



# **COMPETENCY-BASED LEARNING AND DEVELOPMENT PLAN**

## **COVERAGE**

The standards, process and procedures intend to cover the following:

1. All Learning and Development (L&D) programs for the employees of the Metropolitan Waterworks and Sewerage System-Corporate Office (MWSS-CO) delivered, arranged, procured and/or outsourced by the Human Resource and Organizational Development and Learning (HRODL) Department; and
2. All phases of the L&D process adopted by MWSS, which begins from the competency-based learning needs assessment, design, delivery to evaluation.

## **PART I**

### **COMPETENCY-BASED LEARNING AND DEVELOPMENT STANDARDS**

#### **Chapter 1**

##### **MWSS' Learning and Development Guiding Principles**

MWSS adheres to the provision of Section 1, Rule VIII of the Omnibus Rules Implementing Book V of Executive Order No. 292 which states that *“Every official and employee of the government is an asset or resource to be valued, developed and utilized in the delivery of basic services to the public. Hence, the development and retention of a highly competent and professional workforce in the public service shall be the main concern of every department or agency.”*

Said section also mandates that every agency shall establish a continuing program for career and personnel development for all personnel at all levels and shall create an environment or work climate conducive to the development of personnel skills, talents and values for better public service.

MWSS-CO aims to develop its workforce in order for them to efficiently and competently respond to the changes and challenges in public service. There is a need to equip its human resource by providing them with learning interventions that would build capabilities and competencies for their career and personal growth and development. Providing employees with opportunities to upgrade their competencies pursuant to this Learning and Development Plan would ultimately benefit the public it serves.

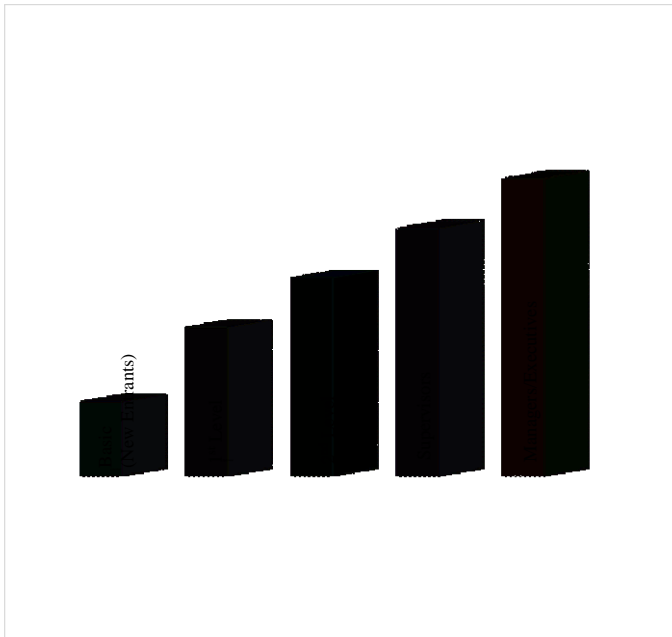
## Chapter 2

### Curriculum Framework

The establishment of the MWSS-CO Competency Framework determined the position profile of MWSS. This provides the basis for the L&D interventions appropriate to levels of positions or job families as follows:

Executive/Managerial (SG 25-28)	Leadership Competencies	Core Competencies	Functional Competencies
Second Level (Supervisory)			
Second Level (Non - Supervisory)			
First Level			

### BUILDING-BLOCK PROGRAMS



Given the above curriculum framework, MWSS adopts a building-block approach to the delivery of its L&D programs. Basic courses are set to provide a foundation for future interventions during the employee's life cycle in the organization. This approach addresses not only the current learning needs but also the career development of employees.

The following matrix provides a menu, which is a combination of training programs and other L&D interventions, to help employees navigate through current and future positions over a period of employment with MWSS:

From 0-1 year	More than 1 year to 5 years		From assumption - continuing	
New Entrants	First Level	Second Level	Middle Management (SG 21 to 24)	Executive/Managerial (SG 25 to 28)
Orientation Program	<i>at least 1 planned HRD intervention during the year</i>	<i>at least 1 planned HRD intervention during the year</i>	Supervisory Development Program; <i>minimum of 40 hours supervisory/management training or L&amp;D intervention per year</i>	Management/Executive and Leadership Program; <i>minimum of 40 hours supervisory/management training or L&amp;D intervention per year</i>
Cadetship Program				
Gender Sensitivity Seminar				
<i>at least 1 planned human resource development intervention during the year</i>				
<b>Continuing Learning/Training for specific field, e.g. Engineering</b>				
Coaching				
<b>Conferences</b> Legal Practitioners' Conference Accountants and Budget Officers Conference, Executive Conference <i>(Strategic and Operational Planning Exercises among others)</i> GAD Focal Point System Conference HR Symposium Other technical/professional conferences, including International Conferences				

Aside from the above, MWSS allows the following interventions to address specific learning needs:

Formal Classroom Training	On-the-Job-Training	Self-Development	Developmental activities/interventions
<ul style="list-style-type: none"> <li>○ In-house training</li> <li>○ External training</li> </ul>	<ul style="list-style-type: none"> <li>○ Coaching on the job from &lt;supervisor/senior colleague</li> <li>○ Knowledge sharing and learning session</li> <li>○ Shadowing under the stewardship of &lt;person&gt;</li> <li>○ Interventions such as counseling, team building</li> </ul>	<ul style="list-style-type: none"> <li>○ Programmed self-study through a third party provider</li> <li>○ Taking weekend or evening courses</li> <li>○ Tertiary courses run by academic/educational institutions</li> <li>○ Reading books and other publications or journals</li> </ul>	<ul style="list-style-type: none"> <li>○ Special work project</li> <li>○ Added responsibilities on &lt;technical competency or work assignment&gt;</li> <li>○ Service on technical committees, Task Force or Committee assignment sanctioned by the System, other professional bodies or organizations</li> <li>○ Appropriate educational and development activities presented under the auspices of MWSS, academic/</li> </ul>

			<p>educational institutions, commercial establishments or other professional bodies such as but not limited to congresses, conferences, forums, conventions, courses, seminars, workshops, lectures, orientations, briefings and other professional educational activities.</p> <ul style="list-style-type: none"> <li>o Meetings of professional organization body and their technical discussion groups</li> </ul>
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## Chapter 3

### Standards

#### Section 1 – Basis of Learning & Development Interventions

- a. L&D needs identification and analysis shall be based on alignment between MWSS' strategic direction with employee performance and competency gaps and career growth.
- b. The MWSS' L&D Plan shall be prepared by the HRODL with detailed strategies and budget.
- c. The Annual L&D Plan shall be prepared prior to the start of the year as a result of the analysis of the competency gap assessment and the consolidated Individual Development Plans (IDPs). As basis for HRODL consolidation of the System's L&D and monitoring, the Heads of Offices/Departments shall submit their respective programs to be conducted for other MWSS employees to HRODL every September 15<sup>th</sup> of each year.
- d. The L&D interventions identified in the Annual L&D Plan shall take into consideration the workforce development needs of MWSS, the public sector and the Philippine economy. Moreover, all L&D implementers shall establish the basis of the conduct of the programs primarily in connection with the competency gap assessment generated.
- e. L&D hours per employee per year shall be based on the number of hours indicated in the IDP.

