Results-based Performance Management System (RPMS)

MANAGER’S MANUAL
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Introduction

The Results-based Performance Management System (RPMS) of DepED supports the Vision, Mission, and Values of the agency as it continuously endeavors to evolve as a learner-centered public institution.

The RPMS is an HROD intervention that will help ensure the strategic, responsive, and effective delivery of Human Resources Management and Development (HRMD) services of all levels of DepED so that it can effectively implement a learner-centered, school-based management system and the K to 12 strategies to improve the quality of education in public schools.

What is Performance Management?

It is an organization-wide process to ensure that employees focus work efforts towards achieving DepEd's Vision, Mission, and Values (VMV).

Performance Management is a systematic approach for continuous and consistent work improvement and individual growth.
Introduction

Objectives of the Results-based Performance Management System (RPMS):

1. Align individual roles and targets with DepEd’s direction.
2. Track accomplishments against objectives to determine appropriate, corrective actions if needed.
3. Provide feedback on employees’ work progress and accomplishments based on clearly defined goals and objectives.
4. A tool for people development.

The following is DepEd’s RPMS Framework. This framework aligns efforts to enable DepED to actualize its strategic goals and vision.
Introduction

DepEd RPMS Framework

The WHAT refers to results that must be achieved from the Central Office, Regional Office, Division and Schools for the organization to succeed.

Strategic Priorities are broken down into Departmental/Functional Area Goals, which are translate into individual Key Result Areas (KRAs) and Objectives. Aligning Objectives in this way, enables individuals and units to contribute to organizational success.

The HOW refers to competencies at play when individuals do their jobs. Each employee’s competencies can promote organizational values and help achieve organizational goals. If individuals and units possess required competencies and demonstrate values consistent with strategic goals, the organizational vision will be realized.

The DepEd Strategic RPMS Framework is also aligned and follows the four-phase cycle of the RPMS consistent with the Civil Service Commission SPMS.
Introduction

Four Phases of the RPMS Framework

1. Performance Planning and Commitment

2. Performance Monitoring and Coaching

3. Performance Review and Evaluation

4. Performance Rewarding and Planning

Phase 1: Performance Planning and Commitment
At the start of the performance period, supervisors and subordinates agree on: (1) objectives to be met and (2) required competencies based on strategic priorities of the organization.

Phase 2: Performance Monitoring and Coaching
Managers create an enabling environment to improve individual and team performance. They track employee performance and progress towards accomplishment of objectives.
Phase 3: Performance Review and Evaluation
Managers evaluate employee performance based on evidences of competencies measured against performance targets agreed during Phase 1. The manager points out the employee’s strengths and weaknesses, and gives a tentative rating. The manager and employee discuss performance data and agree on the final rating.

Phase 4: Performance Rewards and Development Planning
This phase is based on the results of Phase 3. The supervisor and subordinate discuss accomplishments and corresponding rewards and incentives. They also discuss competency gaps and jointly come up with a development plan to address these.

The DepEd RPMS framework is also aligned with DepEd’s framework based on DBM’s OPIF, and RPMS is one of the interventions that support implementation of K to 12.
Introduction
Introduction

MFO 1: Basic Education Policy Services

- Number of plans and policies formulated, reviewed, issued and disseminated.
- % of stakeholders who rate the plans and policies as satisfactory or better.
- % of policies updated over the last three years.

MFO 2: Basic Education Services

<table>
<thead>
<tr>
<th>MFO 2: Basic Education Services</th>
<th>P258,883M</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of learners ages 5-11 years old enrolled in kindergarten and elem. educ.</td>
<td>12.6M</td>
</tr>
<tr>
<td>% of learners who scored average or better in the NAT</td>
<td>84%</td>
</tr>
<tr>
<td>% of learners who completed the school year</td>
<td>80%</td>
</tr>
<tr>
<td>Number of learners ages 12-15 years old enrolled in secondary education</td>
<td>4.3M</td>
</tr>
<tr>
<td>% of learners who scored average or better in the NAT</td>
<td>50%</td>
</tr>
<tr>
<td>% of learners who completed the school year</td>
<td>75%</td>
</tr>
<tr>
<td>Number of learners above 15 years old served thru ALS Program</td>
<td>33 M</td>
</tr>
<tr>
<td>% of ALS completers who passed the Accreditation and Equivalency Test</td>
<td>44%</td>
</tr>
<tr>
<td>% of ALS completers to total number of ALS learners within 10 months</td>
<td>75%</td>
</tr>
</tbody>
</table>

