



Australian Government
Department of Foreign Affairs and Trade

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PAHRODF
PHILIPPINES AUSTRALIA
HUMAN RESOURCE AND
ORGANISATIONAL DEVELOPMENT
FACILITY



HUMAN RESOURCE DEVELOPMENT PLANNING (L&D) GUIDEBOOK

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ForeWord

Learning and Development (L & D) is an essential part of human resource management. It is providing employees with opportunities to upgrade their competencies so they will be capable to deliver high quality results that redound to optimum citizen's satisfaction.

Public organizations play a vital role in this aspect. Making L & D successful is a shared responsibility of agency heads, human resource management practitioners (HRMPs), supervisors and individual employees.

L&D is systematically and deliberately provided through an Human Resource Development (HRD) Plan. This HRD Plan must be anchored on the organization's strategic goals and directions to create a significant impact on organizational effectiveness. To achieve this, the HRD Plan must be able to address not only the individual performance and learning needs of government employees but also the institutional and environment needs as well.

It is hoped that HRMPs will find this Guidebook valuable to facilitate their task of designing, implementing and evaluating learning and development interventions in their respective agencies.

Let us all be one in raising the standards of civil servants and promote our core purpose of *"Gawing Lingkod Bayani ang Bawat Kawani."*



FRANCISCO T. DUQUE III
Chairman

DEFINITION OF TERMS

ADULT LEARNING PRINCIPLES are specific theoretical and practical approaches to the learning of adults based on humanistic conception of self-directed and autonomous learners and teachers as facilitators of learning.

LEARNING is the means by which a person acquires and develops new knowledge, skills, capabilities, behaviors and attitudes. As Honey and Mumford (1996) explained it, "Learning has happened when people can demonstrate that they know something that they did not know before (insights, realizations as well as facts) and when they can do something they could not do before. (*Armstrong's Essential HRM Practice*)

DEVELOPMENT is concerned with ensuring that a person's ability and potential grows through the provision of learning experiences or through self-directed (self-managed) learning. It is an unfolding process which enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. (*Armstrong's Essential HRM Practice*)

LEARNING AND DEVELOPMENT (L&D) is the process of acquiring and developing knowledge, skills, capabilities, behaviors and attitudes through experience, events and programs provided by the organization, guidance and coaching provided by line managers and others, and self-directed or self-managed learning activities. It is concerned with ensuring that the organization has the knowledgeable, skilled and engaged workforce it needs. (*Armstrong's Essential HRM Practice*)

TRAINING involves the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. (*Armstrong's Essential HRM Practice*)

Learning compared with **Training**. Learning should be distinguished from training. “Learning is the process by which a person constructs new knowledge, skills and capabilities, whereas training is one of several responses an organization can undertake to promote learning” (Reynolds et al, 2002). Learning suggests that people are driving their own development for themselves through relevant experience beyond work-related skills and knowledge and processes. Training merely describes transfer of knowledge or skill for organizational gain. (*ldilimited.com*)

Competencies are observable, measurable and vital knowledge, skills and attitudes which are translations of capabilities deemed essential to organizational success. (*CSC Competency Development Manual*)

A combination of knowledge, skills and attitudes associated with high performance on the job; sometimes includes self-image, social motives, traits, thought patterns, mind-sets, and ways of thinking, feeling and acting; these are characteristics that individuals have and use in appropriate, consistent ways in order to achieve desired performance.

Competency-based L&D is an approach that uses competencies as the standards against which employee development needs are assessed and priorities are set against the needs of the organization. Competency-based L&D utilizes competencies as the foundation for designing targeted programs with learning outcomes that directly link to the competency requirements. (*blog.competencycore.com*)

Public Organizations refer to all Constitutional Commissions, Departments, Bureaus, National Government Agencies, Government-owned and Controlled Corporations with original charters, State Universities and Colleges, and Local Government Units. It is used interchangeably with the word Agencies in this Guidebook.

Human Resource Management Practitioners (HRMPS) refer to officials or employees in-charge of human resource management and development functions in public organizations.

Performance Gap is the difference between the actual or present performance and the optimal or future performance. (<http://www.nwlink.com>)

HRD PLAN is the documentation of an organization's intended learning and development interventions that will build the capabilities and competencies toward enhancing individual and organizational performance.

HRD PLANNING is the structured process of identifying institutional, performance, learning and environment needs and prioritizing and scheduling the learning and development interventions that will address such needs. This includes determining the resources needed for plan's effective implementation.

Part I: OVERVIEW

BACKGROUND

The Philippine civil service is experiencing a time of dynamic change. The heightened call for optimum citizen satisfaction is causing a shift of consciousness among government agencies and its workforce from merely performing its duties and functions to providing excellent service delivery processes that impact on its constituents. The national government's battle cry of **Tuwid na Daan** poses a challenge to ensure that government strategies and actions are executed with paramount responsibility and accountability.

This paradigm shift requires government organizations to continually develop its workforce to keep them apace with the increasing demand for a more responsive, accessible, courteous and efficient public service.

HRD in the Civil Service

CSC in its effort to elevate the practice of human resource management in the bureaucracy has implemented the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME HRM) with the objectives of:

1. assessing the HRM practices and capabilities of agencies;
2. serving as search mechanism for best practices in HRM;
3. promoting and serving as a venue for exchange and development of expertise in the area of human resource management between and among government agencies;
4. empowering agencies in the performance of HRM functions; and
5. promoting and rewarding excellent human resource management practices.

PRIME HRM assesses government organizations in four core HRM systems: HRD Planning; Competency-based Recruitment; Strategic Performance Management; and, Rewards and Recognition.

Government organizations of today design their own learning and development programs to address the learning needs of its workforce towards achieving their respective goals and mandates. These efforts are done alongside the programs offered by the Civil Service Commission (CSC) through the Civil Service Institute and the CSC Regional Offices. Most CSC-designed training programs are directed towards inculcating core public service values among civil servants and build/enhance their competencies in the area of human resource management and development. To complement its capacity, the CSC accredits training institutions to cater to the more specific and technical learning needs of public servants.

Despite these initiatives, and the provisions of law requiring agencies to allot 3% of its annual budget for HRD purposes, there seems to be low priority given to learning and development. There are government employees who attend training programs merely because they need the training hours to comply with the qualification standards of positions they are aiming for. Moreover, the effect or impact of training programs can hardly be seen or felt by both the organization and its customers.

There is a need for an integrated and synchronized approach to learning and development to maximize its impact in the bureaucracy. Efforts and investment in developing people must work towards the achievement not only of organizational goals and objectives but more importantly, the attainment of the outcomes desired by government.

Inspired by its mission of **Gawing Lingkod Bayani ang Bawat Kawani**, the CSC embarks on this HRD Planning Guidebook to provide a framework on which government organizations will develop their respective HRD Plans that are aligned to their strategic goals and mandates.

THE HRD PLANNING GUIDEBOOK

This Guidebook is developed by the Civil Service Institute with the assistance of the Philippines-Australia Human Resource and Organization Development Facility as reference material for public organizations in the development, implementation and evaluation of an HRD Plan based on the L&D framework observed by the Commission. It works on the premise that learning and development is as vital as any other HR or management task in attaining organizational goals and societal outcomes.

The Guidebook provides a model for managing L&D processes across the bureaucracy. It is not, however prescriptive, as some government agencies may already have their existing HRD Plans; in which case, they may simply need to review their strategies and harmonize these with the L&D framework provided in this Guidebook.

PURPOSE OF THE GUIDEBOOK

This HRD Planning Guidebook is intended to assist Human Resource Management Practitioners (HRMPs) and those responsible for developing and implementing L&D interventions for public organizations in crafting an HRD Plan that addresses individual and organizational needs.

Specifically, it will guide HRMPs to prepare, implement and evaluate an HRD Plan that responds to the need for a competent and credible workforce supportive of the achievement of organizational thrusts and national outcomes.

The HRD Plan

The HRD Plan is a living document that sets out how L&D interventions will support the achievement of organizational strategic goals and directions. The Plan must be continually reviewed and updated to keep abreast with changes in the agency's strategic priorities.

HRD Planning is a process of systematically translating the organization's strategic goals into operational levels. It identifies priority learning and development needs of the workforce for the purpose of bridging performance gaps and prioritizing development interventions to address those gaps. *(adapted from CSC HRD Plan)*

Importance of the HRD Plan

An HRD Plan is important for an organization in keeping its workforce competencies aligned with the achievement of its goals and objectives.

A sound HRD Plan enables managers to have a clear line of sight between organizational goals, the competencies that the workforce needs to achieve these goals and what management needs to do to ensure that its workforce possesses and demonstrates these behaviors.

Having a well thought out HRD plan helps organizations attract and retain talents who have the right tools and drive to pursue excellent performance and contribute to organizational effectiveness.

PURPOSE OF THE HRD PLAN

The HRD Plan is developed to enable government organizations to:

1. Identify the significant learning and development needs of its workforce to bridge performance gaps;
2. Prioritize learning and development needs based on their relevance and direct impact on the agency's strategic priorities;
3. Identify interventions that are appropriate to the learning and development needs of individual employees and the institution;
4. Provide a guide to the HR unit in aligning individual learning and development goals with organizational goals.
5. Help the organization develop its workforce to efficiently and competently respond to the changes and challenges in public service.

