



Republic of the Philippines  
**Department of Education**

06 FEB 2015

DepEd ORDER  
No. **2**, s. 2015

**GUIDELINES ON THE ESTABLISHMENT AND IMPLEMENTATION  
OF THE RESULTS-BASED PERFORMANCE MANAGEMENT  
SYSTEM (RPMS) IN THE DEPARTMENT OF EDUCATION**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers and Heads of Units  
Regional Directors  
Schools Division Superintendents  
Heads, Public Elementary and Secondary Schools  
All Others Concerned

1. This Department issues the enclosed **Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd)**.
2. It aims to provide comprehensive guidelines for the adoption of the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS) in DepEd.
3. These guidelines stipulate the specific mechanisms, criteria and processes for the performance target setting, monitoring, evaluation and development planning for schools and offices, covering all officials and employees, school-based and non school-based, in the Department holding regular plantilla positions. Personnel under contracts of service/job order and LGU-funded employees shall likewise be covered, but for purposes of performance evaluation only.
4. All provisions of DepEd rules, regulations, and issuances which are inconsistent with these guidelines are hereby repealed or modified accordingly.
5. This Order shall take effect immediately upon its issuance.
6. Immediate dissemination of and strict compliance with this Order is directed.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encl.: As stated

Reference: None

To be indicated in the Perpetual Index under the following subjects:

EMPLOYEES

OFFICIALS

PERFORMANCE

POLICY

## **GUIDELINES ON THE ESTABLISHMENT AND IMPLEMENTATION OF THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM IN THE DEPARTMENT OF EDUCATION**

### **I. Rationale**

1. The Civil Service Commission (CSC), through the issuance of Memorandum Circular (MC) No. 06, series of 2012, sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. The SPMS gives emphasis to the strategic alignment of the agency's thrusts with the day-to-day operation of the units and individual personnel within the organization. It focuses on measures of performance vis-à-vis the targeted milestones, and provides a credible and verifiable basis for assessing the organizational outcomes and the collective performance of the government employees.
2. As a learner-centered institution, the Department of Education (DepEd) is committed to continuously improve itself to better serve the Filipino learners and the community. The adoption of the SPMS in DepEd strengthens the culture of performance and accountability in the agency, with the DepEd's mandate, vision and mission at its core.
3. There is a need to concretize the linkage between the organizational thrusts and the performance management system. It is important to ensure organizational effectiveness and track individual improvement and efficiency by cascading the institutional accountabilities to the various levels, units and individual personnel, as anchored on the establishment of a rational and factual basis for performance targets and measures. Finally, it is necessary to link the SPMS with other systems relating to human resources and to ensure adherence to the principle of performance-based tenure and incentives.
4. In view of the above, this Order aims to adopt the SPMS as the Results-based Performance Management System (RPMS).

### **II. Scope of Policy**

5. This DepEd Order provides for the establishment and implementation of the RPMS in all DepEd schools and offices, covering all officials and employees, school-based and non school-based, in the Department holding regular plantilla positions. It stipulates the specific mechanisms, criteria and processes for the performance target setting, monitoring, evaluation and development planning.
6. The following personnel shall likewise be covered by these guidelines but for purposes of performance evaluation only:
  - i. Personnel under contracts of service/job order, pursuant to CSC MC No. 17, s. 2002 entitled "*Policy Guidelines for Contract of Services*"; and
  - ii. LGU-funded employees.

### **III. Definition of Terms and Acronyms**

7. For purposes of this Order, the following terms shall be defined and understood as:
  - i. **Head of Office** refers to the approving authority enumerated in Annex A who determines the final performance rating of individual employees based on proof of performance.
  - ii. **Individual Performance Commitment and Review Form (IPCRF)** is the form that shall reflect the individual commitments and performance, which shall be accomplished by individual employees.

- iii. **Key Result Area (KRA)** is a broad category of general outputs or outcomes. It is the mandate or function of the office and/or individual employee. The KRA is the reason why an office and/or job exist. It is an area where the office and/or individual employee are expected to focus on.
- iv. **Major Final Output (MFO)** is a good or service that an organization, unit and/or individual personnel is mandated to deliver to internal and external clients through the achievement of specific objectives under the key result areas.
- v. **Non School-based Personnel** include all regular/permanent, LGU-funded and contract of service/job order personnel assigned and/or detailed in DepEd offices, from the central office to the schools division offices.
- vi. **Objective** is a specific task that an office and/or individual employee needs to do to achieve the major final outputs under the key result areas.
- vii. **Office Performance Commitment and Review Form (OPCRF)** is the form that shall reflect the office commitments and performance, which shall be accomplished by the head of office.
- viii. **Organizational Performance Indicator Framework (OPIF)** is a results-based management approach being mainstreamed by the Government of the Philippines (GOP) as one of the pillars of its public expenditure management (PEM) reforms. Through OPIF and other reforms, the PEM seeks to change the orientation of expenditure management from focusing on rules and processes to focusing on three key objectives or outcomes: fiscal discipline, allocative efficiency and operational efficiency.
- ix. **Performance-Based Bonus (PBB)** is a top-up bonus given to government personnel in accordance to their contributions to the accomplishment of the organization's overall targets and commitments.
- x. **Performance Indicator (PI)** is an exact quantification of objectives, which shall serve as an assessment tool that gauges whether a performance is positive or negative.
- xi. **Performance Management System (PMS)** is a mechanism to manage, monitor and measure performance.
- xii. **Performance Monitoring and Coaching Form (PMCF)** is the form intended for capturing the significant incidents.
- xiii. **Planning Office.** The following are the designated Planning Offices at each level:
  - a. Central Office – Planning and Programming Division – Office of the Planning Service
  - b. Regional Office – Regional Planning Unit
  - c. Schools Division Office – Division Planning Unit
  - d. School – School Planning Team
- xiv. **Qualification Standards (QS)** are the minimum and basic requirements for positions in the government. These shall serve as the basic guide in the selection of personnel and in the evaluation of appointments to all positions in the government.
- xv. **Ratee** refers to the individual employee concerned. The rater-ratee relationship is enumerated in Annex A.

- xvi. **Rater** refers to the immediate superior who directly supervises the performance of the individual employee and gives the preliminary rating for approval of the head of office at the end of the rating period based on the performance measures.
- xvii. **Results-based Performance Management System (RPMS)** refers to the DepEd-contextualized SPMS. It is an organization-wide process of ensuring that employees focus work efforts towards achieving DepEd vision, mission, values, and strategic priorities. It is also a mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs.
- xviii. **School-based Personnel** include all regular/permanent, LGU-funded and contract of service/job order teaching, teaching-related and non-teaching personnel assigned and/or detailed in the schools including mobile teachers.
- xix. **Significant incidents** are actual events and behaviors in which positive and negative performances are observed and documented.
- xx. **SMART Criteria** refers to the criteria by which the objectives are identified. The SMART stands for Specific, Measurable, Attainable, Relevant, Time Bound.
- xxi. **Strategic Performance Management System (SPMS)** refers to the CSC PMS that gives emphasis to the strategic alignment of the organizational goals with the day-to-day operation of units and individual personnel.