## **Section 2 – Development and Approval of L&D Interventions**

- a. L&D programs shall require approval of the Administrator based on the review and recommendation of the HRODL.
- b. The Heads of Offices/Departments shall review and approve the IDPs of all the employees of their respective offices. Prior to said approval, they shall check the appropriateness, relevance, timeliness, cost efficiency and effectiveness of the L&D interventions indicated in the IDPs. The Administrator, through the HRODL, may issue further guidelines to assist the Heads of Offices/Departments with the approval process and in consolidating the IDPs into an Office L&D Plan.
- c. The HRODL may consult task experts who can communicate learning needs of officials and employees of MWSS.

## **Section 3 – Qualification and Selection of Learners**

- a. As a general rule, all L&D interventions shall target intended learners based on the IDP of officials and employees. However, these interventions cannot be left to the discretion of individual employees especially when the L&D intervention has been earlier established. Thus, some programs may pre-identify the actual learners and participants.
- b. All employees whose competency assessment indicates not meeting the proficiency level for mission-critical competencies (MCCs) and other competencies required of their position shall also be prioritized in development interventions.

## **Section 4 – Cancellation, Rescheduling, Substitution**

- a. The HRODL shall be notified by the Head of the Office/Department of the employees concerned in the event of rescheduling or cancellation of confirmed participants. The participant may be required to explain the reasons in writing. This information shall be included in the L&D documentation report.
- b. Cancellation shall give the concerned Head of Office/Department, supervisors and employees the responsibility of ensuring that the indicated L&D intervention in the IDP shall still be pursued. They have the option of attending equivalent program, albeit, at own expense of the cancelling participants or whoever might have caused the cancellation.
- c. Substitution may be allowed only if the Provider allows for replacement or substitution.
- d. Attendance to trainings/seminars may be cancelled or rescheduled due to Force majeure.

## **Section 5 – Equity and Access to L&D Interventions**

- a. No one shall be discriminated from participating in and accessing L&D interventions of MWSS on the basis of age, sex, gender, gender identity, sexual orientation, ethnicity, political affiliation, religion, economic and social status and physical disability.

- b. Both women and men shall be equally encouraged and given opportunity to give their views and provide inputs to the discussion and other activities in any L&D intervention.
- c. The conduct of L&D programs shall ensure equal, adequate and safe participation of women and men, and those Groups with Special Needs.

**Section 6 – Certification of Completion**

- a. A Certificate of Completion shall be awarded to a participant or learner who has attended and participated in at least 90% of the session hours and submitted the required outputs.
- b. The HRODL shall ensure an accurate recording of attendance and list of submitted outputs as certified by the Training staff.

**Section 7 – Learning Application**

The official or employee shall submit to the Head of Office a Learning Application Plan (LAP)-*Annex B*, within three (3) days after attending an L&D intervention. Academic scholars, however, shall submit a Re-entry Action Plan (REAP)-*Annex C*, pursuant to existing guidelines on scholarships.

**Section 8 – Responsibilities**

- a. The implementation of the Competency-Based L&D Plan is a shared responsibility of the Management, Heads of Offices/Supervisors, HRODL, Personnel Development Committee and the individual employee.
- b. Sharing of responsibilities in the implementation of the Competency-Based L&D Plan shall consider the following roles:

Responsible Unit	Roles and Functions
Administrator/ Management	<ul style="list-style-type: none"> <li>○ Set and determine overall L&amp;D Strategy and directions</li> <li>○ Approve L&amp;D proposals and plans of HRODL, Heads of Offices/Departments, Supervisors relative to development interventions that are appropriate to improve job performance and productivity</li> <li>○ Provide the right resources and environment that supports the growth and development needs of an individual employee</li> </ul>
Heads of Offices/ Department and Supervisors	<ul style="list-style-type: none"> <li>○ Primarily responsible for addressing the developmental needs of their respective employees</li> <li>○ Support and monitor employees in the implementation of LAP</li> </ul>
Employee	<ul style="list-style-type: none"> <li>○ Identify goals and activities for development and prepare an IDP</li> <li>○ Look for learning opportunities in everyday activities</li> <li>○ Prepare and implement LAP or REAP</li> </ul>
Human Resources and	<ul style="list-style-type: none"> <li>○ Assist supervisors in preparing a well-crafted</li> </ul>

Organizational Development and Learning (HRODL)	<p>competency-based job description – it is the foundation upon which employee training and development activities are built</p> <ul style="list-style-type: none"> <li>○ Undertake competency assessment or propose other modes of assessment</li> <li>○ Prepare Annual detailed L&amp;D Plan</li> <li>○ Design, deliver and evaluate learning and development interventions required for the employees to meet competency gaps</li> <li>○ Lead the L&amp;D Planning Workshop to review the implementation of the Competency-Based L&amp;D Plan and set the yearly L&amp;D targets and programs</li> </ul>
Personnel Development Committee	<ul style="list-style-type: none"> <li>○ Assist the Administrator, in cooperation with HRODL, in the review and identification of L&amp;D interventions for MWSS officials and employees based on the competency assessment results, performance review and other relevant factors</li> <li>○ Evaluates potential nominees to external training programs and scholarships</li> <li>○ Recommends to the Administrator L&amp;D policy enhancement or issuance of new guidelines, as may be necessary</li> <li>○ Participates in the review of the Competency-Based L&amp;D Plan implementation</li> </ul>

**Section 9 – Learning Service Provider**

The HRODL shall look for the most effective and efficient providers of training courses/seminars contained in the L&D Plan. Training may be acquired from any of the following institutions:

1. Any CSC accredited L&D institutions<sup>1</sup>;
2. Government training institutions;
3. Non-accredited private training institution offering training of highly technical/specialized nature;
4. Local training institution that is internationally acclaimed for meeting the global standards of excellence in training;
5. Institution recognized by Commission on Higher Education (CHED) as Center of Excellence (COE) or Development (COD);
6. Foreign institution that offers training for scholarship purposes or for personal advancement or participants; or
7. Other institutions that partner with the Civil Service Commission in building capabilities of civil servants.

**Section 10 – Records Maintenance and Management**

a. The following records shall be maintained by the HRODL when applicable to them:

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<sup>1</sup> List of CSC accredited training institutions which offer HROD and/or Leadership programs is posted at the CSC Website.

