Results Based Performance Management System (RPMS)

FREQUENTLY ASKED QUESTIONS (FAQs)

1. What is the Performance Management System?

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

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

2. What are the objectives of the Results-based Performance Management System?

- Align individual roles and targets with DepEd's direction.
- Track accomplishments against objectives to determine appropriate, corrective actions if needed.
- Provide feedback on employee's work progress and accomplishments based on clearly defined goals and objectives.
- Become a tool for people development.

3. What is the difference between PASAG and the RPMS?

The PASAG focuses on rating behavioural indicators and does not focus on results.

RPMS on the other hand focuses on:

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

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

The **HOW** refers to competencies at play when individuals do their jobs. Each employee's competencies can promote organizational values and help achieve

organizational goals. If individuals and units possess required competencies and demonstrate values consistent with strategic goals, the organizational vision will be realized.

4. Is the RPMS approved by the Civil Service Commission?

Yes, this has been approved by the Civil Service Commission. As a matter of fact, it follows the 4-phase cycle of the Strategic Performance Management System namely:

Phase 1: Performance Planning and Commitment

At the start of the performance period, supervisors and subordinates agree on: 1) Objectives to be met 2) required competencies based on strategic priorities of the organization.

Phase 2: Performance Monitoring and Coaching

Managers create an enabling environment to improve individual and team performance. They teach employee performance and progress towards accomplishments of objectives.

Phase 3: Performance Review and Evaluation

Managers evaluate employee performance based on evidences of competencies measured against performance targets agreed during Phase 1. The manager points out the employee's strengths and weaknesses and gives a tentative rating. The manager and employee discuss performance data and agree on the final rating.

Phase 4: Performance Rewards and Development Planning

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

5. What are the manager's responsibilities in the performance-planning phase of the process?

Before the Meeting

1. Review the organization's vision statement, mission and values and the departmental goals.
2. Read the individual's job description. Think about the goals and objectives the person needs to achieve in the upcoming appraisal period.
3. Explain how the DepEd competencies will be demonstrated.
4. Determine what you consider to be fully successful performance in each area.

6. What are the employee's responsibilities for performance planning?

1. Review the organization's vision, mission, and values and your own department's goals.
2. Review your job description and determine your critical responsibilities.
3. Think about your job and identify the most important goals you feel you should accomplish in the upcoming appraisal period.
4. Think about what you consider to be fully successful performance in each area.

7. I have never held a performance-planning meeting. How do I get the planning meeting off to a good start?

Start by making sure you are fully prepared. Have all the materials available that you will need:

1. A copy of the employee's job description
2. The goals that you have set for the department
3. Your notes on goals and ideas that the employee might set
4. A copy of the Vision, Mission, Values
5. A blank copy of the appraisal form

8. What is the difference between "results" and "behaviours"?

Results include actual job outputs, creatable products, measurable outcomes and accomplishments and objectives achieved. Results deal with what the person achieved.

Behaviours include competencies, skills, expertise and proficiencies, the adherence to organizational values, and the person's personal style, manner and approach. Behaviors deal with how the person went about doing the job.

9. What are the Key Result Areas (KRAs)?

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

KRAs should:

- Number between three to five
- Be described in a few words
- Be within your influence
- Support your departmental/functional area goals
- Be similar for jobs that are similar to yours
- Not change unless your job changes

10. What are objectives?

Objectives are specific things you need to do and the results you need to achieve is your Key Result Areas.

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

- Specific
- Measurable

- Attainable
- Relevant
- Time Bound

11.   How many objectives should we write per KRA?

Usually, from one to three objectives are sufficient to cover each Key Result Area.

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

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

12.   How do I write effective objectives?

Here are a few tips:

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

13.   What are Performance Indicators?

They are exact qualification of objectives. It is an assessment tool that gauges whether a performance is good or bad. However, even if we have all the

information about the units, we will not be effective in managing our operation if our data interpreted correctly.

14. Why do the Rater and Ratee have to agree and reach agreement during the Planning Phase?

Gaining employee commitment and cooperation towards reaching performance targets is a Critical Task for this phase.

NOTE: At this stage, the Individual Performance Commitment and Review Form (IPCRF) must be signed by both the rater and the rate.

15. Can we change the adjectival rating in the Rating Scale?

The Rating Scale is non-negotiable. This is mandated by the Civil Service Commission (CSC) for all government agencies.