MFO 3: Regulatory and Developmental Services for Private Schools

- % increase of grantees who scored average or better in National Achievement Test.
- Ratio of Completers to Grantees.
Introduction

What Managers Need to Succeed

As a manager, no doubt you already have a good idea about what helps you do your job well and what you need. Here are a few things to consider:

1) Managers need to know the big picture: the Vision, Mission, and Values of DepEd as well as the strategic priorities. You need information about what’s going on in their organizations and what’s going less well.

2) To help your staff improve, managers need information about how well each employee is performing in his or her job, and how each can improve. If performance is poor, managers need to know why problems are occurring.

3) Managers need some way to aim all employees at the same goals and purposes, and to coordinate their efforts in order to achieve these goals.

4) Managers need a way to help employees feel motivated and valued. That means having ways of recognizing good performance and of helping everyone succeed.

5) Managers need a way to communicate job expectations to employees—what’s important and less important, and the kinds of decisions employees can make on their own.

6) Managers need to have some method of documenting performance problems. If managers can’t be specific about performance problems, they are not likely to be able to help an employee improve.
Guidelines on the Four Phases

Phase 1

Performance Planning and Commitment

A. Identifying KRAs and Objectives
B. Identifying Required Competencies
C. Performance Indicators or Measures
D. Reaching Agreement

A. Identifying KRAs and Objectives

- The Office Head (e.g. Regional Director) discuss the office’s KRAs and Objectives with direct reports and raters.
- Raters will cascade to ratees.
- Ratees create individual KRAs and Objectives
- Raters and ratees discuss Performance Indicators or Measures
- Raters and ratees agree and sign the Individual Performance Commitment and Review Form (IPCRF)

Forms Needed:

1. Position Competency Profile (PCP) - contains job description, KRA and Objectives of the function, performance indicator. Please refer to Attachment 1.
2. Individual Performance Commitment and Review Form (IPCRF). Attachment 2 captures a completed IPCRF for your reference.
Guidelines on the Four Phases

Phase 1

Key Result Areas (KRAs)

Before setting the individual’s objectives, you need to understand how his/her work supports the entire organization. KRAs provide this link.

Key Result Areas are broad areas in which an employee is expected to focus his/her efforts.

KRA Criteria

KRAs should:

- Number between three and five
- Be described in a few words
- Be within your influence
- Support your department/functional area’s goals
- Be similar for jobs that are similar to yours
- Not change unless your job changes
Guidelines on the Four Phases

Phase 1

ACTIVITY

Rater to guide the Ratee.

1) Answer the question: What major results/outputs am I responsible for achieving?
2) Refer to Position Competency Profile for sample KRAs.
3) Write KRAs under the appropriate columns in your Individual Performance Commitment and Review Form (IPCRF).
The Importance of Objectives

Objectives are the specific things you need to do and the results you need to achieve in your Key Result Areas. Clearly written, specific objectives:

- Give you clear accountabilities. You’ll know what’s expected and during the year, you’ll know how your results measure up to these expectations.
- Enable you to more easily track and document your performance.
- Help ensure that your job is meaningful and manageable.
- Support the goals of your department/functional area and the organization.

<table>
<thead>
<tr>
<th>Key Result Area</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education statics processing/validation</td>
<td>Collected, validated, encoded and processed data gathered from the Basic Education Information System (BEIS) profiles.</td>
</tr>
<tr>
<td></td>
<td>Provided data analysis and interpretation based on generated outputs required in the formulation of plans, policies and budgetary proposals.</td>
</tr>
</tbody>
</table>
SMART: Criteria for Well-Written Objectives

Effective objectives share several characteristics, which can easily be remembered by the acronym, SMART:

- Specific
- Measurable
- Attainable
- Relevant
- Time Bound

Specific

Well-written objectives are stated in specific terms to avoid any confusion about what is to occur or what is to improve. They define results to be accomplished within the scope of the job.

Effectiveness

Effectiveness can include both quality and quantity.

Example: Achieved a rating of 4 in running all the batches of train-the-trainers program.

Efficiency

To measure cost specifically: money spent, percentage over or under budget, rework or waste.