- Matrix of Trainings/Development Interventions attended per employee;
  - L&D Documentation Report to include: Office Order and List of Participants per training/development intervention. Evaluation Report, Learning Materials and Handouts, correspondences and CD containing of all e-copy of the presentations and pictures taken. The report shall specify workplace issues including gender issues, if any, on the agenda and how they were discussed;
  - List of participants per training/development intervention containing a breakdown of female and male learners and participants and their levels of positions; and
  - List of LSPs and programs they facilitated/conducted.
- b. A copy of the Certificate of Attendance/Participations/Completion, program materials and the LAP shall be submitted by the employee to the Head of Office/Department and the HRODL within 3 working days from the completion of the L&D. This information shall be captured in the HR Record Update Form (Annex E) and shall be forwarded, together with the program materials, by the Head of Office/Department to the HRODL for consolidation every 5<sup>th</sup> day of the ensuing month to ensure continuing compliance with the ISO Certification.
- c. For HRODL-conducted or initiated programs, HRODL shall automatically record the employee attendance to the said programs. Heads of Offices/Departments who are likewise initiating or conducting training programs to officials and employees shall also submit the same information to the HRODL.
- d. Should there be a new or additional data on education and experience of an employee, the same shall be communicated every 5<sup>th</sup> day of the month to the HRODL using the HR Record Update Form.



**PART II**

**LEARNING AND DEVELOPMENT PROCESS**

**Chapter 1**

**Learning Needs Assessment**

Learning Needs Assessment is the process of determining the areas for development of an individual based on the results of the competency assessment to bridge the identified gaps.

**Section 1- Conduct of Competency Assessment**

The first step is the conduct of competency assessment. Tools used are the self and supervisor's rating forms and the Competency Assessment Scoring Template. The latter is an MS Excel scoring format used in the survey to determine the Person Profile. Each Position cluster uses different scoring template. A similar online assessment tool may also be used for the purpose.

The Competency Level Assessment determines the proficiency level of the officials and employees of MWSS on the competencies required for their positions: core, leadership and functional. As such, an employee is assessed whether he/she exceeds, meets or does not meet the required proficiency level.

Exempted to be assessed are the following:

- a) Administrator;
- b) Newly hired employees who are less than three (3) months in the service; and
- c) Those who are soon to retire from the service within the next six (6) months.

The detailed procedure for the conduct of competency assessment is found in **ANNEX G**.

**Section 2 - Conduct of Learning Needs Assessment**

After conducting the Competency Assessment and after consolidating the results, the supervisors shall submit their rating to the HRODL not later than 15 days after the assessment. For online competency assessment, the HRODL shall generate the results and provide each office with a copy.

The HRODL's consolidated competency assessment results shall be reviewed to determine the areas of development for various groups of positions in MWSS. It shall likewise determine the gap per competency to determine area of focus of L&D Interventions.

The Competency Assessment results shall be one of the references in the crafting of the IDP. Supervisors shall not rely solely on the assessment results. Their observations and objective assessment of their subordinates' performance results as well as the individual preference for career growth play a vital role in coming up with quality IDP.

### Section 3 - Preparing an Individual Development Plan

After receipt of competency assessment results, analysis shall look into the top gaps or weaknesses among the competencies assessed for an individual, which will then be the focus for development, improvement or enhancement as indicated in the IDP.

It is also important to check the purpose/s in accomplishing the IDP so that the supervisor will be able to focus on the appropriate learning interventions that need to be undertaken.

The consolidated IDPs of each Office as well as the Competency Assessment Results will form part of the Learning Needs Analysis for the entire System.

A copy of Pointers in accomplishing the IDP is found in **ANNEX H**.

## Chapter 2

### Learning Design and Development

In developing learning design, there is a need to prioritize the identified Unmet Mission Critical Competencies to ensure that MWSS Workforce are fully equipped with the required competencies to realize the Vision of MWSS. Should there be competency gaps, L&D priorities will be developed to address these gaps.

Legacy 5 (Organization Excellence) of the MWSS Roadmap ensures that the attainment of the MWSS Strategic objectives to enhance the competency of the MWSS Workforce is aligned with the Vision.

To support MWSS' Vision, human resource policies and programs should be aligned to its internal plans and budgeting so that all are geared towards the realization of its HR strategy and roadmap.

### Section 1 - Identifying Competency-Based Learning and Development Interventions

In identifying the competency-based L&D interventions for MWSS officials and employees, the same shall be aligned with the MWSS' strategic objectives and goals. As earlier discussed, it shall be based on development needs as determined by competency assessment and performance assessment exercises.

The Competencies for categories of positions are as follows:

Category of Position	No. of Competencies	Competencies
Executive/Managerial	12	<b>Core:</b> <ul style="list-style-type: none"><li>○ Basic Water &amp; Sewerage Technology</li><li>○ Policy Knowledge</li><li>○ Communication</li><li>○ Human Relations</li><li>○ Computer Knowledge and Skills</li><li>○ Planning and Technical Skills</li><li>○ Adaptability</li></ul> <b>Leadership:</b>

		<ul style="list-style-type: none"> <li>○ Building Collaborative, inclusive working relationships</li> <li>○ Managing performance and coaching for results</li> <li>○ Leading Change</li> <li>○ Thinking strategically and creatively</li> <li>○ Creating and nurturing a high performing organization</li> </ul>
Second Level (Supervisory)	12	<b>SG 24: 7 Core plus 5 Leadership</b> <b>SG 21-23: 7 Core plus Leadership</b> <ul style="list-style-type: none"> <li>○ Professionalism</li> <li>○ Role Modelling</li> <li>○ People Management</li> <li>○ Strategic Thinking</li> <li>○ Operations Management</li> </ul>
Second Level (Non-Supervisory) and First Level		<b>7 Core plus respective Functional Competencies</b>

Given the competency assessment results and the criticality of addressing the gaps, the following criteria may be used in determining L&D priorities:

- **Seriousness** of the gaps;
- **Urgency**; and
- **Growth potential**

## **Section 2 – Designing an Evaluation Plan for the Interventions**

To ensure the effectiveness of an L&D and to maximize learning by the trainees, an evaluation of the said activity shall be undertaken after its conduct. Evaluation should likewise be part of the program design preparation.

The following shall be followed:

1. Evaluation shall always be built into all in-house run or coordinated by HRODL. An evaluation plan shall be prepared. A form for this purpose is attached as Annex I.
2. For Behavioral or Application Level or Level 3 evaluation, the superior or immediate supervisor of the official or employee shall be asked by HRODL regarding the extent of improvement in job as a result of the L&D four (4) to six (6) months after the intervention. Other interviewees may also be considered as long as they have actual knowledge of how the employee performs the tasks or delivers services. Aside from interview, other methods such as interview, observation, document review, simulations and tracking charts may be used. The LAP prepared by the learner and submitted to the Head of Office within three (3) working days upon return to the workplace, shall be used as basis for evaluation.
3. The instructional design including the training activity plan and learning materials for program that are regularly conducted for MWSS officials and employees shall be reviewed every year as a result of the evaluation process. HRODL are not precluded from making some adjustments to the instructional design, training activity plan and learning materials when necessary.

