



MC No. 24, s. 2016

## MEMORANDUM CIRCULAR

**TO :** ALL HEADS OF CONSTITUTIONAL BODIES, DEPARTMENTS, BUREAUS, AND AGENCIES OF THE NATIONAL GOVERNMENT; LOCAL GOVERNMENT UNITS; GOVERNMENT-OWNED OR CONTROLLED CORPORATIONS WITH ORIGINAL CHARTERS; AND STATE UNIVERSITIES AND COLLEGES

**SUBJECT :** Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) Enhanced Maturity Level Indicators

Pursuant to CSC Resolution No. 1601209 dated October 21, 2016, the Civil Service Commission adopted the PRIME-HRM Enhanced Maturity Level Indicators, thereby, amending Annex A (PRIME-HRM: Maturity Level Indicators) of CSC Memorandum Circular No. 30, s. 2014, dated December 22, 2014. The said indicators are now entitled PRIME-HRM Enhanced Maturity Level Indicators.

### A. MATURITY LEVEL INDICATORS

The PRIME-HRM adopts a maturity levels/indicators model. For each of the core HRM system, there are progressive levels with indicators per level.

The PRIME-HRM maturity levels are as follows:

#### Level 1- Transactional HRM

- Processes are compliant with CSC and other relevant authorities' regulations and guidelines
- Some processes are characterized by projects and are often reactive
- Often produces services and outputs that work but frequently exceed prescribed timelines
- Success depends on competence of people and not by using proven processes

#### Level 2- Process-Defined HRM

- Processes are attuned to the agency's requirements
- Programs are performed and managed according to documented processes
- Some processes are proactively managed through the use of automated systems, but the integration of data is not fully in place

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Annex A provides the complete maturity level indicators for the systems and practices and HRMO competencies for the four (4) core HRM systems.

This Memorandum Circular shall take effect immediately.

  
ALICIA dela ROSA-BALA  
Chairperson

24 OCT 2016



### Level 3- Integrated HRM

- Quantitative objectives are used to measure the quality and performance of process for continuous improvement
- HR partners with the agency leadership to drive HRM systems in order to support the agency's business needs
- Quality and process performance measures are used to support data-driven decision making
- There is an HR Management toolkit

### Level 4- Strategic HRM

- Processes are focused on continually improving process performance through both incremental and innovative improvements
- There are quantitative process improvement objectives which are regularly updated to reflect changes in Agency objectives; these are used to manage process improvements
- HR helps to drive agency business decision on people, data, and insight
- The HR strategy is part of the agency strategy

The competency proficiency levels are aligned with the maturity levels:

#### Level 1 - Basic

- Understands basic principles; can perform tasks with assistance or direction

#### Level 2 - Intermediate

- Performs routine tasks with reliable results; works with minimal supervision

#### Level 3 - Advanced

- Performs complex and multiple tasks; can coach or teach others

#### Level 4 - Superior

- Considered an expert in performing tasks; can teach and lead others

Identifying maturity level by the agency results in better planning and implementation of specific functions of HRM systems leading to higher employee and organizational performance. Meeting a set of indicators per level shall be the basis of the Commission in granting the corresponding recognition or award. On the other hand, any gap identified by the agency and the assessors shall be the basis of assistance to agencies to be provided by the CSC assistors.

## **B. SYSTEMS, PRACTICES AND COMPETENCIES PILLARS**

The PRIME-HRM Enhanced Maturity Indicators in all levels shall be categorized by pillars, pillar elements and Human Resource Management Office (HRMO) competencies as herein defined.



Program to Institutionalize Meritocracy  
and Excellence in Human Resource  
Management (PRIME-HRM):  
Enhanced Maturity Level Indicators  
X-----X

Number: 1601209

Promulgated: 21 OCT 2016

### RESOLUTION

**WHEREAS**, Section 3, Article IX B of the 1987 Philippine Constitution, mandates the Civil Service Commission, as the central human resource institution of the government, to establish a career service and adopt measures to promote morale, efficiency, integrity, responsiveness, progressiveness, and courtesy in the civil service; and, strengthen the merit and rewards system, integrate all human resource development programs for all levels and ranks, and institutionalize a management climate conducive to public accountability;

**WHEREAS**, Section 12 (3), Chapter 3, Title I, Subtitle A, Book V of Executive Order No. 292 mandated the Commission to "promulgate policies, standards and guidelines for the Civil Service and adopt plans and programs to promote economical, efficient and effective personnel administration in the government";

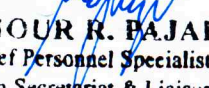
**WHEREAS**, Item 15 of the same provision, authorizes the Commission to "inspect and audit the personnel actions and programs of the departments, agencies, bureaus, offices, local government units and other instrumentalities of the government including government-owned or controlled corporations; conduct periodic review of the decisions and actions of offices or officials to whom authority has been delegated by the Commission as well as the conduct of the officials and the employees in these offices and apply appropriate sanctions whenever necessary";

**WHEREAS**, in line with the Commission's thrust to transform Human Resource (HR) from its administrative and transactional orientation to being strategic and developmental, the Commission adopted the guidelines to implement the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) through Resolution No. 1200241 dated February 1, 2012;

**WHEREAS**, in CSC Resolution Nos. 1400376 (HR Maturity Level Indicators for the PRIME-HRM Assessment of Agency HRM Systems) and 1400377 (PRIME HRM Revised Guidelines), dated March 5, 2014, as implemented through CSC MC No. 30, s. 2014, dated December 22, 2014, the Commission adopted the HR Maturity Level indicators for the systems and practices and HRMO competencies of agencies in government, and revised the guidelines on implementing the PRIME-HRM;

**WHEREAS**, after fours (4) years of implementing the program, the Commission sees the need to enhance the PRIME-HRM maturity indicators based on the comments, feedback and suggestions received from government agencies and the CSC Assistors and Assessors;

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**SEYMOUR R. BAJARES**  
Chief Personnel Specialist  
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**WHEREAS**, a series of pilot test with the CSC Central and Regional Offices and selected government agencies, and consultation with HR experts from private institutions were conducted wherein the PRIME-HRM maturity indicators were enhanced;

**WHEREFORE**, the Commission **RESOLVES** to adopt the attached PRIME-HRM Enhanced Maturity Level Indicators for the systems and practices and HRMO competencies of agencies in government;

The Commission further **RESOLVES** that the Enhanced Maturity Level Indicators shall be used as guide for the assessment, assistance and award stages of the PRIME-HRM.

All rules, regulations and issuances which are inconsistent herewith are hereby repealed or amended accordingly.

This Resolution shall take effect immediately.

Quezon City.

  
ALICIA dela ROSA-BALA  
Chairperson

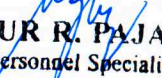
  
ROBERT S. MARTINEZ  
Commissioner

VACANT  
Commissioner

Attested by:

  
DOLORES B. BONIFACIO  
Director IV  
Commission Secretariat and Liaison Office

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## PILLAR DEFINITIONS AND ELEMENTS

Recruitment, Selection and Placement				
Pillars	Definition	System Elements	Competencies	References*
1. Governance	Overall structure and processes for setting policies, establishing Recruitment, Selection, and Placement system and budget, and overseeing management and effectiveness of Recruitment, Selection, and Placement function and its alignment to the Agency's vision and strategic direction. Defines responsibility centers and roles of key players. Identifies support mechanisms such as information management and system review. <i>(Adapted from PFMDP Training Management System)</i>	<ul style="list-style-type: none"> <li>Policy including Equal Employment Opportunity Principle (EEOP)</li> <li>Structure and Roles</li> <li>Review Mechanism</li> <li>Information and Communication</li> </ul>	<ul style="list-style-type: none"> <li>Policy Review and Formulation</li> <li>System Review</li> <li>Use of Technology</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>CSC MC3, s. 2001 (Revised Policies on Merit Promotion Plan)</li> <li>CSC MC8, s. 1999 (Equal Representation Of Women And Men In 3rd Level Positions In Government)</li> <li>EO292, Book V (Chapter 5 - Personnel Policies and Standards)</li> <li>RA No. 7192 (An Act Promoting the Integration of Women as Full and Equal Partners of Men in Development and Nation Building and for Other Purposes)</li> <li>RA No. 9710 (An Act Providing for the Magna Carta of Women)</li> </ul>
2. Talent Planning	Processes for assessing and defining Agency's staffing demands. Making provision for the movement of human resources into, within and out of the organization so that people's competencies are effectively and efficiently utilized to achieve Agency's goals. <i>(Adapted from D. Purkay and M. Rothwell, Competency-based HRM)</i>	<ul style="list-style-type: none"> <li>Staffing and Workforce Plan, including EEOP</li> </ul>	<ul style="list-style-type: none"> <li>Workforce Planning</li> <li>Application of EEOP</li> </ul>	
3. Talent Sourcing	Processes and strategies for identifying and attracting as many qualified candidates for existing and anticipated vacancies. <i>(Adapted from J. Pridemore and M. Rothwell, Competency-based HRM)</i>	<ul style="list-style-type: none"> <li>Recruitment Plan</li> <li>Talent Attraction</li> <li>EEOP</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment Planning</li> <li>Talent Attraction</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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Recruitment, Selection and Placement				
Pillars	Definition	System Elements	Competencies	References*
4. Talent Selection and Placement	Processes for evaluating and selecting most qualified candidates based on objective job-related criteria. Preparing new entrants to the Agency and their roles to facilitate integration and performance, and promote retention.	<ul style="list-style-type: none"> <li>• Selection Criteria</li> <li>• Assessment and Selection Process</li> <li>• EEOP</li> <li>• Onboarding</li> </ul>	<ul style="list-style-type: none"> <li>• Selection Criteria Development</li> <li>• Candidate Assessment and Selection</li> <li>• Application of EEOP</li> <li>• Onboarding Program Management</li> </ul>	<ul style="list-style-type: none"> <li>• RA No. 7277 (An Act Providing for the Rehabilitation, Self-Development and Self-Reliance of Disabled Persons and their Integration)</li> <li>• CSC MC 7, s. 2014 (Encouraging Government Agencies to Hire PWDs Pursuant to Republic Act No. 7277, as Amended)</li> <li>• RA No. 8371 (An Act to Recognize, Protect and Promote the Rights of Indigenous Communities/ Indigenous Peoples, Creating a National Commission on Indigenous Peoples, Establishing Implementing Mechanisms,</li> </ul>

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Recruitment, Selection and Placement				
Pillars	Definition	System Elements	Competencies	References*
				<ul style="list-style-type: none"> <li>Appropriating Funds Therefor, and for Other Purposes)</li> <li>RA No. 7041 (An Act Requiring Regular Publication of Existing Vacant Positions in Government Offices, Appropriating Funds Therefor, and for Other Purposes)</li> <li>DBM PSIPOP (Department of Budget and Management – Personal Services Itemization Planilla of Personnel)</li> </ul>