Example: Do not exceed Php. 100,000 a month in running two training programs.
Guidelines on the Four Phases

Phase 1

**Timeliness**
Measures whether a deliverable was done correctly and/or before the deadline.

Example: Achieved a rating of 4 in running all the batches of train-the-trainers program.

**Attainable**
Objectives should be challenging yet attainable; that is, something the person can influence to effect, change or ensure results. You’ll enjoy your work more if it includes some challenges. On the other hand, you won’t be motivated by objectives that are too easy or too difficult.

**Time Bound**
To ensure that results are achieved, objectives must be time bound. For example, if results need to happen by a certain date, the objective must have a deadline. If results need to occur on an ongoing basis, the objective must specify how often.

Example:
- Achieved running 20 RPMS program within 2013.
- Respond to all participants’ suggestions one week after the meeting.
- Do not exceed Php. 200,000 a month for conducting a workshop.
Guidelines on the Four Phases

Phase 1

How Many Objectives?

Usually, from one to three objectives are sufficient to cover each Key Result Area. If you identify three to seven Key Result Areas for your job, as the KRA criteria suggest, you should have a maximum of 21 objectives.

10 to 15 objectives are enough for most jobs. Having more than 15 means one of two things:

- You have too many important results to focus on.
- You have several objectives that are less important and can be eliminated or incorporated into other objectives.

The number of objectives in your plan also is influenced by the number and variety of goals for your department/functional area, as well as your leader’s objectives. However your plan should still contain no more than 10-15 objectives.
Guidelines on the Four Phases

*Phase 1*

**Activity: Identifying Your Objectives**

In this activity, you’ll identify three Key Result Areas on your IPCRF.

**Instructions**

1. Review the *Tips for Writing Effective Objectives* (Pg. 17) and the *Formula for Writing Objectives* (Pg. 18)
2. Refer to your IPCRF.
3. Write three objectives for the selected KRAs.
Guidelines on the Four Phases

Phase 1

Tips for Writing Effectiveness

Keep these tips in mind when writing clear and specific objectives for your performance plan:

- Start each objective with an action verb (increase, complete, attain, etc.)
- Define quantity, cost, timeliness, and/or quality as well as any due dates or time frames.
- Avoid writing “All or Nothing” objectives.
- Don’t mistake activities for objectives.
- Make sure it’s within your influence.
- Make sure it’s observable. The results of your efforts need to be evident to the people who provide you with feedback on your performance.
- Usually, one to three objectives are sufficient to cover each KRA.
- Ask yourself: Does this objective benefit me, my work group, and the organization? If not, consider rewriting it.
Guidelines on the Four Phases

Phase 1

Formula for Writing Objectives

This chart shows how you can use a three-part formula to help write objectives that address all five SMART criteria.

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>Results in Measurable Terms</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start with an action verb, such as:</td>
<td>Include a measurement such as:</td>
<td>Include a date or time frame, such as:</td>
</tr>
<tr>
<td>• Increase</td>
<td>• How much</td>
<td>• Phase 1 by end of second quarter</td>
</tr>
<tr>
<td>• Complete</td>
<td>• How many</td>
<td>• Phase 2 by end of fiscal year</td>
</tr>
<tr>
<td>• Conduct</td>
<td>• How much better</td>
<td>• Daily</td>
</tr>
<tr>
<td>• Attain</td>
<td>• How much faster</td>
<td>• Weekly</td>
</tr>
<tr>
<td>• Achieve</td>
<td>• Costing how much less</td>
<td></td>
</tr>
</tbody>
</table>
B. Identifying Required Competencies

The “hows” of performance.

The knowledge, skills and behaviors people use to achieve their results. Competencies should uphold the organization’s values. They’re the way people define and live the organization’s values.
Here are the Office/unit of Education’s competencies:

Core Behavioral Competencies

1. Self Management
   - Sets personal goals and direction, needs and development.
   - Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization.
   - Displays emotional maturity and enthusiasm for and is challenged by higher goals.
   - Prioritize work tasks and schedules (through gant charts, checklists, etc.) to achieve goals.
   - Sets high quality, challenging, realistic goals for self and others.

