Basic Education Sector Transformation (BEST)

RPMS Re-orientation Workshop

Phase 1: Performance Planning and Commitment

BEST is supported by the Australian Government
Objectives

At the end of the workshop, the participants will be able to:

1. Describe the RPMS cycle
2. Develop written performance objectives and indicators according to RPMS guidelines
3. Define development needs of staff based on results of performance evaluation and craft appropriate written development plans
4. Describe the process of giving effective performance feedback
The DepEd RPMS is aligned with the CSC SPMS that has 4 Phases.

4 RPMS PHASES

I. Performance Planning & Commitment

II. Performance Monitoring & Coaching

III. Performance Review & Evaluation

IV. Performance Rewarding and Development Planning
EMPLOYEES WANT TO KNOW.....

WHAT AM I SUPPOSED TO BE DOING?

HOW WELL AM I REQUIRED TO DO IT?

WHAT DO YOU THINK OF MY PERFORMANCE?

HOW WILL I BE REWARDED?

HOW CAN I IMPROVE MY PERFORMANCE?
The Office head discusses the office’s KRAs and Objectives with direct reports. Then, break this down to individual KRAs and Objectives.
What is the definition of Objectives?

Objectives are the specific things you need to do, to achieve the results you want.
Objectives

**Job-defined Objectives:** Specific contributions and results expected of employees in the discharge of their regular functions.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PERFORMANCE MANAGEMENT</th>
<th>Regional offices are able to implement a responsive PMS</th>
<th>Customized the implementation of RPMS at the regional offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMPLOYEE WELFARE PROGRAM MANAGEMENT</td>
<td>Retiring employees are prepared for retirement</td>
<td>Guided retiring employees in preparing their retirement plan</td>
<td></td>
</tr>
</tbody>
</table>
SMART Criteria for Objectives

SPECIFIC
MEASURABLE
ATTAINABLE
RELEVANT
TIME-BOUND
What Are SMART Objectives?

**S**pecific

Questions to help determine if your objective is specific:

1. Is the result observable?
2. Can a supervisor verify the result?
3. What would the result look like?
What Are SMART Objectives?

**S** - Specific

**M** - Measurable

SMART - Specific, Measurable, Achievable, Relevant, Time-bound

Common Types of Measurement:

- **Quantity**
  (e.g., raw numbers, percentages)

- **Quality**
  (e.g., accuracy, effectiveness)

- **Time**
  (e.g., within 3 months)

- **Cost-Effectiveness**
  (e.g., pesos/money saved, time saved)
What Are SMART Objectives?

**S**pecific

**M**easurable

**A**chievable

Questions to Consider:

1. Can the objective be achieved with the available resources and within the given timeframe?
2. Is the work in the objective within the individual’s control to complete?
3. Is the objective appropriate for the individual’s experience, skill, and work level?
4. Is the objective appropriate for the job position?
What Are SMART Objectives?

**S**pecific

**M**easurable

**A**chievable

**R**elevant

Establish relevance to:
- Employee’s job
- Rater’s objectives
- Work unit’s goals
- Organization’s goals
What Are SMART Objectives?

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-bound

**Examples:**
- 15 March 09
- Within six months
- End of the quarter
- End of evaluation period
To develop SMART Objectives that will help you reach your goal fill in the blanks below:

By_____/_____/______ (When?) (Who? What? Include a number you can measure.) will have __________________________
_______________ ___ ________. (How? Why? Remember to specify results. Use QET criteria.)
<table>
<thead>
<tr>
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<th>PERFORMACE MANAGEMENT</th>
<th>EMPLOYEE WELFARE PROGRAM MANAGEMENT</th>
</tr>
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<tbody>
<tr>
<td>Regional offices are able to implement responsive PMS</td>
<td>Customized the implementation of RPMS at the regional office</td>
<td>Retiring employees are prepared for retirement</td>
</tr>
</tbody>
</table>
1.2 Identify Individual KRAs, Objectives and Performance Indicators

Identify your responsibilities by answering the following question:

“What major results/outputs am I responsible for delivering?”
Problem: Guests are hungry and thirsty