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Learning and Development				
Pillars	Definition	System Elements	Competencies	References*
1. Governance	Overall structure and processes for setting policies, establishing Learning and Development system and budget, and overseeing management and effectiveness of Learning & Development function and its alignment to the Agency's vision and strategic direction.  Defines responsibility centers and roles of key players. Identifies support mechanisms such as information management and system review.  (Adapted from PRMDP Training Management System)	<ul style="list-style-type: none"> <li>• Policy including Equal Opportunity Principle (EOP) Structure and Roles</li> <li>• Budget Support</li> <li>• Review Mechanisms</li> <li>• Information and Communication</li> <li>• System Review</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Review and Formulation</li> <li>• System Review</li> <li>• Use of Technology</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• CSC MC 10, s. 1989, on Establishing the Personnel Development Committee (PDC)</li> <li>• CSC MC 28, s. 1990 (Reiterating Certain Policies in the Conduct of Government Training And Development Program)</li> <li>• CSC MC 43, s. 1993 (Streamlining and Deregulating HRD Functions)</li> <li>• Omnibus Rules Implementing Book 5 of the Administrative Code of 1987, EO 292 (Instituting the Administrative Code of 1987)</li> </ul>
2. Planning and Monitoring and Evaluation	Hierarchy of planning processes that drive the Learning and Development function in the Agency. Establishes link between Learning and Development programs and activities and the Agency's goals and directions. Includes monitoring and evaluation framework for determining value and effectiveness of Learning and Development investments.  (Adapted from PRMDP Training Management System)	<ul style="list-style-type: none"> <li>• L&amp;D Planning</li> <li>• L&amp;D Monitoring and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying L&amp;D Interventions</li> <li>• L&amp;D Plan Formulation</li> <li>• M&amp;E Framework Formulation</li> <li>• Developing M&amp;E Tools and Approaches</li> <li>• Conducting M&amp;E</li> <li>• Analysis and Use of M&amp;E Results</li> </ul>	

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Learning and Development				
Pillars	Definition	System Elements	Competencies	References*
3. Execution	Processes to operationalize the elements of the Learning and Development cycle (from learning needs analysis to delivery). Defines guidelines and processes that facilitate integrated management of Learning and Development programs and activities.  (Adapted from PRMDP Training Management System)	<ul style="list-style-type: none"> <li>• L&amp;D Needs Analysis</li> <li>• L&amp;D Design</li> <li>• L&amp;D Development</li> <li>• L&amp;D Delivery (includes management of L&amp;D interventions)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Needs Analysis (LNA)</li> <li>• Designing L&amp;D interventions</li> <li>• Developing L&amp;D materials</li> <li>• Delivery of L&amp;D interventions</li> <li>• Learning Management</li> </ul>	

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Performance Management				
Pillars	Definition	System Elements	Competencies	References*
1. Governance	Overall structure and processes for setting policies, establishing Performance Management System and budget, and overseeing management and effectiveness of Performance Management function and its alignment to the Agency's vision and strategic direction. Defines responsibility centers and roles of key players. Identifies support mechanisms such as information management and system review.	<ul style="list-style-type: none"> <li>Policy including EOP</li> <li>Structure and Roles</li> <li>Review Mechanisms</li> <li>Information and Communication</li> </ul>	<ul style="list-style-type: none"> <li>Policy Review and Formulation</li> <li>System Review</li> <li>Use of Technology</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>CSC MC 6, s. 2012, on the Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS)</li> </ul>
2. Performance Planning and Commitment	Processes for determining and communicating performance measures and targets, and required competencies and proficiency levels that will contribute to individual, unit and overall Agency performance.	<ul style="list-style-type: none"> <li>Target Setting</li> <li>Standard Setting</li> </ul>	<ul style="list-style-type: none"> <li>Target Setting</li> <li>Standard Setting</li> </ul>	<ul style="list-style-type: none"> <li>AO 25, s. 2011 (Creating an Inter-Agency Task Force on the Harmonization of National Government Performance Monitoring, Information and Reporting Systems)</li> </ul>
3. Performance Monitoring and Coaching	Processes and mechanisms for tracking individual and team performance, and facilitating achievement of targets through the conduct of performance feedback discussions and other forms of purposive conversations.	<ul style="list-style-type: none"> <li>Performance Tracking</li> <li>Providing Performance Support</li> </ul>	<ul style="list-style-type: none"> <li>Performance Tracking</li> <li>Providing Performance Support</li> </ul>	
4. Performance Review and Evaluation	Processes for evaluating performance of individuals and teams vis-à-vis targets at the end of the performance period, and identifying performance and competency gaps that need to be addressed.	<ul style="list-style-type: none"> <li>Performance Review and Evaluation</li> <li>Calibrating Performance Results</li> </ul>	<ul style="list-style-type: none"> <li>Managing Performance Review and Evaluation Process</li> <li>Calibrating Performance Results</li> </ul>	
5. Development Planning	Processes for using performance evaluation results in formulating development plans to build and/or enhance competencies of individuals and teams for optimum performance.	<ul style="list-style-type: none"> <li>Development Planning</li> </ul>	<ul style="list-style-type: none"> <li>Designing Development Planning Tools and Processes</li> </ul>	

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Performance Management				
Pillars	Definition	System Elements	Competencies	References*
			<ul style="list-style-type: none"> <li>Facilitating Development Planning</li> </ul>	

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Rewards and Recognition				
Pillars	Definition	System Elements	Competencies	References*
1. Governance	Overall structure and processes for setting policies, establishing Rewards and Recognition system and budget, and overseeing management and effectiveness of Rewards and Recognition function and its alignment to the Agency's vision and strategic direction. Defines responsibility centers and roles of key players. Identifies support mechanisms such as information management and system review.	<ul style="list-style-type: none"> <li>Policy including EOP</li> <li>Structure and Roles</li> <li>Review Mechanisms</li> <li>Information and Communication</li> </ul>	<ul style="list-style-type: none"> <li>Policy Review and Formulation</li> <li>System Review</li> <li>Use of Technology</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>CSC MC 1, s. 2001 on the Program on Awards and Incentives for Service Excellence (PRAISE)</li> <li>CSC MC 6, s. 2002 (Revised Policy on the Grant of Loyalty Award)</li> </ul>
2. Planning	Processes for developing Rewards and Recognition plans and programs that promote individual and team motivation and performance to achieve Agency's strategic goals.	<ul style="list-style-type: none"> <li>Planning</li> </ul>	<ul style="list-style-type: none"> <li>R&amp;R Planning</li> </ul>	<ul style="list-style-type: none"> <li>CSC MC 6, s. 2012</li> <li>CSC MC 42, s. 1992 (Amendment and Clarificatory Guidelines on the Grant of Loyalty Award)</li> </ul>
3. Execution	Processes for screening nominees and selecting awardees based on their extraordinary achievements, contributions and performance that contribute to the attainment of the Agency's strategic goals.	<ul style="list-style-type: none"> <li>R&amp;R Screening and Selection Criteria and Processes</li> </ul>	<ul style="list-style-type: none"> <li>Development of R&amp;R Screening and Selection Criteria and Processes</li> </ul>	<ul style="list-style-type: none"> <li>CSC MC 42, s. 1992 (Amendment and Clarificatory Guidelines on the Grant of Loyalty Award)</li> </ul>

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## PRIME-HRM Enhanced Maturity Level Indicators for Recruitment, Selection, and Placement

## PILLAR: GOVERNANCE

## Systems and Practices Lens

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Policy	Systems	The Agency's Recruitment, Selection and Placement (RSP) policies and processes comply with CSC-issued RSP policy.	The Agency's RSP policies and/or processes are customized to Agency's requirements, and include specific guidelines in the application of equal employment opportunity principles.	The Agency's RSP policies and processes clearly define link with other core HRM areas (i.e., L&D, PM and R&R).	The Agency's RSP policies and processes are proactively reviewed and updated to respond to changes in the Agency's strategic goals.
	Practices	The HRMO can describe/explain how the Agency's RSP policies and processes comply with CSC policy.	The Promotion and Selection Board (PSB) and managers/supervisors can describe/explain how Agency's RSP policies and processes meet its recruitment, selection and placement requirements.	The top management can describe/explain how they are involved in linking the Agency's RSP policies and processes with other core HRM areas.	Everyone can describe/explain how the Agency's RSP policies and processes address changes in the Agency's strategic goals.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Structure and Roles	<b>Systems</b>	The Agency has a Promotion and Selection Board (PSB) that is constituted and performs functions and responsibilities according to CSC policy.	The Agency has a PSB that performs additional functions to address specific RSP needs (e.g., formulates customized screening criteria, guidelines and tools).	The Agency has a PSB that collaborates with HRMO, managers/supervisors and other HR bodies in strengthening link between RSP and other core HRM areas.	The Agency has a PSB that collaborates with HRMO and top management in proactively reviewing and updating RSP system to respond to changes in the Agency's strategic goals.
	<b>Practices</b>	The HRMO can describe/explain the PSB's role in the Agency's RSP process.	The PSB and managers/supervisors can describe/explain the functions of the board and how it evaluates candidates to ensure selection of qualified candidates.	The top management can cite examples of how they have used information generated by other core HRM areas (e.g., performance data) in making RSP decisions.	Everyone can describe/explain how the PSB ensures that RSP processes result in the deployment of the right people at the right time in the right place for all positions.
	<b>Systems</b>	The Agency relies on CSC feedback on its compliance with RSP policy.	The Agency tracks the efficiency of RSP processes, and uses data to improve system: <ul style="list-style-type: none"> <li>• Turn-around time (i.e., time to source and fill up vacant positions)</li> <li>• Cost of sourcing and</li> </ul>	The Agency tracks the effectiveness of RSP processes, and uses data to improve system: <ul style="list-style-type: none"> <li>• Profile of applicants (including data on gender, disability, civil status, religion, ethnicity, etc.)</li> </ul>	The Agency uses RSP-generated data to evaluate RSP system, including workforce planning, and make strategic decisions to ensure continuing alignment and responsiveness of RSP
Review Mechanisms					

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
			hiring/ placement	<ul style="list-style-type: none"> <li>• Performance at the end of the probationary period</li> <li>• Workforce diversity (data on gender, disability, civil status, religion, ethnicity, etc.)</li> <li>• Turnover rate</li> <li>• Documented and analyzed exit interview</li> </ul>	to its strategic goals.
	<b>Practices</b>	The HRMO can explain how the Agency gets CSC feedback on its compliance with RSP policy.	The PSB and managers/supervisors can describe/explain how the Agency tracks the <u>efficiency</u> of RSP processes, and uses data to improve system.	The top management can describe/explain how the Agency tracks the <u>effectiveness</u> of RSP processes, and uses data to improve system.	Everyone can describe/explain how the Agency uses RSP-generated data to evaluate RSP system and make strategic decisions to ensure continuing alignment and responsiveness of RSP to its strategic goals.