8. The following acronyms shall be used throughout this Order to mean:

i.	BHROD	-	Bureau of Human Resources and Organizational Development
ii.	CO	-	Central Office
iii.	CSC	-	Civil Service Commission
iv.	EO	-	Executive Order
v.	HR	-	Human Resource
vi.	HRD	-	Human Resource Division
vii.	HRMO	-	Human Resource Management Office
viii.	HROD	-	Human Resource and Organization Development
ix.	M&E	-	Monitoring and Evaluation
x.	MC	-	Memorandum Circular
xi.	PERC	-	Performance Evaluation Review Committee
xii.	PRAISE	-	Program on Awards and Incentive for Service Excellence
xiii.	RO	-	Regional Office
xiv.	SDO	-	Schools Division Office
xv.	VMV	-	Vision, Mission, Values

#### IV. Policy Statement

- 9. The DepEd hereby sets the guidelines on the establishment and implementation of the Results-based Performance Management System (RPMS) in the Department, stipulating the strategies, methods, tools and rewards for assessing the accomplishments vis-à-vis the commitments. This will be used for measuring and rewarding higher levels of performance of the various units and development planning of all personnel in all levels.
- 10. For non school-based personnel, the RPMS shall provide for an objective and verifiable basis for rating and ranking the performance of units and individual personnel in view of the granting of the Performance-Based Bonus (PBB) starting 2015.

11. For school-based personnel, the RPMS shall be used only as an appraisal tool, which shall be the basis for training and development. The granting of PBB shall be governed by the existing PBB guidelines.
12. The Department shall adopt the RPMS framework shown in Annex B.
13. The DepEd RPMS shall follow the four-stage performance management system cycle as prescribed by the CSC:
  - i. Performance planning and commitment (Phase I);
  - ii. Performance monitoring and coaching (Phase II);
  - iii. Performance review and evaluation (Phase III); and
  - iv. Performance rewarding and development planning (Phase IV).

## **V. Performance Cycle/Process**

14. The RPMS shall align the performance targets and accomplishments with the Department's mandate, vision, mission and strategic goals. It shall ensure 100% results orientation vis-à-vis the planned targets. On the other hand, the ratee's demonstration of the required competencies shall be monitored for developmental purposes only.
15. The RPMS cycle shall cover performance for one whole year. All school-based personnel shall follow a performance cycle starting in April of the current year and ending in March of the following year; while non school-based personnel shall follow a performance cycle starting in January and ending in December. Annexes C and D illustrate the performance cycles which shall apply to school-based and non school-based personnel, respectively.
16. The performance planning and commitment shall be done prior to the beginning of the performance cycle; while the performance monitoring and coaching shall take place immediately after Phase I, and continue throughout the performance cycle. The performance review and evaluation, as well as the performance rewarding and development planning shall be done at the end of the performance cycle.

### **A. Phase I: Performance Planning and Commitment**

17. The performance planning and commitment shall be done prior to the start of the performance cycle where the rater meets with the ratee to discuss and agree on the following:
  - i. Office KRAs, Objectives and Performance Indicators as anchored to the overall organizational outcomes; and
  - ii. Individual KRAs, Objectives and Performance Indicators as anchored to the Office KRAs and Objectives.
18. The Office Performance Commitment and Review Form (OPCRF) shall be accomplished by the head of office to reflect the Office KRAs, Objectives and Performance Indicators. The head of office, in coordination with the Planning Office, shall ensure alignment of the office plans and commitments to the overall organizational outcomes. The OPCRf shall be equivalent to the IPCRF of the head of office. A sample of the filled out OPCRf, including the instructions for accomplishing the form, is shown in Annex E.
19. The Individual Performance Commitment and Review Form (IPCRF) shall be accomplished by the individual personnel to reflect the agreed Individual KRAs, Objectives and Performance Indicators. A sample of the filled out IPCRF, including the instructions for accomplishing the form, is shown in Annex F.

20. **Defining the Key Result Areas.** The head of office, in coordination with the Planning Office, shall define the office KRAs as anchored on the overall organizational outcomes. The rater and the ratee shall discuss and agree on the break down of the office KRAs into individual KRAs. Three (3) to five (5) KRAs shall be defined for each office and individual employee.

KRAs are broad categories of general outputs or outcomes. It is the mandate or function of the office and/or individual employee. The KRA is the reason why an office and/or job exist. It is an area where the office and/or individual employee are expected to focus on.

21. **Setting the Objectives.** The head of office shall set three (3) objectives per office KRA. The rater and the ratee shall discuss and agree on three (3) objectives per individual KRA.

Objectives are specific tasks, which an office and/or employee need to do to achieve their specific KRAs. In objective setting, the SMART criteria, which stands for Specific, Measurable, Attainable, Relevant, Time Bound, shall be applied. The SMART criteria are illustrated in Annex G.

22. **Setting the Timeline.** The timeline shall define the target date for accomplishing each of the Objectives. The timeline for the office Objectives shall be set by the head of office in coordination with the Planning Office and School Planning Team; while the timeline for the individual Objectives shall be discussed and agreed by the rater and the ratee.

23. **Assigning the Weight.** Assigning of weights shall be done per KRA. Weights for each office KRA shall be assigned by the head of office in coordination with the Planning Office; while the weights for each of the individual KRAs shall be discussed and agreed upon by the rater and the ratee.

24. **Identifying the Performance Indicators.** Using a five (5)-point rating scale, the head of office shall identify a performance indicator for each of the office objectives, while the rater and the ratee shall identify and agree on the performance indicator for each of the individual objectives.

Performance indicators are exact quantification of objectives expressed through rubrics. They are assessment tools, which gauge whether a performance is positive or negative.

In identifying the performance indicator, the operational definition or meaning of each numerical rating shall be indicated under each relevant dimension (i.e., quality, efficiency, or timeliness) per performance target or success indicator. This shall ensure that the rating is objective, impartial and verifiable. Table 1 below discusses the performance measures by which the indicator must satisfy.

Table 1. Performance Measures

CATEGORY <sup>1</sup>	DEFINITION
Effectiveness/ Quality	The extent to which actual performance compares with targeted performance.  The degree to which objectives are achieved and the extent to which targeted problems are solved. <i>In management, effectiveness relates to <u>getting the right things done.</u></i>
Efficiency	The extent to which time or resources is used for the intended task or purpose. Measures whether targets are accomplished with a minimum amount or quantity of waste, expense, or unnecessary effort.  <i>In management, efficiency relates to <u>doing the things right.</u></i>
Timeliness	Measures whether the deliverable was done on time based on the requirements of the rules and regulations, and/or clients/stakeholders.  Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.

<sup>1</sup> Some Performances are only rated on quality and efficiency, some on quality and timeliness, and others on efficiency only. You need not use all three (3) categories.

25. **Demonstration of Competencies.** During Phase I, the rater shall discuss with the ratee the competencies required of the individual personnel.

Competencies are defined as the knowledge, skills and behavior that individuals demonstrate in achieving one's results. Competencies shall uphold the DepEd's core values. They represent the way individuals define and live the values.