- General Objective: (solution of problems) to provide adequate food and drinks to the guests
- Key Result Areas: Food preparation, distribution, drinks preparation, distribution
- Key Performance Indicator:
  - 5 guests have been fed
  - 5 guests have been given drinks
- Tasks:
  - Meat have been prepared, cooked and served
  - Tea has been purchased, heated up and served.
<table>
<thead>
<tr>
<th></th>
<th>Effectiveness/ Quality</th>
<th>Efficiency</th>
<th>Timeliness</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All guests have been fed and given drinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality of food and service (masarap and ulam, maraming choice, maganda ang presentation)</td>
<td>Reasonably priced</td>
<td>At 12:00, the food and drinks have been served</td>
</tr>
<tr>
<td></td>
<td>Hindi masarap ang ulam</td>
<td>mahal</td>
<td>Late na</td>
</tr>
<tr>
<td>4</td>
<td>80% of the guests have been fed and were given drinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masarap ang ulam pero di massarap ang dessert</td>
<td>Serving portions are small – not value for money</td>
<td>Food and drinks were served at 12:30</td>
</tr>
<tr>
<td>Rank</td>
<td>Percentage of Guests Fed and Given Drinks</td>
<td>Effectiveness/Quality</td>
<td>Efficiency</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------</td>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>3</td>
<td>50 - 79%</td>
<td>Effectiveness/Quality</td>
<td>Efficiency</td>
</tr>
<tr>
<td>2</td>
<td>40-49%</td>
<td>Effectiveness/Quality</td>
<td>Efficiency</td>
</tr>
<tr>
<td></td>
<td>Masarap ang ulam pero di massarap ang dessert</td>
<td>Serving portions are small – not value for money</td>
<td>Food and drinks were served at 12:30</td>
</tr>
<tr>
<td>1</td>
<td>10-30%</td>
<td>Effectiveness/Quality</td>
<td>Efficiency</td>
</tr>
<tr>
<td>Performance Indicators</td>
<td>Performance Management</td>
<td>Regional offices are able to implement a responsive PMS.</td>
<td>To customize the implementation of RPMS at the regional offices</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
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<td>Performance Management</td>
<td>Regional offices are able to implement a responsive PMS.</td>
<td>To customize the implementation of RPMS at the regional offices</td>
<td>Percentage of ROs adopting the RPMS</td>
</tr>
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<td>Employee Welfare Program Management</td>
<td>Retiring employees are prepared for retirement.</td>
<td>To guide retiring employees in preparing their retirement plan</td>
<td>Percentage of employees with retirement plan</td>
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<td>Retiring employees are prepared for retirement.</td>
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<td>Percentage of employees with retirement plan</td>
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PERFORMANCE MEASURES

- Effectiveness/Quality - the extent to which actual performance compares with targeted performance
- Efficiency - the extent to which time and resources is used for the intended task or purpose
- Timeliness - measures whether the deliverable was done on time based on the requirements of the rules and regulations and/or clients/stakeholders.
1.3 Discuss Competencies Required and Additional Competencies Needed

### LEADERSHIP COMPETENCIES

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuading People</td>
<td></td>
</tr>
<tr>
<td>Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and persuades, influences or influences others, in order to &quot;set a good example&quot;, is a credible and respected behavior.</td>
<td></td>
</tr>
<tr>
<td>Forwards personal, professional and work unit needs.</td>
<td></td>
</tr>
<tr>
<td>Assumes a pivotal role in promoting the development of organization and influences others to share ownership of effective work environment.</td>
<td></td>
</tr>
</tbody>
</table>