*Seymour R. Pajares*

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Information and Communication	<b>Systems</b> (Use of technology)	The Agency uses manual records management to maintain RSP data and documents.	The Agency uses a computer-based system to maintain RSP data and documents.	The Agency maintains a Human Resource Information System that shows link between RSP and other core HRM areas (i.e., L&D, PM and R&R).	The Agency has an Enterprise Information Management System that links the core HRM areas with other HRM and organizational systems (e.g. benefits, loans, payroll, etc.).
	<b>Practices</b> (Use of technology)	The HRMO can describe/explain the technology used to maintain RSP data and documents.	The PSB and managers/supervisors can describe/explain the computer-based system used to maintain RSP data and documents.	The top management can explain how the Agency Human Resource Information System links RSP and other core HRM areas.	Everyone can describe/explain how the Agency's Enterprise Information System links the core HRM areas with other HRM and organizational systems.
	<b>Systems</b> (Database content)	The Agency maintains and has ready access to all data and documentary requirements based on CSC and other relevant issuances.	The Agency maintains documentation and records on: <ul style="list-style-type: none"> <li>RSP process flow</li> <li>System review data on RSP efficiency</li> <li>System implementation (e.g., PSB minutes of meetings deliberations,</li> </ul>	The Agency maintains documentation and records on: <ul style="list-style-type: none"> <li>System review data on RSP effectiveness</li> <li>RSP policy and process flow showing link to other core HRM areas</li> </ul>	The Agency maintains documentation and records on: <ul style="list-style-type: none"> <li>Historical data on efficiency and effectiveness of RSP</li> <li>RSP policy and process flow showing link to other HRM and organizational systems</li> </ul>

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
			comparative assessment data, selection criteria, etc.)		
<b>Practices</b> (Database content)		The HRMO can describe/explain that the agency maintains and has ready access to data and documentary requirements based on CSC and other relevant issuances.	<p>The PSB and managers/supervisors can describe/explain that the agency maintains documentation and records on:</p> <ul style="list-style-type: none"> <li>• RSP process flow</li> <li>• System review data on RSP efficiency</li> <li>• System implementation (e.g., PSB minutes of meetings deliberations, comparative assessment data, selection criteria, etc.)</li> </ul>	The top management can describe/explain how they can participate in providing inputs and accessing data in the system.	Everyone can describe/explain the benefits of maintaining documentation/records on the efficiency and effectiveness of RSP.

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## Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Policy Review and Formulation	Refers to RSP policies and guidelines issued by CSC and DBM/GCG in executing the Agency's RSP activities.	Reviews and enhances RSP policies, policy guidelines and/or processes to meet agency requirements and promote equal employment opportunity principles, in collaboration with the PSB, managers/supervisors and top management.	Develops RSP policies, policy guidelines and/or processes that clearly define link with other core HRM areas, in collaboration with the PSB, managers/supervisors and top management.	Leads the proactive review and updating of RSP policies, policy guidelines and processes to respond to changes in the Agency's strategic goals.
System Review	Liaises with CSC and DBM/GCG to ensure that Agency is updated with RSP-related issuances.	Tracks and analyses efficiency of RSP processes and uses data to improve or recommend improvements in RSP policies/policy guidelines and their execution, in collaboration with the PSB, managers/supervisors and top management.	Tracks and analyses effectiveness of RSP processes, its linkages with other HR core systems, and uses data to improve or recommend improvements in RSP policies/policy guidelines and their execution, in collaboration with the PSB, managers/supervisors and top management.	Leads the evaluation of the RSP system, including workforce planning, and recommends system improvements to ensure continuing alignment and responsiveness of RSP to Agency's strategic goals.
Competency Modelling	Refers to existing/available competency criteria of specific jobs in implementing RSP activities (e.g., posting of vacancies).	Identifies and/or applies competencies and corresponding key behaviours required for an employee to deliver excellent	Develops and/or applies competency models with rubrics that can be used to determine proficiency level required for specific jobs and	Leads the review and enhancement/updating of Agency's competency models to ensure relevance and responsiveness to

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COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
		performance in specific jobs.	job families.	strategic workforce requirements.
Use of Technology	Uses manual records management to maintain RSP data and documents.	Uses computer-based records and data management system to maintain RSP data and documents.	Maintains Human Resource Information System that shows link between RSP and other core HRM areas (i.e., L&D, PMS and R&R).	Manages RSP module in the Agency's Enterprise Information Management System that links the core HRM areas with other HRM and organizational systems.
Communication	Disseminates RSP policies and guidelines issued by CSC and DBM/GCG and other relevant agencies to everyone in the Agency.	Updates everyone in the Agency on RSP system and processes, and provides system review data to top management, managers/supervisors and the PSB.	Develops and implements a communication plan to generate buy-in and engagement of everyone in developing and executing RSP programs and processes.	Develops and uses information collaterals (e.g., infographics, brochures, handbooks, etc.) to promote understanding and application of Agency RSP system and processes.

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# PILLAR: TALENT PLANNING

## Systems and Practices Lens

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Staffing/ Workforce Plan	Systems	The Agency has a staffing plan approved by the DBM/GCG or <i>Sanggunian</i> .	The Agency has an updated staffing plan reflecting recommended staffing modifications (e.g., deployment, conversion of positions, reclassification) based on planned annual HR needs.	The Agency has a workforce plan to meet medium-term (2-3 years) HR needs. It includes workforce diversity analysis of the Agency's staffing (i.e., male-female ratio, age, information on disability, civil status, ethnicity, religion, etc.) in the last 2-3 years that is used to develop RSP strategies to promote workforce diversity and uphold equal opportunity principles.	The Agency has a strategic workforce plan directed to meet long-term (over 3 years) HR needs. It includes target on workforce diversity profile (e.g., desired male-female ratio, percentage of PWD, IPs, etc.).
	Practices	The HRMO can describe/explain how the staffing plan meets current HR needs of the Agency.	The managers/supervisors can describe/explain how the Agency's annual staffing plan supports their organizational unit's objectives.	The top management can explain their involvement in developing medium-term (2-3 years) workforce plan that includes approaches for promoting workforce diversity and upholding equal opportunity principles.	Everyone can describe/explain how the Agency's long-term (over 3 years) workforce plan promotes workforce diversity and upholds equal opportunity principles in support of the Agency's strategic goals.

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## Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Workforce Planning	Applies Agency's staffing plan approved by DBM/GCG or <i>Sanggunian</i> as reference in implementing RSP processes.	Reviews and recommends staffing modification based on planned annual HR needs, in collaboration with top management and managers/supervisors.	Develops a medium-term (2-3 years) workforce plan to meet Agency's HR needs, in collaboration with top management and managers/supervisors.	Develops a long-term (over 3 years) workforce plan to meet Agency's HR needs, in collaboration with top management and managers/supervisors.
Application of Equal Employment Opportunity Principles (EEOP)	Applies CSC-issued EEOP guidelines and national policies on Gender and Development, Persons with Disability, Indigenous Peoples and other relevant issuances in implementing staffing plan.	Applies national policies on Gender and Development, Persons with Disability, Indigenous Peoples and other related workforce diversity issuances in updating staffing plan.	Analyses and integrates Agency's workforce diversity profiles (e.g., male-female ratio, PWD, etc.), sets targets, and develops strategies to improve workforce diversity in the Agency's medium-term (2-3 years) workforce plan.	Analyses and integrates workforce diversity profiles, sets targets and develops targets and strategies to improve workforce diversity in the Agency's long-term (over 3 years) workforce plan.

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## PILLAR: TALENT SOURCING

### Systems and Practices Lens

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Recruitment Plan	Systems	The Agency initiates recruitment once vacancy occurs, following CSC guidelines.	The Agency has a Recruitment Plan based on anticipated vacancies within the year and includes possible candidate sources (e.g., qualified next in rank employees as well as submitted applications, referrals, etc.)	The Agency has a Recruitment Plan that supports the medium-term (2-3 years) workforce plan, which is reviewed annually to ensure responsiveness.	The Agency's has a recruitment plan that supports the long-term workforce plan (over 3 years), which is reviewed annually to ensure responsiveness.
	Practices	The HRMO can describe/explain how the Agency recruits.	The managers/supervisors can describe/explain how the Agency's Recruitment Plan meets anticipated vacancies for the year.	The top management can describe/explain their involvement in planning recruitment of candidates for vital and hard-to-fill positions for the medium term (2-3 years).	Everyone can describe/explain their involvement in planning recruitment of candidates for vital and hard-to-fill positions for the long term (over 3 years).

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Talent Attraction	<b>Systems</b>	The Agency recruits possible candidates through posting at Agency premises and publications in government bulletins, as required.	The Agency recruits possible candidates for existing and anticipated vacancies within the year through posting in other appropriate publication modes (e.g., CSC bulletin of vacancies, newspapers, Agency website, social networking, etc.).	The Agency attracts possible candidates through proactive recruitment activities (e.g., job fairs, campus recruitment, use of databases of relevant agencies like CSC's Register of Eligibles, Professional Regulation Commission, professional associations, etc.) to build a talent bank that supports the medium term workforce plan.	The Agency uses employer branding and proactive recruitment strategies (e.g., school tie-ups, internships, etc.) to build a talent bank that supports the long-term workforce plan.
	<b>Practices</b>	The HRMO can describe/explain how candidates are sourced.	The managers/supervisors can describe/explain how candidates are sourced.	The top management can describe/explain how they are involved in attracting possible candidates through various recruitment activities to support the medium-term workforce plan.	Everyone can describe/explain the Agency's employer brand and recruitment strategies and how these helped build a talent bank to support the long-term workforce plan.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
EEOP	<b>Systems</b>	The Agency's recruitment activities promote equal opportunity for everyone, regardless of gender, civil status, age, disability, ethnicity, religion, etc., to apply for vacant positions.	The Agency's annual recruitment activities are planned to attract diverse applicants regardless of gender, civil status, age, disability, ethnicity, religion, etc.	The analysis of the Agency's applicant diversity profile in the last 2-3 years is used to develop strategies to attract diverse applicants.	The analysis of the Agency's applicant diversity profile in at least 4 years is used to set workforce diversity targets and develop strategies to attract diverse applicants.
	<b>Practices</b>	The HRMO can describe/explain how the Agency's recruitment activities promote equal opportunity for everyone, regardless of gender, civil status, disability, ethnicity, religion, etc., to apply for vacant positions.	The managers/supervisors can describe/explain how the Agency's recruitment strategies attract diverse applicants and uphold equal employment opportunity principles.	The top management can describe/explain how they are involved in determining and implementing approaches that would attract diverse applicants to job vacancies.	Everyone can describe/explain how a diverse applicants' pool has contributed to hiring of best-qualified candidates for job vacancies.

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## Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Recruitment Planning	Initiates recruitment activities in response to requests to fill up vacated or newly created positions following CSC policy guidelines.	Develops a Recruitment Plan that includes internal and external sources, based on anticipated vacancies within the year, in collaboration with managers/ supervisors of offices with anticipated vacancies.	Develops a Recruitment Plan that supports the medium-term (2-3 years) workforce plan, in collaboration with top management and managers/ supervisors.	Develops a Recruitment Plan that supports the long-term (over 3 years) workforce plan, in collaboration with top management and managers/ supervisors.
Talent Attraction	Develops notice of vacancies that promote equal opportunities for everyone, regardless of gender, civil status, disability, ethnicity, religion, etc., to apply, and initiates posting according to CSC policy guidelines.	Develops notice of vacancies that attracts diverse applicants and initiates posting in other appropriate publication modes (e.g., CSC bulletin of vacancies, newspapers, Agency website, social networking, etc.).	Develops and implements proactive recruitment activities (e.g., job fairs, campus recruitment, use of databases of relevant agencies like CSC's Register of Eligibles, Professional Regulation Commission, professional associations, etc.) to attract diverse potential candidates for talent banking to support medium-term workforce plan.	Develops and implements employer branding and proactive recruitment strategies (e.g., school tie-ups, internships, career counselling, etc.) to attract diverse potential candidates for talent banking to support the long-term workforce plan.