(source: CSC HRD Plan Guidebook)

Prerequisites of an HRD Plan

Integral to the development of an HRD Plan is the Agency Strategic Plan since it provides direction in pursuing agency goals and objectives.

The Agency Strategic Plan takes off from the agency's vision mission, goals and value statements, scorecards and strategic objectives. It defines the agency's strategies, directions, programs and projects in achieving its goals, as well as in making decisions on allocating resources. It ensures that efforts and resources are not wasted on programs not related to the thrust and mandate of the agency.

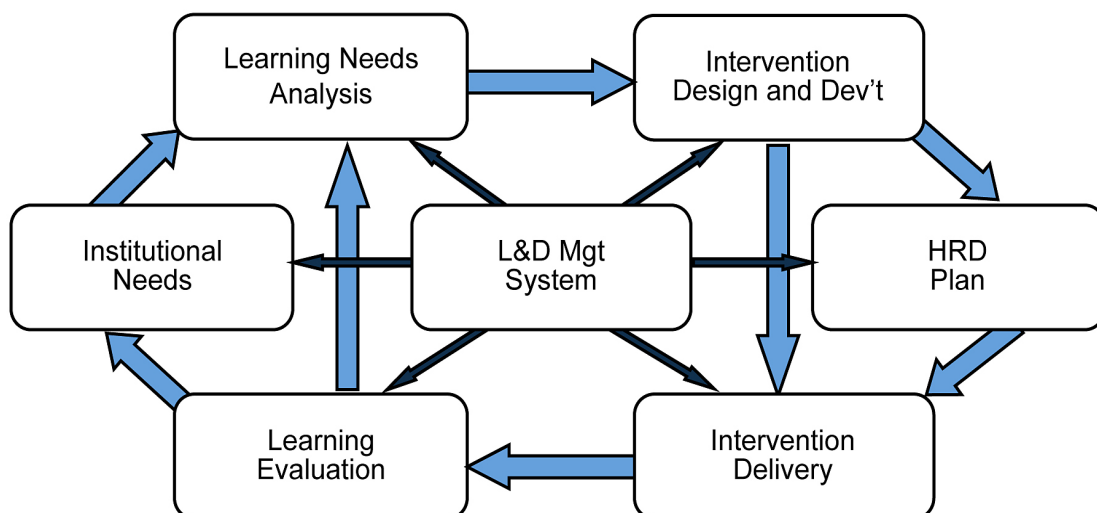
(source: HR Planning Toolkit)

The HRD Plan must take into consideration the agency's strategic goals and direction in prioritizing learning and development interventions for its workforce.

Part 2: Developing the HRD PLAN

LEARNING AND DEVELOPMENT FRAMEWORK

The HRD Plan consists of the priority learning interventions that the agency considers critical in building capabilities and competencies. As such, the preparation of an HRD Plan needs to consider the learning and development framework to ensure a structured approach. As seen in the diagram below, the framework starts with the institutional needs that should be addressed by the learning and development interventions. This provides inputs to the learning needs which in turn is the basis for designing, developing, delivering and evaluating learning interventions.

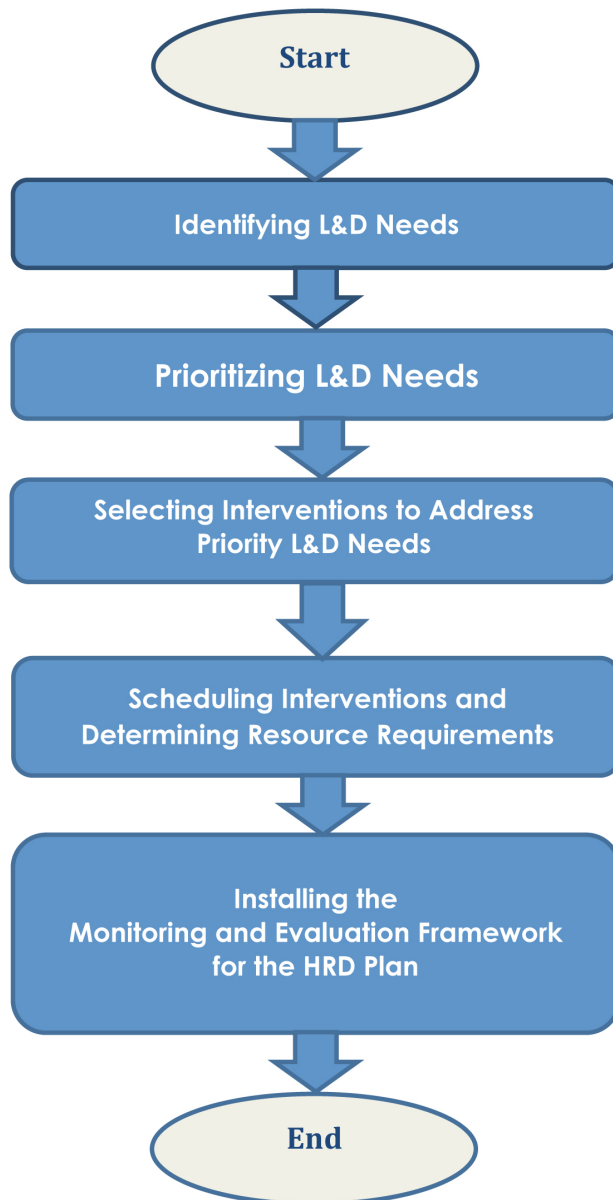


The **Learning and Development Management System** ensures that:

1. all components that contribute to the implementation of L&D interventions are aligned with each other and are well coordinated.
2. the output of one component (e.g. training needs analysis) is considered as a significant input to the succeeding components (e.g. Training Design and Delivery).
3. the components or stages in the system are not implemented in isolation of each other.

Steps in Developing an HRD Plan

The process of developing an HRD Plan follows the same sequence as the components of the L&D Framework. The specific steps are as follows:



Step 1: Identifying Learning and Development Needs

The first step in developing the HRD Plan is determining the learning and development needs that will enable the organization's workforce to continually improve performance and achieve ever higher results.

L&D needs are identified and analysed to:

1. obtain an inventory of competencies or capabilities that employees need to address performance gaps and establish those that they already have
2. prioritize competencies or capabilities that need to be developed based on strategic objectives and goals
3. determine what can be realistically developed given the available resources
4. identify the most appropriate delivery format
5. establish the most suitable time to deliver the programs and over what time frame
6. Most importantly, to ensure that priority learning and development interventions are designed and are directly aligned to the over-all goals and objectives of the organization.

http://www.assetproject.info/learner_methodologies/before/learning_analysis.htm

CSC Strategic Directions

2030 Vision

To be Asia's Leading Center of Excellence in Strategic Human Resource and Organization Development.

Core Purpose

Gawing Lingkod Bayani ang Bawat kawani

Core Values

Integrity
Excellence
Love of God and Country

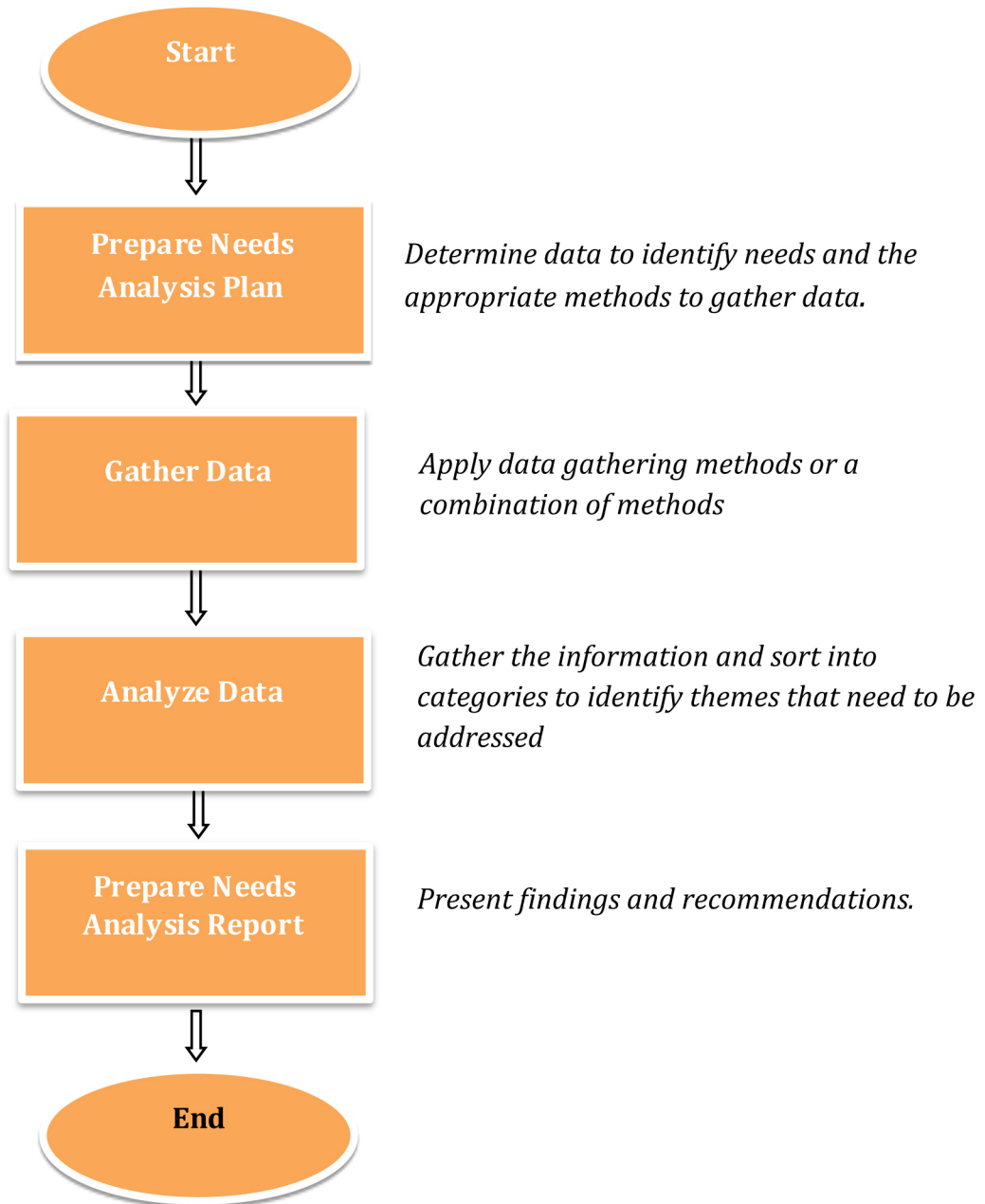
ALIGNMENT OF NEEDS



Source: Blanchard, Robinson and Robinson, "Zap the Gaps: Target Higher Performance and Achieve It"