## Chapter 3

### Learning and Development Implementation

#### Section 1 – Communicating Learning and Development Plan

A communication plan outlines who to communicate with, about what and how it is going to be done.

The most important thing to remember is that no matter what approach to take, there should always be three things in mind: what, who and how.

Below is an example of an L&D Plan communication table.

Core Message	Target Audience	Method	Timeline
What trainings and other development interventions are available and to be offered	MWSS employees, in general	Social Media sites such as Facebook and Twitter, MWSS website, orientation, Office Memos, Bulletin Board, Monday Flag-raising ceremony, Office Staff Meetings, word-of-mouth	Upon approval of the L&D Plan
Impact of the L&D Plan to delivery of OPCR / Scorecard	Heads/Assistant Heads of Offices/supervisors	Presentation to Officials during MANCOM meetings  Memos	As scheduled with appropriate offices upon approval of the L&D Plan  Upon approval of the L&D Plan

#### Section 2 – Implementing the Plan

An L&D Implementation Matrix is a record containing various information on how the L&D Plan will be implemented. On the other hand, tasks for implementing a specific L&D intervention are identified through partnership based on Terms of Reference, Agreement or Letter of Conformance. To guide the person/s-in-charge of a specific L&D intervention, **Annex J** provides an L&D Management Checklist.

## Chapter 4

### Monitoring and Evaluation

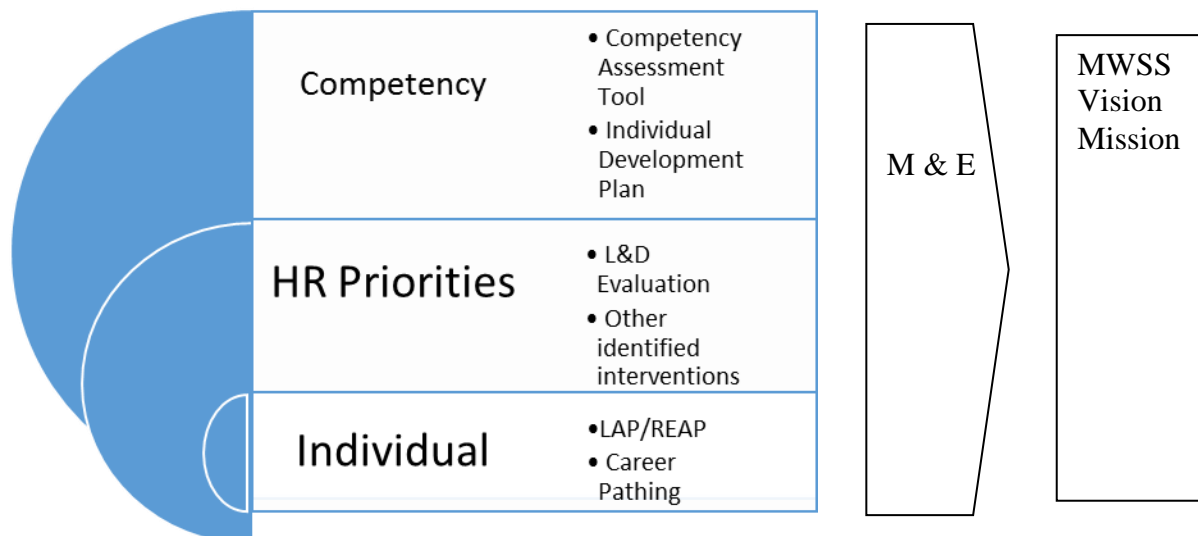
Any plan should be monitored and evaluated. To be effective, the MWSS L&D Plan implementation will be monitored and evaluated so as to ensure that:

1. The effectiveness of the plan is assessed by verifying the critical process such as the profiling, competency assessment etc.;
2. Properly identify the correct L&D interventions to the workforce;
3. Ensure that L&D interventions be implemented;
4. Provide accurate percentage of accomplishment of the plan;
5. Assess the performance of the HRODL regarding the L&D Plan implementation; and
6. Set future development on different workforce path.

The diagram below denotes that the L&D Plan is a process of interconnected HR system geared towards organization and individual development.

It is important to come up with monitoring and evaluation mechanisms apart from the L&D evaluation so as to assess the general progress of the MWSS L&D plan as well as discover future development for the organization, in general and employees, in particular.

The monitoring and evaluation process will ensure that the Competencies of each employee will be determinant of the realization of the MWSS Vision and Mission.



Recommending Approval:

Approved:

**LEONOR C. CLEOFAS**  
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Management Services Group

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Administrator

## DEFINITION OF TERMS

1. **Competencies** – are observable, measurable and vital knowledge, skills and attitudes that are translations of capabilities deemed essential for organizational success.
2. **Competency-Based Training Needs Assessment (CBTNA)** – is a first step in training development and implementation which discovers or identifies the training gap in terms of the knowledge, skills and attitudes of individuals to determine what is currently in place and what is needed, now and in the future, of the organization.<sup>2</sup> CBTNA shall also be adopted as a source of basis for the development and provision of not only formal training but also other L&D interventions.
3. **External Training** – refers to a program conducted or implemented by learning service providers other than the HRODL.
4. **Groups with Special Needs** – include officials and employees who by the very nature of their work or existing situations such as, but not limited to their health and physical condition, (e.g. driver, persons with disability, pregnant women, nursing or lactating women) have needs that should be considered in the L&D implementation.
5. **In-house Training** – refers to training conducted and/or arranged by the HRODL for MWSS officials and employees.
6. **Learning and Development (L&D)** – is broadly defined as a set of interventions for the personal, career and professional development of MWSS officials and employees that intend to improve individual and organizational performance.
7. **Learning Materials** – are knowledge products or tools designed and utilized in L&D programs to facilitate the learning process.
8. **Learning Service Providers** – refer to an individual, a group of individuals, a unit or an institution/organization within or outside of MWSS who provide interventions and initiatives that aim to capacitate MWSS officials and employees through direct provision of L&D and/or facilitation.
9. **Subject Matter Experts** – are individuals who are an authority on a particular topic or area based on their professional or work experience.
10. **Task Experts** – are individuals who are in the best position to provide directions and information as to an employee's training needs primarily as a result of their interaction with the employee or because they determine the business process, consequently, the tasks and deliverables of an employee/unit/office. They include, but are not limited to, Management, Heads/Assistant Heads of Offices/Department, supervisors, frequent clients, among others.