2. Professionalism and Ethics
   - Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).
   - Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.
   - Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.
   - Makes personal sacrifices to meet the organization’s needs.
   - Acts with a sense of urgency and responsibility to meet the organization’s needs, improve systems and help others improve their effectiveness.
3. Results Focus

- Achieves results with optimal use of time and resources most of the time.
- Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.
- Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.
- Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.
- Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently; or improving quality, customer satisfaction, morale, without setting any specific goal.

4. Teamwork

- Willingly does his/her share of responsibility.
- Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.
- Applies negotiation principles in arriving at win-win agreements.
- Drives consensus and team ownership of decisions.
- Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.
Guidelines on the Four Phases

Phase 1

5. **Service Orientation**
   - Can explain and articulate organizational directions, issues and problems.
   - Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.
   - Initiates activities that promotes advocacy for men and women empowerment.
   - Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.
   - Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.

6. **Innovation**
   - Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).
   - Demonstrates an ability to think “beyond the box”. Continuously focuses on improving personal productivity to create higher value and results.
   - Promotes a creative climate and inspires co-workers to develop original ideas or solutions.
   - Translates creative thinking into tangible changes and solutions that improve the work unit and organization.
   - Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.
Guidelines on the Four Phases

Phase 1

Leadership Competencies

1. **Leading People**
   - Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids
   - Persuades, convinces or influences others, in order to have a specific impact or effect.
   - “Sets a good example”, is a credible and respected leader; and demonstrates desired behavior.
   - Forwards personal, professional and work unit needs and interests in an issue.
   - Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment.

2. **People Performance Management**
   - Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenues).
   - Sets performance standards and measures progress of employees based on office and department targets.
   - Provides feedback and technical assistance such as coaching for performance improvement and action planning.
   - States performance expectations clearly and checks understanding and commitment.
Guidelines on the Four Phases

Phase 1

- Performs all the stages of result-based performance management system supported by evidence and required documents/forms.

3. People Development

- Improves the skills and effectiveness of individuals through employing a range of development strategies.
- Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.
- Conceptualizes and implements learning interventions to meet identified training needs.
- Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person’s learning and development.
- Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.
C. Performance Indicators

They are the exact quantification of objectives. It is an assessment tool that gauges whether a performance is good or bad. However, even if we have all the information about the units, we will not be effective in managing our operation if our data is not interpreted correctly.

For example:

A report may say that the average rating of grade 6 students is 85.

Is this a good or bad rating?

How Important are Performance Indicators?

To know the result of one’s efforts is an inherent human need. Catch people doing right then give prompt, positive feedback. We should know exactly how we are performing in line with the philosophy of “no surprises.”

“The number one motivator of people is feedback on results.”
- Ken Blanchard, The One Minute Manager.
Guidelines on the Four Phases

Phase 1

ACTIVITY

1. Refer to Position Competency Profile (PCP) for sample Performance Indicators.
2. Write performance indicators for each objective.

Example:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding (5)</strong></td>
<td>More than acceptable (4)</td>
</tr>
<tr>
<td>Clerk I &amp; II - Recorded incoming and outgoing documents on a daily basis for document tracking</td>
<td>100% of the total incoming and outgoing documents are recorded daily</td>
</tr>
<tr>
<td>Clerk I &amp; II - Filed actioned documents (hard copy) daily</td>
<td>100% of the total action documents were filed daily</td>
</tr>
<tr>
<td>Clerk III &amp; Clerk IV - Encoded correspondences, reports and memoranda accurately within the target date</td>
<td>100% of the total correspondence, reports and memoranda are encoded within the target date</td>
</tr>
<tr>
<td>Clerk II, III, &amp; IV - Documentation of meetings</td>
<td>100% of the proceedings were documented within the day</td>
</tr>
<tr>
<td>Clerk I &amp; II - Updated inventory of records daily</td>
<td>Updated 100% of the total inventory of records daily</td>
</tr>
</tbody>
</table>
Guidelines on the Four Phases

Phase 1

D. Reaching Agreement

Once the focus is completed:

KRAs + Objectives + Competencies + Performance Indicators

a) Rater schedules a meeting with Ratee.
b) Agree on the listed KRAs, Objectives, and Performance Indicators

Steps to Reaching Agreement

Commitment of Ratee towards reaching performance targets is very important for this phase.

a) Rater discusses with Ratee
   • RPMS Objectives
   • The overall goals of the organization as a review
   • How the unit contributes to these goals
   • The contribution of the Ratee to the unit’s goal
     – Roles
     – Responsibilities
     – Accountabilities
     – Performance Indicators for each objective
     – Competencies
   • Rating Scale
b) Agree on skills, resources, and procedures in attaining objective.