There is a need to align institutional, performance, learning and environment needs to create a significant impact on organizational results. Institutional needs are the gaps in intended results, which, when addressed will enable the organization to achieve its vision and mission. However, the organization must first attain the level of performance required to achieve such desired results and must facilitate individual learning to be able to attain such performance level. Learning alone will not automatically improve individual and organizational performance. Performance in the workplace is also influenced by factors such as relationships, motivation, physical resources, structures, information and even wellness.

PROCESS OF IDENTIFYING L&D NEEDS



Preparing For Needs Analysis

Planning is important to ensure that there is a systematic approach to the learning needs analysis. Before conducting the needs analysis, it is best to:

1. Prepare thoroughly
2. Decide on an appropriate methodology
3. Gain commitment from management
4. Communicate with those who will be involved

Data Gathering Methods

Use multiple data gathering methods to validate results. The methodologies that can be used are as follows:

1. **Document Review:** This is the easiest and therefore should be the first method to be used to identify and understand training needs. Most organizations are rich in documents that can easily pinpoint learning needs. Some of the documents that can be reviewed are: Organizational Charts, Job Descriptions, Competency Models, Competency Gap Analysis, Process Manuals, Performance Management Reports, Technical and Quality Manuals, etc.
2. **Artifact Review:** This helps point out where performance commonly fails as evidenced by objects in the workplace. Artifacts are objects such as outputs and products, equipment, materials, etc. By examining these objects, for example looking at common defects in products or outputs of an organizational unit will indicate common production errors that can be addressed by learning interventions. Looking at frequent errors in written outputs can indicate the need to train employees on writing effectively.
3. **Observation:** This provides direct understanding of how individuals perform in the workplace and how such performance can be improved. Observations can provide insights on workplace situation such as process implementation, actual availability and use of materials, equipment and

4. **INTERVIEW:** This solicits comprehensive information from individuals which can immediately be clarified and verified. However, this method is appropriate if there is a need to gather data from a few individuals only. Otherwise as the number of respondents increases, this method becomes more tedious.
5. **FOCUS GROUP DISCUSSION:** This enables solicitation of data from a small group of at most ten individuals at a time. Being a face-to-face methodology, this also allows immediate clarification and verification of information gathered. However, being a group, the information gathered given may be less specific and detailed than those from an interview process.
6. **SURVEY:** This efficiently and effectively gathers information from a large group within a short period of time. However, the information gathered will be general and should be clarified and verified.

Data gathered from surveys may be validated through interviews, focus group discussion and observation.

ANNEX B provides a guide in creating good survey questionnaires.

ANNEX C shows two examples of learning needs survey forms; one for first level positions and one for supervisors using behavioural indicators of target competencies.

For agencies with existing Competency Models, L&D needs may be culled from the result of the competency assessment and the Individual Development Plans.

Following is an example of a Competency Assessment Form used by CSC Office of the Human Resource Management and Development (OHRMD). The result to which the competency contributes corresponds to the institutional need, the competency itself corresponds to the performance need and the sample behaviors correspond to the learning needs.

Competency	Level	Sample Behaviors	Self Rating	Supvr Rating	Agreed Rating
Exemplifying Integrity	Int	Identifies and differentiates ethical and moral principles and values from unethical or dishonest behaviors.			
Exemplifying Integrity	Int	Takes responsibility for own actions.			
Exemplifying Integrity	Int	Discusses ethical implications of professional work and recognizes limits of own ethical knowledge.			
Exemplifying Integrity	Int	Acts as a good steward of all public resources ensuring their efficient and effective use and maintenance.			
Exemplifying Integrity	Int	Avoids spreading gossip, rumor, and false information.			
Exemplifying Integrity	Int	Takes on a fair share of the work and acknowledges others to whom credit is due.			

Step 2: Prioritizing L&D Needs

Once learning needs across the organization have been identified, there is a need to analyse and prioritize them against a set of relevant criteria:

Seriousness	How important are the outcomes in this area? How significant are the performance and competency gaps in this area?
Urgency	How much time does the agency have to improve performance and competency in this area before any substantial damage occurs?
Growth	If performance or competency is not developed, will the situation over time improve? Remain the same? Or worsen?

Seriousness means the direct impact of the learning need to the organization's strategic directions. Urgency answers the question of how immediate must the learning need be addressed in reference to organizational priorities. Growth refers to the extent to which the learning need if left unaddressed will give rise to more problems.

One more thing that should also be considered in prioritizing learning needs is the benefit that addressing such needs would bring to the organization in comparison to the cost of interventions. (www.cipd.co.uk)

Each identified learning need can be given a rating in each of the criteria mentioned using a scale of 1 to 3. The ratings can be added to get a total rating for each learning need, and then a ranking may be made accordingly.

Rating Scales:

Rating	Seriousness	Urgency	Growth
3	Very Serious	Very Urgent	Great extent
2	Serious	Urgent	Moderate extent
1	Less Serious	Less Urgent	Low extent

The following table may be used in prioritizing learning needs based on the SUG criteria:

Identified Learning Need	S (1-3)	U (1-3)	G (1-3)	Total Rating	Rank

(source: www.moh.gov.om)

A Curriculum Framework may also be used to prioritize course for each position level based on the mission critical competency requirements of each level. Following is an example of a Curriculum Framework used by the Office of Human Resource Management and Development (OHRMD) of the Civil Service Commission (CSC).

Civil Service Commission Office of Human Resource Management and Development Curriculum Framework				
Executive Level	Leadership Brand	Core Competencies	Organizational Competencies	Technical Competencies
Supervisor A				
Supervisor B				
Second Level Non-Supervisors				
First Level Non-Supervisors				

Step 3: Selecting Interventions to Address L&D Needs

This step sets out how the identified and prioritized learning and development needs will be addressed by the agency. Although classroom training has been the commonly identified intervention, there are a number of possible interventions that may be considered and selected to fit learning and development needs.

The following methods can be used to facilitate, encourage and deliver learning:

Methods	Examples/Definitions
On the Job Learning	<ul style="list-style-type: none"><li data-bbox="548 716 1204 890">• Observation/ demonstration and practice. Watching or showing how a task is performed, assimilating what is being seen and heard, and then reusing the information effectively to perform the task.<li data-bbox="548 933 1204 1072">• Delegation. Assigning a piece of work to another team member to complete thus providing an opportunity to develop the knowledge and skills of the person.<li data-bbox="548 1116 1204 1324">• Coaching. Giving information, listening, demonstrating, encouraging, asking questions, observing someone, suggesting the next learning step, giving feedback, offering guidance at all stages of learning and openness to questions.<li data-bbox="548 1367 1204 1541">• Mentoring. A process in which a more experienced or more knowledgeable person helps and supports a less experienced or less knowledgeable person in his/her work, career or professional development.

Self-directed learning	<ul style="list-style-type: none"> • Reading. A way of acquiring the requisite knowledge and skill from different materials. • eLearning. The delivery of a learning, training or education programme through the use of information and communications technology. • Continuing Education. Providing learners with an opportunity to broaden their perspectives, deepen their knowledge and develop a more strategic mindset through participation in relevant and appropriate formal education.
Group learning	<ul style="list-style-type: none"> • Cross functional teams. Bringing together people from different organizational units, with varied levels of knowledge, skills and experience and by working as a group, knowledge is shared and skills are developed both individually and collectively. • Networking. An approach where network members can deal with complex, cross-cutting issues and share best practices. • Action learning. Involves bringing together a group of peers to work and learn together by sharing insights, applying learnings and reflecting on action.
Instructor-led interventions	<ul style="list-style-type: none"> • Training courses. acquiring knowledge and skills imparted by the instructor. The participants work individually and/or in groups to put the learning into practice. • Seminars. Learning events that feature one or more subject matter experts delivering information primarily via lecture and discussion.

(source: PLD Workbook)

Step 4: Scheduling Interventions and Determining Resource Requirements

Once the organization has decided on the L&D interventions that would best address learning and development needs, a systematic approach to implementing such interventions must be put in place.