26. DepEd shall adopt four classes of competencies as follows:

- i. Core behavioral competencies are competencies, which cut across the organization;
- ii. Leadership competencies are competencies intended for managerial positions;
  - a. Third level officials
  - b. Chiefs and Assistant Chiefs
  - c. School Heads and Department Heads
- iii. Staff Core Skills are competencies intended for staff and teaching-related personnel; and
- iv. Teaching competencies are competencies intended for teachers.

The DepEd-required competencies are illustrated in Annex I.

27. The ratee's demonstration of the required competencies shall be monitored to effectively plan the interventions needed for behavioral and professional development. The assessment in the demonstration of competencies shall not be reflected in the final rating.
28. **Reaching Agreement.** Once the office and individual KRAs, Objectives and Performance Indicators are clearly defined, the rater and the ratee shall commit and reach an agreement by signing the OPCRf and IPCRF. The signed/approved OPCRf and IPCRF shall be the basis for monitoring and assessment, which shall take place in Phases II and III, respectively.

## **B. Phase II: Performance Monitoring and Coaching**

29. The performance monitoring and coaching shall commence after the rater and the ratee commit on the KRAs, Objectives and Performance Indicators, and sign the OPCRf and IPCRF. This shall be done throughout the year.
30. The two (2) main components of Phase II are the following:
- i. Performance monitoring; and
  - ii. Coaching and feedback.
31. Performance monitoring shall provide key inputs and objective basis for rating. It shall facilitate feedback and provide evidence of performance.

Performance monitoring shall be the responsibility of both the rater and the ratee who agree to track and record significant incidents through the use of the Performance Monitoring and Coaching Form (PMCF) shown in Annex J. Significant incidents are actual events and behaviors in which both positive and negative performances are observed and documented.

32. Coaching and feedback shall be a continuous process. Coaching and feedback shall be provided by the rater and/or shall be sought by the ratee to improve work performance and behavior.

The rater, as the coach or mentor of the ratee, playing a critical role in the performance monitoring and coaching, shall provide an enabling environment and intervention to improve the office performance and to manage and develop individual potentials.

33. The PMCF shall capture the significant incidents. It shall provide a record of demonstrated behaviors, competencies and performance, and shall be an effective substitute in the absence of quantifiable data. The rater and the ratee shall sign each significant incident recorded in the PMCF to ensure that agreement has been reached.

### **C. Phase III: Performance Review and Evaluation**

34. The performance review and evaluation shall be done at the end of the performance cycle to assess the office and individual employee's performance level based on the commitments and measures as contained in the signed OPCRf and IPCRF.
35. A mid-year review is prescribed to determine the progress in achieving the Objectives. In exceptional cases, and only if the situation warrants, a one-time recalibration of office and individual Objectives shall be allowed during the mid-year review.

Exceptional cases shall include instances when high level decisions are taken into effect such as changes in strategic directions, and circumstances beyond the control of the ratee such as natural and/or man-made calamities, including typhoon, earthquake and other fortuitous events.

During the mid-year review, the rater shall inform in writing the ratee of the status of performance, in case of an Unsatisfactory or Poor performance. Coaching, feedback and appropriate interventions shall be provided where necessary.

36. The RPMS shall put premium on KRAs towards the realization of organizational vision, mission, strategic priorities and the OPIF logframe. Hence, rating for planned and/or intervening tasks shall always be supported by reports, documents or any output as proofs of actual performance. In the absence of said bases or proofs, a particular task shall not be rated and shall be disregarded.
37. **Office and Individual Performance Assessment.** The head of office, in coordination with the Planning Office, shall assess the performance of the office vis-à-vis the committed targets at the beginning of the performance cycle. The rater and the ratee shall discuss and agree on the individual assessment based on the actual accomplishments of each of the KRAs and Objectives. The final rating shall be based solely on the accomplishment of the specific objectives as measured by the Performance Indicators. The OPCRf and IPCRF shall be accomplished and completed by the rater and the ratee to:
  - i. Reflect actual accomplishments and results;
  - ii. Rate each of the objectives;
  - iii. Compute for the score per objective;
  - iv. Determine the overall rating for accomplishments;
  - v. Reach an agreement; and
  - vi. Assess the competencies.
38. Initial self-rating shall be encouraged prior to the rater-ratee discussion.
39. Third Level Officials, as heads of offices, shall accomplish the OPCRf for submission to the Planning Office. The individual assessment of Third Level Officials shall be contained in the CESPEs Forms for submission to the Career Executive Service Board (CESB). The BHRD and Personnel Division shall be furnished a copy of both forms.



40. **Actual Results.** The rater and the ratee shall discuss and agree on the actual accomplishments and results based on the performance commitments and measures made at the beginning of the rating period. They shall evaluate each objective whether it has been achieved or not. The significant incidents as reflected in the PMCF shall be considered for the actual results.
41. **Rating the Objectives.** Based on the actual accomplishments and results, each of the Objectives shall be rated using the rating scale specified below:

Table 2. The RPMS Rating Scale

NUMERICAL RATING	ADJECTIVAL RATING	DESCRIPTION OF MEANING OF RATING
5	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.
4	Very Satisfactory	Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.
3	Satisfactory	Performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met.
2	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most critical goals were not met.
1	Poor	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

The final assessment shall correspond to the adjectival description of Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory or Poor.

The range of adjectival rating is as per attached in Forms A, B, and C.

**42. Process for Computing the Score per KRA.**

- i. The rater and ratee shall ensure that each KRA has been assigned weight according to priority.
- ii. As an option, the rater and ratee may assign weights to objectives which shall be equal to the total weight assigned to a particular KRA.

KRA 1 – Weight assigned is 40%

Objective 1 is 20%  
 Objective 2 is 10%  
 Objective 3 is 10%

- iii. The score per KRA shall be computed using the following formula:

Rating per KRA = Weight x Rating  
 Total/Final Rating = KRA1 + KRA2 + KRA3 + KRA 4 (Plus Factor)

Sample Computation:

KRAs	Weight per KRA	Objectives	Weight per Objectives	Rating	Score
KRA1	40	Objective 1	10%	4	0.400
		Objective 2	20%	5	1.000
		Objective 3	10%	3	0.300
KRA2	20	Objective 1	10%	3	0.300
		Objective 2	5%	3	0.150
		Objective 3	5%	4	0.200
KRA3	30	Objective 1	10%	4	0.400
		Objective 2	15%	3	0.450
		Objective 3	5%	3	0.150
KRA4 Plus factor	10	Objective 1	5%	3	0.150
		Objective 2	2.50%	3	0.075
		Objective 3	2.50%	4	0.100
				<b>Final Rating</b>	<b>3.675</b>

43. **Plus Factor.** The plus factor shall be considered as another KRA. These are value adding accomplishments, which are not covered within the regular duties and responsibilities. The weight on the plus factor shall not exceed the weight of the highest mandated KRA.

For teachers, the plus factor shall be limited to work/activities, which contribute to the teaching-learning process.

44. **Determining the Overall Rating for Accomplishments.** The overall rating/assessment for the accomplishments shall fall within the following adjectival ratings and shall be in three (3) decimal points:

Table 3. Adjectival Ratings

RANGE	ADJECTIVAL RATING
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
below 1.499	Poor

45. **Reaching Agreement.** Upon determining the overall rating for the actual accomplishments and results, the rater and the ratee shall reach an agreement by signing the OPCR and IPCRF.