16. How can we be objective when we evaluate someone's performance?

If the rates is "uninfluenced by emotions" or "personal prejudices" if he is "fair", if he or she bases her assessment on "observable phenomena" like an employee's performance and behaviour which are easily observed, and presents the appraisal factually, then that performance appraisal at the rater are indeed objective.

But it's easy to fall victim to the myth of quantifiability: the erroneous belief that in order for an evaluation to be objective, it must involve countable units.

Objectivity has nothing to do with countability. As long as the raters meet the following three tests, they are in fact objective evaluators.

1. They have a clear model of excellence.
2. They are trained and experienced.
3. They are with integrity.

17. What are our performance cycles in DepEd?

For Non-Teaching Positions:
January: Rater and Ratee sign Individual Performance Commitment and Review Form (IPCRF)

February to December: Rater monitors and coaches Ratee.

For Teaching Positons:
June: Rate and Ratee sign Individual Performance Commitment and Review Form (IPCRF)

July to March: Rater monitors and coaches Ratee.

18. What is Monitoring?

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

19. Why is Monitoring important?

- Key input to performance measures (NO MONITORING, NO OBJECTIVE MEASUREMENT)
- PROVIDES OBJECTIVE BASIS OF RATING
- Facilitates Feedback
- Clearly defines opportunities for improvements
- PROVIDES EVIDENCE

20. What are the common tracking sources used?

- Reports
- Surveys
- Informal Interview Data
- Evaluations
- Quality specifications
- Time logs
- Complaint logs

- Manage observation
- Audit Results
- Certificates of Completion

21. How do you track competencies?

- Feedback from others
- Self Reporting

22. How do you reduce subjectivity when monitoring performance?

- Establish clear and specific basis for assessment.
- Keep track of outcomes
- Log critical incidents (STAR Approach)
- Feedback from internal clients and team members

23. What is a good feedback?

- Specific and factual
- Timely and immediate
- Focused on behaviour, not the person
- Actionable by receiver

24. When do you need coaching?

- Before leading a meeting that you think will be different
- Before having a difficult discussion with someone
- When learning something new in the job
- After you've handed an important task and went to know how you did and how to improve.

25. How do I motivate employee to deliver good performance?

- Create conditions that motivate
- Eliminate performance problems

26. What is Performance Evaluation?

A dialogue between leaders and employees aimed at improving future performance. It is a summary of performance feedback and coaching discussion done throughout the year.

27. What are the employees' responsibilities in the performance evaluation phase?

a. Review your personal performance over the year.

b. Assess your performance and accomplishments against the plan.

c. Prepare a list of your accomplishments and achievements and read it to your appraisal.

d. Write a self-appraisal using the IPCRF.

e. Consider any revisions needed to your key position responsibilities, goals, objectives, competencies, development plans for the next cycle.

f. Prepare for the performance review meeting.

28. What are the manager's responsibilities during the performance evaluation phase?

- Ensure timely completion of performance review
- Ensure fait, thorough and complete reviews
- Ensure tough minded, demanding performance standards are set.

29. How do you compute the rating?

Example:

KRA No. 1 – Weight is 40%; Rating is 4	4 x 0.40	=	1.6
KRA No. 2 – Wight is 20%; Rating is 3	3 x 0.20	=	0.6
KRA No. 3 – Weight is 40%; Rating is 5	5 x 0.40	=	2.0

	Rating Score:		**4.2**

30. How do you start writing a performance appraisal?

- Gather all of your information.
- Get the big picture – the core message clearly in mind by asking:
  - What is the single most important message I want to communicate about the individual's performance through the IPCRF?

- Identify the three key elements:
  - Particular strengths demonstrated
  - Most critical needs for improvement
  - Most important development need
  - Identify the three key elements

- Muster your courage to tell the truth
  - Most accurate rating category for each individual objective.
  - Most accurate narrative description.

31. How should I open the meeting during the Performance Review?

- Welcome the individual
- Describe the meeting's importance to you.
- Provide the overall time frame for the meeting.
- Tell the employee where you'd like to start.
- Make your kick-off statement

32. How do I write development plans?

- The lowest rating or ratings in both achievement of results and demonstration of competencies becomes the basis for the development plans.
- Identify development needs.
- Set goals for meeting these needs.
- Prepare action plans for meeting the needs.
- Implement plans.
- Evaluate.

33. Aside from classroom training, what other activities that can be considered for employee development?

- Benchmarking
- Seminars/workshop

- Formal Education/Classes
- Assignment to task forces
- Job enhancement/redesign
- Functional cross-posting
- Coaching/counselling
- Developmental/lateral career moves
- Self-managed learning