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<sup>2</sup> Adapted from Miller, Janice A., SPHR and Osinski, Diana M., Training Needs Assessment, February 1996 ([http://www.ispi.org/pdf/suggestedReading/Miller\\_Osinski.pdf](http://www.ispi.org/pdf/suggestedReading/Miller_Osinski.pdf)).

## **ACRONYMS**

GAD – Gender and Development

HRODL – Human Resources and Organizational Development and Learning Dept.

IDP – Individual Development Plan

MANCOM – Management Committee

LAP – Learning Application Plan

LSP – Learning Service Providers

MCCs – Mission-critical competencies

MWSS-CO – Metropolitan Waterworks and Sewerage System-Corporate Office

REAP – Re-entry Action Plan

OPCR - Office Performance Commitment and Review

**INDIVIDUAL DEVELOPMENT PLAN (IDP)**

1. Name (Last, First, MI)		6. Two-Year Period	_____ to _____
2. Current Position		7. Department	
3. Salary Grade	SG-	8. Office	
4. Years in the Position		9. No further development is desired or required for this year/s (please check the box here.)	
		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 2 <input type="checkbox"/> Both years
5. Years in MWSS		10. Supervisor's Name (Last, First, MI)	

**PURPOSE:** [ ] To meet the competencies of current position.

[ ] To increase the level of competencies of current position.

[ ] To meet the competencies of the next higher position.

[ ] To acquire new competencies across different functions/position.

[ ] Others, please specify \_\_\_\_\_

**COMPETENCY ASSESSMENT AND DEVELOPMENT PLAN**

Target Competency (1)	Priority for IDP (2)	CODE	Specific Behavioral Indicators NOT Consistently Demonstrated (3)	Development Activity (4)	Support Needed (5)	Trainer/ Provider (6)	Schedule or Completion Date (7)
<i>(core competency with not consistent and undemonstrated behavior)</i>	1						
	2						



	3					

11. Employee Signature	Date	12. Supervisor's Signature	Date	13. Dept./Div. Manager's Signature	Date
14A. Updated (Initials)	Date	14B. Updated (Initials)	Date	14C. Updated (Initials)	Date
15. Check applicable copy designation as shown	<input type="checkbox"/> Employee's Copy <input type="checkbox"/> Supervisor's Copy <input type="checkbox"/> HRODL's Copy				

**Instructions:**

*Based on the periodic competency assessment conducted and/or the review of performance review results, please identify the top gaps or weaknesses among the competencies assessed that you need to focus on for development, improvement or enhancement. You also need to check your purpose/s in doing this IDP so that your supervisor will be able to focus on the appropriate learning interventions that you need to undertake.*

**Column 1 (Competency Gaps)** – This refers to the Competencies that are NOT MET as seen in the Individual Competency Assessment Results.

**Column 2 (Priority for IDP)** – This refers to the competencies that are not met, to be extracted from Column 1 and that are needed to prioritized in the crafting of the IDP.

**Column 3 (Specific Behavioral Indicators NOT Demonstrated)** – Please refer to the behavioral indicators of the Unmet Competencies in Column 2 or the Priority for IDP, which will be culled from the COMPETENCY TABLES.

**Column 4 (Development Activity).** Identify one or more specific actions you can take to meet an objective. Consider a variety of developmental approaches.

Formal Classroom Training	On-the-Job-Training	Self-Development	Developmental activities/interventions
<ul style="list-style-type: none"> <li>• Internal training on &lt;topic&gt;</li> <li>• External training on &lt;topic&gt;</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching on the job from &lt;supervisor senior colleague&gt;</li> <li>• Knowledge sharing and learning session on &lt;topic&gt;</li> <li>• Shadowing under the stewardship of &lt;person&gt;</li> </ul>	<ul style="list-style-type: none"> <li>• Self-study on &lt;topic&gt;</li> <li>• Taking evening or weekend courses on &lt;topic&gt;</li> <li>• Reading books and other publications or journals on &lt;topic&gt;</li> </ul>	<ul style="list-style-type: none"> <li>• Special work project on &lt;topic&gt;</li> <li>• Added responsibilities on &lt;technical competency or work assignment&gt;</li> <li>• Task Force or Committee assignment on &lt;area&gt;</li> </ul>

**Column 5 (Support Needed).** What assistance (resources, feedback, permissions, tools) will you need to accomplish each development activity?

**Column 6 (Trainer or Provider).** Indicate a person or an office/institution whether internal or external which can assist you achieve your Developmental Activity.

**Column 7 (Schedule or Completion Date).** This is the target date or expected date of completion of the Development Activity.

**LEARNING APPLICATION PLAN (LAP)**

**MWSS LEARNING APPLICATION PLAN**

**(LAP Form)**

Learner: \_\_\_\_\_ Office: \_\_\_\_\_

Title of Intervention: \_\_\_\_\_ Date Conducted: \_\_\_\_\_

Specific Competency Targets to Develop/Enhance:

\_\_\_\_\_

<b>Learning Goals</b> What skills, Knowledge and attitudes do I require to achieve competency target? (MUST be a SMART objective)	<b>Current Status</b> What level of skills, knowledge and attitudes do I have now with respect to this learning goals?	<b>Learning Strategies</b> How will I reach my learning goal?	<b>Required Resources</b> What resources do I need to achieve this learning goal?	<b>Key Performance Indicators</b> How can I demonstrate to myself and others that I have achieved this learning goal?
Example: Be able to evaluate and analyze data as a reference to policy interpretation and represent result in graph/chart form over the next two months	During the training program, I tabulated and computed data using MS Excel	<ul style="list-style-type: none"> <li>• Review one office assignment that requires data generation and evaluation</li> <li>• Work on this assignment by evaluating and analyzing data</li> <li>• Present the results in an appropriate graph/chart</li> <li>• Request the supervisor to review output</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Supervisors to check output and provide feedback</li> <li>• Computer</li> </ul>	Supervisor is satisfied with the output generated. If at all, only minimal correction noted

Signature: \_\_\_\_\_

Head Office
Supervisor
Learner

Date : \_\_\_\_\_

RE-ENTRY ACTION PLAN (REAP)

MWSS RE-ENTRY ACTION PLAN

(REAP Form)