c) Check for understanding and commitment.

d) Build confidence in employee’s ability to achieve goals.

e) Recap and set follow-up date for clarifications and progress review.
Guidelines on the Four Phases

Phase 1

Rater and Ratee agree on the KRAs, Objectives and Performance Indicators, And sign the Performance Commitment and Review Form (IPCRF).
Guidelines on the Four Phases

Phase 2

Performance Monitoring and Coaching

A. Performance Tracking
B. Coaching/Feedback

Heart of the RPMS

TIMELINE TO NOTE:

For non-teaching positions:

January
Rater and Ratee sign Individual Performance Commitment and Review Form (IPCRF)

February to December
Rater monitors and coaches Ratee.

For teaching positions:

June
Rater and Ratee sign Individual Performance Commitment and Review Form (IPCRF)

July to March
Rater monitors and coaches Ratee.
A. Performance Monitoring

What gets measured, gets done!

What is Monitoring?
- The act of observing over a period of time for the purpose of measuring performance.
- Keeping track, documenting output and behavior.
- Checking progress of plans.

Why is Monitoring Important?
- Key input to performance measures (No monitoring, no objective measurement)
- PROVIDES OBJECTIVE BASES OF THE RATING
- Facilitates feedback
- Clearly defines opportunities for improvements
- PROVIDES EVIDENCE
Guidelines on the Four Phases

Phase 2

Tracking Sources for Objectives

Once KRAs and objectives have been developed, how will you know you’re making progress toward, or even meeting, your objectives? Identifying tracking sources will help you answer that question.

A good tracking source verifies results. Check the following examples of good tracking sources that you already use.

Common Tracking Sources

- Reports
- Surveys
- Informal interview data
- Evaluations
- Quality specifications
- Time logs
- Complaint logs
- Manager observation
- Audit results
- Certificates of completion
Guidelines on the Four Phases

Phase 2

Activity: Tracking Your Objectives

In this activity, you will identify at least one tracking source for each objective.

Instructions

1. Refer to the Common Tracking Sources on the previous page for ideas.
2. As you choose tracking sources, ask yourself, “Does this source verify results?”
3. If there are no readily available tracking sources for an objective, you’ll need to create one.
4. Discuss with your employee.
Guidelines on the Four Phases

Phase 2

Tracking Competencies

It might seem difficult to track competencies and key actions. They’re more subjective, sometimes difficult to observe, and can’t always be quantified. Because competencies and key actions are subjective, they’re open to interpretation. Avoid basing your tracking on opinions or feelings. Instead, focus on facts.

It’s especially important to collect complete data on performance in competencies. How well one does in competencies directly affects whether he/she achieves results in objectives.

The two most obvious ways to track performance are feedback from others and self-reports.

Feedback from others. Team members, coworkers, and the leader are good sources of feedback on competencies.
Guidelines on the Four Phases

Phase 2

Tracking Competencies

When looking for feedback, ask people who:

- Will have opportunities to observe the associate.
- Are familiar with the competencies and understand them,
- Will be honest.
- Want the associate to be successful.

*Self reporting.* Who has a better or more frequent opportunity to observe the person in action than the person himself/herself? They key to successful self-reporting is taking the time to briefly but honestly assess and document how one has performed in the key actions and plan for how to improve.

Because competencies are more personal than objectives, asking for or giving feedback about competencies can seem pretty risky. It takes a while to feel confident in saying something like:

“I’m trying to do a better job of getting schedules out on time. Can you give me some feedback?”
Guidelines on the Four Phases

Phase 2

Monitoring Performance

Reducing subjectivity

- Establish clear and specific basis for assessment
- Keeping track of outcomes
- Logging critical incidents (STAR approach)
- Feedback from internal clients and team members

Critical Incidents

- Actual events where good or unacceptable performance was observed
- Provides a record of demonstrated behaviors/performance
- Effective substitute in the absence of quantifiable data (observed evidence of desired attribute or trait)
Guidelines on the Four Phases

Phase 2

STAR Approach

Situation

Task

Action

Result/s

*developed by Development Dimensions International (DDI)

Writing S/TARs

“Last December, during the work planning period,

you took the opportunity to review our unit’s work process. You assembled a team of your colleagues and brainstormed on improvement ideas.