The average rating of individual staff members should not go higher than the collective performance assessment of the office.

46. **Assessing the Competencies.** The rater shall discuss with the ratee the set of competencies observed during the performance cycle. The competencies shall not be reflected in the final rating. Competencies shall be monitored for developmental purposes. In evaluating the individual's demonstration of competencies, the rating scale in Table 4 shall apply:

Table 4. The DepEd Competencies Scale

SCALE	DEFINITION
5	Role model
4	Consistently demonstrates
3	Most of the time demonstrates
2	Sometimes demonstrates
1	Rarely demonstrates

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 competency indicator

**D. Phase IV: Performance Rewarding and Development Planning**

- 47. The results of the performance review and evaluation shall be used in performance rewarding and development planning. This phase shall be done after Phase III.
- 48. The rater shall discuss and provide qualitative comments, observations and recommendations in the individual employee's performance commitment, competency assessment and significant incidents which shall be used for training and professional development. These can be written under the strengths and development needs column of the Part IV-Development Plans of the IPCRF.
- 49. The rater and the ratee shall identify and discuss the individual's strengths and development needs, and reflect them in the Part IV-Development Plans of the IPCRF. The competencies which the ratee demonstrated consistently and the areas, where the ratee meet or exceed expectations shall be referred to as the ratee's strengths. The competencies, which the ratee rarely demonstrates and the areas where the ratee has room for improvement and has not met the expectations, shall be identified as the ratee's *development needs*.

PART IV: DEVELOPMENT PLANS				
Strength	Development Needs	Action Plan (Recommended Development Intervention)	Timeline	Resources Needed

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Rater

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Ratee

- 50. For purposes of promotion and step increment, one (1) RPMS performance cycle shall be equivalent to two semestral rating periods.
- 51. Employee development is a continuous learning process that enables the ratee to achieve his/her personal objectives within the context of the organizational goals. Employee development shall be a shared responsibility of the rater and the ratee, BHRD and the Organization. The summary of Development Plans Form shall be the basis for development planning.

52. The following steps shall be applied in development planning:
- i. Identify the development needs;
  - ii. Set goals for meeting the development needs;
  - iii. Prepare action plans for meeting the development needs such as list of learning activities, resources and support, measures of success, among other needs;
  - iv. Implement action plans; and
  - v. Evaluate.
53. The rater, ratee and BHROD shall ensure that the action plans and interventions for employee development are appropriate for the development needs and learning styles of the ratee. Below are sample activities of development action plans:
- i. Self-managed learning;
  - ii. Benchmarking;
  - iii. Assignment to Task Forces/Committees/Special Projects;
  - iv. Job Enrichments/Redesign;
  - v. Functional cross-posting;
  - vi. Regional cross-posting;
  - vii. Seminar/Workshops;
  - viii. Formal Education/Classes;
  - ix. Developmental/Lateral Career Moves; and
  - x. Coaching/Counseling.

## **VI. Uses of Performance Ratings**

54. The results of the performance evaluation/assessment shall serve as inputs to the following:
- i. Rater in identifying and providing the kinds of interventions needed, based on the development needs identified;
  - ii. BHROD or NEAP in consolidating and coordinating developmental interventions which shall form part of the HR Plan and shall be the basis for rewards and incentives;
  - iii. PMT in identifying potential PRAISE Awards nominees for various awards categories such as *Lingkod Bayan* Award and Metrobank Outstanding Teachers; and
  - iv. PRAISE Committee in determining top performers of the agency who qualify for awards and incentives.
55. The PMT at each level shall validate the *Outstanding* Performance Ratings and shall recommend employees for performance-based rewards. Grants of performance-based incentives shall be based on the final ratings of employees as approved by the head of office. For Central Office, final decision shall be with the Executive Committee (ExeCom). Performance ratings shall be used as basis for promotion, training and scholarship grants and other personnel actions.

Employees with *Outstanding* and *Very Satisfactory* Performance Ratings shall be considered for the above-mentioned personnel actions and other related matters.

Employees and officials who obtained an *Unsatisfactory* or *Poor* Rating for one (1) rating period shall be provided with appropriate developmental intervention by the head of office and supervisor, in coordination with the BHROD/Personnel Division, to address competency-related performance gaps.

56. Officials and employees who shall be on official travel, approved leave of absence, training or scholarship programs and who have already met the required minimum rating period of 90 days shall submit the performance commitment and rating report before they leave the office.

For purposes of performance-based benefits, employees who are on official travel, scholarship or training within a rating period shall use their performance commitment and ratings obtained in the immediately preceding rating period.

57. Employees who are on detail to another office shall be rated in their present or actual office, copy furnished their mother office. The ratings of those who were detailed or seconded to another office during the rating period shall be consolidated in the office, either the mother (plantilla) office or present office, where the employees have spent majority of their time during the rating period.

Personnel on detail should submit a copy of their performance appraisal/rating from the office where they are on detail to DepEd.

## **VII. Monitoring and Evaluation**

### **A. Submission of Accomplished Forms**

58. Each level shall undertake progress tracking to ensure continuous submission and compliance with this Order. The following details shall be followed:

At the end of the performance cycle, file copy of accomplished and duly signed RPMS forms (OPCRF and IPCRF) shall be submitted by all offices to the Personnel Division at each level, which shall be attached to the individual personnel's 201 file. Likewise, an analysis report and file copies of accomplished and duly signed RPMS forms shall be submitted as follows:

- i. Analysis of all OPCRf of the DepEd offices shall be submitted to the Planning Office at each level. Analysis of the OPCRf for schools shall be submitted to the School Effectiveness Division (SED).
- ii. Analysis of the IPCRF shall be submitted as follows:

**Central Office:** Human Resource Development Division (HRDD)

**Regional Office:** Regional HRDD

**Division Office:** Human Resource Development Section

**Schools:** Office of the School Head, copy furnished the SDOs

### **B. Composition and Responsibilities of the RPMS Key Players**

59. The **Secretary as the RPMS Champion with the Executive Committee** shall:

- i. be primarily responsible and accountable for the establishment and implementation of the RPMS;
- ii. set agency performance goals/objectives and performance measures;
- iii. determine agency target setting period;
- iv. approve office performance commitment and rating; and
- v. Assess performance of Offices.