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DATE: \_\_\_\_\_

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# PILLAR: TALENT SELECTION AND PLACEMENT

## Systems and Practices Lens

PILLAR ELEMENTS	LENS	LEVEL 1 – TRANSACTIONAL	LEVEL 2 – PROCESS DEFINED	LEVEL 3 – INTEGRATED	LEVEL 4 – STRATEGIC
Selection Criteria	Systems	The Agency's selection criteria are based on CSC-prescribed minimum Qualification Standards for the position to be filled.	The Agency's selection criteria are based on updated job description and approved/prescribed Qualification Standards specific for the position to be filled.	The Agency's selection criteria are based on competency-based job description and approved Qualification Standards specific for the position to be filled.	The Agency's selection criteria are based on qualifications, competencies and potential to assume higher position and responsibilities within the organization.
	Practices	The HRMO can describe/explain the CSC-prescribed minimum Qualification Standards for positions that were recently filled up (i.e., past year).	The PSB and managers/supervisors can describe/explain the Agency's approved/prescribed Qualification Standards and updated job descriptions for positions that were recently filled up (i.e., past year).	The top management can describe/explain how they were involved in developing the selection criteria for positions to be filled.	Everyone can describe/explain how the selection criteria have resulted in selecting the best-qualified and high-potential candidates for vacant positions.
Assessment and Selection Process	Systems	The assessment and selection process is compliant with procedures prescribed in relevant CSC issuances.	The assessment and selection process uses appropriate additional tools to evaluate candidate's functional/technical qualifications for the job (e.g., trade test,	The assessment and selection process uses appropriate additional tools to evaluate candidates against competency requirements for the position (e.g.,	The assessment and selection process uses multi-rater and multi-source approaches (e.g., competency-based simulations, portfolio review, etc.) to assess

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PILLAR ELEMENTS	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
EEO/	Practices	The HRMO can describe/explain how candidates are evaluated vis-à-vis prescribed minimum Qualification Standards.	The PSB and managers/supervisors can describe/explain how candidates are evaluated vis-à-vis the approved/prescribed Qualification Standards and updated job descriptions.	The top management can describe, explain or cite examples of how they apply competency-based assessment processes to evaluate candidates.	Everyone can describe, explain or cite examples of how best qualified and high-potential candidates are selected through fair, transparent and equitable selection processes.
	Systems	The Agency's assessment and selection criteria and processes promote equal employment opportunity for everyone, regardless of gender, age, disability, civil status, ethnicity, religion, etc., as prescribed in relevant laws and issuances.	The Agency's assessment and selection criteria and processes are responsive to applicants with special needs (e.g., auxiliary aids and services to visually or hearing impaired).	The Agency's assessment and selection criteria and processes consider equal employment opportunity principles (e.g., affirmative action) where candidates possess comparable competencies.	The Agency's assessment and selection criteria and processes consider equal employment opportunity principles (e.g., affirmative action) where candidates possess comparable competencies, guided by a targeted workforce diversity profile.
	Practices	The HRMO can describe/explain the diversity profile of the Agency's new recruits.	The PSB and managers/supervisors can cite examples of how the Agency's assessment and	The top management can describe/explain how they are involved in ensuring that the Agency's	Everyone can describe/explain how they evaluate the Agency's assessment and selection

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PILLAR ELEMENTS	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
			selection criteria and processes promote equal opportunity for applicants regardless of gender, disability, civil status, ethnicity, religion, etc.	assessment and selection criteria and processes consider equal employment opportunity principles.	criteria and processes to meet and sustain targeted workforce diversity profile.
	<b>Systems</b>	The Agency has a basic orientation program that informs new hires about job scope and office rules and regulations.	The Agency has an orientation program that helps employees understand performance expectations, reporting relationships and information networks needed to perform job.	The Agency implements and evaluates a 3-6 month onboarding program to establish and strengthen interpersonal and organizational relationships to facilitate adjustment and immersion into the new work environment and organization.	The Agency implements and evaluates 6-12 month onboarding program to promote job performance, employee satisfaction and retention among new hires and employees who are new in their role.
Onboarding	<b>Practices</b>	The HRMO can explain its orientation program for new hires and employees new in their role. (HRMO)	The managers/supervisors can explain how they orient new employees and employees new in their role about what are expected of them on the job and available information networks to help them in their new job.	The top management can describe, explain or cite examples of how they have been involved in facilitating communication and information exchange to enable new hires and employees new in their role to appreciate their job in relation to other offices within the Agency.	Everyone can describe, explain or cite examples of how the onboarding program has contributed to job performance, employee satisfaction and retention among new hires, and employees new in their role.

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## Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Selection Criteria Development	Applies minimum Qualification Standards in filling up a job vacancy.	Updates job description and develops specific Qualification Standards for a position to be filled.	Develops competency-based job description and specific Qualification Standards for a position to be filled.	Develops criteria for assessing candidate's potential to assume higher position and responsibilities within the Agency.
Candidate Assessment and Selection	Implements assessment and selection process compliant with procedures prescribed in relevant CSC issuances in collaboration with the PSB and hiring managers/supervisors.	Develops/acquires and uses appropriate assessment tools to evaluate candidate's behavioral and functional/technical qualifications for the job (e.g., trade test, paper and pencil test of functional knowledge, etc.), and background investigation for short-listed candidates, in collaboration with the PSB and hiring managers/supervisors.	Develops/acquires and uses appropriate assessment tools to evaluate candidates against competency requirements for the position (e.g., behavioral events interview, technical proficiency test, etc.), in collaboration with the PSB and hiring managers/supervisors.	Develops/acquires and uses multi-rater and multi-source approaches (e.g., competency-based simulations, portfolio review, etc.) to assess fitness and potential of candidates, in collaboration with the PSB and hiring managers/supervisors.
Application of EEOP	Applies assessment and selection criteria and processes that promote equal opportunity, regardless of gender, age, disability, civil status, ethnicity, religion, etc., to apply for vacant positions as prescribed in relevant laws and issuances.	Develops/acquires and applies assessment and selection processes that respond to applicants with special needs (e.g., auxiliary aids and services to visually or hearing impaired).	Develops/acquires and applies assessment and selection criteria and processes that consider equal employment opportunity principles (e.g., affirmative action) where candidates possess comparable competencies.	Develops/acquires and applies assessment and selection criteria and processes that consider equal employment opportunity principles (e.g., affirmative action) where candidates possess comparable competencies.

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COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Onboarding Program Management	Develops and implements basic orientation program that informs new hires about job scope and basic office rules and regulations.	Develops and implements an orientation program that helps employees understand performance expectations and information networks in collaboration with managers/supervisors.	Develops, implements and evaluates a 3-6 month Onboarding Program to help employees establish and strengthen interpersonal and organizational relationships to facilitate adjustment and immersion into the new work environment and organization.	Develops, implements and evaluates a 6- to 12-month Onboarding Program to promote job performance, employee satisfaction and retention among new hires and employees new in their role.

*Signature of Seymour R. Pajares*

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# PRIME-HRM Enhanced Maturity Level Indicators for Learning and Development

## PILLAR: GOVERNANCE

### Systems and Practices Lens

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Policy	Systems	The Agency's Learning and Development (L&D) policies and processes comply with CSC-issued L&D policies and guidelines.	The Agency's L&D policies and/or processes are customized to Agency's requirements, and include specific guidelines on application of equal opportunity principles.	The Agency's L&D policies and processes are competency-based and linked with other core HRM areas (i.e., RSP, PM and R&R).	The Agency's L&D policy and processes are proactively reviewed and updated to respond to changes in the Agency's strategic goals.
	Practices	The HRMO can describe/explain how the Agency's L&D policies and processes comply with CSC policy.	The Personnel Development Committee (PDC) and managers/supervisors can describe/explain how Agency's L&D policies and processes meet the Agency's needs.	The top management can describe/explain how they have been involved in linking the Agency's L&D policies and processes with other core HRM areas.	Everyone can describe/explain how the Agency's L&D policies and processes have responded to changes in the Agency's strategic goals.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Structure and Roles	Systems	The Agency has a Personnel Development Committee (PDC) that is constituted and performs functions and responsibilities according to CSC policy.	The Agency has a PDC that performs additional functions to address specific L&D needs (e.g., develops customized criteria and screening process for selecting nominees to scholarships and conferences).	The Agency has a PDC that collaborates with managers/supervisors, HRMO and other HR bodies to strengthen the link between L&D and other HRM core areas.	The Agency has a PDC that collaborates with top management, managers/supervisors and HRMO to proactively review and update the L&D system to respond to changes in the Agency's strategic goals.
	Practices	The HRMO can describe/explain the PDC's role in the Agency's L&D processes.	The PDC and managers/supervisors can describe/explain the functions of the Committee and how it selects and recommends qualified candidates to training and scholarship programs.	The top management can describe/explain how they have used information generated by other core HRM areas (e.g., RSP and PM) in making L&D decisions, or how they (TM and M/S) have used L&D-generated information in making decisions in other core HRM areas.	Everyone can describe/explain how the Agency's L&D processes have enhanced individual competencies and organizational capacity to pursue the Agency's strategic goals.
Review Mechanisms	Systems	The Agency relies on CSC feedback on its compliance with L&D policy.	The Agency tracks the efficiency of L&D processes and uses data to improve system: <ul style="list-style-type: none"> <li>Percentage of employees provided</li> </ul> <i>to improve system: Certified True Copy!</i>	The Agency tracks the effectiveness of L&D processes, its linkages with other HR core systems, and uses data to improve system:	The Agency uses L&D-generated data to evaluate overall L&D function and make strategic decisions to ensure continuing

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
			<ul style="list-style-type: none"> <li>L&amp;D intervention (i.e., compliance with required 1 HR intervention per employee)</li> <li>Budget utilization</li> <li>Participants' feedback on conduct of L&amp;D interventions (Level 1 Evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>Learners' Profile (including data on gender, age, disability, civil status, religion, ethnicity, etc.)</li> <li>Evaluation of acquisition and application of learning (Level 2 and Level 3 Evaluation)</li> <li>Employee performance after L&amp;D intervention</li> <li>Tracking of competency improvement</li> </ul>	alignment and responsiveness of L&D to its strategic goals.
	<b>Practices</b>	The HRMO can explain how the Agency gets CSC feedback on its compliance with L&D policy.	The PDC and managers/supervisors can describe/explain how the Agency tracks the efficiency of L&D processes, and uses data to improve system.	The top management can describe/explain how the Agency tracks the effectiveness of L&D processes, and uses data to improve system.	Everyone can describe/explain how the Agency uses L&D-generated data to evaluate L&D system and make strategic decisions to ensure continuing alignment and responsiveness of L&D to its strategic goals.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Information and Communication	<b>Systems</b> (Use of Technology)	The Agency uses manual records management to maintain L&D data and documents.	The Agency uses a computer-based system to maintain L&D data and documents.	The Agency maintains an Information Management System that shows link between L&D and other core HRM areas (i.e., RSP, PM and R&R).	The Agency has an enterprise Information Management System that links the core HRM areas with other HRM and organizational systems (e.g. benefits, loans, payroll, etc.).
	<b>Practices</b> (Use of technology)	The HRMO can describe/explain the technology used to maintain L&D data and documents.	The PDC and managers/supervisors can describe/explain the computer-based system used to maintain L&D data and documents.	The top management can explain how the Agency Human Resource Information System links L&D and other core HRM areas.	Everyone can describe/explain how the Agency's Enterprise Information System links the core HRM areas with other HRM and organizational systems.
	<b>Systems</b> (Database content)	The Agency maintains and has ready access to all L&D data and documentary requirements based on relevant CSC issuances.	The Agency maintains documentation and records on: <ul style="list-style-type: none"> <li>L&amp;D process flow</li> <li>System review data on L&amp;D efficiency</li> <li>System implementation (e.g., PDC recommendations, L&amp;D documentation)</li> </ul>	The Agency maintains documentation and records on: <ul style="list-style-type: none"> <li>System review data on L&amp;D effectiveness</li> <li>L&amp;D policy and process flow showing link to other core HRM areas</li> </ul>	The Agency maintains documentation and records on: <ul style="list-style-type: none"> <li>Historical data on efficiency and effectiveness of L&amp;D</li> <li>L&amp;D policy and process flow showing link to other HRM and organizational systems</li> </ul>

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
			<ul style="list-style-type: none"> <li>Learning Service Provider (LSP) management system (e.g., profile of internal and external resource persons) and reports, etc.)</li> </ul>		
<b>Practices</b> (Database content)		The HRMO can describe/explain that the agency maintains and has ready access to data and documentary requirements based on CSC and other relevant issuances.	<p>The PDC and managers/supervisors can describe/explain that the agency maintains documentation and records on:</p> <ul style="list-style-type: none"> <li>L&amp;D process flow</li> <li>System review data on L&amp;D efficiency</li> <li>System implementation (e.g., PDC minutes of meetings, deliberations, comparative assessment data, selection criteria, etc.)</li> </ul>	The top management can describe/explain how they can participate in providing inputs and accessing data in the system.	Everyone can describe/explain the benefits of maintaining documentation/records on the efficiency and effectiveness of L&D.