As a result, our turnaround time on processing promotions was reduced from 3 days to 1 day.”

*developed by Development Dimensions International (DDI)
**Guidelines on the Four Phases**

*Phase 2*

**To be effective in this phase you should:**

- Track your performance against your plan.
- Seek and act on feedback from others.
- Get coaching and support when you need it.
- Use **JOURNALS!**

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**Individual Performance Commitment and Review Form**

<table>
<thead>
<tr>
<th>MFO</th>
<th>KRA</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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* To get the score, the rating is multiplied by the weight assigned.
Guidelines on the Four Phases

Phase 2

Example

<table>
<thead>
<tr>
<th>Objective</th>
<th>KRAs</th>
<th>Tracking Source</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>Achieve the target of remaining 20 RPMS workshops for 2013.</td>
<td>Training Reports</td>
<td>Only 18 programs were run</td>
</tr>
<tr>
<td></td>
<td>Run each training program within the set budget of P200,000 per workshop</td>
<td>Cost tracking sheets</td>
<td>All 20 training program runs were achieved within the set budget</td>
</tr>
</tbody>
</table>

Remember:

- Manage the system as a process, NOT a one-time event!
- It is NOT a year-end paper exercise.
- It is important to teach performance on certain frequencies and provide feedback and coaching.
Guidelines on the Four Phases

Phase 2

B. Coaching/Feedback

- During Performance Phase always seek the coaching of your leader specially when you realize that you need improvements in your results.

- FEEDBACK: Know where and how to get helpful feedback for important aspects of your job

Guideposts for Effective Feedback

- Specific and factual
- Timely and immediate
- Focused on behavior, not the person
- Actionable by receiver
Guidelines on the Four Phases

Phase 2

Guideposts for Effective Feedback

- Checked for understanding
- Given with sincere intent to help; solution-seeking
- Maintains self-esteem
- Empowering

Coaching

- During Performance phase always seek the coaching of your leader specially when you realize that you need improvements in your results.
Guidelines on the Four Phases

Phase 2

When to Seek Coaching

- Before leading a meeting that you think will be different
- Before having a difficult discussion with someone
- When learning something new in the job
- After you’ve handled an important task and want to

When to Provide Coaching

- When monitoring someone learning a new job
- If you notice someone struggling with a task, responsibility or situation
- When someone asks for your help
Guidelines on the Four Phases

Phase 2

Performance Feedback - Coaching

Performance coaching is an interactive process aimed at helping employees

- Enhance their performance
- Develop knowledge and skills
- Motivate and recognize
- Empower them to address challenges

Principles for Effective Coaching

- **Prepare well**
  Notes on performance observations/critical incidents; defined goal and structure of the discussion

- **Create proper atmosphere**
  Private; relaxed; calm and quiet; non-threatening and supportive; preserve self-esteem
Guidelines on the Four Phases

Phase 2

**Principles for Effective Coaching**

- Be factual, not judgemental
  Refrain from opinions/criticisms
- Practice empathic listening; elicit suggestions
- Engage in dialogue—*not sermon*

**Principles for Effective Coaching**

- Encourage frank assessment of the situation and be specific
- Create and agree on an action plan and follow through on progress
Guidelines on the Four Phases

Phase 3
Performance Review and Evaluation

- Reviewing Performance
- Discuss Strength
REVIEWING PERIODS

For non-teaching positions:

January
Rater and Ratee sign Individual Performance Commitment and Review Form (IPCRF)

February to June
Rater monitors and coaches Ratee.

July
Rater and Ratee discuss mid-term performance. Rater and Ratee agree on necessary adjustments to ensure achievement of objectives before the final performance review and evaluation.

August to November
Rater monitors and coaches Ratee.

December
Rater and Ratee meet to discuss final performance ratings.

For teaching positions:

June
Rater and Ratee agree and sign the Individual Performance Commitment and Review Form (IPCRF)

July to March
Rater monitors and coaches Ratee.

November
Rater and Ratee discuss mid-term performance. Rater and Ratee agree on necessary adjustments to ensure achievement of objectives before the final
Guidelines on the Four Phases

Phase 3

performance review and evaluation.

December to February
Rater monitors and coaches Ratee.