Implementation Matrix

Preparing an implementation matrix would enable the organization to properly sequence and schedule its L&D interventions. The Matrix details the following information:

1. Desired outcomes of the L&D Plan and the identified interventions (courses)
2. Learning objectives and outputs of the courses
3. Target participants for each of the courses; according to type, level of position and number of participants for each batch.
4. Schedule of implementation based on urgency and number of batches

The following format of the implementation matrix may be used:

Desired Outcome	Intervention/ Course	Learning Objective	Output	Target No. of Participants	Schedule

(source: PLD Workbook)

Resource Requirements

Resources needed to implement the HRD Plan must be identified. The resources may be in the form of:

1. **Estimated costs.** The costs involved in executing the plan must be within the capability of the organization. Should the costs exceed available resources, the plan has to be reviewed and the agency may resort to reducing the number of courses or batches to be implemented or adopt learning approaches that require less cost.
2. **HR requirements.** The people who will be responsible for implementing the plan should be properly identified and their roles and responsibilities clearly delineated.

Responsibility Center	Roles and Responsibilities
Head of Office	<ul style="list-style-type: none"> • Champion the development and implementation of the HRD Plan • Lead by having own activity in learning. • Model by sharing learning. • Encourage and support exchange of knowledge across the Agency/Office. • Venture into new ways of learning. • Ensure the agency’s learning and development needs are identified in strategic/office planning. • Ensure utilization of 3% budget allocation for HR interventions as provided under the Omnibus Rules Implementing Book V of EO 292. • Actively support the inclusion of learning and development issues in agency decision-making. • Ensure “rewards system” are in place for efforts by staff to encourage learning in the workplace.

Responsibility Center	Roles and Responsibilities
Human Resource Management Practitioner	<ul style="list-style-type: none"> • Understand organizational requirements for learning and development. • Prepare agency’s HRD Plan • Ensure that learning and development initiatives are integrated into all HR processes. • Provide advice on learning and development within the agency. • Design timely and appropriate interventions to suit agency’s learning requirements. • Maintain up-to-date database of learning and development interventions of employees
Supervisors	<ul style="list-style-type: none"> • Model and encourage staff to learn on-the-job as well as in formal interventions. • Give performance feedback regularly, and develop own action plan with all their staff. • Encourage exchange of information and skills within their team and across the agency – create “knowledge networks” or communities of learning within own area and across <i>silos</i> • Require all staff attending training to share and apply learning in the workplace.
Individual	<ul style="list-style-type: none"> • Take responsibility for own learning for productivity and career enhancement. • Share information and skills within their team and across agency. • Actively and regularly seek feedback on their performance and development needs.

(www.apsc.gov.au)

3. Source of Funding. The 3% of the annual budget allocated for HRD as provided under the Omnibus Rules implementing Book V of Executive Order 292 is the main source of funding support for the implementation of the HRD Plan. The agency may also seek assistance by sourcing local and foreign funding institutions that support human resource development initiatives.

Step 5: Installing an HRD Plan Monitoring and Evaluation Framework

The objectives of the M & E framework are to:

1. Provide information on drivers of performance
2. Check current position against destination
3. Allow corrective actions for more efficient performance
4. Ensure destination will be reached on time
5. Evaluate effectiveness of intervention
6. Provide feedback

To monitor and evaluate the effectiveness of the HRD Plan, use Donald Kirkpatrick's Four Levels of Evaluation as follows:

1. **Reaction Evaluation** to determine participant's satisfaction with the learning environment.
2. **Learning Evaluation** to determine the percentage of the learning content acquired by the participants and if such sufficiently demonstrates that the learning objectives were achieved.
3. **Application Evaluation** to determine if learnings and the acquired competencies are properly applied in the workplace and has improved the participant's performance on the job.
4. **Impact Evaluation** to determine how applied learnings created impact on the participants' organizational performance and if the desired organization and business results are being achieved.

The sample M&E Template below may be used for monitoring:

L&D Interventions	Desired Outcomes	Learning/ Performance Objectives	Outputs	Monitoring Schedule	Implem		Evaluation				
					No. of Runs	No. of Pax	Reaction	Learning	Application	Impact	

The impact indicator may be translated into financial gains in terms of additional revenues, income, sales or savings. **Return on Learning Investment** is computed by dividing the financial gains realized from the training intervention by the investment or total expenses incurred in implementing the intervention.

Part III: COMMUNICATING the HRD PLAN

COMMUNICATION PLAN

A Communication Plan is important in organizing the efforts of the agency to achieve the desired results of the HRD Plan. Specifically, the Communication Plan will be able to:

1. identify strategies to inform agency officials, employees and stakeholders about the L&D Plan and their respective roles in its implementation; and
2. ensure buy-in among agency officials and employees by stirring their interest, involvement and support in the implementation of the L&D Plan.

The Communication Plan includes the following information:

1. **OBJECTIVES** - the reason for communicating the HRD Plan
2. **ACTIVITIES** - strategies to reach the target audience.
3. **AUDIENCE** - individuals that have the power to achieve the objectives set
4. **MEDIUM OF COMMUNICATION** - the means used in the communication process
5. **DESIRED RESULT** - expected outcome of the activity
6. **TIME FRAME** - when or how often will the activity be conducted
7. **RESPONSIBILITY CENTER** - person or group responsible to execute the activity/ies

A Catalogue of identified L&D interventions with descriptions, objectives and schedules is an effective communication tool that will provide organization heads and target participants with a handy reference to select appropriate interventions. This catalogue may be posted at the agency's website for easy access.

COMMUNICATIONS PLAN SAMPLE

Objectives	Activities	Audience	Medium	Desired Result	Time Frame	Responsibility Center
1. Raise awareness regarding the HRD Plan	Formal Launching of the HRD Plan	All agency officials and employees	Launching Program	Agency personnel aware of the existence of the HRD Plan	Within 1 month from finalization of the Plan	HR Division
2. Inform stakeholders regarding the HRD Plan	Publication in the agency website	Stakeholders	Website Banner	Stakeholders are informed and will possibly be involved in the HRD Plan implementation	Within 1 month from launching of the Plan	HR Division IT Division

Part IV: Implementing The HRD Plan

HRD and Learning and Development Concepts

The effective implementation of the HRD Plan is governed by certain concepts and principles that must be taken into consideration in its preparation, implementation and evaluation. These concepts and principles ensure that the processes applied are deliberate and systematic.

70-20-10 RULE

1. 10% is learned from formal classroom training and education
2. 20% is learned from feedback from peers
3. 70% is learned from experience

Given this rule, Learning and Development Systems must consider not only the formal classroom type of interventions but a wide range of learning interventions. People can deliberately learn from peers if given the opportunity to do so such as establishing and maintaining communities of learners physically or virtually. Learning from experience can be made more deliberate through the use of: mentoring and coaching; learning journals; meetings and general assemblies; action learning; and, open space technology.

ADULT LEARNING PRINCIPLES

	Young Learner	Adult Learner
What to Learn	Decided by Teacher	Decided by Learner
Source of Learning	Teacher	Facilitator and Learner
Readiness to Learn	Function of Age	Perceived Need
Learning Orientation	Subject-centered	Life-centered, Task-centered, Problem-centered
Motivation to Learn	External Motivation	Internal Motivation

According to Malcolm S. Knowles the use of pedagogy, the traditional method and practice of teaching, is not applicable to adult learners. Because of basic differences between young and adult learners, he advocated the use of andragogy, or adult learning principles. Because adults have already accumulated a wealth of knowledge and insights from their experiences, Knowles identified five basic differences:

1. **What to Learn** for young learners is decided by the teacher because they still do not have a basis for deciding what they needed to learn. On the other hand, adult learners, having a myriad of concerns, decide what they want to learn based on what they believe are useful and relevant for them.
2. **The Source of Learning** for young learners is the teacher. On the other hand, adult learners have accumulated learnings from previous formal learning endeavor such as education and training as well as from their experiences. Adult learners together with their fellow participants and the facilitators are sources of learning.
3. **The readiness to learn** for young learners is a function of age because the physical and cognitive maturity of the young learner has a significant influence on what they can learn and do. For adult learners, these are no longer applicable. Their readiness to learn is not based on actual physical or cognitive capability but on their perceived readiness and capability. Unless an adult learner feels he/she is capable and ready to learn, he/she will not take the effort to learn.
4. **The Learning orientation** of young learners is based on subjects predetermined by educators because young learners cannot yet decide for themselves what will make them effective. Adult learners are focused on addressing real life situations or being able to perform relevant tasks effectively or being able to solve problems.
5. **The Motivation to Learn** of young learners is extrinsic, provided by teachers and parents. Young learners are not highly conscious of why they need to learn certain subjects because these were determined by educators. Thus, young learners need to be motivated by others. On the other hand, adult learners decide when to learn, what to learn and why they want to learn and these decisions provide their internal motivation to learn.

Implementation Options

Should the agency decide that training is the best approach to address the identified L&D needs, the agency may select from among the following options:

1. **PUBLICLY OFFERED COURSES-** Quite a number of training institutions cater to the varied L&D needs of the bureaucracy. The agency may send its personnel to relevant training programs offered by the following institutions.

