RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM

(PERFORMANCE PLANNING AND COMMITMENT)

by:
Nestor P. Sison
Master Teacher-I

The heart and soul of Result- Based Performance Management System (RPMS) is performance measurements whereas purposefully designed to determine efficiency and effectiveness of organization in meeting expected results and establishing coherency on the vision, mission and values of the Department.

RPMS, perhaps new management approach employed to DepEd personnel that might receive resistance along the process because it might expose the weak areas in regards of teacher performance. Thus, RPMS is actually made to correct and detect weak performances which can be eventually used in making sound decisions.

One of distinct characteristic of RPMS is, it quantifies the results of the performance; it must answer the question how many?, What is the rate and percentage? , and the number of outputs and, Is it time bounded? The purpose of being quantified is to provide statistical data to understand how well the organization on achieving goals and targets.

Most performance measures are anchored into DEPED KRA. However, school can contextualize their own Key Result Area depending on the needs of organization as long as it complied with the performance measurement process.

1. Effectiveness: A procedure characterized the degree to which the process output conforms to standard.
2. Efficiency: A process characteristic indicating the degree to which the process produces the required output at minimum expenses.
3. Quality: It is describe as the level of excellent and proficiency.
4. Timeliness: Methods whether a unit of work was done on time with quality.

Why do we need School Based Key Result Area (KRA)?

Developing RPMS is a tedious job. School administrator must initially plan a school based Key Result Area whereas all the subordinates will generally reflect their objectives and commitment; characterizing a collaborative process. As an organization, it should always work as a single unit with one educational objective and on how to achieve it.

Now, we have fundamental insights about RPMS and KRA, establishing your individual objectives relies upon on strategic planning using S.M.A.R.T. goal setting.
1. Specific: It should address the five W’s what, when, where, who and why; Used action verb in stating your goals.
2. Measurable: It should allow meaningful statistical analysis; always remember the adage if you can’t measure it forget it.
3. Achievable: Never set impossible or unattainable objectives, Thus objectives can be stretched but it should be feasible.
4. Relevant: Objectives must contribute to realization of Department mission, vision and values.
5. Time Bounded: The objectives must state definite target date for completion.

The number of objectives should be coherent to the key results area; it is suggested to identify at least three or five objectives per KRA. Furthermore, objectives should be compromising agreement between the teacher and school administrator.

Ideally, objective must be written in action verb like increase, complete, attain, reach, resolved conduct, develop, and devise which reflects the how and when it will be accomplished or else considered redefining it.
The positive influence of Individual RPMS is, it makes essential contribution on promoting changes in program development because it allows us to have policy dialogue and advocacy while the program is carried out which trigger positive results and be responsive to the need of teachers.

Reference:

DO 2, s. 2015 - Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education