60. The **Composition of the Performance Management Team (PMT)**, which shall be established at the central, region, schools division offices and schools is detailed on the Table below:

Table 5. Composition of Performance Management Team

Central Office PMT	Regional PMT	Division PMT	School PMT <sup>2</sup>
<p><b>Chair:</b> Undersecretary for Governance and Operations <b>Co-Chair:</b> Assistant Secretary for Governance and Operations</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Director of Bureau of Human Resource and Organizational Development (BHROD)</li> <li>• Director of National Educators Academy of the Philippines (NEAP)</li> <li>• Chief of the Planning and Programming Division-Office of Planning Service (PPD-OPS)</li> <li>• Chief of Budget Division-Finance Service</li> <li>• Chief of Personnel Division-Administrative Service</li> <li>• President of DepEd National Employees Union (NEU)</li> </ul> <p><b>Observer:</b> One (1) representative of DepEd-recognized Civil Society Organization (CSO)</p> <p><b>Secretariat:</b> HRDD- BHROD</p>	<p><b>Chair:</b> Assistant Regional Director</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Chief of Policy, Planning and Research</li> <li>• Chief of Finance Division</li> <li>• Chief of Administrative Division</li> <li>• One (1) Education Program Supervisor</li> <li>• One (1) Superintendents' Representative (PASS)</li> <li>• One (1) NEU-Regional Chapter Representative</li> </ul> <p><b>Observer:</b> One (1) representative of DepEd-recognized Civil Society Organization (CSO)</p> <p><b>Secretariat:</b> Personnel Section-Administrative Division</p>	<p><b>Chair:</b> ASDS (most senior, in terms of tenure as ASDS)</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Planning Officer III</li> <li>• Accountant III</li> <li>• Chief Administrative Officer V</li> <li>• One (1) Education Program Supervisor</li> <li>• One (1) Principals' Representative (Elementary: PESPA)</li> <li>• One (1) Principals' Representative (Secondary: NAPSSHI/NAPSSPHIL)</li> <li>• One (1) representative from the teacher association for Elementary</li> <li>• One (1) NEU-Division Chapter Representative</li> </ul> <p><b>Observer:</b> One (1) PTA Division Federation Representative</p> <p><b>Secretariat:</b> Administrative Office</p>	<p><b>Chair: Principal-elect</b></p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Four (4) Master Teacher/Head Teacher</li> <li>• One (1) Representative from the School Planning Team</li> <li>• One (1) Administrative Officer/ Representative from non-teaching group</li> <li>• One (1) representative from the teacher association</li> </ul> <p><b>Observer:</b> One (1) PTA Representative</p> <p><b>Secretariat:</b> Administrative Office</p>

The PMT shall have the following functions and responsibilities:

- i. The Secretariat at each level sets consultation meeting of all Heads of Offices for the purpose of discussing the targets set in the office performance commitment and rating form;
- ii. The Planning Office shall ensure that Office performance targets and measures, as well as the budget are aligned with those of the agency and that work distribution of Offices/Units is rationalized;
- iii. PMT recommends approval of the office performance commitment and rating to the Head of Agency;

<sup>2</sup> Election of school representatives shall follow the clustering of schools per district.

- iv. BHROD/Personnel Division identifies potential top performers and provide inputs to the PRAISE Committee for grant of awards and incentives; and
- v. PMT adopts its own internal rules, procedures and strategies in carrying out the above responsibilities including schedule of meetings and deliberations and delegation of authority to representatives in case of absence of its members.

61. The **Planning Office** shall:

- i. conduct an agency performance planning and review conference annually for the purpose of discussing the Office assessment for the preceding performance period and plans for the succeeding rating period with concerned Heads of Offices; (This shall include participation of the Financial Office as regards budget utilization.)
- ii. monitor and evaluates the submission of OPCRf and schedule the review/evaluation of Office Commitments by the PMT at each level before the start of a performance period;
- iii. consolidate, review, validate and evaluate the initial performance assessment of the Heads of Offices based on reported Office accomplishments against the success indicators, and the allotted budget against the actual expenses; (The result of the assessment shall be the basis of PMT's recommendation to the Head of Agency who shall determine the final Office rating.) and
- iv. provide each Office with the final Office Assessment to serve as basis of offices in the assessment of individual staff members.

62. The **Human Resource Development Division** shall:

- i. monitor submission of IPCRF by heads of offices;
- ii. review the Summary List of Individual Performance Rating to ensure that the average performance rating of employees is equivalent to or not higher than the Office Performance Rating as recommended by the PMT and approved by the Head of Agency;
- iii. provide analytical data on retention, skill/competency gaps, and talent development plans that align with strategic plans; and
- iv. coordinate development interventions that will form part of the HR Plan.

63. The **Head of Office, including designated officials in an Acting or Officer-In-Charge (OIC) capacity**, shall:

- i. assume primary responsibility for performance management in his/her Office;
- ii. conduct strategic planning session with the supervisors and staff and agree on the outputs that should be accomplished based on the goals/objectives of the organization and submits the Office Performance Commitment and Review Form to the Planning Office;
- iii. review and approve individual employee's Performance Commitment and Review Form for submission to the HRM Office/Personnel Office before the start of the performance period;
- iv. submit a quarterly accomplishment report to the Planning Office based on the PMS calendar;

- v. initially assess the office's performance using the approved Office Performance Commitment and Review Form;
- vi. determine final assessment of performance level of the individual employees in his/her office based on proof of performance;
- vii. inform employees of the final rating and identified necessary interventions to employees based on the assessment of developmental need;
- viii. recommend and discuss a development plan with the subordinates who obtain Unsatisfactory performance during the rating period not later than one month after the end of the said period and prepares written performance not earlier than the third notice/advice to subordinates that a succeeding Unsatisfactory performance shall warrant administrative action; and
- ix. provide preliminary rating to subordinates showing Poor performance not earlier than the third month of the rating period. A development plan shall be discussed with the concerned subordinate and issue a written notice than failure to improve their performance shall warrant administrative action.

64. The **Section Chief/Unit Head or equivalent** shall:

- i. assume joint responsibility with the head of office in ensuring attainment of performance objectives and targets;
- ii. rationalize distribution of targets/tasks;
- iii. monitor closely the status of the performance of their subordinates and provide support and assistance through the conduct of coaching for the attainment of targets set by the Division/Unit and individual employee;
- iv. assess individual employees' performance; and
- v. recommend developmental intervention.

65. The **Individual Employees** shall act as partners of management and their co-employees in meeting organizational performance goals.

#### **VIII. Disqualification Criteria**

66. Unless justified and accepted by the PMT, non-submission of the OPCRf to the Planning Office and the IPCRF to the BHRD within the specified dates shall be ground for employee's disqualification for performance-based personnel actions that require the rating for the given period such as promotion, training, scholarship grants, and PBB, if the failure of the submission of the said forms is due to the fault of the employee.

#### **IX. Sanctions**

- 67. Any violation of reasonable office rules and regulations and simple neglect of duty for the supervisors or employees responsible for the delay or non-submission of the OPCRf and IPCRF shall be dealt with administratively.
- 68. Failure on the part of the head of office to comply with the required notices to their subordinates for their unsatisfactory or poor performance during a rating period shall be a ground for an administrative offense for neglect of duty.



**X. Grievance**

69. A Grievance Committee shall be created in each level of the organization to act as appeals board on all issues relating to the implementation of RPMS. The composition of the Grievance Committee is detailed on Table 6 below.