Learner: _____	Office : _____
Title of Intervention: _____	Date Conducted: _____

REAP Title	
Objectives	
Duration	
Expected Outputs	
Success Indicators	

Specific Actions	Resources	Target Date	Status/Remarks

Budgetary Requirements: \_\_\_\_\_

Signature: \_\_\_\_\_

Head Office
Supervisor
Learner

Date: \_\_\_\_\_

## HR RECORD UPDATE FORM

Date: \_\_\_\_\_

Name of Official/Employee: \_\_\_\_\_

Office/Department: \_\_\_\_\_

**A. EDUCATION (Starting with the most recent)**

Course/Title Degree	Date Finished/Graduated	School/Institution

**B. ELIGIBILITY (starting with the most recent)**

Type of Eligibility Obtained	Date Obtained	Issuing Office

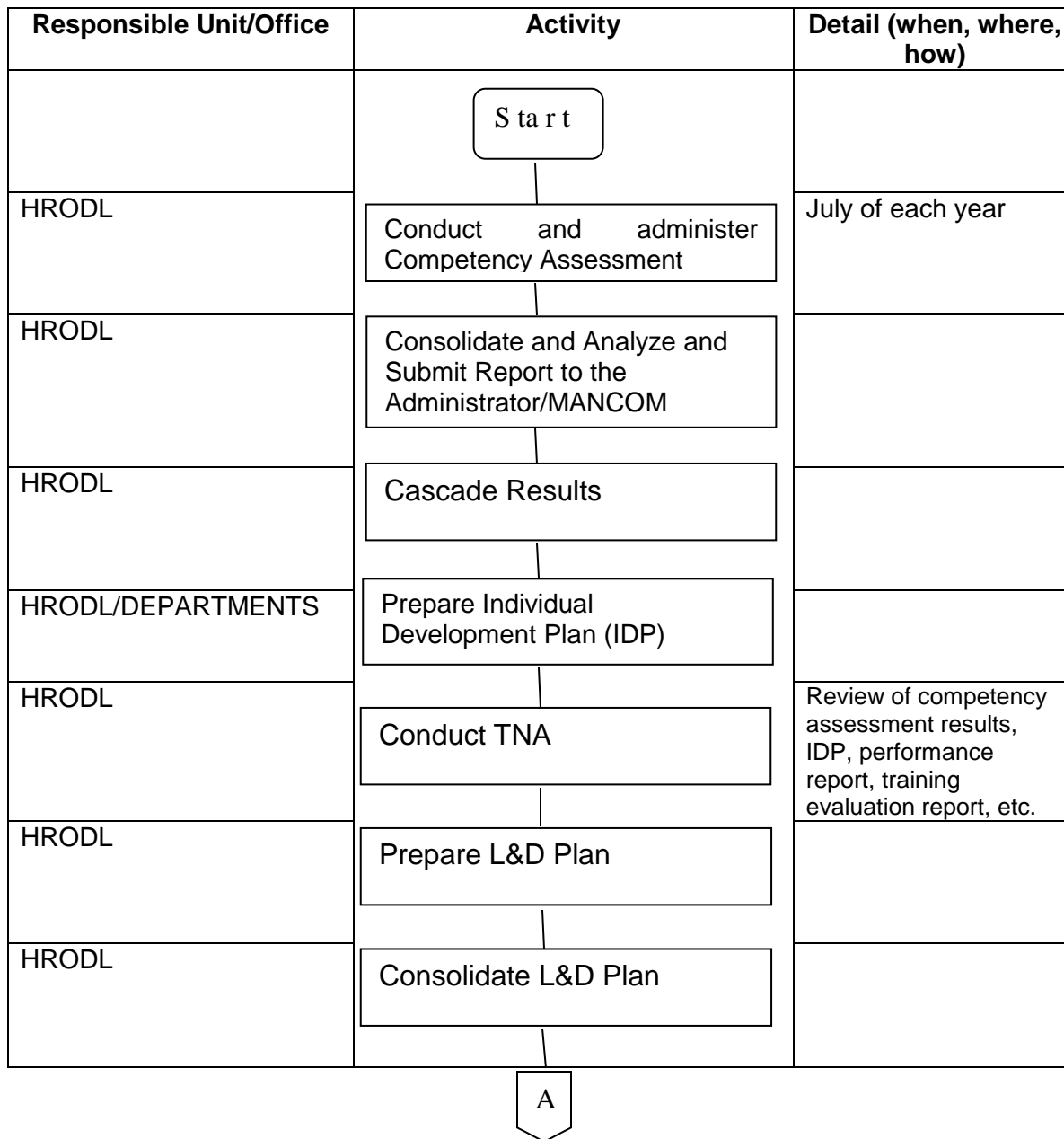
**C. WORK EXPERIENCE (starting with the most recent)**


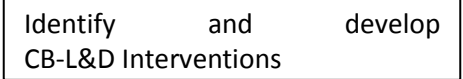
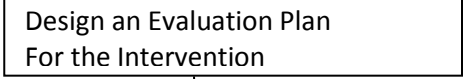
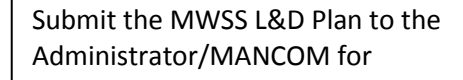
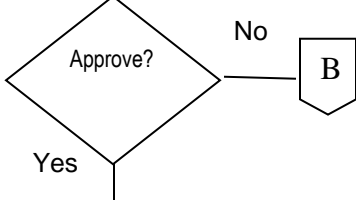
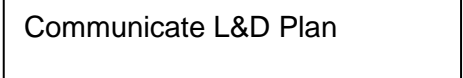
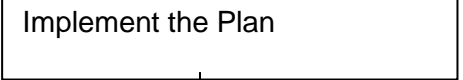