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### Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Policy Review and Formulation	Refers to L&D policies and guidelines issued by CSC and DBM/GCG in executing the Agency's L&D activities.	Reviews and refines L&D policies, policy guidelines and/or processes to meet agency requirements and promote equal opportunity principles in collaboration with the PDC, managers/supervisors and top management.	Develops L&D policies and/or policy guidelines that clearly define link with other core HRM areas, in collaboration with PDC, managers/supervisors and top management.	Leads the proactive review and updating of L&D policies and processes to respond to changes in the Agency's strategic goals.
System Review	Liaises with CSC and DBM/GCG to ensure that Agency is updated and compliant with L&D-related issuances.	Tracks and analyses efficiency of L&D processes, and uses data to improve L&D policies/policy guidelines and their execution, in collaboration with the PDC, managers/ supervisors and top management.	Tracks and analyses effectiveness of L&D processes, linkages with other HR core systems, and uses data to improve L&D policies/policy guidelines and their execution, in collaboration with the PDC, managers/ supervisors and top management.	Leads the evaluation of the L&D system and recommends improvements to ensure continuing alignment and responsiveness of L&D to Agency's strategic goals.
Use of Technology	Uses manual records management to maintain L&D data and documents.	Uses computer-based records and data management system to maintain L&D documents.	Maintains Human Resource Information Management System that shows link between L&D and other core HRM areas (i.e., L&D, PM and R&R).	Manages L&D module in the Agency's Enterprise Information Management System that links the core HRM areas with other HRM and organizational systems.

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COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Communication	Disseminates L&D policies and guidelines issued by CSC and DBM/GCG and other relevant agencies to everyone in the Agency.	Updates everyone in the Agency on L&D system and processes, and provides system review data on to top management, managers/supervisors and the PSB.	Develops and implements a communication plan to generate buy-in and engagement of everyone in executing L&D programs and processes.	Develops and uses information collaterals (e.g., infographics, brochures, handbooks, etc.) to promote consistent application of Agency L&D system and processes.

**PILLAR: PLANNING AND M&E**  
**Systems and Practices Lens**

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
L&D Planning	Systems	The Agency has a list of available external training programs that respond to requests of managers/supervisors.	The Agency has an annual Learning and Development Plan based on a needs assessment of employees regardless of gender, civil status, age, disability, ethnicity, etc.	The Agency has a medium-term (2-3 years) competency-based Learning and Development Plan that is linked to other core HRM areas (e.g., RSP and PM).	The Agency has a competency-based long-term (over 3 years) Learning and Development Plan that is aligned with the Agency's strategic goals.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
	Practices	The HRMO can describe/explain available training programs, including those from external providers.	The PDC and managers/supervisors can describe/explain their plan to meet the learning and development needs of their employees.	The top management can describe/explain their involvement in the formulation of the L&D plan and budget, and how this addresses the medium-term requirements of the Agency.	Everyone can describe/explain how L&D interventions are enabling him/her to meet current and future needs of the Agency.
L&D Monitoring and Evaluation	Systems	The Agency uses tool/s to gather participants' feedback on the conduct of L&D programs (i.e., Level 1 or reaction level evaluation).	The Agency uses L&D evaluation tools/ processes to assess participants' acquisition of learning vis-à-vis learning objectives (i.e., Level 2 or learning level evaluation).	The Agency has an L&D evaluation framework, to assess or recommend the improvement in participants' job performance as a result of the L&D intervention (i.e., Level 3 or behaviour/application level evaluation).	The Agency has an L&D evaluation framework, tools and processes to assess or recommend the improvement in unit or Agency's performance as a result of participants' application of learning on the job (i.e., Level 4 or results or organizational outcome level evaluation).

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
	Practices	The HRMO can describe/explain how the Agency gathers feedback from participants regarding the conduct of L&D programs they attended.	The PDC and managers/supervisors can describe/explain how the Agency assesses the learning acquired by participants from L&D interventions.	The top management can describe/explain how they assess participants' application of learning on the job and its effect on individual performance.	Everyone can describe/explain how L&D has contributed to improving unit or Agency performance.

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## Competencies Lens

COMPETENCY	LEVEL 1 – BASIC	LEVEL 2 – INTERMEDIATE	LEVEL 3 – ADVANCED	LEVEL 4 – SUPERIOR
Learning Needs Assessment	Consolidates learning needs of employees using input from managers/ supervisors to guide L&D planning.	Develops and uses learning needs assessment (LNA) tools and methods to identify learning needs of employees to guide L&D planning.	Develops and applies process for collating and analysing performance evaluation data to support LNA results as basis for L&D planning.	Develops and applies tools and mechanisms to gather data from internal or external clients to identify learning needs of employees to guide L&D planning.
L&D Plan Development	Researches and compiles a list of available training programs that respond to requests of managers/ supervisors to address their staff's L&D needs.	Develops an annual L&D Plan that identifies training programs to address employee's learning needs based on a needs assessment, in collaboration with managers/ supervisors.	Develops a medium-term (2-3 years) competency-based L&D Plan based on LNA results and performance data, that includes training and non-training interventions, (following the 70-20-10 principle), in collaboration with top management and managers/ supervisors.	Develops a competency-based long-term (more than 3 years) L&D Plan that is aligned with the Agency's strategic goals, in collaboration with managers/ supervisors.
M&E Plan Development and Execution	Implements existing procedures for monitoring training programs.	Develops and uses M&E Plan for tracking and assessing the implementation and results of the annual L&D Plan.	Develops and uses M&E Plan for tracking and assessing the implementation and results of the medium-term L&D Plan.	Develops and uses M&E Plan for tracking and assessing the implementation and results of the long-term L&D Plan.

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COMPETENCY	LEVEL 1 – BASIC	LEVEL 2 – INTERMEDIATE	LEVEL 3 – ADVANCED	LEVEL 4 – SUPERIOR
Developing M&E Tools and Approaches	Develops post-training evaluation form for use in gathering participants' feedback (Level 1 evaluation).	Develops pre- and post-test questionnaire/tools and approaches (e.g., recap and review activities, etc.) for use in assessing participants' acquisition of knowledge (Level 2 evaluation).	Develops tools (e.g., learning application templates, re-entry action plan templates, etc.) and approaches (knowledge exchange and conversations, peer coaching, etc.) to support learning application and its M&E in the workplace.	Develops tools and approaches (e.g., survey, FGD, etc.) for use in monitoring and evaluation of L&D results in the workplace.

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**PILLAR: EXECUTION**  
**Systems and Practices Lens**

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Design	Systems	The agency has a training design process that is mainly focused on identifying topics and activities to address learning needs in a classroom setting.	The agency has a training design process that involves developing terminal and session objectives aligned with validated learning needs of targeted learners, to guide training activity plan preparation and implementation.	L&D intervention design process includes identifying workplace application objectives to guide training activity plan preparation and implementation and transfer of learning on the job.	L&D intervention design process includes identification of desired organizational outcome (also known as workplace development objectives) to align intervention to Agency's strategic goals.
	Practice	The HRMO can describe/explain the training design process in the Agency.	The managers/supervisors can describe or cite example of how L&D design process aligns the training objectives with the learning needs of the target employees	The top management can describe or cite examples of how the L&D intervention process address performance gaps in the workplace.	Everyone can describe, explain or cite examples of how the L&D interventions are aligned to and contribute to achieving agency strategic goals.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
	Systems	The Agency adopts classroom-based learning programs that mostly use lectures or presentations.	The Agency designs training programs that use a mix of methodologies that are learner-centred (i.e., experiential and participative) to facilitate achievement of learning objectives. The design is captured in a training activity plan.	The Agency designs various non-training L&D interventions (e.g., coaching, job rotation, benchmarking, etc.) to support the 70-20-10 learning principle in achieving learning objectives. The design is captured in an L&D activity plan (e.g., coaching plan, benchmarking plan, etc.).	The Agency adopts a process for using M&E data to continually improve and introduce innovations to the design of L&D interventions.
	Practices	The HRMO can describe classroom based learning program of the Agency.	The managers/ supervisors can describe or cite examples of in-house training programs that use a mix of methodologies that are appropriate to identified learning objectives.	The top management can describe or cite examples of non-training L&D interventions that they have experienced to address learning needs.	Everyone can describe, explain or cite examples of how the Agency has improved L&D interventions to achieve agency strategic goals.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Development	Systems	The Agency uses learning materials and training aids that are available and/or obtained from other sources (e.g., internet, external resource persons, CSC materials, etc.).	The Agency develops customized learning materials and training aids to support delivery of L&D programs.	The Agency develops customized job aids (e.g., checklists, templates, etc.) and learning tools (e.g., journals) to support application of learning to the workplace.	The Agency has a process for reviewing and updating L&D materials to keep pace with technology and ensure their effectiveness in supporting learning acquisition and application.
	Practices	The HRMO can describe/explain where the Agency sources learning materials and training aids.	The managers/supervisors can describe/explain the types of learning materials and training aids that are used in in-house training programs that they have attended.	The top management can describe, explain or cite examples of the types of job aids and learning tools that they have used to support application of learning to the workplace.	Everyone can explain or cite examples of how learning materials and job aids have facilitated his/her learning acquisition and application.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Delivery	Systems	The agency's training delivery follows an outline that covers list of topics and activities.	The agency's L&D interventions are executed, monitored and evaluated based on activity plan.	The agency's follow-through L&D interventions (e.g., learning conversations, etc.) are executed, monitored and evaluated to support workplace application of learning.	The Agency has a process for reviewing and improving L&D implementation to ensure effectiveness in achieving targeted L&D results.
	Practices	The HRMO can describe/explain a training program delivered according to training outline.	The managers/supervisors can describe/explain how delivery of training programs according to training activity plan is ensured.	The top management can explain or cite examples of their involvement in implementing training and non-training L&D interventions, and monitoring and evaluating workplace application.	Everyone can describe, explain or cite positive outcomes of L&D interventions on learning acquisition and application and improvements in unit/ Agency performance.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Learning Service Provider Management	Systems	The Agency has a list of learning service providers that can be tapped for L&D services.	The Agency has guidelines for identifying, monitoring and evaluating efficiency and effectiveness of L&D service providers.	The Agency has a system for accrediting, managing and evaluating learning service providers to ensure efficient and effective L&D services.	The Agency has a process for regularly reviewing LSP management system to ensure optimum contribution in achieving L&D results.
	Practices	The HRMO can identify learning service providers that Agency has tapped for L&D services.	The managers/supervisors can explain/ describe the Agency's guidelines for identifying, monitoring and evaluating the efficiency and effectiveness of L&D service providers.	The top management can explain/ describe how they are involved in accrediting, managing and evaluating learning service providers to ensure efficient and effective L&D services.	Everyone can describe, explain or cite positive outcomes of engaging learning service providers in achieving Agency's L&D goals.