THE CIVIL SERVICE INSTITUTE- CSI provides competency-based training and development as well as best practices consulting services to all civil servants and government agencies- specifically focusing on HR/OD and Leadership Capacity Development, and Foundation Programs-to support them in their functions. To see the CSI Annual Training Plan, agency HRMPs may visit <http://excell.csc.gov.ph/CSI/2014CSITC1.html>

CSC REGIONAL OFFICES- The Regional Offices of the Civil Service Commission also offers training programs and technical assistance on civil service matters, values development/enhancement and other programs that address specific learning needs of civil servants in their respective areas of jurisdiction. Government agencies are enjoined to visit the CSC website at www.csc.gov.ph to view the Training Plans of CSC Regional Offices for programs that could be availed locally.

CSC-ACCREDITED TRAINING INSTITUTIONS- To augment the demand for human resource development in the civil service, the CSC accredits training institutions from both public and private sectors. Training programs conducted by accredited training institutions are recognized for purposes of meeting the qualification standards on training. A list of CSC-ATIs is available at http://excell.csc.gov.ph/CSI/CSI_ATI.html.

Other Government Training Institutions- Training programs developed by CHED-recognized centers of excellence in training and development and other government training institutions may also be tapped to address specific learning needs of civil servants.

2. EXTERNALLY DESIGNED IN-HOUSE PROGRAMS

The agency may opt to engage the services of Local Service Providers (LSP) to design and implement training programs exclusive for their personnel.

3. INTERNALLY DESIGNED WITH EXTERNAL FACILITATOR

Local Service Providers (LSPs) may also be tapped to implement training programs which the agency itself has designed in answer to its identified learning need/s.

Engaging a Learning Service Provider

A Learning Service Provider (LSP) is an independent professional or group with the required experience and technical expertise in Program Design, Implementation and Evaluation. It has a pool of subject matter experts that may be tapped to facilitate training courses to address specific learning needs.

Getting the services of LSPs has the following advantages:

1. Leverage time, resources and budget
2. Engaging in strategic project staffing and accountability
3. Staying ahead of the new technology/information curve
4. Building a virtual network of targeted resources

The following criteria may be used in selecting LSPs:

1. Staff credentials
 2. Client feedback
 3. Previous experience
 4. Alignment of philosophies and values
 5. Depth of related experience
 6. Staffing capability
 7. Quality of products and services
 8. Financial capability
- (source: Managing the Learning Function, ASTD Infoline)*

In contracting out the services of LSPs, it is important to:

1. Define the objective and scope of the contract
2. Specify the responsibilities of the LSP and the contracting agency
3. Agree on project time tables, contract price and payment terms
4. Level off expectations of/from both parties
5. Support LSP through consultation, feedback and cliniquing

4. INTERNALLY DESIGNED WITH INTERNAL FACILITATOR

The agency may likewise decide to design and implement its own training programs based on the standards set by CSC.

DESIGNING LEARNING INTERVENTIONS

There will be occasions when the agency may decide to design and develop learning interventions internally. This is particularly true when the agency: has the capability to internally design and implement learning and development interventions; has the subject matter experts called for by the intervention; and, has a sufficiently large number of target participants to cover. In this case, as was mentioned above, there is a need for the agency to design and develop the interventions in a deliberate and systematic manner. The following steps provide the structure that will ensure the effectiveness of the internally designed interventions.

1. Writing Learning Objectives

A learning objective is a statement describing a competency or performance capability to be acquired by the learner. (*R. Arreola, Writing Learning Objectives, The University of Tennessee*). Hence, it should be based on competency gaps identified after a careful review of relevant documents such as performance reports and competency-based job descriptions if these are available in the agency.

Performance - states what the learner will be doing and how he/she will demonstrate the knowledge, skill or behavior. Performance is best described through action verbs.

Condition - defines the circumstances under which learners perform the desired task.

Standards - define at what level the learner must perform the task. This may involve physical measurement, and time among other measurements.

The following is an example of a learning objective:

Objective: Given a set of data, the participant will be able to compute vacation and sick leave credits of co-employees.

Condition: Given a set of data

Performance: the participant will be able to compute vacation and leave credits of co-employees

Criterion : (implied) correctly or accurately

BLOOM'S TAXONOMY developed by Benjamin Bloom may serve as guide in writing learning objectives. It provides a categorization of learning into three domains:

- a. **Cognitive** - acquisition of knowledge or intellectual skills
- b. **Affective** - creation of emotional response
- c. **Psychomotor** - use and coordination of physical movement

The three domains are further categorized into skills levels, from the simplest to the most complex. The key words provided in each skills level as seen in Annex D facilitates the statement of the learning objectives.

Since objectives describe the behavior of the learner, these should be written using the SMART criteria:

Specific enough to distinguish changes in behavior before and after the training intervention.

Measurable to determine the degree of change in behavior.

Aligned such that the change in behavior is relevant to the needs of the organization.

Reasonable enough such that the change is possible within the conditions provided.

Time bounded to specify when the change should have been reasonably realized.

2. SOURCING, SELECTING AND SEQUENCING CONTENT

Developing course materials involves research, writing, creating learning exercises, and working with content experts and trainers. It is the most time consuming phase of training; draft materials may go through multiple revisions, involving several people, before they are ready for training use. It is necessary to make sure the training materials and exercises match/address the learning objectives set.

Content may come from any or a combination of the following sources:

- subject matter experts
- organization documents
- standardized tests
- existing trainings
- literature such as books and journals

Content must be grouped, categorized and organized to make it more manageable.

Sequencing the content can be from general to specific, simple to complex, known to unknown, problem to solution, logical sequence or chronological order. The sequence may follow the order of the learning objectives, from the terminal to enabling objectives.

3. DETERMINING DELIVERY SYSTEMS

The next step is to select the appropriate delivery system based on course content and the target participants. The agency may utilize any or a combination of the following delivery systems:

Delivery system	Description
Blended learning	The combination of different training 'media' (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term 'blended' means that traditional instructor-led training is being supplemented with other electronic formats, possibly complemented with instructor-led training and other live formats" (<i>Bersin, 2004, p. xv</i>).
Formal Training	A training activity that is deliberately planned and structured, whereby people are called away from their desks, their lathes, or their delivery routes to attend a seminar or to watch a videotape or to sit-down with a computer-based training program (<i>Industry Report, 1993, p. 29</i>)
Instructor-led-classroom training	A delivery model using a teacher, professor, or subject-matter expert to deliver information in a classroom setting" (<i>Bersin, 2004, p. 2</i>).
Online or web-based training	Uses HTML and browser-based technologies like Flash. It usually runs within a portal or an online learning environment. Online and web-based training leverages the power of search and linking modes, which is unique to the Internet (<i>Bersin, 2004,p.12</i>)

(source: <http://scholar.lib.vt.edu/theses/available/etd-12152010-092526/unrestricted/scott.pdf>)

4. DEVELOPING COURSE BRIEF AND DESIGN MATRIX

Every training program should have a course brief with the following elements:

- a. Course description which provides a general overview of course content (<http://pedagogynowteach.com>)
- b. Target participants
- c. Course Goal which is a statement of the intended general outcome of a course or training program. (R. Arreola, Writing Learning Objectives)
- d. Course Objectives which are statements of one of several specific performances, the achievement of which contributes to the attainment of the goal. (R. Arreola, Writing Learning Objectives)
- e. Course Outline which details the topics to be covered in the course
- f. Duration or the number of hours or days intended for the whole course

Aside from the course brief, a design matrix is prepared to serve as guide in the implementation of the learning intervention. The matrix details the following information: Module Objectives; Module Outputs; Module Content and Topics; Methodologies; Facilitator; Resource Requirements.

A **Course Design Matrix** is provided in **Annex E**.

5. SELECTING TRAINING METHODS

Various training methods are available for use depending on their appropriateness to the learning needs being addressed. The following is a sample list of common training methods (source: <http://scholar.lib.vt.edu/theses/available/etd-12152010092526/unrestricted/scott.pdf>):

- **Lecture:** “Words spoken by the instructor or trainer. It is thus a verbal symbol medium, offering a relatively passive and unstimulating experience for learners unless the speaker has unusual vocal and rhetorical talent” (Laird, 1985, p. 133).
- **Discussion:** “A method which focuses on and may even structure conversations between trainees, aimed at specific learning objectives. Such objectives distinguish the conversations from mere social interactions” (Laird, 1985, p. 141).

- **DEMONSTRATION:** “A delivery method that allows learners to do something instead of merely observing. The learners have things in their hands and they move those things in purposeful ways; they start doing so at the earliest possible moment. The learners move about, they ask questions, they interact” (*Laird, 1985, p. 145*).
- **ROLE PLAY:** “A method to enable participants to practice new skills in a safe environment.” It is usually incorporated in those subject areas in which participants will assume a role in a situation/scenario, such as a police chief presenting to town council or a town manager. The role play is often repeated using a different approach and/or incorporating changes made based on feedback received. In other words, the training method of “role playing is a spontaneous interaction involving realistic behavior” (*Broad, 2005, p. 258*), which can be demonstrated by the participants.