Position	Agency/Company	Department	Division	Inclusive Dates

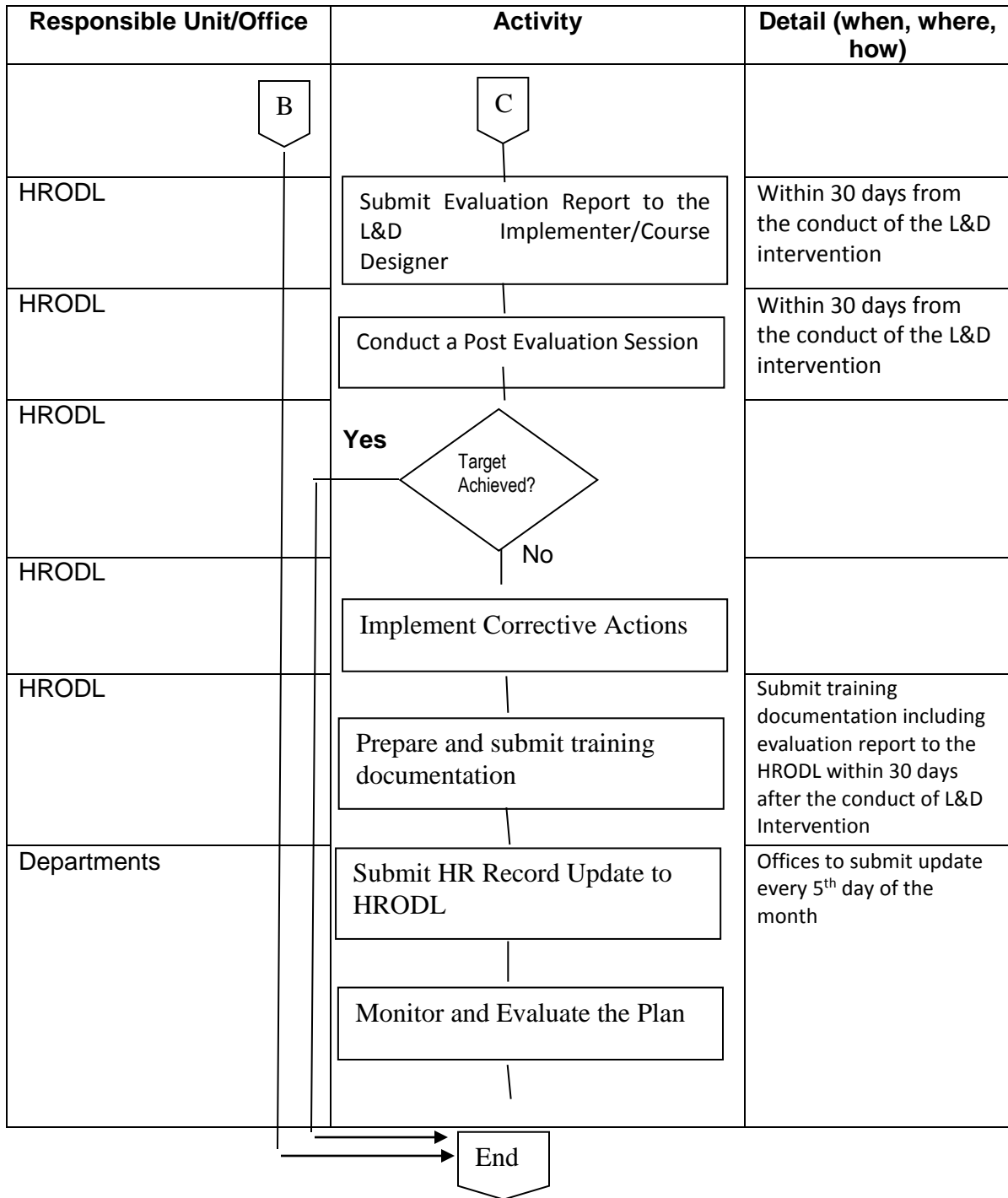
**D. TRAINING (starting with the most recent)**

Program Training Course	Date Attended	No. of Hours	Training Institution/Sponsoring Institution	Competencies Acquired

LEARNING AND DEVELOPMENT PROCESS FLOWCHART



Responsible Unit/Office	Activity	Detail (when, where, how)
		
HRODL		Prioritize L&D according to seriousness, urgency & growth potential
HRODL		
HRODL		September of each year
Administrator/MANCOM		
HRODL		
HRODL	 	Prepare L&D Management Checklist; Learner to submit LAP or REAP to Department Heads within 3 Days after the L&D Intervention
HRODL		





**HOW TO CONDUCT THE COMPETENCY ASSESSMENT (PAPER)**

**The following instructions to HRODL provide a guide in conducting competency assessment:**

1. In conducting the competency assessment, make sure the following are prepared: Office Order, Venue, Time and Date, if possible, meals, and reproduce assessment forms according to employee count.
2. During assessment proper, do or say:
  - a) To facilitate the distribution of forms, we will group you according to position levels
    - Group 1- 1<sup>st</sup> Level
    - Group 2- 2<sup>nd</sup> Level ( Non-Supervisory)
    - Group 3- 2<sup>nd</sup> Level (Supervisory)
    - Group 4- 2<sup>nd</sup> Level (Executive/Managerial)
  - b) There will be Two (2) types of survey:
    - Self-Assessment
    - Immediate Supervisor's Assessment
  - c) You are given one (1) hour to accomplish the self-assessment form.
  - d) For the supervisors, you will be given a maximum of three (3) days to submit subordinate assessment forms.
  - e) For any clarification, please raise your hand so we will approach and assist you.
3. On accomplishing the form do or say:
  - a) Read each sample behavior
  - b) Assess and determine as honestly and accurately as you can whether or not you are demonstrating the sample behavior, using the scale:
    - A - I demonstrate the sample behavior consistently.
    - B - I demonstrate the sample behavior but not consistently.
    - C1 - I am not demonstrating the sample behavior. I need assistance to demonstrate it consistently.
    - C2 - I am not demonstrating the sample behavior. I need the opportunity to demonstrate it.
  - c) Write the letter of the appropriate rating which indicates your assessment of your demonstration of the sample behavior.
  - d) For the Supervisors:
    - After accomplishing your Self-Assessment Form, rate your subordinates.
    - Collect the Self-Assessment Forms accomplished by your subordinates.

- Transfer the ratings of the subordinates in the Supervisor's Assessment Form particularly in the self-rating Column.
  - Check for items where the self-assessment and the supervisor assessment differ. Conduct dialogue with your subordinates on these items so that agreed ratings are reached.
4. Ensure that the Agreed Rating Column in the Supervisor Assessment Forms is filled-in.
- a) Conduct validation if:
    - There are items with no Agreed Rating. In this case, behavioral event interviews have to be conducted by the HRODL Representative to come-up with ONE rating (equivalent of the Agreed Rating).
    - There are issues due to personnel action/movement such as: newly hired, rotated and reassigned employees.
  - b) For new employees, supervisors may not be able to rate them especially if they are barely few months old (less than six months) with the Department, hence, behavioral event interviews shall be conducted with the concerned employees.
  - c) For newly rotated/reassigned employees, their previous supervisors shall be the ones to assess them.
  - d) Ensure that for employees with designations, they shall be assessed on their current positions and not on their designated positions.
  - e) *Employees retiring within the next six months shall no longer be covered in the assessment.*

**POINTERS IN ACCOMPLISHING THE IDP**

- 1) Column 1 (Competency Gaps) – This refers to the competencies that are NOT MET as seen in the individual Competency Assessment Results;
- 2) Column 2 (Priority for IDP) - This refers to the competencies that are not met, to be extracted from Column 1 and that are needed to be prioritized in the crafting of the IDP;
- 3) You should prioritize the UNMET COMPETENCIES with the least number of specific behaviors that are not demonstrated for you to be able to meet the said competencies within a short period of time. The Unmet Competencies with the most number of specific behaviors that are not demonstrated can be your long term goal.
- 4) Column 3 (Specific Behavioral Indicators NOT Demonstrated) - Please refer to the behavioral indicators of the Unmet Competencies in Column 2 or the Priority for IDP, which will be culled from the Competency Assessment Forms you have accomplished.
- 5) Column 4 (Development Activity). Identify one or more specific developmental activities you can take to address the specific competencies not meet. Consider a variety of developmental approaches like learning and development, coaching, mentoring, job shadowing, self-study, etc.
- 6) Column 5 (Support Needed). What assistance (resources, feedback, permissions, and tools) will you need to accomplish each development activity?
- 7) Column 6 (Trainer or Provider). Indicate a person or an office/institution whether internal or external which can assist you achieve your Development Activity.
- 8) Column 7 (Schedule or Completion Date). This is the target date or expected date of completion of the Development Activity.

