

# **RESULTS – BASED PERFORMANCE MANAGEMENT SYSTEM** Office Performance Commitment and Review Form

The Department of Education (DepEd) is committed to provide the members of its organization with opportunities to:

- Link their individual achievements and make a meaningful contribution to the attainment of the institution's Vision and Mission.
- Promote individual and team growth, participation and commitment.
- Grow professionally and personally.

In line with this Philosophy, DepEd implements a Results-Based Performance Management System. It is a shared undertaking between the superior and the employee that allows an open discussion of job expectations, Key Results Areas, Objectives and how these align to overall departmental goals. It provides a venue for agreement on standards of performance and behaviors which lead to professional and personal growth in the organization.

This form is divided into four parts:

**PART I Accomplishments of KRAs and Objectives** - Each employee plays a vital part in the achievement of his/her department's objectives. At the beginning of the Results-Based Performance Management Cycle, the employee and his/her superior jointly determines goal and measures that will lead to the achievement of the overall departmental goals. After which, weights are assigned to those goals based on priorities. The total of the weights should not exceed 100. At the end of the performance cycle, the employee is rated on the effectiveness/quality, efficiency (including cost), and timeliness in delivering the goals agreed upon.

**PART II Competencies** - The success of the employee in fulfilling his/her role and delivering exceptional performance is dependent on how s/he applies various competencies on the job. The employee is rated based on the effectiveness and consistency by which s/he demonstrates behaviors relevant to the competencies. The overall rating is computed by adding the rating for each competency and dividing the sum by the total number of competencies. Half-points (e.g. 3.5) may be given if the employee's performance level falls in between descriptions of the scale positions.

### **PART III Summary of Ratings for Discussion**

**PART IV Development Plans** - The areas where the employee excels and areas for development are both identified. In this manner, the employee's strengths are highlighted and recognized. Development needs on the other hand are addressed through formal and informal training and development approaches.

| Scale | Adjectival                         | Description   |
|-------|------------------------------------|---|
| 5     | Outstanding<br>(130% and above)    | 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<br>(115% - 129%) | Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.   |
| 3     | Satisfactory<br>(100% - 114%)      | Performance met expectations in terms of quality of work, efficiency and timelines. The most critical annual goals were met.  |
| 2     | Unsatisfactory<br>(51% - 99%)      | Performance failed to meet expectations, and / or one or more of the most critical goals were not met.  |
| 1     | Poor<br>(50% or below)             | Performance was consistently below expectations, and/or reasonable progress towards critical goals was not made. Significant improvement is needed in one or more important areas.  |

These ratings refer to the accomplishment of targets or objectives. Evaluation should be based on indicators and measures. CSC MC NO. 13, SERIES OF 1999 (REVISED Polices on the Performance Management System) have the following descriptions:

**Outstanding** – performance exceeding targets by 30% and above of the planned targets on the previous definition of performance exceeding targets by at least fifty (50%)

Very Satisfactory – performance exceeding targets by 15% to 29% of the planned targets; from the previous range of performance exceeding targets by at least 25% but falls short of what is considered an outstanding performance.

**Satisfactory** – performance of 100% to 114% of the planned targets. For accomplishments requiring 100% of the targets such as those pertaining to money or accuracy or those which may no longer be exceeded, the usual rating of either 10 for those who met targets or 4 for those who failed or fell short of the targets shall still be enforced.

Unsatisfactory – performance of 51% to 99% of the planned targets; and

**Poor** – performance failing to meet the planned targets by 50% or below.

#### Appeals

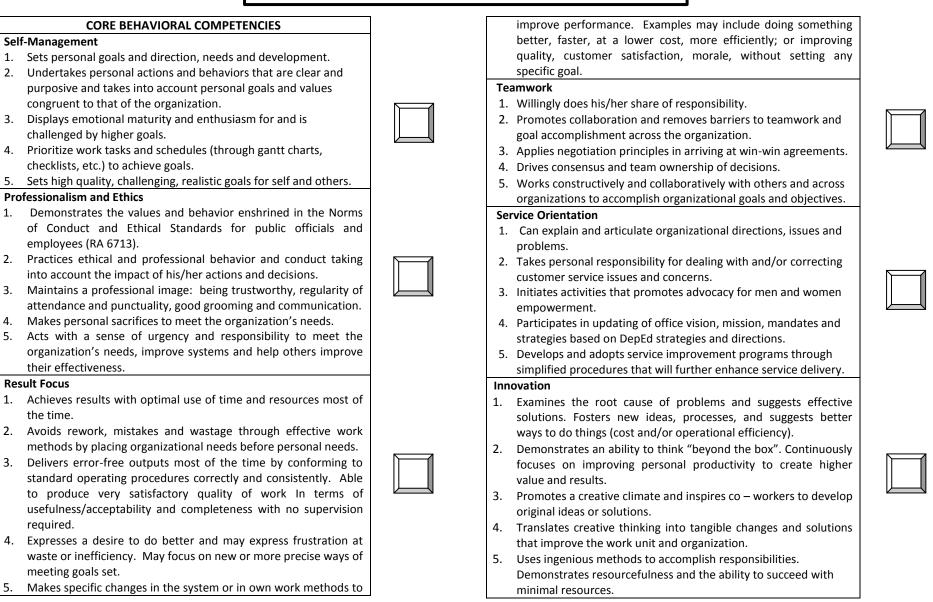
A Performance Review Committee (PRC) shall be created is DepEd composed of the Undersecretary for Regional Operations, Assistant Secretary for Planning, highest ranking official in charge of personnel management and two representatives from the rank and file nominated by the accredited employee association in the agency as members.