6. DEVELOPING COURSE MATERIALS

Instructional materials are a necessary component of a training program. These are developed by examining the training design, particularly the learning objectives, the duration of the course and the content. Here are a few tips in developing course materials:

a. Presentation Materials

- Begin presentation with a descriptive title.
- State objectives of the presentation to indicate what the audience can expect from it.
- Use a combination of texts, graphics, tables and charts as may be applicable to suit different learning preferences but do not overcrowd the slides.
- Use seven or less bullets with seven or less words per bullet in each slide.
- Make texts readable with appropriate font size and color schemes. Check that the slides can be read from the back of the room.
- For each major concept being presented, start with the general idea and move towards specific ideas.
- Provide slide titles to indicate the major concept being presented in the slide.
- Indicate the slide numbers for easy navigation.

b. Printed Materials

- Use a descriptive title indicative of the content of the material.
- Whenever appropriate, state the learning objectives at the beginning of the material to enable users to determine in advance what can be expected from the material.
- Use page numbers for printed materials. If the material has several sections, use a table of contents.
- Make training materials readable with appropriate font sizes and color schemes.
- Use a combination of text, graphics, charts, tables as may be applicable to suit different learning styles but avoid overcrowding the pages.
- Provide sufficient spaces for users to write down notes.

c. Audios and Videos

- Use music and songs familiar to the participants.
- Use music and songs appropriately. Relaxing for reflections and mediations and lively to energize.
- Use movies, videos, music and songs to create an over-all emotional impact, not just for the dialogues or lyrics.
- Avoid showing an entire movie. Use only the appropriate movie clip relevant to the learning activity. Limit AVPs to less than 8 minutes.
- When showing movie clips or AVPs, provide process questions to focus the attention of viewers on the learning to be facilitated.

d. Job Aids

- Develop the Job Aid from the perspective of the learners to make it user friendly. Better if the users themselves develop the Job Aids.
- Design the Job Aid with the process in mind rather than the based on the information per se.
- When prescribing templates, provide properly filled-up templates as examples to make its use easier.

ADMINISTERING THE LEARNING INTERVENTION

There are a lot of details that a training administrator needs to look into in implementing a training intervention. It is best to prepare a checklist of all the training activities from the preparation phase up to the post-course phase so as not to miss out on important details. The checklist should cover the following areas:

1. **Pre-Course Administration** covering preparations for the venue, equipment and materials and coordinating with facilitators, resource persons, participants and participant managers.
2. **Course Proper Administration** covering the actual implementation from venue, equipment and materials check-up, to opening the intervention, linking modules and closing the intervention.
3. **Post-Course Administration** covering the administration of post course activities to paying expenses, conducting evaluation and preparing the final training report.

A detailed **Implementation Checklist** Template is provided in **Annex F**.

EVALUATING THE TRAINING INTERVENTION

The Evaluation component of any learning intervention is necessary and must be put in place. It is an assessment of the value of the training to the learner and its impact to the organisation as a whole.

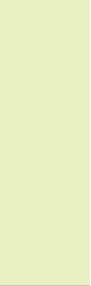
Three (3) reasons why evaluation is needed:

1. to determine the effectiveness of the program to the learner;
2. to facilitate the transfer of learning in the workplace; and
3. to rationalise the importance of the training to the organisation.

Kirkpatrick's Four Level of Evaluation model is the most common evaluation tool used by trainers. It evaluates reaction, learning, application on the job and organisational results.

Jack Phillips' Return on Investment (ROI) has been added because achieving the desired results in training per se is not enough.

A sample **Level 1 Evaluation Form** is found in **Annex G**.



ANNEXES

ANNEX A: HRD PLAN Template*

Section	Content
Executive Summary	Summary highlighting essential points of the report. <i>Note: This section should be no longer than 3 pages and should be written last.</i>
Definition of Terms and Acronyms	Definition of key terms and acronyms used in the report.
Authorization	Documentation of approval of the Plan (Signature and endorsements of the Commission)
Objectives of the HRD Plan	Purpose and value of HRD Planning Specific objectives of the HRD Plan Attributes of the HRD Plan (<i>Duration – 3 years with 1st year detailed budget, Offices covered, other parameters and limitations</i>)
I. Strategic Directions <ul style="list-style-type: none"> ▪ Strategic Directions ▪ Scorecard 	Alignment of the HRD plan to the: <ul style="list-style-type: none"> • Priority Sectoral Reform Areas or Priority Development Thrusts/Agenda • Organization Vision, Mission, Values and Priority Thrusts • Scorecard
II. Human Resource Development Situationer <ul style="list-style-type: none"> ▪ HRD in Organization 	<ul style="list-style-type: none"> ▪ Strategic HR Directions ▪ Overview of HRD philosophy and framework ▪ Overview of the general principles and approaches in HRD ▪ Status of implementation of planned HRD interventions ▪ Gains from these interventions ▪ Facilitating and hindering factors in implementation of HRD programs (e.g., include structural challenges that affect capacity to deliver) ▪ Lessons learned from the experience in implementing HRD programs

Section	Content
<p>III. HRD Priorities for First Year</p> <ul style="list-style-type: none"> ▪ Priority Competency Requirements (in priority reform areas or priority development thrusts) ▪ Proposed Competency-based HRD Interventions <ul style="list-style-type: none"> ○ Learning and Development Activities ○ Scholarships ○ Other modes ▪ Implementation Schedule 	<ul style="list-style-type: none"> ▪ Discussion of priority HRD interventions: ▪ List and Definition of Competencies in Key Reform Areas ▪ Competency gaps that need to be addressed based on the assessment criteria (seriousness, urgency and growth potential) ▪ Terminal or performance objectives for proposed competency-based HRD Interventions ▪ Outputs that will be developed ▪ Target participants (offices and positions) ▪ Areas of specialisation for scholarship program ▪ Target recipients (offices and positions) ▪ Timetable of implementation of proposed HRD interventions (with Gantt Chart)
<p>IV. Support Requirements</p> <ul style="list-style-type: none"> ▪ Financial ▪ Human Resource ▪ Logistic ▪ Executive Sponsorship ▪ Others 	<ul style="list-style-type: none"> ▪ Budgetary requirements for plan implementation that should be incorporated in the Annual Investment Plan ▪ Personnel/Staff required to manage planned HRD programs ▪ Facilities, equipment, materials needed to execute the HRD plan ▪ Demonstrations of support that can be provided by higher-level officials of CSC ▪ Policies, Resources, Coordination/Networking, etc.
<p>V. Responsibilities in Plan Implementation</p> <ul style="list-style-type: none"> ▪ Human Resource Office ▪ Managers and Supervisors ▪ Process owners/staff ▪ Other HR support groups, if any 	<p>Roles of key offices/units, point persons in designing, executing, monitoring and evaluating the CSC HRD Plan</p>
<p>VI. Monitoring and Evaluating the HRD Plan</p>	<ul style="list-style-type: none"> ▪ Objective of monitoring and evaluating the HRD Plan ▪ Strategy for monitoring and evaluating the HRD Plan implementation (includes indicators, schedules, reporting of M&E) ▪ Responsibility centers in implementing M and E Strategy

VII. Communication Plan	Communication strategies for implementing the HRD Plan
<p>Annexes</p> <ul style="list-style-type: none"> A. Competency Requirements (Including competency dictionary containing definitions of competencies identified in the HRD Plan) B. Prioritised Competency Gaps and Proposed Interventions C. HRD Plan Implementation Matrix D. HRD Plan Monitoring and Evaluation Strategy 	

****The HRD Plan template was developed through a program administered by the Philippines Australia Human Resources and Organisational Development Facility, an Australian Aid project funded by the Australian Government.***

ANNEX B: Guide in Developing Survey Questionnaires

How do you create a good survey to generate the results you are looking for?
(Source: http://www.skillnets.ie/sites/skillnets.ie/files/imce/u7/tna_guide_2013.pdf)

- 1. Don't write a book.** Keep it brief. More member companies will be willing to complete them and tallying the results will be more manageable. Brainstorm and write and down all the questions you might want to ask, then review the list and go with only the absolutely most important.
- 2. Avoid two part questions.** When creating a question, include only one topic at a time and split the question into two separate questions if necessary.
- 3. Keep each question as brief as possible.** Long sentences run the risk of losing your participants' attention and create a bigger chance of causing confusion.
- 4. Avoid leading questions.** Write the question in such a way that your client will be free to answer what they truly FEEL rather than forcing them to provide what you THINK they need. e.g. What types of computer training will your staff benefit from?
- 5. Provide clear, to the point, instructions at the top of the survey.** To get good results, don't just assume the person filling out the survey knows what you are looking for. They may perceive things differently or may try to fill out your survey based on the format of other surveys they've taken. Request that the person completing the survey on behalf of a company consults others within their organisation to ensure that all training needs are identified. Make it clear from the beginning otherwise your results may not be accurate.
- 6. Do not limit yourself to one type of question throughout the entire survey.** Utilise varying formats to extract the appropriate information. Types of popular survey questions include: a) Rate the topic on a scale of 1 to 5 with 1 being the least likely and 5 being the most likely. b) Tick all that apply c) Choose one of the following d) Open-ended questions that allow the participants to fill in one to two sentences.
- 7. Provide the survey in a way that is most convenient to your member.** There are several ways to have a survey completed. You can mail them hard copies or attach them in an email for them to download and print out at their convenience.
- 8. Ensure respondents are assured of confidentiality.** The survey should be used only for the purpose intended.

You may consider building an on-line survey. There are many survey sites on the web that help will you to easily create surveys. For a reasonable fee, you can set up an account, create the survey and send a link to your client inviting them to fill out the survey online. This creates freedom to do it from their work office or even their home at a time that suits them. Many survey companies even tally up results, allowing you to analyse and export various types of data.