### CORE SKILLS

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Competencies</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td>1. Enjoys working hard.</td>
<td></td>
</tr>
<tr>
<td>2. Is action-oriented and full of energy for the things he/she sees as challenging.</td>
<td></td>
</tr>
<tr>
<td>3. Not fearful of acting with a minimum of planning.</td>
<td></td>
</tr>
<tr>
<td>4. Seizes more opportunities than others.</td>
<td></td>
</tr>
<tr>
<td>5. Strategic thinker.</td>
<td></td>
</tr>
<tr>
<td>Managing Diversity</td>
<td></td>
</tr>
<tr>
<td>1. Respects all kinds and classes of people.</td>
<td></td>
</tr>
<tr>
<td>2. Deals effectively with all races, nationalities, cultures, disabilities, ages and both sexes.</td>
<td></td>
</tr>
<tr>
<td>3. Support equal and fair treatment and opportunity for all.</td>
<td></td>
</tr>
<tr>
<td>4. Applies equal standards and criteria to all classes.</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td></td>
</tr>
<tr>
<td>1. Can be counted on to exceed goals successfully.</td>
<td></td>
</tr>
<tr>
<td>2. Steadfastly pushes self and others towards results.</td>
<td></td>
</tr>
<tr>
<td>3. Gets things done on time and optimum use of resources.</td>
<td></td>
</tr>
<tr>
<td>4. Builds team spirit.</td>
<td></td>
</tr>
<tr>
<td>5. Transacts with transparency.</td>
<td></td>
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</tbody>
</table>
Why do we have competencies?

- The RPMS looks not only at results, but **HOW** they are accomplished.
- Competencies help achieve results.
- Competencies support and influence the DepEd’s culture.
- For DepEd, competencies will be used for development purposes (captured in the form).
Core Behavioral Competencies

• Self Management
• Professionalism and ethics
• Results focus
• Teamwork
• Service Orientation
• Innovation

Leadership Competencies

• Leading People
• People Performance Management
• People Development
# Staff & Teaching-related Competencies

## Core Behavioral Competencies
- Self Management
- Professionalism and ethics
- Results focus
- Teamwork
- Service Orientation
- Innovation

## Staff Core Skills
- Oral Communication
- Written Communication
- Computer/ICT Skills
Teaching Competencies

Core Behavioral Competencies
- Self Management
- Professionalism and ethics
- Results focus
- Teamwork
- Service Orientation
- Innovation

DNCBTS Domains
- Content Knowledge & Pedagogy
- Learning Environment
- Diversity of Learners
- Curriculum and Planning
- Assessment and Reporting
- Community Linkages and Professional Development
- Personal Growth and Professional Development
1.4 Reaching Agreement

Once the form is completed:

**KRAs + Objectives + Performance Indicators + Competencies**

① Rater schedules a meeting with Ratee.
② They agree on the listed KRAs, Objectives, Performance Indicators and assigned Weight per KRA.
③ Decide what competencies to focus on.
Rater and Ratee agree on the:

① Key Result Areas (KRAs);
② Objectives;
③ Performance Indicators; and
④ Weight Per KRA

and sign the Performance Commitment and Review Form (PCRF).
Commitment

• Agreeing on performance measurements
  – Objectives
  – Indicators
## OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

<table>
<thead>
<tr>
<th>Name of Employee:</th>
<th>Name of Rater:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Position:</td>
</tr>
<tr>
<td>Bureau/Center/Service/Division:</td>
<td>Date of Review:</td>
</tr>
<tr>
<td>Rating Period:</td>
<td></td>
</tr>
</tbody>
</table>

### TO BE FILLED IN DURING PLANNING

<table>
<thead>
<tr>
<th>MFOs</th>
<th>KRAs</th>
<th>OBJECTIVES</th>
<th>TIMELINE</th>
<th>Weight per KRA</th>
<th>PERFORMANCE INDICATORS (Quality, Efficiency, Timeliness)</th>
<th>ACTUAL RESULTS</th>
<th>RATING</th>
<th>SCORE*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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* To get the score, the rating is multiplied by the weight assigned

### TO BE FILLED DURING EVALUATION

<table>
<thead>
<tr>
<th>Q</th>
<th>E</th>
<th>T</th>
<th>Ave</th>
<th></th>
<th>OVERALL RATING FOR ACCOMPLISHMENTS</th>
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Rater

Ratee

Approving Authority
# INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)

<table>
<thead>
<tr>
<th>MFOs</th>
<th>KRAs</th>
<th>OBJECTIVES</th>
<th>TIMELINE</th>
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<tr>
<th>OVERALL RATING FOR ACCOMPLISHMENTS</th>
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Rater ____________________________

Ratee ____________________________

Approving Authority ____________________________