March
Rater and Ratee meet to discuss final performance ratings.

Reviewing Performance

You’ve worked closely with the people in your work group during the performance cycle. Together, you’ve identified Key Result Areas and agreed on objectives, related competencies, and tracking methods. You’ve had regular review meetings to ensure performance has been on track. And you’ve had ongoing discussions with people, coaching them to ensure success or to improve certain areas. You’ve also reinforced their effective behaviors and skills.

Now it’s time to compare actual performance with the agreed-upon level. The steps in the Review Process follow.
Guidelines on the Four Phases

Phase 3

A. Review Performance

A successful review session should:

- Be a positive experience
- Have no surprises
- Be a two-way discussion
- Well prepared (both sides)

Some Pointers on Conducting the Review Meeting:

1. Manage the meeting
   - Prepare for the meeting
   - Create the right atmosphere
   - No interruptions; no surprises
Guidelines on the Four Phases

Phase 3

2. Enhance or maintain self-esteem
   - Express appreciation
   - Encourage self-appraisal
   - Focus on the performance issue, not on the person

3. Be fair and objective
   - Base assessments on evidence
   - Change the behavior, not the person
   - Focus on solving problems or correcting a behavior
Guidelines on the Four Phases

Phase 3

Performance Evaluation

A dialogue between leaders and employees aimed at improving future performance

Summary of performance feedback and coaching discussions done throughout the year

Evaluate each objective whether it has been achieved or not.
Evaluate the manifestations of each competency.
Determine overall rating
Guidelines on the Four Phases

Phase 3

Antecedents of Performance Evaluation

- Clearly defined performance plans and targets
  - Clearly communicated and understood
  - Well defined performance standards – KPI’s; measures
- Regular performance monitoring and progress reviews
- Periodic performance feedback and coaching
- Well documented results and accomplishments, observations

Performance Evaluation is not:

- Attack on employee’s personality
- Monologue
- A chance to wield power and authority
- Paper activity (compliance)
- An opportunity to gain “pogi points” with staff
Guidelines on the Four Phases

Phase 3

<table>
<thead>
<tr>
<th>Community involvement</th>
<th>June to March</th>
<th>Jun %</th>
<th>5 – 100% accomplished</th>
<th>4 – 90% accomplished</th>
<th>3 – 85% accomplished</th>
<th>2 – 70% accomplished</th>
<th>1 – below 70% accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducted regular/periodic PTA meetings/confereces</td>
<td>To get the score, the rating is multiplied by the weight assigned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visited parents of students needing academic monitoring/follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertaken/initiated projects/events/activities with external funding/sponsorship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OVERALL RATING FOR ACCOMPLISHMENTS: 3.4

Rater: 
Ratee: 

DEPED RPMS form – For Teachers | 3

PART III: SUMMARY OF RATINGS FOR DISCUSSION

<table>
<thead>
<tr>
<th>Final Performance Results</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplishments of ROAs and Objectives</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Employee-Superior Agreement

The signatures below confirm that the employee and his/her superior have agreed to the contents of the performance as captured in this form.

Name of Employee | Name of Superior
Signature | Signature
Date | Date
Guidelines on the Four Phases

Phase 3

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<tbody>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>

Exercise

Get your Individual Performance Commitment and Review Form (IPCRF) and discuss how ratings should be done.
Guidelines on the Four Phases

Phase 3

Rating Performance

1. Fill up the Performance Evaluation worksheet
2. Reflect actual results / accomplishments
3. Rate each objective using the rating scale
4. Compute final rating

---

<table>
<thead>
<tr>
<th>Scale</th>
<th>Adjectival</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding (130% and above)</td>
<td>Performance exceeding targets by 30% and above of the planned targets; from the previous definition of performance exceeding targets by at least fifty (50%).</td>
</tr>
<tr>
<td>4</td>
<td>Very Satisfactory (115%-129%)</td>
<td>Performance exceeds targets by 15% to 29% of the planned targets; from the previous range of performance exceeding targets by at least 25% but falls short of what is considered an outstanding performance.</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory (100%-114%)</td>
<td>Performance of 100% to 114% of the planned targets. For accomplishments requiring 100% of the targets such as those pertaining to money or accuracy or those which may no longer be exceeded, the usual rating of either 10 for those who met targets or 4 for those who failed or fell short of the targets shall still be enforced.</td>
</tr>
<tr>
<td>2</td>
<td>Unsatisfactory (51%-99%)</td>
<td>Performance of 51% to 99% of the planned targets.</td>
</tr>
<tr>
<td>1</td>
<td>Poor (50% or below)</td>
<td>Performance failing to meet the planned targets by 50% or below.</td>
</tr>
</tbody>
</table>
Guidelines on the Four Phases