ANNEX C: Sample Questionnaires

NAME OF AGENCY

Needs Assessment Questionnaire (For First Level Personnel)

To the Respondent:

This Assessment is intended to find out your learning and development needs to become more effective in your performance of current as well as future responsibilities. Please respond to all questions honestly. Your answers will be treated with utmost confidentiality.

PART I

Personal Data

Name: _____

Office: _____ Position: _____

Educational Attainment: ___ Post-Graduate degree ___ Bachelors Degree
 ___ College Level ___ High School Graduate

No. of Years in Present position: ___ above 10 years ___ 1-5 years
 ___ 6-10 years ___ less than 1 year

Sex: ___ Female ___ Male

PART II

Work Performance

What would you say about your current job performance? Indicate your views on the scale given.

	Very	Good	Average	Fair	Poor
1. Quality of work performance	___	___	___	___	___
2. Competence to carry out the job	___	___	___	___	___

3. Are you satisfied with your current performance?

___ Highly satisfied ___ Satisfied ___ To some extent ___ Very Little ___ Not at all

4. In the work environment, do you face any problem/ needs that affect your work?

___ Yes ___ No

5. If yes, please specify: _____

PART III

Knowledge and Skills

What would you say about your knowledge and skills in your current job in terms of the following:

	Very	Good	Average	Fair	Poor
1. Writing Effectively	___	___	___	___	___
2. Speaking Effectively	___	___	___	___	___
3. Managing Information	___	___	___	___	___
4. Customer Service	___	___	___	___	___
5. Records Management	___	___	___	___	___

What new knowledge and/or skills would you need to further improve your current performance?

What knowledge and/or skills would you consider useful for your continued personal and professional development?

Thank you.

(source: Agnes R. Pampanga, Training Needs Analysis)

SURVEY QUESTIONNAIRE
For Division Chiefs

Dear Respondent:

Thank you for taking time to answer this training survey questionnaire. We are currently identifying the learning and development needs of Division Chiefs in this Office. The result of this survey will be critical in identifying learning and development interventions that are responsive to your performance needs and the goals of this agency.

Your responses are significant to the success of this endeavor and will be treated with utmost confidentiality and exclusively for developmental purposes only.

This survey is composed of three parts. Please read the instructions carefully and answer the questions to the best of your knowledge and understanding.

Thank you very much.

I. Personal Information.

Please supply the information asked on the space provided.

Name: _____
Position/Designation: _____ SG: _____
Agency: _____
Department: _____

Please mark the space that represents your profile with an X mark.

Age () below 26 () 26-30 () 31-35
 () 36-45 () 46-55 () 56 and above

Gender () Male () Female

Length of Service () less than 12 months () 1-3 years () 4-8 years
in the position () 9-15 years () 16-25 years () over 25

Highest Educational Attainment () college graduate
 () post graduate
 () others, please specify _____

- II. This section explores your training needs relative to competencies required of an HR practitioner in government. In evaluating the statement, please ask yourself ***“to what extent am I demonstrating this behaviour?”***

Please encircle the appropriate number corresponding to your self-assessment using the following rating scale:

- 1 – Demonstrates the sample behaviour consistently.
- 2 – Demonstrates the sample behaviour but not consistently.
- 3 – Does not demonstrate the sample behaviour and needs assistance to demonstrate consistently.
- 4 – Does not demonstrate the sample behaviour and needs opportunity to demonstrate it.

Behavioral Indicators	Rating Scale			
1. Challenges alibis and misconceptions behind inappropriate, unethical or dishonest behaviors.	1	2	3	4
2. Does the right thing even when it is not popular.	1	2	3	4
3. Identifies complex ethical issues, analyzes and adopts proactive measures/actions to mitigate them. (e.g. ethical dilemmas or right vs. right and hierarchy of values).	1	2	3	4
4. Maintains confidentiality and protect the privacy of employees, customers, and other members of the public.	1	2	3	4
5. Expresses dissent when actions or pending decisions would violate organizational and/or constitutional values, laws, and regulations.	1	2	3	4
6. Confronts peers and or offices regarding ethical problems or issues and deals proactively with conflict when addressing professional behavior with others.	1	2	3	4
7. Adheres to ethical standards/organizational values/laws and regulation when making decisions.	1	2	3	4
8. Analyzes stakeholders’ needs and expectations vis-à-vis the Organization’s Road Map/Strategic Map and takes proactive measures to respond or act on their needs.	1	2	3	4
9. Monitors staff behaviour and directs them to provide prompt action and accurate information to customers.	1	2	3	4
10. Initiates improvements in service delivery based on stakeholder feedback.	1	2	3	4
11. Provides inputs to management that will enhance processes, systems and policies that will allow flexibility in catering to customer’s needs.	1	2	3	4
12. While exercising flexibility, takes action to ensure that the needs of the organization are also met.	1	2	3	4
13. Explains and communicates the alignment of the division targets and strategies with the office short- and long-term goals and objectives based on the agency Strategy Map/Road Map/Scorecard.	1	2	3	4
14. Motivates division personnel to work together to accomplish/ achieve common goals within the division and/or reward outstanding	1	2	3	4

Behavioral Indicators	Rating Scale			
	1	2	3	4
contributors.				
15. Calculates and manages risks in the implementation of division Scorecard based on emerging and future trends.	1	2	3	4
16. Consistently communicates division plans and programs within the office and/or agency.	1	2	3	4
17. Keeps line of sight between future directions and day to day transactional work to ensure that the division is able to balance work for now and requirements for future policies and programs that needs to be undertaken to support the long-term vision of the office.	1	2	3	4
18. Recommends and implements policies, programs and resources that are needed to remove barriers to performance in the division.	1	2	3	4
19. Recommends and implements policies, programs and resources that are needed to remove barriers to performance in the division.	1	2	3	4
20. Continuously updates the performance dashboard of the division at real-time to have a source for key decisions affecting the office.	1	2	3	4
21. Applies the principles of “Plan-Do-Review” in the division to ensure achievement of the division’s plans and goals.	1	2	3	4
22. Reviews, recommends and implements approved plans to align culture and structure.	1	2	3	4
23. Through non-directive coaching, plans with staff their learning and development needs to ensure that they are equipped with the right knowledge and skills to execute individual/office goals linked to the office goals.	1	2	3	4
24. Updates one’s self with relevant policies and issues that impact on the change management plan of the office and makes adjustments within the division accordingly.	1	2	3	4
25. Communicates the organization change initiatives within one’s division and motivates staff by projecting personal enthusiasm and confidence that the change effort will succeed and encourages staff to perform their role effectively and efficiently as part of a team when their services are tapped.	1	2	3	4
26. Obtains and provides resources to implement change initiatives and works to make others feel ownership of the change.	1	2	3	4
27. Creates enthusiasm for change, stimulates people and encourages them to look at the benefits, opportunities and possibilities that can be realized in light of the change.	1	2	3	4
28. Comes up with sustainable action plan (SAP) for implementation in the division and executes the recommendations coming from the result of the change initiative.	1	2	3	4
29. Develops and implements approved communication plan for successful information giving to all division members before, during and after the completion of the change initiative	1	2	3	4

Behavioral Indicators	Rating Scale			
30. Provides clear directions about performance expectations within the division by establishing clear linkages between division goals and imperatives with the strategic direction of the office.	1	2	3	4
31. Assesses the capability and readiness of the division and its individual members in supporting or fulfilling its goal relative to the strategic direction of the office.	1	2	3	4
32. Implements or seeks recommendations on how to augment skill, structural or system gaps of the division in view of its contribution to the strategic direction of the office.	1	2	3	4
33. Spots the potential changes, updates or enhancement to the current performance management policies and guidelines and actively engages in a discussion with the appropriate individuals or groups to effect recommendations.	1	2	3	4
34. Recommends/Initiates the development of policies, processes and/or mechanisms for identifying talent, managing and developing them and preparing them for new or future assignments or responsibilities.	1	2	3	4
35. Uses creative ways of developing and inspiring talents such as Job Enrichment and Job Enlargement in order for them to become more effective in their jobs or capable of taking on bigger and more significant challenges and roles.	1	2	3	4
36. Empowers talents to come up with their own solutions to performance or competency problems, and providing them opportunities to exercise, share and apply such newly learned skills.	1	2	3	4
37. Creates opportunities for inter-functional interdependence when approaching goals, maintaining balance between functional requirements and organizational interests and personal agenda.	1	2	3	4
38. Effectively communicates a compelling vision of the future and operationalizes these into actionable strategies to which everyone can relate.	1	2	3	4
39. Recognizes ways to reinforce and expand successful partnerships.	1	2	3	4
40. Practices win-win approach in resolving differences.	1	2	3	4
41. Resolves conflict by anticipating concerns, constraints, or resistance from partners/network.	1	2	3	4
42. Forges agreements/understandings (MOA/MOU) with private and public sector partners to achieve common goals.	1	2	3	4
43. Listens with palpable respect and without interruption. The quality of attention given to coachee is helping coachee to generate new thoughts and ideas.	1	2	3	4
44. Treats each coachee as thinking peers, an equal with you with respect to the capacity to think independently.	1	2	3	4
45. Offers a genuine acknowledgement of a person's qualities, and practicing a 5:1 ratio of appreciation to criticism.	1	2	3	4
46. Encourages coachee to go to the cutting edge of ideas and not competing with the coachee for such ideas.	1	2	3	4

Behavioral Indicators	Rating Scale			
47. Practices empathetic listening to allow coachee to release emotional tension to restore thinking. Supplies the facts to coachee that will enable them to think well.	1	2	3	4
48. Uses questions to enable people to think more effectively and creatively and motivate them to take positive actions towards achieving their goals and improving their performance.	1	2	3	4

III. We wish to know what further interventions can be provided for your development. Please give your candid responses to the following:

1. What training programs are important to you which you feel this Agency should provide?

2. What other initiatives do you expect from this Agency to assist you in your present job?

3. What support do you need from this Agency in terms of learning and development opportunities for your career advancement?