Table 6. Composition of the Grievance Committee

Central Office	Regional Office	Schools Division Office	Schools <sup>3</sup>
<p><b>Chair:</b> Undersecretary for Legal and Legislative Affairs</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Director of Administrative Service</li> <li>• Chief of Legal Division</li> <li>• DepEd NEU President</li> </ul>	<p><b>Chair:</b> Regional Director</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Legal Officer</li> <li>• HRMO</li> <li>• EPS</li> <li>• Accountant</li> <li>• Budget Officer</li> <li>• Reg'l PASS President</li> <li>• NAPSSHI or NAPSSPHIL representative</li> <li>• NEU Regional Chapter Representative</li> </ul>	<p><b>Chair:</b> SDS</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Legal Officer</li> <li>• HRMO</li> <li>• EPS</li> <li>• Accountant</li> <li>• PESPA representative</li> <li>• NEU</li> </ul>	<p><b>Chair:</b> ASDS</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• PSDS*</li> <li>• HRMO/AO</li> <li>• Principal*</li> <li>• Master Teacher/ Head Teacher*</li> <li>• Teachers Association*</li> </ul>

**XI. Appeals**

70. The office performance assessment as discussed in the performance review and conference shall be final and not appealable. Any issue/appeal on the initial performance assessment of an Office shall be discussed and decided during the performance review conference.

71. Individual employees who feel aggrieved or dissatisfied with their final performance ratings can file an appeal with the PMT within ten (10) days from the date of receipt of notice of their final performance evaluation rating from the Head of Office. An office/unit or individual employee, however, shall not be allowed to protest the performance ratings of other office/unit or co-employees. Ratings obtained by other office/unit or employees can only be used as basis or reference for comparison in appealing one's office or individual performance rating.

72. The PMT shall decide on the appeals within one month from receipt.

Appeals lodged at any PMT shall follow the hierarchical jurisdiction of various PMTs in an agency. For example, the decision of the Provincial PMT is appealable to the Regional PMT which decision is in turn appealable to the National/Central Office PMT.

The decision of the PMT in the central office or departments may be appealed to the head of office.

73. Officials or employees who are separated from the service on the basis of Unsatisfactory or Poor performance rating can appeal their separation to the CSC or at its regional office within 15 days from receipt of the order or notice of separation.

**XII. Funding Requirements**

74. Funds for training, and monitoring and evaluation related to RPMS including preparation of materials/forms shall be charged against the Human Resource Training and Development (HRTD) Funds.

<sup>3</sup> Elected representatives shall follow the clustering of schools.

**XIII. References**

75. The government issuances related to the RPMS are the following:

- i. Civil Service Administrative Order No. 25 s. 2011 created an inter-agency task force on the harmonization of national government performance monitoring, information, and reporting system. This inter-agency task force developed the Results-Based Performance Management System (RBPMS) that established a common set of performance scorecard and harmonized national government performance monitoring, information, and reporting systems;
- ii. CSC Memorandum Circular No. 6, s. 2012 provided guidelines in the establishment and implementation of agency Strategic Performance Management System;
- iii. Joint CSC-Department of the Budget and Management (DBM) Joint Circular No. 1, s. 2012 provided the rules and regulations on the grant of step increments due to meritorious performance and length of service; and
- iv. Executive Order No. 80, s. 2012 directed the adoption of a performance-based incentive system for government employees.

**XIV. Repealing Clause**

76. All issuances which are inconsistent with the RPMS guidelines are hereby rescinded or modified accordingly such as DepEd Order No. 27, s. 2002 (Implementation of the Revised Performance Appraisal System of the Department of Education).

**XV. Effectivity**

77. These guidelines shall take effect immediately upon issuance.

Signed:

**RIZALINO D. RIVERA**  
Undersecretary, Regional Operations

**APPROVED**

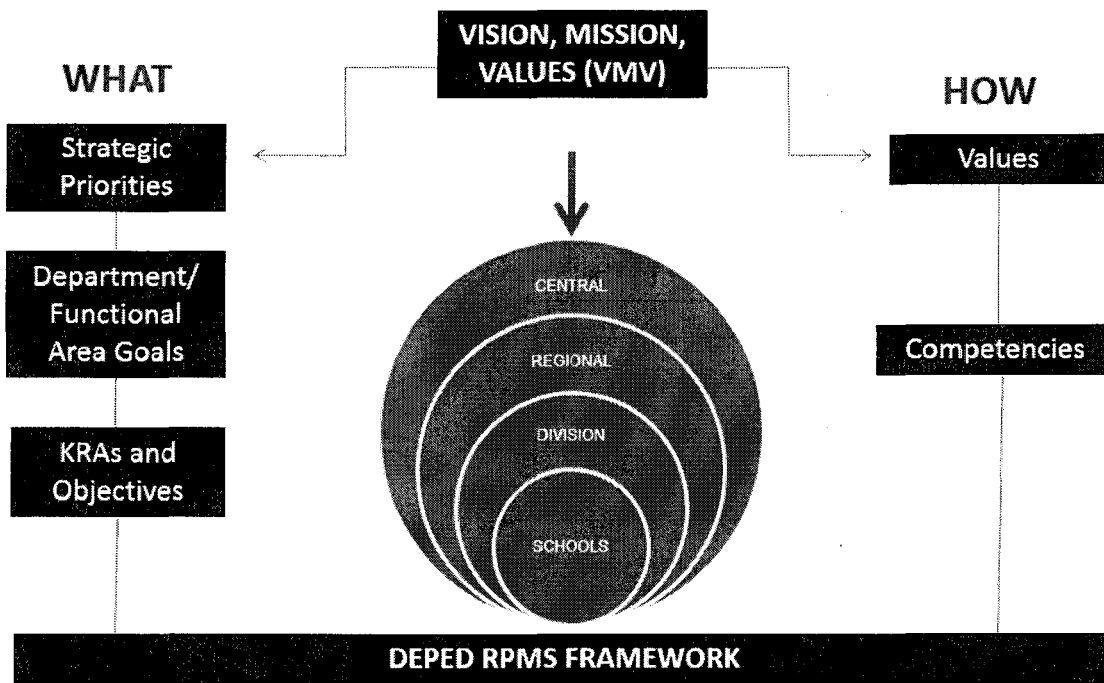
  
**LYDIA ALBA CASTILLO**  
Director IV, CSC NCR

**NOV 17 2014**

**Annex A**

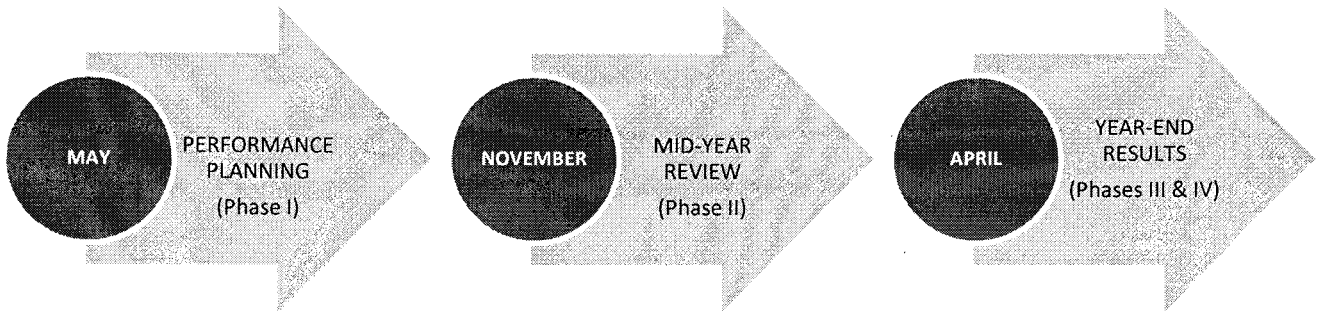
<b>RATEE</b>		<b>RATER</b>	<b>APPROVING AUTHORITY</b>
<b>Central Office</b>			
1	Undersecretary	Secretary	
2	Assistant Secretary	Undersecretary	Secretary
3	Director	Assistant Secretary	Undersecretary
4	Asst. Director	Director	Assistant Secretary
5	Chief of Division	Asst. Director	Director
6	Asst. Chief	Chief of Division	Asst. Director
7	Section Chief/Unit Head	Asst. Chief	Chief of Division
8	Staff	Section Chief/Unit Head	Asst. Chief
<b>Regional Office</b>			
1	Regional Director	Undersecretary	Secretary
2	Asst. Regional Director	Regional Director	Undersecretary
3	Chief of Division	Asst. Regional Director	Regional Director
4	Asst. Chief	Chief of Division	Asst. Regional Director
5	Section Chief/Unit Head	Asst. Chief	Chief of Division
6	Staff	Section Chief	Chief of Division
<b>Division Office</b>			
1	Superintendent	Asst. Regional Director	Regional Director
2	Asst. Superintendent	Superintendent	Asst. Regional Director
3	Chief of Division	Asst. Superintendent	Superintendent
4	Education Program Supervisor	Chief of Division	Asst. Superintendent
5	District Supervisor	Chief of Division	Asst. Superintendent
6	Section Chief/Unit Head	Chief of Division	Asst. Superintendent
7	Staff	Section Chief/Unit Head	Head of Division
<b>Schools</b>			
1	Principal	Asst. Superintendent	Superintendent
2	Head/Master Teacher	Principal	Superintendent <i>(Small &amp; Medium Divisions)</i> Asst. Superintendent <i>(Large and Very Large Divisions)</i>
3	Teacher	Head Teacher/ Master Teacher	Principal
4	Non-Teaching Staff	Principal	Administrative Officer V <i>(SDO-School Governance and Operations Division)</i>

The DepEd RPMS Framework

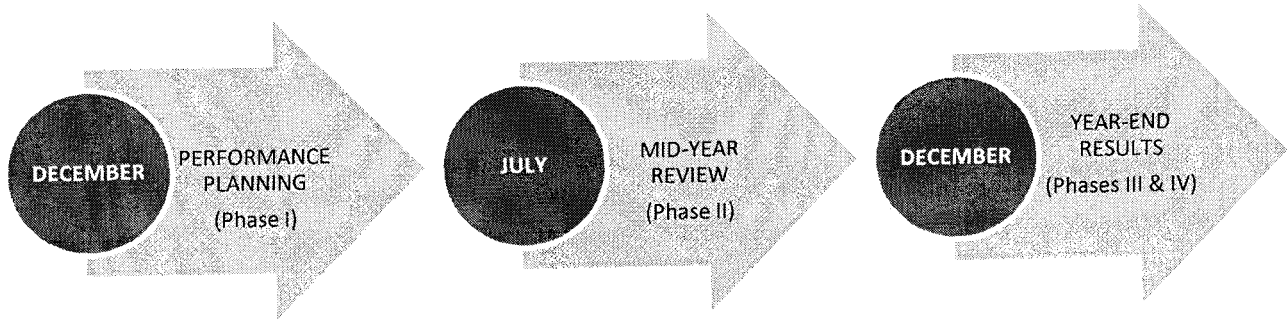


It illustrates in the left hand side WHAT needs to be achieved from the central level down to the schools in order to succeed. Strategic priorities are broken down to Departmental/Functional Area Goals, which are translated into Individual Key Result Areas (KRAs) and Objectives. This shall enable units and individual employees contribute to the organizational success. On the other hand, the right hand side of the framework refers to HOW the success indicators are supposed to be achieved. The organizational values are specified into sets of competencies, which the individual employees demonstrate in performing their tasks.

RPMS Cycle for **School-based** Personnel



RPMS Cycle for **Non School-based** Personnel





# OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

Name of Employee:  
 Position:  
 Bureau/Center/Service/Division:  
 Rating Period:

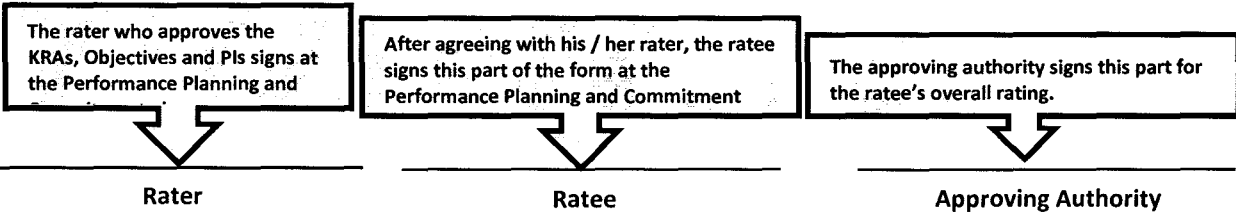
Name, Position and Bureau /  
 Division of the employee and  
 the Rating Period

Name of Rater:  
 Position:  
 Date of Review:

Name & Position of Rater  
 and Date of Review

TO BE FILLED IN DURING PLANNING						TO BE FILLED DURING EVALUATION					
MFOs	KRAs	OBJECTIVES	TIMELINE	Weight per KRA	PERFORMANCE INDICATORS (Quality, Efficiency, Timeliness)	ACTUAL RESULTS				RATING	SCORE*
						Q	E	T	Ave		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">           MFOs based on the Organizational Performance Indicator Framework (OPIF)         </div>						<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;">             The rater rates in terms of Quality, Efficiency and Timeliness           </div>					
						OVERALL RATING FOR ACCOMPLISHMENTS					

*\* To get the score, the rating is multiplied by the weight assigned*



NUMERICAL RATING	ADJECTIVAL RATING	DESCRIPTION OF MEANING OF RATING
5	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.
4	Very Satisfactory	Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.
3	Satisfactory	Performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met.
2	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most critical goals were not met.
1	Poor	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

*This rating scale is based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies.*

RANGE	ADJECTIVAL RATING
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
below 1.499	Poor

*overall rating/assessment for the accomplishments shall fall within the following adjectival ratings and shall be in three (3) decimal points.*

#### Grievances and Appeals

1. A Grievance Committee shall be created in each level of the organization to act as appeals board and final arbiter of all issues relating to the implementation of RPMS.
2. The office performance assessment as discussed in the performance review and evaluation phase shall be final and not appealable. Any issue/appeal on the initial performance assessment of an office shall be discussed and decided during the performance review conference.
3. Individual employees who feel aggrieved or dissatisfied with their final performance ratings can file an appeal with the Grievance Committee at their level within ten (10) working days from date of receipt of notice of their final performance evaluation rating from the rater. The ratee, however, shall not be allowed to protest the performance

SCALE	DEFINITION
5	Role model
4	Consistently demonstrates
3	Most of the time demonstrates
2	Sometimes demonstrates
1	Rarely demonstrates

ings of co-employees. Ratings obtained by the ratee can only be used as basis for reference for

*Competencies shall be monitored for developmental purposes. In evaluating the individual's demonstration of competencies, this rating scale shall apply.*

comparison in appealing the individual performance rating.