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# Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Designing L&D interventions	Prepares training session outline that covers topics and activities.	Prepares training activity plan* that includes terminal and session objectives, topics and methodologies to address validated learning needs of specific groups.	Designs non-training L&D interventions (e.g., coaching, job rotation, benchmarking, etc.) to address validated learning needs of specific groups, and prepares implementation plan* (e.g., coaching plan, benchmarking plan, etc.)	Designs L&D interventions that require a mix of training and non-training approaches to address validated learning needs of specific groups, and prepares training activity and implementation plan.
Developing L&D materials	Sources learning materials and training aids from the internet, external service providers, CSC, etc.	Develops customized learning materials and training aids to support delivery.	Develops customized job aids (e.g., checklists, templates, etc.) and learning tools (e.g., journals) to support application of learning to the workplace.	Reviews and updates L&D materials to keep pace with technology and ensure their effectiveness in supporting learning acquisition and application.
Delivery of L&D interventions	Coordinates classroom-based training programs following a schedule.	Conducts or manages implementation of L&D interventions based on activity plan.	Conducts or manages follow-through interventions to support workplace application of learning, in collaboration with managers/ supervisors.	Reviews and improves or delivery of L&D interventions based on evaluation data to ensure their effectiveness in supporting learning acquisition and application.

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L&D / 17



COMPETENCY		LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Learning Management		Gathers feedback from participants at the end of the training program on how their learning is facilitated.	Facilitates and monitors participants' learning process during training program using appropriate management of learning activities (e.g., journaling, reflection sessions, etc.).	Facilitates and monitors participants' learning process during implementation of non-training interventions using appropriate management of learning activities (e.g., journaling, reflection sessions, etc.).	Monitors and supports learning process of participants back in the workplace using appropriate activities (e.g., brown bag sessions, conversations, etc.).
Conducting M&E		Uses tools to elicit participant feedback about the conduct of training programs and recommends improvements based on an analysis of data.	Uses tools/ approaches to assess the learning acquired by participants and recommends improvements in the design and conduct of L&D interventions, and follow-through activities to supplement learning.	Uses tools/ approaches, in collaboration with managers/supervisors, to assess workplace learning application and individual performance improvement, and recommends appropriate interventions.	Uses tools/ approaches, in collaboration with managers/supervisors, to assess the contribution of L&D interventions to unit and/or Agency performance improvement, and recommends appropriate actions.
Managing Learning Service Providers		Prepares a list of learning service providers that can be tapped for L&D services.	Develops and applies guidelines for identifying, monitoring and evaluating efficiency and effectiveness of L&D service providers.	Develops and implements a system for accrediting, managing and evaluating learning service providers to ensure efficient and effective L&D services.	Reviews and improves LSP management system based on M&E results and feedback from learners and managers/supervisors to ensure optimum contribution in achieving L&D results.

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# PRIME-HRM Enhanced Maturity Level Indicators for Performance Management

## PILLAR: GOVERNANCE

### Systems and Practices Lens

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Policy	Systems	The Agency's Performance Management policies and processes comply with PMS policies and guidelines issued by CSC and other relevant authorities.	The Agency's PM policies and/or processes are customized to Agency's requirements, and include specific guidelines on application of equal opportunity principles.	The Agency's PM policies and processes cover competency requirements and are linked with other core HRM areas (i.e., RSP, L&D and R&R).	The Agency has PM policy and processes that are proactively reviewed and updated to respond to changes in the Agency's strategic goals.
	Practices	The HRMO can explain how the Agency's Performance Management policies and processes comply with policies and guidelines issued by CSC and other relevant authorities.	The Performance Management Team (PMT) and managers/supervisors can explain how Agency's PM policies and processes meet the Agency's needs.	The top management can describe/explain their involvement in linking the Agency's PM policies and processes with other core HRM areas (i.e., RSP, L&D and R&R).	Everyone can describe/explain how the Agency's PM policies and processes address changes in the Agency's strategic goals.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Structure and Roles	Systems	The Agency has a Performance Management Team (PMT) that is constituted and performs functions and responsibilities according to CSC policy.	The Agency has a PMT that performs additional functions to address specific PM needs (e.g., formulates customized criteria, guidelines and tools for setting performance standards).	The Agency has a PMT that collaborates with managers/supervisors, HRMO and other HR bodies in strengthening link between PM and other core HRM areas.	The Agency has PMT that collaborates with top management, managers/supervisors and HRMO in proactively reviewing and updating PM system to respond to changes in the Agency's strategic goals.
	Practices	The HRMO can describe/explain the PMT's role in the Agency's PM process.	The PMT and managers/supervisors can describe/explain the functions of the team and how it reviews office and individual performance targets and accomplishments.	The top management can explain or cite examples of how they have used information generated by other core HRM areas in making PM decisions, or how they have used PM-generated information in making decisions in other core HRM areas.	Everyone can explain or cite examples of how the Agency's PM processes enable him/her to contribute to achieving the Agency's strategic goals.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Review Mechanisms	Systems	The Agency relies on CSC feedback on its compliance with PM policy.	<p>The Agency tracks the efficiency of PM processes and uses data to improve system:</p> <ul style="list-style-type: none"> <li>• Completion of Performance Review Summary of Ratings supported by signed Office and Individual Commitment and Performance Review forms</li> <li>• Timely submission of required PM forms and reports</li> </ul>	<p>The Agency tracks the effectiveness of PM processes and uses data to improve system:</p> <ul style="list-style-type: none"> <li>• Summary and analysis of PM results</li> <li>• Identification of common performance gaps and reasons for gaps</li> <li>• Analysis of contribution of individual performance to office performance</li> <li>• Identification of high potential employees</li> <li>• Results of Individual Development Plan implementation</li> </ul>	The Agency uses PM-generated data to evaluate overall PM function, and make strategic decisions to ensure continuing alignment and responsiveness of PM to its strategic goals.
	Practices	The HRMO can explain how the Agency gets CSC feedback on its compliance with PM policy.	The PMT and managers/supervisors can describe/explain how the Agency tracks the efficiency of PM processes, and how the	The top management can describe/explain how the Agency tracks the effectiveness of PM processes, and how the Agency uses data to	Everyone can describe/explain how the Agency uses PM-generated data to evaluate PM system and make strategic decisions

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Information and Communication	<b>Systems (Use of Technology)</b>	The Agency uses manual records management to maintain PM data and documents.	The Agency uses a computer-based system to maintain PM documents.	The Agency maintains an Information Management System that shows link between PM and other core HRM areas (i.e., RSP, PMS and R&R).	The Agency has an enterprise Information Management System that links the core HRM areas with other HR and organizational systems (e.g. benefits, loans, payroll, etc.).
	<b>Practices</b>	The HRMO can describe/explain the technology used to maintain PM data and documents.	The PMT and managers/supervisors can describe/explain the computer-based system used to maintain PM data and documents.	The top management can explain how the Agency Human Resource Information System links PM and other core HRM areas.	Everyone can describe/explain how the Agency's Enterprise Information System links the core HRM areas with other HRM and organizational systems.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
	<b>Systems (Database content)</b>	The Agency maintains and has ready access to all data and documentary requirements based on CSC and other relevant issuances.	<p>The Agency maintains documentation and records on:</p> <ul style="list-style-type: none"> <li>PM process flow</li> <li>MFOs and success indicators</li> <li>System review data on PM efficiency</li> <li>System implementation (e.g., PMT minutes; performance review calibration results)</li> <li>Individual Development Plans</li> </ul>	<p>The Agency maintains documentation and records on:</p> <ul style="list-style-type: none"> <li>System review data on PM effectiveness</li> <li>PM policy and process flow showing link to other core HRM areas</li> </ul>	<p>The Agency maintains documentation and records on:</p> <ul style="list-style-type: none"> <li>Historical data on efficiency and effectiveness of PM system</li> <li>PM policy and process flow linked to other HRM and organizational systems</li> </ul>
	<b>Practices (Database content)</b>	The HRMO can describe/explain that the agency maintains and has ready access to data and documentary requirements based on CSC and other relevant issuances.	<p>The PMT and managers/supervisors can describe/explain that the agency maintains documentation and records on:</p> <ul style="list-style-type: none"> <li>PM process flow</li> <li>System review data on PM efficiency</li> <li>System implementation (e.g., PMT minutes of meetings)</li> </ul>	<p>The top management can describe/explain how they can participate in providing inputs and accessing data in the system.</p>	<p>Everyone can describe/explain the benefits of maintaining documentation/records on the efficiency and effectiveness of PM.</p>

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
			deliberations, comparative assessment data, selection criteria, etc.)		

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## Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Policy Review and Formulation	Refers to PM policies and guidelines issued by CSC, DBM/GCG and other relevant authorities in executing the Agency's PM activities.	Reviews and refines PM policies and/or policy guidelines to meet agency requirements and promote equal opportunity principles (e.g., provision of enabling support for differently-abled staff to meet targets), in collaboration with the PMT, managers/supervisors and top management.	Develops PM policies and/or policy guidelines that clearly define link with other core HRM areas, in collaboration with the PMT, managers/supervisors and top management.	Leads the proactive review and updating of PM policies and processes to respond to changes in the Agency's strategic goals.
System Review	Liaises with CSC and DBM/GCG to ensure that Agency is updated with PMS-related issuances.	Tracks and analyses efficiency of PM processes and uses data to improve or recommend improvements in PM policies/policy guidelines and their execution, in collaboration with the PMT, managers/ supervisors and top management.	Tracks and analyses effectiveness of PM processes and uses data to improve or recommend improvements in PM policies/policy guidelines and their execution, in collaboration with the PMT, managers/ supervisors and top management.	Leads the evaluation of the PM system, and recommends improvements to ensure continuing alignment and responsiveness of PM to Agency's strategic goals.
Use of Technology	Uses manual records management to maintain PM data and documents.	Uses computer-based records and data management system to maintain PM documents.	Maintains Human Resource Information System that shows link between PM and other core HRM areas	Manages PM module in the Agency's Enterprise Information Management System that links the core HRM areas with other HRM

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PM / 7



COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Communication	Disseminates PM policies and guidelines issued by CSC and DBM/GCG and other relevant agencies to everyone in the Agency.	Updates everyone in the Agency on PM system and processes, and provides system review data to top management, managers/ supervisors and the PSB.	Develops and implements a communication plan to generate buy-in and engagement of everyone in executing PM programs and processes.  (i.e., RSP, L&D and R&R).	Develops and uses information collaterals (e.g., infographics, brochures, handbooks, etc.) to promote consistent application of Agency PM system and processes.

