

## Individual Performance Commitment and Review Form (IPCRF)

Name of Employee:	<b>RESADEL B. DE LOS SANTOS</b>		Name of Rater:	<b>ERNESTO H. CABANES</b>									
Position:	<b>HRD SEPS</b>		Position:	<b>SGOD Chief</b>									
Review Period:	<b>January-December 2021</b>		Date of Review:										
Bureau/Center/ Service/ Division:	<b>DEPED DAVAO ORIENTAL SCHOOLS DIVISION - SGOD HRD</b>												
<b>TO BE FILLED IN DURING PLANNING</b>						<b>TO BE FILLED DURING EVALUATION</b>							
MFOs	KRAs	OBJECTIVES	TIME LINE	Weight per KRA	R A T E	<b>PERFORMANCE INDICATORS</b>			<b>ACTUAL RESULTS</b>	<b>RATING</b>			<b>SCORE*</b>
						Quality	Efficiency	Timeliness		Q	E	T	
<b>BASIC EDUCATION SERVICES</b>	<b>HR Strategic Plans and Policies</b>	Review and analyze researches, M&E Reports and identify HRD related issues and findings and submit recommendations for policy directions in the formulation on HRD programs and their implementation.											
		Conduct an assessment of the human resource development situation and needs of the Schools Division Office, schools and learning centers, to provide basis for HRD plans and programs											
		Updated L & D Plan based on TNA and IPCRF		10%	5 Printed and approved by SDS without revisions and functional	With consensus from Training Program owners	Right after the TNA survey	Prepared L & D Plan based on TNA and IPCRF					

MFOS	KRAS	OBJECTIVES	TIME LINE	Weight per KRA	R A T E	PERFORMANCE INDICATORS			ACTUAL RESULTS	RATING				SCORE*
						Quality	Efficiency	Timeliness		Q	E	T	Ave	
					4	Followed	w/o the consensus of TPOs	1 month later		4	4	4	4	0.4
					3	Partly followed	with 1 revision	2 months later						
					2	Not followed	2 revisions	3 or more months later						
					1	No L&D Plan	3 or more revisions	after end of year						
		<b>Professional and Career Development (45%)</b>												

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						Quality	Efficiency	Timeliness		Q	E	T	Ave	
<b>HR Development Interventions 25%</b>		Determine the competency development needs of personnel in the Schools Division and identify those which can be responded to by training:		5%	5	2 or more TNA tools	With consensus from Training Program owners	Within August	Developed online TNA tool and conducted the survey for teaching and non-teaching personnel	5	5	5	5	0.25
		Managed online TNA tool for teaching and non-teaching personnel			4	1 TNA	w/o the consensus of TPOs	1 After Aug						
					3	None	with 1 revision	2 months after Aug						
					2	-	-	3 mos after aug						
					1	-	-	4 or more mos						
		Identify (internal and external) training providers (including NEAP-R), resource speakers and facilitators, and prepare contract for design and conduct of training												

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						Quality	Efficiency	Timeliness		Q	E	T	Ave	
		Prepare a "Calendar of Training and Development Programs" offering to division personnel to help them determine and schedule their attendance												
		Prepare training and development program designs and packages (may be from NEAP-R) to be offered regularly to schools division personnel												
		Conduct training programs (including career development programs) regularly offered to schools division personnel												
		Design Career Paths for teaching and non-teaching positions in the schools division office to guide personnel in their career goals setting and development												
		Initiated conduct of training and development programs for teaching		Oct-Dec	10%	5 2 or more trainings	Conducted trainings Not all planned trainings were conducted	Within October A week after October		Initiated conduct of trainings				
						4 1 training								

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						Quality	Efficiency	Timeliness		Q	E	T	Ave	
	<b>Scholarship and Professional Program Coordination</b>				3	Approved proposals only	No trainings conducted							
		Build and maintain network of institutions providing opportunities for Scholarship Programs to get updates on offerings			2	Drafts only								
		Disseminate to schools division personnel opportunities for scholarships and accept applications. <input type="checkbox"/> Coordinate the screening and selection of applicants with SDO management to arrive at a final list of scholars												
		Coordinate with institutions confirmed scholars and documentary requirements to facilitate availment of the scholarship												
		Coordinate/conduct orientation of scholar to ensure awareness of the conditions of the scholarship and expectations of the agency from the scholar												

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						Quality	Efficiency	Timeliness		Q	E	T	Ave	
<b>Training and Development Records 20%</b>		Coordinate and maintain communication and moral support to the scholar (before, during, and after scholarship) to help them complete their scholarship												
		Monitor, evaluate and submit report on the status and progress of scholars, and the benefits of the scholarship programs to the agency												
		Coordinate the installation and ensure continuous operation and maintenance of the TDIS												
		Supervise encoding of training records in the TDIS to ensure accuracy												
		Guide the generation of reports and analyze data and its implications in order to provide management with information and feedback on the implementation of training and development n the schools division.												