4. The Grievance Committee shall decide on the appeals within one (1) month from receipt. Appeals lodged at any Grievance Committee shall follow the hierarchical jurisdiction of various Grievance Committees within the agency. For example, the decision of the Division Grievance Committee is appealable to the Regional Grievance Committee, which decision is in turn appealable to the Central Office Grievance Committee.



## PART II: COMPETENCIES

### CORE BEHAVIORAL COMPETENCIES

#### **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 Gantt charts, checklists, etc.) to achieve goals.
- Sets high quality, challenging, realistic goals for self and others.

#### **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.

#### **Result 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.

#### **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.

#### **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.

#### **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.

### LEADERSHIP COMPETENCIES

#### **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.

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

#### **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.

#### OVERALL COMPETENCY RATINGS

CORE BEHAVIORAL COMPETENCIES

LEADERSHIP COMPETENCIES

OVERALL RATING

**PART III: SUMMARY OF RATINGS FOR DISCUSSION**

Final Performance Results	Rating	Adjectival Rating
Accomplishments of KRAs and Objectives		

The rater gives the final rating at the end of the performance cycle

**Rater – Ratee Agreement**

The signatures below confirm that the employee and his/her superior have agreed on content of this appraisal form and the performance rating.

<p>The ratee signs here after agreeing with the rater on his / her final rating</p>	Name of Employee	Name of Superior	<p>The rater signs here after agreeing with the ratee on his / her final rating</p>
	Signature	Signature	
	Date	Date	

**PART IV: DEVELOPMENT PLANS**

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed
<p>The highest point on Results and demonstration of Competencies are the Strengths</p>	<p>The lowest point on Results and demonstration of Competencies are the Development Needs</p>			

The rater signs after agreeing with the ratee

The ratee signs after agreeing with the rater

The approving authority signs after agreeing with the rater

Rater

Ratee

Approving Authority



# INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)

Annex F

Name of Employee:  
 Position:  
 Bureau/Center/Service/Division:  
 Rating Period:

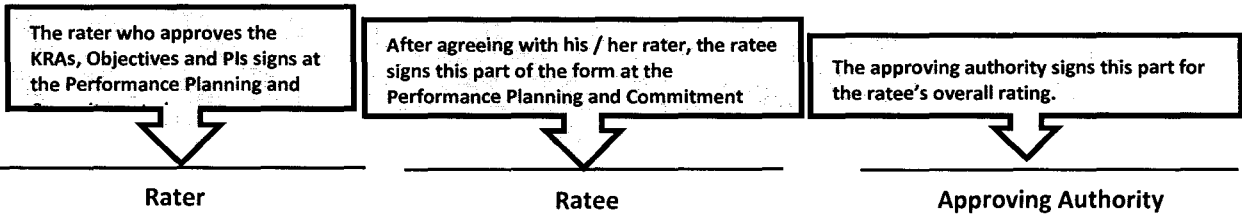
Name, Position and Bureau /  
 Division of the employee and  
 the Rating Period

Name of Rater:  
 Position:  
 Date of Review:

Name & Position of Rater  
 and Date of Review

TO BE FILLED IN DURING PLANNING					TO BE FILLED DURING EVALUATION						
MFOs	KRAs	OBJECTIVES	TIMELINE	Weight per KRA	PERFORMANCE INDICATORS (Quality, Efficiency, Timeliness)	ACTUAL RESULTS	RATING				SCORE*
							Q	E	T	Ave	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">↑</p> <p>MFOs based on the Organizational Performance Indicator Framework (OPIF)</p> </div>							<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center;">↑</p> <p>The rater rates in terms of Quality, Efficiency and Timeliness</p> </div>				
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comparison in appealing the individual performance rating.

4. The Grievance Committee shall decide on the appeals within one (1) month from receipt. Appeals lodged at any Grievance Committee shall follow the hierarchical jurisdiction of various Grievance Committees within the agency. For example, the decision of the Division Grievance Committee is appealable to the Regional Grievance Committee, which decision is in turn appealable to the Central Office Grievance Committee.
5. The decision of the Central Office Grievance Committee is final.

## PART II: COMPETENCIES

### CORE BEHAVIORAL COMPETENCIES

#### **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 Gantt charts, checklists, etc.) to achieve goals.
- Sets high quality, challenging, realistic goals for self and others.

#### **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.

#### **Result 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.

#### **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.

#### **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.

#### **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.

### CORE SKILLS

#### **Oral Communication**

- Follows instructions accurately.
- Expresses self clearly, fluently and articulately.
- Uses appropriate medium for the message.
- Adjust communication style to others.
- Guides discussions between and among peers to meet an objective.

#### **Written Communication**

- Knows the different written business communication formats used in the DepEd.
- Writes routine correspondence/communications, narrative and descriptive report based on readily available information data with minimal spelling or grammatical error/s (e.g. memos, minutes, etc).
- Secures information from required references (i.e., Directories, schedules, notices, instructions) for specific purposes.
- Self-edits words, numbers, phonetic notation and content, if necessary.
- Demonstrates clarity, fluency, impact, conciseness and effectiveness in his/her written communications.

#### **Computer/ICT Skills**

- Prepares basic compositions (e.g., letters, reports, spreadsheets and graphics presentation using Word Processing and Excel.
- Identifies different computer parts, turns the computer on/off, and work on a given task with acceptable speed and accuracy and connects computer peripherals (e.g. printers, modems, multimedia projectors, etc).
- Prepares simple presentation using Powerpoint.
- Utilizes technologies to: access information to enhance professional productivity, assists in conducting research and communicate through local and global professional networks.
- Recommends appropriate and updated technology to enhance productivity and professional practice.

### OVERALL COMPETENCY RATINGS

CORE BEHAVIORAL COMPETENCIES

CORE SKILLS

OVERALL RATING

### PART III: SUMMARY OF RATINGS FOR DISCUSSION

Final Performance Results	Rating	Adjectival Rating
Accomplishments of KRAs and Objectives		

The rater gives the final rating at the end of the performance cycle

**Rater – Ratee Agreement**

The signatures below confirm that the employee and his/her superior have agreed on content of this appraisal form and the performance rating.

The ratee signs here after agreeing with the rater on his / her final rating

Name of Employee	Name of Superior
Signature	Signature
Date	Date

The rater signs here after agreeing with the ratee on his / her final rating

### PART IV: DEVELOPMENT PLANS

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">                     The highest point on Results and demonstration of Competencies are the Strengths                 </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">                     The lowest point on Results and demonstration of Competencies are the Development Needs                 </div>			

The rater signs after agreeing with the ratee

The ratee signs after agreeing with the rater

The approving authority signs after agreeing with the rater

\_\_\_\_\_  
Rater

\_\_\_\_\_  
Ratee

\_\_\_\_\_  
Approving Authority