Phase 3

*DepEd’s Competencies Scale

<table>
<thead>
<tr>
<th>Scale</th>
<th>Definition</th>
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<tbody>
<tr>
<td>5</td>
<td>Role model</td>
</tr>
<tr>
<td>4</td>
<td>Consistently demonstrates</td>
</tr>
<tr>
<td>3</td>
<td>Most of the time demonstrates</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes demonstrates</td>
</tr>
<tr>
<td>1</td>
<td>Rarely demonstrates</td>
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5 (role model) - all competency indicators
4 (consistently demonstrates) — four competency indicators
3 (most of the time demonstrates) — three competency indicators
2 (sometimes demonstrates) — two competency indicators
1 (rarely demonstrates) — one competence indicator

*will be used for developmental purposes

PITFALLS IN PERFORMANCE RATING
Guidelines on the Four Phases

Phase 3

Common Errors in Rating

- **Halo or Horn Effect**
- **Bias or Prejudice**
- **Overemphasis on isolated events**
- **Similar-to-me effect**
- **First impression**

B. Discuss Strengths and Development Needs
Guidelines on the Four Phases

One-Day-At-A-Time Management

“Programs requiring quarterly or annual action are basic and necessary, but they can never replace daily attention.”

by Robert E. Sibson
The Management of Personnel

Phase 4
Performance Rewarding and Planning

A. Rewards

B. Development Plan
Guidelines on the Four Phases

Phase 4

A. Rewards

Link to PBIS (EO 80 s. 2012)

- Performance Based Bonus (PBB)
- Step Increment

*Discussions are on-going to link the RPMS to PBB and the Step Increment.

B. Development Planning

- Employee development is a continuous learning process that enables an individual to achieve his personal objectives within the context of the business goals.

- Employee development is a shared responsibility among the Individual, Manager, HR and the Organization.
Guidelines on the Four Phases

Phase 4

It is best achieved in an environment that:

- Requires application of what is learned.
- Encourages diversity of opinion.
- Reinforces open and honest dialogue.
- Promotes learning how to learn.

Managing Employee Development

As the leader of your team, you are responsible for planning and managing your staff’s development programs.

People have different preferences on how they want to learn. Be sure to tailor the development plan to your subordinates’ needs and learning styles.
Phase 4

Guidelines on the Four Phases

Steps in Development Planning

1. Identify development needs
2. Set goals for meeting these needs
3. Prepare actions plans for meeting the development need
   - sanction learning activities
   - resources / support
   - measures of success
4. Implement Plans
5. Evaluate

Activities which could be considered appropriate for employee development:

- Benchmarking
- Seminars/workshops
- Formal education/classes
- Assignment to task forces/committees/special projects
- Job enhancements / redesign
- Functional cross-posting
- Geographical cross-posting
- Coaching/counseling
- Developmental/lateral career moves
- Self-managed learning
Guidelines on the Four Phases

**Phase 4**

### 30/30/40 Learning Philosophy

The key elements to a successful learning process:

- **30%** from real life and on-the-job experiences, tasks and problem solving. This is the most important aspect of any learning and development plan.

- **30%** from feedback and from observing and working with role models – mentoring and coaching.

- **40%** from formal training.

---

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**PART IV: DEVELOPMENT PLANS**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Development Needs</th>
<th>Action Plan (Recommended Developmental Intervention)</th>
<th>Timeline</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>

Note:

- The highest rating of the employee in both achievement of objectives and demonstration of competencies becomes the strength.

- The lowest rating, on the other hand, on both objectives and competencies becomes the development need.
Conclusion

What’s in it for me???

- Staff Training and Development
- Scholarships and grants
- Ratings on the Results and Competencies maybe linked to Performance Based Bonus (PBB)
- Credible Succession Plan
- Promotion

“Behind every successful person, there is one elementary truth. Somewhere, someway, someone cared about their growth and development.”