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# PILLAR: PERFORMANCE PLANNING AND COMMITMENT

## Systems and Practices Lens

ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Target Setting	Systems	The Agency's individual target-setting process establishes success indicators * that are supportive of unit** performance, and discussed and agreed with the employee.	The Agency's individual target-setting process is guided by performance standards agreed upon by managers/ supervisors and employees.	The Agency has an individual target-setting process that establishes agreements on both individual performance and competency proficiency targets.	The Agency has an individual target-setting process that is linked to Agency strategic planning and target-setting process.
	Practices	The HRMO can describe/explain the individual performance target-setting process and how this supports unit performance.	The managers/supervisors can describe/explain how individual performance targets are set guided by established performance standards.	The top management can explain his/her individual performance and competency proficiency targets.	Everyone can explain or cite examples of how his/her individual and unit performance targets contribute to the overall Agency's performance.
Standard Setting	Systems	The Agency's standard setting is based on CSC guidelines.	The Agency has a process for establishing/ clarifying specific performance standards for individual positions vis-à-vis unit.	The Agency has a process for establishing, calibrating and reviewing performance standards for all common positions across different units.	The Agency has a process for establishing, calibrating and regularly reviewing and updating performance standards for all positions.

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ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
	Practices	The HRMO can explain Agency guidelines on standard setting.	The PMT and managers/supervisors and employees can describe/explain the process for setting performance standards at the beginning of the performance period.	The top management can describe/explain their involvement in setting performance standards for common positions in the Agency.	Everyone can explain or cite examples of how the use of performance standards agreed at the beginning of the performance period has contributed to a shared understanding of performance expectations.

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## Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Target Setting	Orients everyone on the Agency's target-setting process.	Reviews and analyzes alignment of individual targets with unit targets, in collaboration with managers/supervisors, and provides recommendations for improvement to concerned unit.	Develops process and guidelines for formulating performance measures and targets, and orients managers/supervisors and PMT.	Leads the review and refinement of target-setting process to ensure continuing alignment to Agency's strategic goals.
Standard Setting	Collaborates with PMT and managers/supervisors in developing performance standards.	Reviews and analyzes performance standards, in collaboration with managers/supervisors, and provides recommendations for improvement to concerned unit.	Develops process and guidelines for establishing and calibrating performance standards, and orients managers/supervisors and PMT.	Leads the review and refinement of the process for establishing and calibrating performance standards.

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# PILLAR: PERFORMANCE MONITORING AND COACHING

## Systems and Practices Lens

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Performance Tracking	Systems	The Agency has tools that managers/supervisors use to track individual performance (e.g., CSC sample tools).	The Agency has processes (e.g., periodic review) that managers/supervisors and employees use to track individual performance.	The Agency has processes (e.g., periodic review) and tools that managers/supervisors use to track unit performance.	The Agency has processes and tools that are used within the performance period to gather feedback on individual and unit performance from internal and external clients.
	Practices	The HRMO can explain what tool(s) is (are) used to track individual performance.	The managers/supervisors can describe the tools and processes they use to track individual performance.	The top management can explain their involvement in tracking individual and unit performance.	Everyone can explain or cite examples of the positive outcomes of performance tracking in achieving performance targets.
	Systems	Performance feedback is given to employees as need arises (e.g., demonstration of effective or ineffective behaviours).	The Agency has performance coaching mechanism that is linked to performance tracking.	The Agency's coaching mechanism is linked to L&D (e.g., provision of appropriate interventions during performance	The Agency has a process for reviewing and improving monitoring and coaching mechanisms to ensure that these support
Providing Performance Support					

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
	Practices	The HRMO can describe/ explain the Agency's performance feedback process.	The managers/supervisors and employees can explain how performance coaching is provided to affirm and/or improve performance.	The top management can explain or cite examples of their involvement in ensuring that performance tracking and coaching data is used as basis for providing L&D and/or R&R support to individuals and units within the performance period.	Everyone can explain or cite examples of the positive outcomes of providing performance coaching and support for optimum performance of individuals and units.

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### Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Performance Tracking	Provides managers/supervisors with existing tools for use in tracking individual performance.	Develops individual and unit performance tracking tools and processes, and orients managers/supervisors and employees on their use.	Monitors application of performance tracking tools and processes, and provides assistance to managers/supervisors on their use.	Develops and uses tools and processes to gather feedback on individual and team performance from internal and external clients, in collaboration with managers/ supervisors.
Providing Performance Support	Disseminates existing guidelines on providing performance feedback to managers/supervisors.	Adopts performance coaching framework and develops tools (e.g., coaching guide or template) and orients managers/supervisors on its application.	Monitors application of performance coaching framework and tools, and collaborates with managers/supervisors in providing appropriate L&D or R&R support.	Develops and implements strategies to institutionalize coaching and other forms of purposive conversations (e.g., brown bag meetings, etc.) to support optimum performance of individuals and units.

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# PILLAR: PERFORMANCE REVIEW AND EVALUATION

## Systems and Practices Lens

ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Performance Review and Evaluation	Systems	The Agency's individual performance review and evaluation process complies with CSC and other relevant guidelines.	The Agency's individual performance review and evaluation process involves validation of employees' self-rating by managers/ supervisors based on documented accomplishments.	The Agency's individual performance review and evaluation process includes assessment of individual performance and proficiency in job-related competencies. Ratings are used as basis for HR decisions (e.g., on reward and recognition, learning and development, promotion, etc.).	The Agency's individual performance review and evaluation process is regularly reviewed and improved to ensure that individual performance continues to contribute to achieving unit and Agency strategic goals.

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ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Calibrating Performance Assessments	Practices	The HRMO can describe/explain the performance review and evaluation process done by employees' immediate supervisors.	The managers/supervisors can describe/explain how individual performance is reviewed and evaluated.	The top management can explain or cite examples of how performance evaluation results are used in making HR decisions.	Everyone can explain or cite examples of how fair and objective assessment of individual performance helps him/her appreciate individual contribution to achieving unit and Agency strategic goals.
	Systems	The Agency's process for reviewing performance assessments complies with CSC guidelines.	The Agency has a customized process for reviewing performance assessments to ensure agreed performance standards have been applied.	The Agency has a process for calibrating performance assessments for consistency across similar jobs with comparable performance measures and targets.	The Agency regularly reviews and improves the process for calibrating performance assessments to ensure objectivity and consistency.
	Practices	The HRMO can describe/explain how performance assessments are reviewed to ensure compliance with CSC guidelines.	The PMT and managers/ supervisors can describe/explain how agreed performance standards are applied in reviewing individual performance	The top management can explain or cite examples of their involvement in ensuring that uniform performance standards are applied in assessing	Everyone can explain or cite examples of how the Agency's calibration process has ensured the fairness and objectivity of performance assessments.

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ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
			assessments.	the performance of employees in similar jobs.	

### Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Managing Performance Review and Evaluation Process	Orients everyone on CSC policies and guidelines on performance review and evaluation, including how to accomplish prescribed forms.	Monitors the alignment of individual and unit performance assessment, in collaboration with PMT and managers/supervisors, and provides recommendations for improvement.	Develops and applies guidelines and processes for using performance management assessment in making HR decisions, e.g., on reward and recognition, learning and development, promotion, and others.	Leads the proactive review of the individual performance assessment process to strengthen alignment with and sustain contribution to unit and Agency performance.
Calibrating Performance Assessments	Orients everyone on CSC and other relevant policies and guidelines on calibrating performance assessments.	Monitors consistency in application of policies and guidelines in the process for calibrating performance assessments, in collaboration with the PMT, and provides recommendations for improvement.	Develops and applies guidelines and processes for calibrating performance assessments, in collaboration with the PMT.	Leads the proactive review of processes for calibrating performance assessments to ensure continued fairness and objectivity.

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PILLAR: DEVELOPMENT PLANNING

Systems and Practices Lens

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Development Planning	Systems	Agency uses CSC-prescribed form (e.g., IPCR) to record comments and recommendations on improving employees' performance based on performance evaluation results and communicating these to employees.	Agency uses customized planning templates (e.g., individual development plan) to discuss and document employees' development areas and to recommend interventions.	Agency has a process/tool for developing and using competency-based development plans as input to L&D plans.	Agency has a mechanism for reviewing implementation and evaluating results of development plans to ensure that these support overall Agency performance targets.
	Practices	The HRMO can describe/explain the process for individual development planning.	The managers/supervisors can describe/explain how they conduct performance discussions/coaching to involve employees in preparing their individual development plans.	The top management can describe or cite examples of L&D interventions/opportunities that have been provided to them to improve or develop competencies needed for job performance.	Everyone can explain or cite examples of improvements that resulted in the performance of employees and units due to the implementation of individual development plans.

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## Competencies Lens

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Designing Development Planning Tools and Processes	Orients everyone on the use of CSC-prescribed form (e.g., IPCCR) in recording comments and recommendations to improve employee performance.	Develops customized planning templates for documenting comments and recommendations on employee's development areas and recommended interventions.	Develops tool and processes for formulating competency-based development plans.	Leads the review and refinement of development planning tools and processes to ensure that these support employee and unit performance.
Facilitating Development Planning	Monitors compliance of and assists managers/supervisors in using CSC-prescribed form to record comments and recommendations to improve employee performance.	Develops and implements customized guidelines in development planning, and monitors application of managers/supervisors and employees.	Consolidates and analyses development plans and uses results as input to L&D plan development, in collaboration with managers/supervisors (and other HR units, if applicable).	Promotes self-directed development planning among employees and managers/supervisors through learning sessions, infographics, posting of resources in bulletin boards/Agency website, etc.



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# PRIME-HRM Enhanced Maturity Level Indicators for Rewards and Recognition (R&R)

## PILLAR: GOVERNANCE System and Practice Lens

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Policy	System	The Agency's R&R policies and processes comply with R&R policies and guidelines issued by CSC and other relevant authorities.	The Agency's R&R policies and/or processes are customized to Agency's requirements, and include specific guidelines in the application of EOP.	The Agency's R&R policies and processes clearly define link with other core HRM areas (i.e., RSP, L&D and PM).	The Agency's R&R policies and processes are proactively reviewed and updated to respond to changes in the Agency's strategic goals.
	Practice	The HRMO can describe/explain how the Agency's R&R policies and processes comply with policies and guidelines issued by CSC and other relevant authorities.	The R&R Committee and managers/supervisors can describe/explain how Agency's R&R policies and processes meet the Agency's needs.	The top management can describe/explain their involvement in linking the Agency's R&R policies and processes with other core HRM areas.	Everyone can describe/explain how the Agency's R&R policies and processes support the Agency's strategic goals.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Structure and Roles	System	The Agency has an R&R Committee that is constituted and performs functions and responsibilities according to CSC policy.	The Agency has an R&R Committee that performs additional functions to address specific R&R needs (e.g., develops customized R&R programs and guidelines).	The Agency has an R&R Committee that collaborates with HRMO, managers/supervisors and other HR bodies in strengthening link between R&R and other core HRM areas.	The Agency has an R&R Committee that collaborates with top management, managers/supervisors and HRMO in proactively reviewing and updating R&R system to respond to changes in the Agency's strategic goals.
	Practice	The HRMO can describe/explain the R&R Committee's role in the Agency's R&R process.	The R&R Committee and managers/supervisors can describe/explain the functions of the committee and how it evaluates to ensure selection of qualified candidates/nominees to the agency's R&R program.	The top management can cite examples of how they have used information generated by other core HRM areas in making R&R decisions (e.g., performance data), or how they have used R&R-generated information in making decisions in other core HRM areas.	Everyone can describe/explain how the Agency's R&R program and processes motivated him/her to contribute to achieving the Agency's vision, mission and values.