## SAMPLE EVALUATION PLAN

### Evaluation Plan

#### Training “Positive Results through Effective Problem-Solving and Decision-Making”

Evaluation Levels	User	Data Source	Data Gathering Methodology	Data Gathering Time	Data Gathering Place
Level 1-Reaction Administration Facilitation Design Materials	HRODL Facilitators/RPs /LSPs Instructional Designers/HRODL	Administrator Facilitators/RPs /LSPs Participants	Evaluation Questionnaire Freedom Wall or Suggestion Box	At the end of the Training	Training Venue
Level 2 Learning Objective 1 Learning Objective 2 Learning Objective 3 Learning Objective 4	Facilitators/RPs/LSPs Instructional Designers/HRODL Participants	Participants	Pre-Test ( Theory and Current Practice ) Learning Checks Questions to be integrated in the Evaluation Questionnaire	A week before  During After	Via email  Training Venue Training Venue
Level 3- Application Performance Obj. 1 Performance Obj. 2 Performance Obj. 3 Performance Obj. 4	Instructional Designers Supervisors Heads of Offices HRODL Management	Participants Supervisors/ Heads of Offices/Depts.	Group Problem-Solving Implementation Plan Feedback Questionnaire for supervisors FGD among Participants	Immediately after training After six months  After three months	Training Venue Online  MWSS Function Room
Level 4- Impact Outcome-Adoption of the Problem-Solving Process and Resolution of Problem/Issue	Participants Heads of Offices HRODL Management	Participants Supervisors/ Heads of Offices/Depts.	Status Report of Implementation Plan	After six months	
Level 5 Return of Investment					

## LEARNING AND DEVELOPMENT MANAGEMENT CHECKLIST

CONCERNS	PARTICULARS	Person/s Responsible	Time Frame	Remarks
<b>1.) COMMUNICATIONS/MEETINGS</b>				
<b>a. Discuss L&amp;D implementation Matrix as per approved Plan</b>				
	Review the L&D implementation matrix including course/program design, session plan and Budget Estimate			
	Assign person responsible for each L&D Intervention			
<b>b. Prepare the following documents</b>				
	Memo-Invitation/advisory for HO's indicating pre-identified participants, among others			
	Program ( schedule of activities)			
	Office Orders			
	Authority to Hold Cash Advances and voucher			
<b>c. Follow up/confirmation of the Resource Persons and participants to the L&amp;D Intervention</b>				
<b>d. Facilitate BAC Requirements</b>				
	Prepare Memo to <b>OFAM/MSD</b>			
	RIS/PR for supplies and materials			
	RIS/PR for service provider (caterer)			
	Approved BAC Memo			
	Canvas ( at least three (3) Service providers )			
<b>2.) LOGISTICS</b>				
<b>a. L&amp;D Venue</b>				

	Memo to <b>OFAM/MSD</b> re: venue, AV Equipment			
	Reserve venue and break-out rooms ( if needed ) with room layout (Physical Arrangement of the venue)			
	Lighting & ventilation			
	Coffee area			
	Reading corner/lounge area			
	Secretariat Area			
<b>b. Training Equipment, etc.</b>				
	Sound System			
	Microphone/lapel			
	Laptop, Multi-Media projector			
	Wide screen			
	Whiteboard/easel stand/eraser			
	Flagpole			
	Lectern			
	Backdrop/Stage Decors			
<b>c. Transportation and Accommodation for participants and RPs</b>				
	Coordinate with the Resource Persons if needed, re: accommodation and transportation			
	Coordinate with participants the schedule of their travel ( date and time of their arrival/departure )			
	Prepare room assignments/signages			
<b>d. Meals</b>				
	Meal Requirements			
	Menu			
	Special Dietary Needs			
	Flowing Coffee			

	Schedule of service			
	Meal Serving Area			
	Candies, Nuts, chips (during Sessions)			
<b>3.) PREPARE FOR THE CONDUCT OF TRAINING</b>				
<b>a. Vouchers</b>				
	Honoraria of Resource Persons ( If any)			
	Caterer			
<b>b. Training Aids, Supplies and Materials</b>				
	Purchase and have training materials and supplies inspected by <b>OSM/MSD</b> (e.g., easel sheets, cartolina, colored paper, Pentel Pens, Whiteboard Pens, Crayons, Masking Tape, Mounting Tape or "Blue Tack", metacards, tuck pins, puncher, paper clips, stapler with staple wire, scissors, cutter, glue, pointer, folders, blank CDs			
	<b><i>Participant's Kit</i></b>			
	<b><i>Learning Aids</i></b>			
	Reading/workshop materials and handouts			
	SLE Materials			
	Power Point presentation slides			
	House Rules			
	Other Visual Aids			
	<b><i>Other L&amp;D Materials</i></b>			
	Tarpaulin			
	Certificates			
	Attendance/sign-in sheets			
	Prizes and Tokens			

	Printer, camera, various music CDs			
	CD on National Anthem/ Invocation/ Energizers			

***DURING***

<b>CONCERNS</b>	<b>PARTICULARS</b>	<b>Person/s Responsible</b>	<b>Time Frame</b>	<b>Remarks</b>
<b>a. Registration</b>				
	Welcome and ushering of participants			
	Registration of participants			
	Distribution of training kits, name tags			
<b>b. L&amp;D Proper</b>				
	Opening Program ( Prayer, Intro to the Course, Opening/Keynote Remarks, House Rules )			
	Introduction of the Resource Speaker			
	Assist Resource Person during the L&D when necessary			
	Energizers			
<b>C. Documentation</b>				
	Tape recording and transcribe proceedings			
	Take notes-workshop outputs and issues			
	Photo-ops			
<b>d. Critiquing/Cliniquing of training staff</b>				
	What went well; What can be better; Next steps to address what can be better.			
<b>e. Supervision of catering services</b>				
<b>f. Inventory supplies and materials after the day's session</b>				
<b>g. Administer and retrieve evaluation forms</b>				
<b>h. Prepare and distribute of certificates</b>				



**AFTER**

CONCERNS	PARTICULARS	Person/s Responsible	Time Frame	Remarks
<b>a. Post Evaluation</b>				
	Ensure cleanliness of the venue after the activity			
	Conduct post-evaluation for training staff and RPs			
	Liquidate expenses			
	Write and submit L&D documentation report			

TEAM LEADER:

Noted by:

\_\_\_\_\_

\_\_\_\_\_

TEAM MEMBERS:

\_\_\_\_\_