- 1. Employees who feel aggrieved or dissatisfied with their final performance rating can file an appeal with the PRC within ten (10) days from date of receipt of their Performance Report Form from the PRC. Employees, however, shall not be allowed to protest the performance rating of their co-employees. Ratings obtained by other employees can only be used as basis or reference for comparison in appealing one's performance rating;
- 2. The PRC shall decide on the appeals within one month from receipt. Appeals lodged at any PRC shall follow the hierarchical jurisdiction of various PRCs in an agency. For example, the decision of the Provincial PRC is appealable to the Regional PRC which decision is in turn appealable to the National/Central Office PRC. Only in exceptional instances when the decision of the PRC in the central offices of departments may be appealed further to the CSC Commission proper. The decision made on employees' ratings by the PRC in the local government units maybe appealed to the Civil service Regional Office which has jurisdiction over these units.

3. An official or employee who was separated from the service on the basis of unsatisfactory or poor performance rating can appeal his separation to the CSC or its regional office within 15 days from receipt of the order or notice of separation.

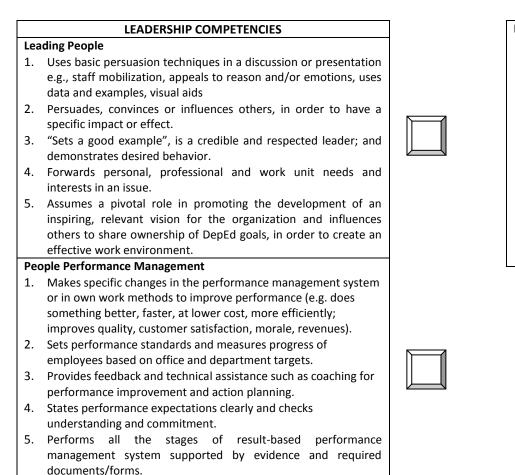
|   | 0                          | ffice Performance Com        | mitment ar                     | nd Review I       | Form  |                                    |                        |            |
|---|----------------------------|------------------------------|--------------------------------|-------------------|---|------------------------------------|------------------------|------------|
|   |                            |                              |                                |                   |   | _                                  |                        |            |
| Name of Employee:<br>Position:<br>Review Period:<br>Bureau/Center/Service/Division: |                            | Positio                      | of Rater:<br>on:<br>of Review: |                   |   |                                    |                        |            |
|   | то                         | BE FILLED IN DURING PLANNING |                                |                   |   |                                    | FILLED DUI<br>ALUATION |            |
| MFOs  | KRAs                       | OBJECTIVES                   | TIMELINE                       | Weight per<br>KRA | PERFORMANCE<br>INDICATORS<br>(Quality, Efficiency,<br>Timeliness) | ACTUAL<br>RESULTS                  | RATING                 | SCORE*     |
|   |                            |                              |                                |                   |   |                                    |                        |            |
|   |                            |                              |                                |                   |   |                                    |                        |            |
|   |                            |                              |                                |                   |   |                                    |                        |            |
|   |                            |                              |                                |                   |   |                                    |                        |            |
|   |                            |                              |                                |                   |   | OVERALL                            |                        |            |
| * To get the score, the rating i  | is multiplied by the weigh | t assigned                   |                                |                   |   | RATING FOR<br>ACCOMPLI-<br>SHMENTS |                        |            |
|   |                            |                              |                                |                   |   |                                    |                        |            |
|   |                            |                              |                                |                   |   |                                    |                        |            |
|   |                            |                              |                                |                   | Rater   |                                    | Ratee                  |            |
|   |                            |                              |                                |                   | DEPED   | RPMS form –                        | For Head of            | Office   3 |

### COMPETENCIES



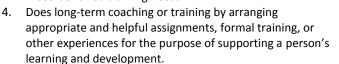
5 - Role model; 4 - Consistently demonstrates; 3 - Most of the time demonstrates; 2 - Sometimes demonstrates; 1 - Rarely demonstrates

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#### People Development

- 1. Improves the skills and effectiveness of individuals through employing a range of development strategies.
- 2. Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.
- 3. Conceptualizes and implements learning interventions to meet identified training needs.



5. Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.

5 - Role model; 4 - Consistently demonstrates; 3 - Most of the time demonstrates; 2 - Sometimes demonstrates; 1 - Rarely demonstrates

Note: These ratings can be used for the developmental plans of the employee.

## PART III: SUMMARY OF RATINGS FOR DISCUSSION

| Final Performance Results              | Rating |  |
|--|--------|--|
| Accomplishments of KRAs and Objectives |        |  |

#### **Employee-Superior Agreement**

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

| Name of Employee | Name of Superior |
|------------------|------------------|
| Signature        | Signature        |
| Date             | Date             |

### PART IV: DEVELOPMENT PLANS

| Strengths | Development Needs | Action Plan<br>(Recommended Developmental<br>Intervention) | Timeline | Resources Needed |
|-----------|-------------------|--|----------|------------------|
|           |                   |  |          |                  |
|           |                   |  |          |                  |

Rater

Ratee

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