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						Quality	Efficiency	Timeliness		Q	E	T	Ave	
		Prepared Calendar of Training and Development Programs (Annual) including SDO initiated programs (with attribution to GAD)	Monthly	10%	5	Filed and functional		Year round	Prepared Calendar of Trainings					
	<b>Succession and Exit</b>	Coordinate the implementation of succession planning system in order to create a candidate pool for critical positions in the SDO												
		Coordinate the implementation of Leadership Development programs for high potential employees to build a pool of leaders in the SDO												
		Coordinate the implementation of retirement programs for employees due for retirement to prepare them and the organization for the transition												
		Design and implement process for gathering data from resigning personnel to get feedback on factors that helped or hindered employees in the performance of his/her work and implications towards continuous improvement in the work climate and in the workplace												

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						Quality	Efficiency	Timeliness		Q	E	T	Ave	
					4 3 2 1	Filed but not functional Incomplete No training calendar No training calendar		Year round Year round Year round Year round		4	4	4	4.00	0.4
		Maintained records of Operational TDIS: training and development reports and systems	Jan-Dec	10%	5	Maintained/Filed	Without lapses	Year round	Maintained records of Operational TDIS					
					4 3 2 1	Proposal only Draft only	With 1 lapse With 2 lapses	Year round Year round		4	4	4	4.00	0.4
	Employees Welfare	Design and implement process for gathering data on welfare needs of employees												
		Propose, design, and implement (upon approval), programs to respond to the welfare needs of various employee groups												

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						Quality	Efficiency	Timeliness		Q	E	T	Ave	
		Review, propose and coordinate implementation of reward and recognition programs												
		Conduct monitoring and evaluation of employee welfare programs and submits report on status, progress, and impact to provide feedback to management												
		Conduct monitoring and evaluation of results of implementation of rewards and recognition programs and submit report on status, progress, and impact in order to provide feedback												
		Prepared designs for awards	Jan-Dec	10%	5	Printed and approved by SDS without revisions and functional		Within specified time		5	5	5	0.50	
					4	Printed and approved by SDS with 1 revision		Late						
					3	Printed and approved by SDS with 2 revisions								

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						Quality	Efficiency	Timeliness		Q	E	T	Ave	
					2	Printed and approved by SDS with 3 revisions								
					1	Disapproved								
	<b>Technical Assistance 25%</b>	Provide Technical Assistance to schools and learning centers by responding to the identified needs in relation to HRD and other matters on Filed Training Designs furnished to HRD Section to HRD and other matters on governance and operations	Oct-Dec	15%	5	All ADs submitted to SGOD-HRD	Without lapses	Year round	Assessed/Checked attachments (required by SDS) and recorded Activity Designs and endorsed to SDSO for approval					
					4	If 1 AD assessed is disapproved by SDS	With 1 lapse	Year round		4	4	4	4.00	0.6
					3	If 2 ADs assessed are disapproved by SDS	With 2 lapses	Year round						
					2	If 3 ADs assessed are disapproved by SDS	With 3 lapses	Year round						
					1	-	With 4 or more lapses	Year round						

MFOs	KRAs	OBJECTIVES	TIME LINE	Weight per KRA	R A T E	PERFORMANCE INDICATORS			ACTUAL RESULTS	RATING				SCORE*
						Quality	Efficiency	Timeliness		Q	E	T	Ave	
		Provided Technical Assistance to schools and learning centers by responding to the identified needs in relation to HRD	Nov-Dec	10%	5 4	4-5 schools 3 schools	Without lapses With 1 lapse	Within Nov 1st week of Dec	Provided Technical Assistance to schools	4	4	4	4.00	0.4
					3	2 schools	With 2 lapses	2nd week of Dec						
					2 1	1 schools None	With 3 lapses With 4/more lapses	3rd week of Dec 4th week of Dec						
	Support Functions 10%													
	Trainings/Meetings	Participated & attended various trainings/workshops/meetings/conferences	Jan - Dec	5%	5	95-100% participated/attended	Without lapses	As required	Participated & attended various trainings/workshops/meetings/conferences	4	4	4	4	0.2
					4 3 2	90-95% participated/attended 85-89% attended 80-84% attended	With 1 lapse With 2 lapses With 3 errors	As required As required As required						

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						Quality	Efficiency	Timeliness		Q	E	T	Ave	
	Form 48	Prepared and submitted Daily Time record	Jan - Dec	10%	5	Below 80%	With 4/more errors	As required		5	5	5	5.00	0.50
						12 DTRs for the whole year	Without lapses	1 week after each month						
	IPRCF	Accomplished & submitted IPCRF	Jan - Dec	10%	5	11 DTRs only	With 1 lapse	2 weeks after each month		5	5	5	5.00	0.50
						10 DTRs only	With 2 lapses	3 weeks late						
					2	9 DTRs only	With 3 lapses	4 weeks late		5	5	5	5.00	0.50
						8 DTRs & less	With 4 or more lapses	5 weeks late or more						
					5	95-100% completed	Without error	Before Dec 23	Accomplished & submitted IPCRF	5	5	5	5.00	0.50
						90-95% completed	Returned for review	On December 23						
					3	85-89% completed	Returned twice for review	1 week after December		5	5	5	5.00	0.50
						80-84% completed	Returned 3x	2 weeks after December						
					1	Below 80%	With 4/more errors	Year round						

