthem/Invocation/Energizers			

DURING

CONCERNS	PARTICULARS	Person/s Responsible	Time Frame	Remarks
a. Registration				
	Welcome and ushering of participants			
	Registration of participants			
	Distribution of training kits, name tags			
b. L&D Proper				
	Opening Program (Prayer, Intro to the Course, Opening/Keynote Remarks, House Rules)			
	Introduction of the Resource Speaker			
	Assist Resource Person during the L&D when necessary			
	Energizers			
c. Documentation				
	Tape recording and transcribe proceedings			
	Take notes - workshop outputs and issues			
	Photo-ops			
d. Critiquing/Cliniquing of training staff				
	What went well; What can be better; Next steps to address what can be better.			
e. Supervision of catering services				
f. Inventory supplies and materials after the day's session				
g. Administer and retrieve evaluation forms				
h. Prepare and distribute of certificates				

AFTER

CONCERN	PARTICULARS	Person/s Responsible	Time Frame	Remarks
a. Post Evaluation				
	Ensure cleanliness of the venue after the activity			
	Conduct post-evaluation for training staff and RPs			
	Liquidate expenses			
	Write and submit L&D documentation report			

TEAM LEADER:

TEAM MEMBERS:

**Noted
by:**

Director