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Review Mechanisms	System	The Agency relies on CSC feedback on its compliance with R&R policy.	The Agency tracks the efficiency of R&R processes and uses data to improve system: <ul style="list-style-type: none"> <li>Annual R&amp;R budget utilization vis-à-vis R&amp;R implemented programs</li> </ul>	The Agency tracks the effectiveness of R&R processes and uses data to improve system: <ul style="list-style-type: none"> <li>Types of programs that reward performance, innovative ideas and exemplary behavior</li> <li>Types of monetary and non-monetary programs</li> <li>Timeliness of R&amp;R programs (planned and "on-the-spot")*</li> <li>Demographics (e.g., gender, position, disabilities, etc.) of awardees</li> </ul>	The Agency uses R&R-generated data to evaluate R&R function, and make strategic decisions to ensure continuing alignment and responsiveness of R&R to its strategic goals.
	Practices	The HRMO can explain how the Agency gets CSC feedback on its compliance with R&R policy.	The R&R Committee and managers/supervisors can describe/explain how the Agency tracks the <u>efficiency</u> of R&R processes, and uses data to improve system.	The top management can describe/explain how the Agency tracks the <u>effectiveness</u> of R&R processes, and uses data to improve system.	Everyone can describe/explain how the Agency uses RSP-generated data to evaluate RSP system and make strategic decisions to ensure continuing alignment and responsiveness of R&R

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R&R / 3

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
	<b>System (Use of Technology)</b>	The Agency uses manual records management to maintain R&R data and documents.	The Agency uses a computer-based system to maintain R&R documents.	The Agency maintains Human Resource Information System that shows link between R&R and other core HRM areas (i.e., L&D and PMS).	The Agency has an Enterprise Information Management System that links the core HRM areas with other HRM and organizational systems (e.g. benefits, loans, payroll, etc.).
Information and Communication	<b>Practices (Use of technology)</b>	The HRMO can describe/explain the technology used to maintain R&R data and documents.	The R&R Committee and managers/supervisors can describe/explain the computer-based system used to maintain R&R data and documents.	The top management can explain how the Agency Human Resource Information System links R&R and other core HRM areas.	Everyone can describe/explain how the Agency's Enterprise Information System links the core HRM areas with other HRM and organizational systems.
	<b>System (Database content)</b>	The Agency maintains and has ready access to all data and documentary requirements based on CSC and other relevant issuances.	The Agency maintains documentation and records on: <ul style="list-style-type: none"> <li>• R&amp;R process flow</li> <li>• System review data on R&amp;R efficiency</li> <li>• System implementation (e.g.,</li> </ul>	The Agency maintains documentation and records on: <ul style="list-style-type: none"> <li>• System review data on R&amp;R effectiveness</li> <li>• R&amp;R policy and process flow showing link to other core HR</li> </ul>	The Agency maintains documentation and records on: <ul style="list-style-type: none"> <li>• Historical data on efficiency and effectiveness of R&amp;R system</li> <li>• R&amp;R policy and</li> </ul>

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
			R&R Committee minutes)	areas	process flow to other HRM and organizational systems
Practices (Database content)		The HRMO can describe/explain that the agency maintains and has ready access to data and documentary requirements based on CSC and other relevant issuances.	The R&R Committee and managers/supervisors can describe/explain that the agency maintains documentation and records on: <ul style="list-style-type: none"> <li>• R&amp;R process flow</li> <li>• System review data on R&amp;R efficiency</li> <li>• System implementation (e.g., PRAISE minutes of meetings deliberations, comparative assessment data, selection criteria, etc.)</li> </ul>	The top management can describe/explain how they can participate in providing inputs and accessing data in the system.	Everyone can describe/explain the benefits of maintaining documentation/records on the efficiency and effectiveness of R&R.

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# Competencies

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Policy Review and Formulation	Refers to R&R policies and guidelines issued by CSC and other relevant authorities in executing the Agency's R&R activities.	Reviews and refines R&R policies, policy guidelines and/or processes to meet agency requirements and promote equal opportunity principles in collaboration with the R&R Committee, managers/ supervisors and top management.	Develops customized R&R policies and/or policy guidelines that clearly define link with other core HRM areas, in collaboration with the R&R Committee, managers/ supervisors and top management.	Leads the proactive review and updating of R&R policies and processes to respond to changes in the Agency's strategic goals.
System Review	Liaises with CSC and DBM/GCG to ensure that Agency is updated with R&R-related issuances.	Tracks and analyses efficiency of R&R processes and uses data to improve or recommend improvements in R&R policies/policy guidelines and their execution, in collaboration with the R&R Committee, managers/ supervisors and top management.	Tracks and analyses effectiveness of R&R processes and uses data to improve or recommend improvements in R&R policies/policy guidelines and their execution, in collaboration with the R&R Committee, managers/ supervisors and top management.	Leads the evaluation of the R&R function, and recommends system improvements to ensure continuing alignment and responsiveness of R&R to Agency's strategic goals.

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COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Use of Technology	Uses manual records management to maintain R&R data and documents.	Uses computer-based records and data management system to maintain R&R documents.	Maintains Human Resource Information System that shows link between R&R and other core HRM areas (i.e., PM and L&D).	Manages R&R module in the Agency's Enterprise Information Management System that links the core HR areas with other HRM and organizational systems.
Communication	Disseminates R&R policies and guidelines issued by CSC and other relevant agencies to everyone in the Agency.	Updates everyone in the Agency on R&R policies, processes and programs, and provides system review data on to top management, managers/ supervisors and the R&R Committee.	Develops and implements a communication plan to generate buy-in and engagement of everyone in executing R&R policies, programs and processes.	Develops and uses information collaterals (e.g., infographics, brochures, handbooks, etc.) to promote consistent application/execution of Agency R&R policies, processes and programs.

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# PILLAR: PLANNING

## System and Practice Lens

PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
Planning	System	The Agency maintains list of Agency's R&R programs.	The Agency has customized annual R&R plans and programs, which indicates budget for each program/activity.	The Agency's R&R plans and programs are linked to other core HRM areas, and the Agency's mid-term (2-3 years) plan.	The Agency's R&R plans and programs are directly linked to Agency's strategic long-term (over 3 years) plan.
	Practice	The HRMO can describe/explain the Agency's R&R programs.	The R&R Committee and managers/supervisors can describe/explain the Agency's annual R&R plans and programs.	The top management can describe/explain their involvement in developing the Agency's R&R plans and programs.	Everyone can explain/cite examples of how the Agency's R&R plans and programs are aligned with and contribute to achieving the Agency's strategic goals.
	System	R&R-P-S2.1 The Agency's R&R programs recognize employee's loyalty and outstanding performance.	R&R-P-S2.2 The Agency's R&R programs include planned and "on-the-spot" incentives and recognition (both monetary and non-	R&R-P-S2.3 The Agency has institutionalized non-monetary R&R programs (e.g., flexi-time, professional development, etc.) that	R&R-P-S2.4 The Agency has a process for reviewing R&R programs to ensure that these continually support achievement of strategic goals and

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PILLAR ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
			monetary) for innovative ideas and exemplary behavior of employees.	encourage and recognize outstanding performance, innovative ideas and exemplary behavior.	performance objectives, and meet employees' recognition and motivational needs.
	Practice	The HRMO can describe/explain R&R programs that recognize loyalty and outstanding performance.	The R&R Committee and managers/supervisors can cite examples of planned and "on-the-spot" incentives and recognition programs that recognize ideas, suggestions or inventions, and exemplary behavior.	The top management can describe/explain their involvement in developing and institutionalizing non-monetary R&R programs to encourage and recognize outstanding performance, innovative ideas and exemplary behavior.	Everyone can describe/explain how Agency's R&R programs have supported achievement of strategic goals.

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### Competencies

COMPETENCY	LEVEL 1 – TRANSACTIONAL	LEVEL 2 – PROCESS DEFINED	LEVEL 3 – INTEGRATED	LEVEL 4 – STRATEGIC
R&R Planning	<p>Maintains and updates list of R&amp;R programs that are aligned with CSC policy guidelines.</p> <p>Develops R&amp;R programs that recognize employee's loyalty and outstanding performance.</p>	<p>Develops customized annual R&amp;R plan and programs, which indicates budget for each program/activity, in collaboration with R&amp;R Committee and managers/supervisors.</p> <p>Develops scheduled and "on-the-spot" monetary and non-monetary rewards and recognition for innovative ideas and exemplary behavior, in collaboration with R&amp;R Committee and managers/supervisors.</p>	<p>Develops R&amp;R plan and programs that are linked to other core HRM areas (e.g., PM) and aligned with Agency's mid-term (2-3 years) plan, in collaboration with top management, R&amp;R Committee and managers/supervisors.</p> <p>Develops institutionalized non-monetary R&amp;R programs (e.g., flexi-time, professional development, etc.) that encourage and recognize outstanding performance, innovative ideas and exemplary behavior, in collaboration with R&amp;R Committee and managers/supervisors.</p>	<p>Develops R&amp;R plan and programs that are aligned with Agency's long-term (over 3 years) plan, in collaboration with top management, R&amp;R Committee and managers/supervisors.</p> <p>Leads review of R&amp;R programs to ensure that these continually support achievement of strategic goals and performance objectives.</p>

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PILLAR: IMPLEMENTATION

System and Practice Lens

ELEMENT	LENS	LEVEL 1 - TRANSACTIONAL	LEVEL 2 - PROCESS DEFINED	LEVEL 3 - INTEGRATED	LEVEL 4 - STRATEGIC
R&R Screening Criteria and Processes	System	The Agency has screening and selection criteria and processes to select employees for rewards and recognition based on CSC policies and guidelines.	The Agency's screening and selection criteria and processes for customized R&R programs apply to all employees, consistent with equal opportunity principles.	The Agency's R&R screening and selection criteria and processes are linked to other core HRM areas (e.g., use of performance data), and/or external sources (e.g., feedback from clients/community).	The Agency's R&R screening and selection criteria and processes are regularly reviewed and improved to ensure consistency, fairness and objectivity in selection decisions.
	Practice	The HRMO can describe/explain how nominees for rewards and recognition are identified, screened and selected.	The R&R Committee and managers/supervisors can describe/explain their role in identifying, screening and selecting nominees for rewards and recognition.	The top management can describe/explain how they are involved in identifying, screening and selecting employees for rewards and recognition.	Everyone can describe, explain or cite examples of how the Agency recognizes and values exemplary behavior, outstanding performance and contribution to the unit and Agency's strategic goals.

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# Competencies

COMPETENCY	LEVEL 1 - BASIC	LEVEL 2 - INTERMEDIATE	LEVEL 3 - ADVANCED	LEVEL 4 - SUPERIOR
Development of R&R Screening Criteria and Processes	Maintains records of, and orients all employees on screening and selection criteria and processes for the Agency's R&R programs.	Collaborates with the R&R Committee in developing screening and selection criteria and processes for the Agency's customized R&R programs.	Develops R&R screening and selection criteria and processes that take into account inputs from other HRM areas and external sources (e.g., feedback from external clients/ community), in collaboration with R&R Committee.	Leads the proactive review of R&R screening and selection criteria and processes to ensure consistency, fairness and objectivity in R&R decisions.

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