MFOs	KRAs	OBJECTIVES	TIME LINE	Weight per KRA	R A T E	PERFORMANCE INDICATORS			ACTUAL RESULTS	RATING				SCORE*
						Quality	Efficiency	Timeliness		Q	E	T	Ave	
	Records Management	Records and files official documents	Jan-Dec	5%	5	In computerized database well arranged & managed	Without lapses	On the day document is available	Records and files official documents	5	5	5	5.00	0.25
					4	computerized but not well arranged	With 1 lapse	1 day after						
					3	hard copies only	With 2 lapses	1 week after						
					2	No records	With 3 lapses	2 weeks after						
					1	No records	With 4 or more lapses	1 month after or more						
	PLUS FACTOR 2%									0	0	0	0	0
				100%										
* To get the score, the rating is multiplied by the weight assigned									OVERALL RATING for Accomplishments				49	4.40
ADJECTIVAL RATING									VS					

RESADEL B. DE LOS SANTOS

Ratee

YVETTE M. CELMAR, Ph.D.

Education Program Supervisor

Rater

ERNESTO H. CABANES

SGOD Chief

Approving Authority

**CORE BEHAVIORAL COMPETENCIES****Self-Management**

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

**21****Professionalism and Ethics**

- 5 Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713)
- 5 Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.
- 4 Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.
- 5 Makes personal sacrifices to meet the organization's needs, improves systems and help others improve their effectiveness.

**19****Teamwork**

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

**20****Service Orientation**

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

**4.2****CORE SKILLS****Oral Communication**

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

**4.0****4.2****21****Written Communication**

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

**4.4****4.0**

<b>Result Focus</b>		<b>Innovation</b>	<b>Computer/ICT Skills</b>
5 Achieves result with no optimal use of time and resources most of the time.			
5 Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs.		5 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).	5 Prepare basic compositions (e.g. letters, reports, spreadsheets and graphics presentation using Word Processing and Excel).
3 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.	4.7	4 Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	5 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).
5 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.		4 Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	5 Prepares simple presentation using Powerpoint.
5 Makes specific changes in the system or in own work to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.		4 Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	5 Utilizes technologies to: access information to enhance professional productivity, assists in conducting research and communicate through local and global professional networks.
5 Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.		4 Uses ingenious methods to accomplish responsibilities, demonstrates resourcefulness and the ability to succeed with minimal resources.	4 Recommends appropriate and updated technology to enhance productivity and professional practice.
<b>28</b>	<b>21</b>		<b>24</b>
5-Role model; 4-Consistently demonstrates; 3-Most of the time demonstrates; 2-Sometimes demonstrates; 1-Rarely demonstrates		<b>OVERALL COMPETENCY RATINGS</b>	
Note: These ratings can be used for the developmental plans of the employee.		CORE BEHAVIORAL COMPETENCIES	4.4
DEPED RPMS Form - For Staff (below SG 18)/3		CORE SKILLS	4.3
		<b>OVERALL RATING</b>	<b>4.4</b>

### PART III: SUMMARY OF RATINGS FOR DISCUSSION

Final Performance Results	Rating
Accomplishments of KRAs and Objectives	4.40

#### Employee-Superior Agreement

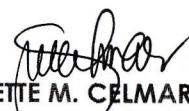
The signatures below confirm that the employee and his/her superior have agreed to the contents of the performance as captured in this form.

Name of Employee	RESADEL B. DE LOS SANTOS	Name of Superior	ERNESTO H. CABANES, SGOD Chief
Signature		Signature	
Date		Date	

### PART IV: INDIVIDUAL DEVELOPMENT PLANS (IDP)

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed
Computer/ICT Skills				
Communication Skills-Written				
Communication Skills-Speaking/Lecturing				
Training Management				
Planning				
Customer Service Skills				
	None	N/A	N/A	N/A

RESADEL B. DE LOS SANTOS  
HRD SEPS  
Ratee

  
YVETTE M. CELMAR, Ph.D.  
Education Program Supervisor  
Rater

  
ERNESTO H. CABANES  
SGOD Chief  
Approving Authority

## EMPLOYEE FEEDBACK FORM

Rating Period: January to December 2021

STRENGTHS	DEVELOPMENT NEEDS	ACTION PLAN (Recommended Developmental Intervention)	TIMELINE	RESOURCES NEEDED
Computer/ICT Skills				
Communication Skills-Written				
Communication Skills-Speaking/Lecturing				
Training Management				
Planning				
Customer Service Skills				

### Employee Feedback:

For 31 years in the service I have attended and acquired knowledge and skills thru countless trainings, workshops, orientations and seminars which I am also applying at work and even outside work. I will be retiring in 28 months.