(CSI Survey Questionnaire – DC)

ANNEX D: BLOOM'S TAXONOMY

Benjamin Bloom spearheaded the categorization of educational or learning objectives, now known as Bloom's Taxonomy, into three domains: cognitive, affective and motor skills. These domains were further categorized into skills levels from the simplest to the most complex.

Types	Levels	Key Words
Cognitive: Acquisition of knowledge or intellectual skills.	Knowledge- Recalling data or information that was presented	Recall, Recite, List, Name, Label Identify, Recognize, Select
	Comprehension- Giving meaning to data or information presented	Explain, Discuss, Summarize, Interpret, Defend
	Application- Using data, information or concept in own situation	Use, Apply, Relate, Demonstrate, Operate, Compute, Solve
	Analysis-Breaking down ideas or concepts into component parts	Analyze, Breakdown, Investigate, Explore, Examine, Question
	Synthesis- Recognizing patterns/ structures from diverse elements	Combine, Compose, Create, Infer, Integrate
	Evaluation- Making judgments about ideas and concepts	Discriminate, Assess, Evaluate, Criticize, Justify, Conclude
Affective: Creation of an emotional response	Receiving- Being aware and willing to accept ideas/concepts	Mention, Express, State, Discuss, Enumerate, Choose, Use
	Responding- Participating and being involved in activities	Participate, Present, Perform, Practice, Comply, Be involved
	Valuing- Expressing preference for ideas, concepts or activities	Commit, Initiate, Propose, Justify, Share
	Organizing- Differentiating and prioritizing values	Decide, Prefer, Prioritize, Defend, Recommend
	Internalizing- Value are consistently manifested in behavior	Model, Advocate, Manifest, Demonstrate
Psychomotor: The use and coordination of physical movement	Perception- Using sensory cues to guide motor skills	Detect, Select, Identify, Differentiate
	Set- Providing pre-determined responses to specific situations	Begin, Proceed, Display, Show, Demonstrate
	Guided Response- Performing under close supervision	Follow, Repeat, Imitate, Respond, React,
	Mechanism- Performing consistently to specific situations	Organize, Assemble, Manipulate, Calibrate, Construct, Perform
	Complex Overt Response- Performing skillfully	Organize, Assemble, Manipulate, Calibrate, Construct, Perform
	Adaptation – Modifying performance for special requirements	Modify, Adapt, Change, Adjust, Revise, Contextualize,
	Origination- Creating new performance patterns	Originate, Create, Compose, Design, Develop

ANNEX E: COURSE BRIEF AND DESIGN MODULE

Training Design and Development Workshop
CSC Program for Learning and Development

Workshop Description:

This workshop shall enable participants to translate training needs into learning objectives leading towards the design and development of the appropriate learning interventions. It shall also enable participants to administer the designed learning interventions through appropriate pre-course, course-proper and post course activities. The necessary competencies shall be built through actual application of principles, processes and practices using facilitated discussions and activities embedded in the workshop.

Learning Objectives:

By the end of this workshop, the participants shall be able to:

1. Develop a training philosophy and a curriculum framework;
2. Process training needs data into organizational, performance, learning and learning environment needs;
3. Design a courses that will address identified learning needs;
4. Develop materials that will support the implementation of the designed courses; and,
5. Prepare a checklist and necessary collaterals to prepare for course implementation.

Target Participants:

Selected officers and staff from the Civil Service Institute (CSI), Office of Human Resource Management and Development (OHRMD) and CSC Regional HRs.

Workshop Content:

1. Introduction
2. Training Philosophy and Curriculum Framework
3. Alignment of Training Needs
4. Course Design
5. Training Materials Development
6. Training Administration
7. Integration

Day/Time	Learning Objectives	Session/ Activity	Expected Outputs	Topic/Content Highlights	Teaching / Learning Methodology	Nominated Facilitator	Resources Needed
Day 1 8:00 AM - 12:00NN							
12:00 – 1:00 PM							
1:00 – 5:00 PM							

(source: CSC PLD Workbook)

ANNEX F: Implementation Checklist Template

Course Title
Target Implementation Date(s)

Pre-Course Administration

Date	Things To Do	Specifications
	Review Course Brief and Design Matrix	
	Book venue and coordinate venue set-up	
	Book and coordinate facilitator	
	Requisition supplies and materials	
	Prepare and print marketing collaterals	
	Invite target participants	
	Collect registration fees	
	Confirm participants	Through participant managers
	Conduct pre-course activities	Only when specified in the Training Design
	Prepare and print training kit	Manuals, Attendance Sheet, Name Tags
	Remind facilitator	
	Remind participants and their managers	
	Check training kits, materials and supplies	
	Check equipment	Lap Top, Projector, Flip Charts
	Check venue set-up	Seating Arrangement, Sound System, Meals

Course Proper Administration

Date	Things To Do	Specifications
	Check facilitator	
	Check presentations	
	Greet participants and issue kits	
	Conduct opening ceremonies	
	Conduct pre-test	
	Introduce facilitator	
	Document proceedings	
	Verify accuracy of participant names	Also verify contact numbers
	Print certificates and directory	
	Link modules (recap and introduce)	
	Facilitate course integration	
	Administer Level 1 and 2 Evaluations	
	Conduct closing ceremonies	
	Issue certificates and participant directory	
	Safekeep equipment, materials, supplies	

(source: PLD Workbook)

IMPLEMENTATION CHECKLIST TEMPLATE

Course Title
Target Implementation Date(s)

Post-Course Administration

Date	Things To Do	Specifications
	Ensure all expenses incurred are paid	
	Prepare summary of expenses	
	Summarize Level 1 & 2 Evaluations	
	Summarize and file Training Outputs	
	Follow-up post-course activities	Only when specified in Training Design
	Update participant database	
	Conduct Level 3 Evaluation	
	Conduct Level 4 Evaluation	Only after sufficient batches have been run
	Prepare Training Report	

Budget

Budget Item	Per Head	Total
Consultant's Fee/Honoraria		
Materials and Supplies		
Function Room/Venue		
Meals		
Accommodation		
Equipment Rental		
Transportation		
Miscellaneous:		
Total		

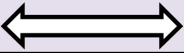
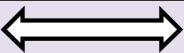
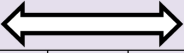
Equipment and Materials


Ok Before Event	Ok After Event	Equipment/Material

Prepared by: <p style="text-align: center;">Training Administrator</p>	Approved by: <p style="text-align: center;">Training Manager</p>
-------------------------------------------------------------------------------	-------------------------------------------------------------------------

(source: CSC PLD Workbook)

ANNEX G: LEVEL 1 EVALUATION FORM

Dear Valued Participant,					
We would like to solicit your honest and sincere opinion on how well you think this particular training program has been conducted. Your responses will help us to continuously improve the design and implementation of future training programs so that these can best suit your needs.					
HR Unit					
INSTRUCTIONS: Please indicate the extent to which you agree or disagree with the following statements by marking the appropriate column on the right of each evaluation item.					
Course Design:	Strongly Disagree				Strongly Agree
1. The course objectives were clearly stated and easy to understand.	1	2	3	4	5
2. The topics were complete, relevant and applicable to my specific needs.	1	2	3	4	5
3. The sequencing of the topics displayed good flow, logic and organization.	1	2	3	4	5
4. The methodologies used enhanced my understanding of the subject.	1	2	3	4	5
5. The time allotted for each module was appropriate.	1	2	3	4	5
Comments					
Facilitator:	Strongly Disagree				Strongly Agree
1. The facilitator displayed mastery of the subject matter.	1	2	3	4	5
2. The facilitator effectively motivated group participation/ interaction.	1	2	3	4	5
3. The facilitator communicated effectively.	1	2	3	4	5
4. The facilitator effectively used training equipment and materials.	1	2	3	4	5
5. Efforts were made to relate the subject/topic to real life situations.	1	2	3	4	5
Comments:					
Administrator:	Strongly Disagree				Strongly Agree
1. I was informed of the course schedule, venue, objective and requirements.	1	2	3	4	5
2. The house rules clarified our expectations regarding the course.	1	2	3	4	5
3. Extra effort was exerted to satisfy the special request of the group.	1	2	3	4	5
4. The venue was conducive and appropriate to the methodologies used.	1	2	3	4	5
5. Efforts were made to determine the effectiveness of the program.	1	2	3	4	5
Comments:					

Training Materials:	Strongly Disagree  Strongly Agree				
1. All training materials are relevant to the course objectives.	1	2	3	4	5
2. All training materials are well prepared, organized and user-friendly.	1	2	3	4	5
3. The contents were up-to-date, accurate and error-free.	1	2	3	4	5
4. All needed training materials were complete and issued on time.	1	2	3	4	5
5. The hand-outs looked professional and are of high quality.	1	2	3	4	5
Comments:					
Other comments and suggestions:					
Thank you.					

(source: PLD Workbook)

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NOTES

